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Using a Reading to Learn (R2L) Adaptation to Support Students' Language Learning in the Production of Spoken Daily Routines

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Abstract

The study reported in this thesis is an action research project which investigates the teaching of oral production in English at a tertiary education institution. The study is concerned with establishing an effective pedagogy to support students' English language learning.

This action research project draws on the Reading to Learn (R2L) pedagogy informed by Systemic Functional Linguistics (SFL). The R2L pedagogy is concerned with providing systematic and strategic support for students' English language development, specifically about the oral production of a genre named here as daily routine. Three phases of an adaptation of the R2L pedagogy are conducted in this intervention. Teaching this genre enables students to develop language skills to talk about both a personal daily routine and another person's daily routine.

The intervention draws on several scaffolding tools in the pedagogical design. These include pedagogical activities informed by R2L, classroom interactions with translanguaging, and multimodal teaching materials.

The results of the intervention program indicate three important outcomes. First, the conduction of the pedagogical activities informed by R2L successfully helps students better produce spoken daily routines. Second, the use of L1 (Spanish) is effective in learning L2 (English) when the reduction of L1 is carefully planned. Third, the employment of multimodal resources in the teaching materials facilitates students' language comprehension and production.

The study is innovative for two reasons. It provides an effective adaptation of the R2L pedagogy to improve oral production. And it provides an active intervention for supporting students' English language learning in an online environment.

Keywords: Reading to Learn (R2L); oral production; Systemic Functional Linguistics (SFL)

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Chapter 1 Introduction

1.1. English Language Teaching in Chile

Teaching and learning English as a foreign or second language are crucial worldwide as English is recognized as a lingua franca, that is, "a language that is widely used by speakers of other languages to ensure successful communication" (Cancino & Díaz, 2020, p. 116). As a lingua franca, communication in this language is very common among non-native speakers in different contexts such as academic and professional ones. In Chile English as a foreign language has been mandatory in schools since 1998 from fifth to twelfth grade (British Council & Education Intelligence, 2015). While in the field of English language teaching there has been a variety of approaches and methods available owing to the development of linguistic theories (Graham, 2011; Larsen-Freeman & Anderson, 2011), the approach that has been popularized in Chile since the 2012 Chilean education reform is the Communicative Language Teaching (CLT). CLT is an approach which "aims broadly to make communicative competence the goal of language teaching" (Larsen-Freeman & Anderson, 2011, p. 152). Communicative competence was first proposed by Hymes (1972), as a way of arguing against Chomsky's definition of competence as the native speaker's linguistic knowledge that is separated from the actual usage of language in communication (Chomsky, 1965). Communicative competence emphasizes the learner's ability to understand and use language successfully in actual communication. This approach intends to give learners opportunities to develop strategies to use a language in real-life situations in accordance with their intended meaning. "The primary focus on function over form is emphasized by the CLT advocates" (Yousaf et al., 2017, p. 118). CLT establishes that language is learned through communicative tasks, typically without needing explicit grammar instructions, so the teacher is seen as a moderator and a guide for the students rather than an instructor. CLT is promoted by the Chilean government and teachers from both elementary school and high school need to follow its principles in the EFL classroom to guide students to communicate in English (Ministerio de Educación, n.d.).

Although CLT focuses its teaching strategies on actual communication, this pedagogical approach can be problematic in supporting students' learning development. An important issue is that it relies heavily on students' prior knowledge in completing a communicative task. And in Chile the students' prior knowledge of English is strongly determined by their social backgrounds. The uneven development of the English language can be reflected in the fact that although Chilean students study English for at least eight years at school, when they reach the final years of high school most students

still only have minimal knowledge of the language (Agencia de Calidad de la Educación, 2017), that is, an A1 or A2 level of English, based on the criteria of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). Barahona (2017) stated that the causes of low English-language proficiency in Chile could be "an insufficient number of qualified teachers, lack of resources, an inappropriate ELT curriculum, overcrowded classrooms, stratification and the inequalities of educational system" (p. 16). Most of these causes are more evident in public and subsidized schools in comparison with private schools, which represent only 9 percent of the total number of Chilean schools (Falabella & Ilabaca, 2020). In public and subsidized education, most students are not provided with well-trained teachers, well-selected pedagogical materials, and sufficient hours of English classes. Moreover, classes are typically overcrowded, which makes it difficult for the teacher to assist every student in their learning process. As a result, even though CLT is used in most Chilean schools, private school students have significant advantages over public and subsidized school students. In addition to their human and material resources, private school students often come from a home environment that encourages the learning and sometimes the use of English. The differences of English language education at the school level perpetuate in tertiary education. Generally speaking, the majority of higher education institutions treat English as an important subject and provide students with sufficient resources. CLT is typically a dominant teaching method at the tertiary level English education. This can be a problem because there are some higher education institutions that receive more public and subsidized school students than others. These students are at a disadvantage since, like in school, they are not given the explicit language teaching that they need to succeed.

The reality of English education in Chile is complex because there are many students who are not being provided with the language resources that they need to communicate in English. The employment of CLT in the EFL classroom does not benefit most students because, based on its principles, it is generally believed that students should play a dominant role in interaction and communication even if they lack basic English knowledge. This belief puts too much reliance on students' prior knowledge, which can create more struggle for those who are already in a disadvantaged position.

1.2. The Research Context

This study is conducted at a tertiary institution known as Duoc UC (Departamento Universitario Obrero y Campesino de la Universidad Católica de Chile). Duoc UC offers both two-year technical degrees and four-year professional degrees. To obtain a degree at this institute, it is compulsory for students to study and pass the number of English courses that are required in their majors, which varies according to the major, as the English language is regarded as an essential tool to have better job opportunities. Students admitted to Duoc UC predominantly come from public and subsidized schools. For this reason, it is assumed that the students have an English level below A1 before they start studying their first English course. Consequently, the English program at Duoc UC teaches students from a beginner English level (A1). However, the students who consider that they have an A1 or a higher level have the opportunity to take a placement test in order to determine their English levels and pass the courses that are at their levels and below without having to attend classes or take tests. Very few students take this opportunity or are eligible to be exempted.

Duoc UC employs a specific type of CLT known as task-based language teaching (TBLT). TBLT proposes that students "acquire the language they need when they need it in order to accomplish the task that has been set before them" (Larsen-Freeman & Anderson, 2011, p. 193). At Duoc UC, students have to perform a variety of tasks which resemble real-life situations such as role-plays, which are believed to help students use English successfully. TBLT has been effective at Duoc UC, to a certain extent, in terms of providing students with some opportunities to communicate in English. However, students are not expected to receive explicit language teaching before they are required to use the language communicatively. This is a problem because students often lack sufficient lexical and grammatical resources in communicative situations.

Despite the fact that Duoc UC employs TBLT in EFL classes, the assessment during the semester is not in coherence with this method. Approximately 70% of the student assessment focuses on speaking and 30% focuses on listening, reading, and writing. The assessment is distributed in this way because at Duoc UC, speaking is considered the most important skill in English communication. Oral production is assessed through oral monologues, which are not communicative tasks. They require students to talk about specific topics generally for about two to four minutes, e.g., they are asked to provide some personal information such as their names, ages, addresses, occupations, etc. Although oral production is the focus of the assessment, the texts that students orally produce on tests are not spoken interactions. Students are required to answer some questions asked by the teacher with

the aim of showing their control of lexical and grammatical features that they have been exposed to in the course. Students are expected to create a piece of text that is coherently organized, with a clear structure and progression of ideas. The rubric for oral assessment focuses on ideas, grammar, vocabulary, and pronunciation and intonation.

Personally, after teaching at Duoc UC for three years, I have observed and experienced the problem of using CLT for teaching English as a foreign language. Based on CLT principles, when I started to work at Duoc UC, I attempted to involve my students in communicative tasks without providing them with explicit teaching of lexis and grammar. I asked students to perform different communicative activities such as games, interviews, role-plays, etc. in order for them to 'discover' language resources. However, after a few months I realized that this was not helpful for supporting learning because most of my students struggled to perform the activities with limited language resources. The 'discovery' learning created constant frustration among the students. Based on this observation, I began to first teach my students lexical and grammatical features of the English language before asking them to do communicative activities. The problem was that there was not a clear connection between my explanations about lexis and grammar and the language usage in activities. For example, before teaching a topic such as daily routines, I used to teach students some relevant language features first such as singular pronouns (*I*, *he*, and *she*), action verbs (e.g., *take*, *brush*, *go*, *etc.*), adverbs of frequency (e.g., *always*, *sometimes*, *never*, *etc.*), expressions of time and place (e.g., *in the morning*, *at 2:00 o'clock*, *at home*, *at school*, *etc.*), connectors (e.g., *and then*, *after that*, *before that*, *etc.*), among others. These were taught without using specific texts in context, but only isolated phrases and sentences. After explaining the lexis and grammar, I required students to form groups and use these language features to ask each other about their daily routines. This was still a challenge for most students given that there was a leap between the decontextualized lexical and grammatical explanations and language usage in conversation. This teaching experience motivated me to find a more appropriate approach for teaching English that provides a better connection between the learning of language and the usage of language. This motivation leads to the conduction of this research project.

1.3. The Study

The present study is an action research project which aims to improve my own teaching practice in order to encourage students' participation in their EFL classes and assist them in

developing their English language skills. The action research consists of four phases, namely planning, action, observation, and reflection (Kemmis & McTaggart, 1988). The specific type of action research used in this study and the steps taken in each phase are explained in Chapter 3.

The project was implemented in November 2021, during the COVID-19 pandemic. The extraordinary situation during this period posed two main challenges in the conduction of the project. First, after having online classes for almost two years since March 2020, the level of motivation that students had was low because many of them were dealing with personal difficulties which hindered their learning process. Second, it was not mandatory for students to connect to synchronous classes at Duoc UC due to the uncertain Internet availability. As a result, many students were prone to watching the recordings of the classes rather than attending them synchronously. Students' active participation in class was very limited. The action research was therefore conducted online, with students' voluntary attendance in the classes and involvement in the project. The participants of the study were asked to attend the classes of the intervention in order to actively participate in the learning of English, but they were also given the opportunity to watch the recordings of the classes that they were not able to attend. The platform used for online teaching at Duoc UC is called 'Blackboard Collaborate.' This platform allows users to use cameras, microphones, chat, whiteboard, share PPT presentations, etc.

Two Basic I classes were part of this action research project. A total of six students participated in the study. Three participants came from a class of twelve students that are part of 'Técnico en electricidad y automatización industrial' (Technical education in electricity and industrial automation), which is a two-year technical program. This major includes two basic English courses in its curriculum. The Basic I English course is given in the first year in the major. And the other three participants came from a class of fourteen students that are part of 'Ingeniería en medio ambiente' (Environmental engineering), which is a four-year professional program. This major includes two basic English courses, two elementary English courses, and one intermediate English course. Like in the previous group, the Basic I English course is given in the first year in the major. The participants are numbered in this thesis without giving their names. The percentages of the participants' attendance in the intervention classes are the following: Participant 1 = 80%, Participant 2 = 60%, Participant 3 = 100%, Participant 4 = 20%, Participant 5 = 80%, and Participant 6 = 40%. All the participants stated that they had watched the recordings of the classes that they missed to attend. Most of the other students who were part of the classes but were not participants of the study did not attend the classes synchronously. Only one of them attended four of the five classes of the intervention but declined to take part in the study.

During the semester, the textbook used in the Basic I classes was the American English File Starter book by Oxford University Press (Latham-Koenig et al., 2013). Units 5 and 6 were studied. They focus on simple present tense and the main topic is daily routines. This topic is presented in the textbook through descriptions along with explanations regarding lexical and grammatical aspects. This action research therefore works with the topic of daily routines, following the curriculum sequence of the course. The typical assessment of daily routines at Duoc UC focuses on writing and speaking, but in the semester that this action research took place, the assessment of daily routines focused on speaking only.

The intervention of the action research draws on a pedagogical approach known as the genre-based approach (GBA). GBA has been developed over four decades, having gone through several generations of pedagogical innovations (Rose & Martin, 2012). This study specifically adapts the most recent model of GBA known as the Reading to Learn (R2L) pedagogy (Rose, 2019a). Compared to the previous genre-based teaching models, R2L provides the most comprehensive set of teaching strategies in the classroom. GBA, and specifically the R2L pedagogy, is suitable for the context for several reasons. First, it provides a connection between lexis and grammar and their communicative usage. Genre is defined as "the global social purpose of a text" (Rose & Martin, 2012, p. 20). By teaching language through genres that are crucial in our culture such as recounts, reports, anecdotes, descriptions, etc., this approach aims to provide students with the lexical and grammatical features of the language that are needed to reproduce these genres in communication (Rose & Martin, 2012). This pedagogy sees the development of communicative competence through the mastery of different types of texts. Second, the teacher has a mentoring role in this approach. Explicit teaching is required in the learning of different text types or genres. According to Rose and Martin (2012), the genre-based approach differs from other pedagogical approaches in that "it is not merely about learning, but incorporates a detailed set of procedures for teaching" (p. 280). Third, this approach regards equity in education as a fundamental aspect to consider (Rose & Martin, 2012). The differences in the background knowledge of each student need to be taken into account in the classroom in order for them to achieve outcomes which can be considered equitable (De Silva Joyce & Feez, 2012). This pedagogical goal matches very well with my goal of providing equitable support to the students at Duoc UC. While the genre-based approach has been mostly used to work with written texts, it is also applicable to the teaching goal of producing oral monologues, which is under focus in this study, since it provides students with the structure of genres and the lexical and grammatical features that they need for producing coherent and cohesive texts, in either oral or written forms.

In addition to the pedagogical activities informed by R2L, the adaptation of the pedagogy in this study also draws on the theories of translanguaging (García & Wei, 2014) and multimodality (Renkema, 2004), employing students' first language (Spanish) and multimodal resources as part of the teaching tools. The students' first language is used during the intervention of this study to assist them in the understanding and production of the structure of daily routines and the key language features involved in this genre such as singular pronouns, action verbs, adverbs of frequency, expressions of time and place, and connectors. Importantly, however, the use of Spanish is gradually reduced, progressively giving students more independence in their communication in English.

Multimodal resources are employed in the R2L adaptation to enable students to comprehend and produce ideas in daily routines. Visual resources play an important role in assisting students in organizing ideas in service of the language production.

My objective in this action research is to understand how effective the implementation of the adapted R2L pedagogy is in supporting students' language learning. The effectiveness of this R2L adaptation is examined by considering both the students' language production and their perception of the pedagogy. The production of language is considered with two specific aspects – 1) if the text produced achieves its purpose; 2) if the language features are effectively used. Based on these considerations, three specific questions are asked in this study:

1) How effective is the R2L adaptation in enabling students to produce a text of daily routines with effective structure and clear purpose?
2) How effective is the R2L adaptation in expanding students' language choices in producing daily routines?
3) How do the students think about their classroom experience in supporting their language learning?

To answer questions 1) and 2), a pre-intervention test and a post-intervention test are employed to collect students' production of daily routines. Both text structure and language features involved are taught explicitly during the intervention. The text structure includes the stages of daily routines, which will be introduced in Chapter 3. The key language features include singular pronouns (*I*, *he*, and *she*), action verbs (e.g., *take*, *brush*, *go*, *etc.*), adverbs of frequency (e.g., *always*, *sometimes*, *never*, *etc.*), expressions of time and place (e.g., *in the morning*, *at 2:00 o'clock*, *at home*, *at school*, *etc.*), and connectors (e.g., *and then*, *after that*, *when*, *etc.*). Both pre-intervention texts and post-intervention texts are analyzed linguistically, following the descriptions of language and genre by

Systemic Functional Linguistics (SFL). First, the stages identified in this study as part of the daily routine genre are analyzed through genre analysis (Martin & Rose, 2008). Second, the language features that students use to construe their experiences of daily routines are analyzed, revealing how grammatical elements are structured functionally in a clause (known as transitivity in SFL) (Halliday & Matthiessen, 2014; Martin et al., 2010). Third, the way students connect the activities in a text is analyzed, revealing how explicit and implicit logical connectors are employed to organize ideas in a coherent text (known as logical connexions in SFL) (Martin, 1992; Martin & Rose, 2007; Hao, 2020).

To answer question 3), a survey is used to collect data concerning the students' opinions about the intervention. First, the specific type of closed-ended questions that are used in the survey is Likert scale questions. In these types of questions, "respondents are asked to indicate the extent to which they 'agree' or 'disagree' with [a statement] by marking (for example, circling) one of the responses ranging from 'strongly agree' to 'strongly disagree'" (Dörnyei, 2007, p. 105). These questions are employed here to find out to which extent students agree or disagree with some statements in relation to the implementation of the adapted R2L pedagogy. The students' responses to the Likert scale questions are expressed as percentages. Second, the responses to the open-ended questions, in which students can provide reasons for the rating they assigned to each Likert scale question and have to express general opinions about what has helped them the most in their classes about daily routines and what should be improved, are analyzed using qualitative content analysis. This analysis is employed to find the categories that students focus on regarding the use of the adapted pedagogy. This data analysis method is used to determine key wordings, namely codes, categories, and/or themes, from a large amount of text, in order to draw some interpretations of the results (Erlingsson & Brysiewicz, 2017).

1.4. Outline of the Thesis

This thesis is organized into five chapters. Chapter 1 has presented the situation of English language teaching in Chile, the research context, and the objectives of the study. Chapter 2 presents the theoretical foundations for the study, including key concepts in Systemic Functional Linguistics (SFL) and the notion of scaffolding. It presents three SFL language systems drawn on in the analysis, specifically genre analysis, transitivity, and logical connexions. Moreover, it introduces three scaffolding strategies that are implemented in this study, namely the pedagogical activities informed by R2L, translanguaging, and multimodality. Chapter 3 explains the methodological framework of

this study which includes describing the steps taken in the action research, the adaptation of the R2L pedagogy, the data collection instruments, and the data analysis methods. Chapter 4 reports the results and discussion of the analyses of the students' production of daily routines in both the pre-test and the post-test. Additionally, it reports the results and discussion of the analysis of the students' responses in the survey. Chapter 5 concludes the thesis by summarizing the pedagogical activities and findings of this study, providing reflections on the effectiveness, limitations, and challenges of the research, and providing considerations for future research.

Chapter 2 Theoretical Framework

This chapter introduces the theoretical concepts that inform the adaptation of the R2L pedagogy in the action research. It firstly introduces the relevant concepts in Systemic Functional Linguistics (SFL), which is the informing linguistic theory of R2L genre-based pedagogy. The concepts of genre, transitivity, and logical connexions are of particular relevance to the study because they represent useful tools for both understanding the texts of daily routines and analyzing students' language production. The chapter then discusses the notion of 'scaffolding' in language education, which is significant because three scaffolding strategies are adapted in this study to help students in the production of daily routines, including the pedagogical activities informed by R2L, translanguaging, and multimodality.

2.1. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is a theory of language which studies how language is used in text in context. Established by Michael Halliday around the 1960s, SFL offers a way of exploring language that takes serious consideration of how language is related to context. According to Halliday (1994), the functional part of SFL accounts for how language is used, and the systemic part refers to language as a system of choices. The function of language is to make meanings; that is, people negotiate text to make sense of the world and each other. Moreover, language is organized as sets of choices of meaning in contexts (Eggins, 2004). Thus, an essential idea in SFL is that in every communicative situation, speakers of a language constantly choose some language features over others. The similarities and differences between language choices allow them to be organized into a system.

In SFL stratification is a central notion as choices of meaning are organized at different levels of abstraction, bringing together the coherent relationship between language and context. The most concrete stratum in language along the stratification of meanings is phonology/graphology. Phonology is the sound patterns of words. Graphology is the physical patterns of words. Furthermore, phonology/graphology construe meanings at the level of lexicogrammar, which is organized as "patterns of meaning within clauses" (Rose & Martin, 2012, p. 18). The term lexicogrammar is used in SFL to refer to the unity of lexis and grammar. Every grammatical choice involves lexis, and every lexical choice influences the grammatical structure. Moreover, patterns of lexicogrammar construe

meaning in the discourse semantics, which organizes meaning that unfolds across the whole text (Rose & Martin, 2012). In other words, this stratum of language is concerned with the development of text through discourse features.

The stratified system of language further manifests and creates the social context. SFL recognizes that choices of language are coherently related to social context in three simultaneous ways. Three strands of meaning in the language, known as metafunctions, manifest and create meaning in the three variables in the context, known as register variables (Halliday & Matthiessen, 2014). The first type of meaning in language is ideational meaning, which functions, by and large, to construe what is going on, or the subject matter, in the register variable 'field.' Ideational meaning can be further divided into experiential meaning, which expresses ideas, and logical meaning, which connects ideas. The second type of meaning in language is interpersonal meaning, which provides speakers with the language for negotiating with others and expressing attitude. Interpersonal meaning, by and large, enacts the register variable 'tenor' concerning social relationships. And the third type of meaning, textual meaning, brings ideational and interpersonal meanings together in a cohesive text. Textual meanings realize the register variable 'mode,' including distinctions such as spoken and written modes. According to Hasan (2009), metafunctions "are not hierarchised; they have equal status, and each is manifested in every act of language use" (p. 9). In other words, metafunctions operate simultaneously to create social context, and none of them plays a more significant role than the others.

The register variables at the stratum of register further construe the most abstract stratum of meaning-making system, that is, genre. Genre is defined as "a staged, goal-oriented social process" (Rose & Martin, 2012, p. 1). It is 'staged' because it takes us more than one step to achieve the goal that is intended. It is 'goal-oriented' because we have a communicative purpose in mind, and the steps are oriented to achieving our goal. It is 'social' because our communication is not an individual act. Each genre, i.e., each type of social process, has its unique configuration of field, tenor, and mode, which are realized through choices of language across the three metafunctions. This complementarity of stratification and metafunctions is diagrammed in Figure 1.
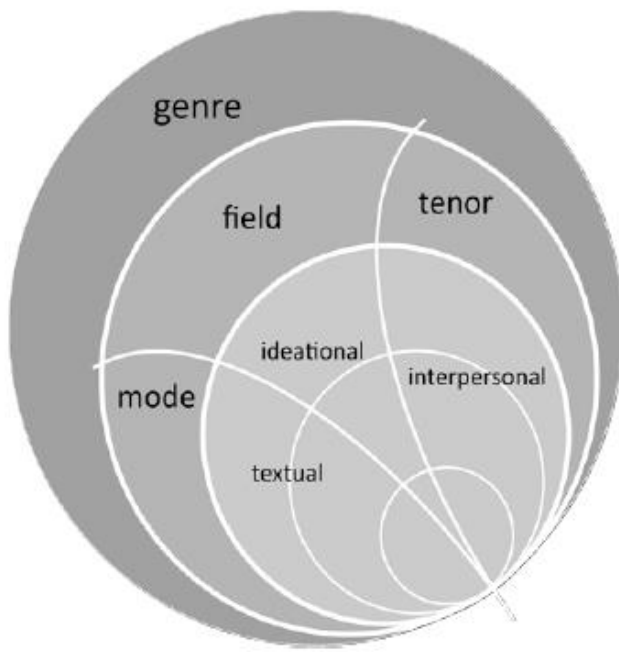
Figure 1: Genre as a configuration of tenor, field, and mode (Rose & Martin, 2012, p. 20)

SFL genre theorists have recognized a genre system that categorizes different types of social processes in the educational context. Each genre has different stages, which are recognized by their purposeful and predictable nature. Figure 2 provides a map of genres in school.
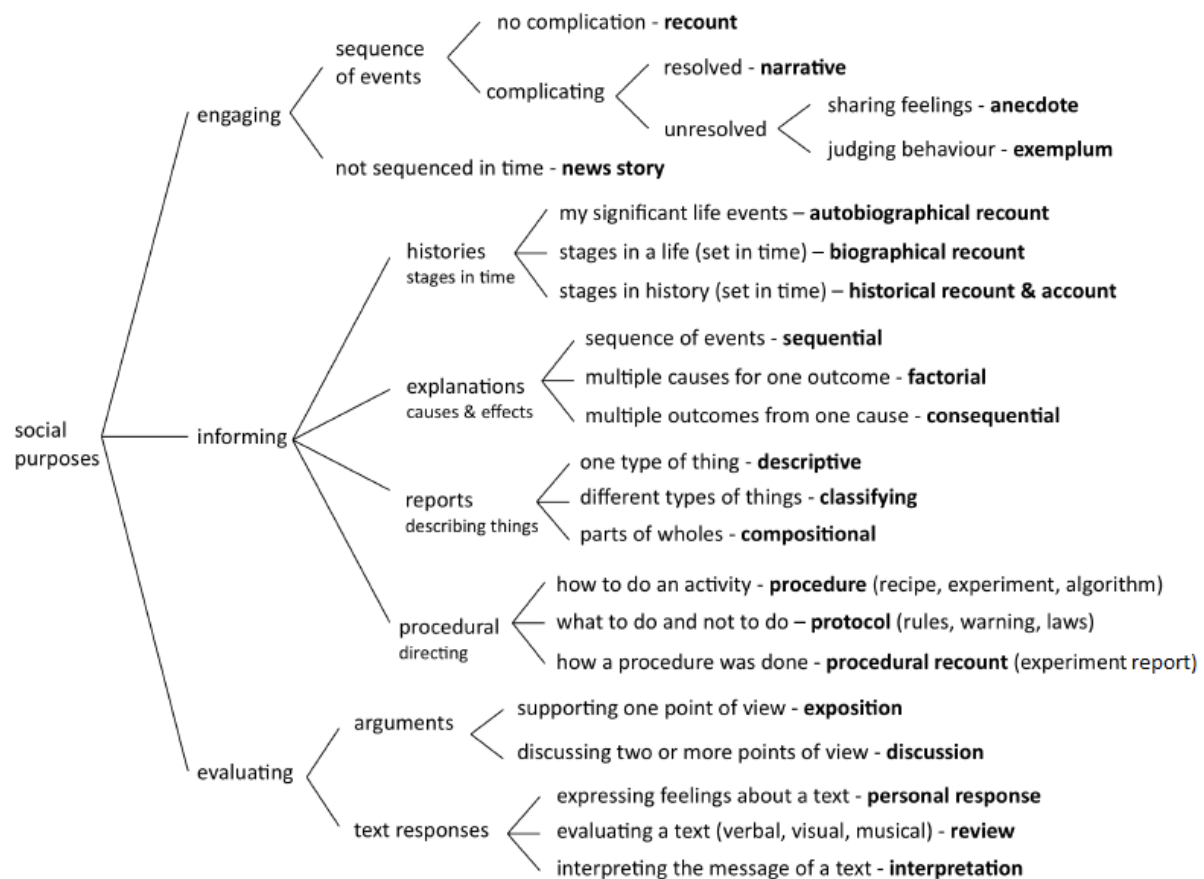
Figure 2: Map of genres in school (Rose & Martin, 2012, p. 110)

For instance, the social purpose of a factual recount is to document a series of events. This genre has three stages known as Orientation, Record of events, and Re-orientation (Humphrey et al., 2012). Orientation provides background information to understand the events that follow. Record of events provides events that are recounted in chronological order. Re-orientation resets events in time. Table 1 shows an example of the factual recount genre.

Table 1: Example of a factual recount (Humphrey et al., 2012, p. 187)

Our excursion	Dimitri (age 9)
Orientation	On Friday, 4W went on an excursion to the art gallery to see an exhibition of Aboriginal painting.
Record of events	We left school at 9am and walked to Dulwich Hill station. It only took ten minutes. We went by train to St James and walked to the Botanical Gardens where we had morning tea. After that we went to the museum and a lady showed us the paintings. She told us stories about the painters and made them very interesting.
Reorientation	After lunch, which we ate in the Botanical Gardens, we came back to school.

A factual description is another example of a particular genre. The social purpose of a factual description is to describe the characteristics of people, places, or objects. This genre has two stages known as Identification and Description (Humphrey et al., 2012). Identification gives a general orientation to the topic. Description provides characteristics of the topic. Table 2 shows an example of the factual description genre.

Table 2: Example of a factual description (Humphrey et al., 2012, p. 183)

The Dentist	
Identification	A dentist is a special kind of doctor who helps clean your teeth and lets you know if there is something wrong with them.
Description	He pulls out your teeth if they are too sick. Sometimes you can just go to the dentist to check your teeth but sometimes you go for fillings. A dentist works in a dentist surgery. A dentist uses a drill and toothbrush, mirror, a bib, lamp, tap, sucker, pick and water.

Systemic Functional Linguistics (SFL) provides a wholistic model on language and text that enables us to use different types of texts to teach lexical and grammatical features in context, which is essential to understanding and producing a variety of genres that are part of our culture. In this study, the genre system informs the identification of the social purpose and the schematic structure of the daily routine genre.

2.1.1. SFL Informed Language Analysis

Various language systems across strata and metafunctions in SFL framework can inform the understanding of texts with different purposes. In addition to the notion of genre, two language systems for understanding and analyzing texts of daily routines are of particular relevance to this study. The first is a system of experiential meaning at the clause level, known as transitivity. Transitivity provides a tool for examining how everyday experience is construed in daily routines. The second is the system of logical meaning at the discourse level, known as logical connexions, which is a key language resource for connecting daily routine activities in a coherent text. Each of these language systems is explained in detail below.

2.1.1.1. Transitivity

The system of TRANSITIVITY deals with the ideas that are expressed in language regarding the outer experience, that is, when things happen, and the inner experience, that is, our states of being (Halliday & Matthiessen, 2014, p. 214). This system of analysis belongs to the experiential metafunction. Transitivity describes three aspects of meaning, or functions, within the clause: Processes, the associated Participants, and the Circumstances in which the processes occur.

The configuration of the three aspects of meaning described by transitivity is determined by two systems: PROCESS TYPE and CIRCUMSTANTIATION (Martin et al., 2010). PROCESS TYPE identifies six types of clauses in English: material, mental, relational, behavioral, verbal, and existential. Each clause type is recognized based on its distinctive configuration of functional elements.

Material clauses construe doings and happenings. Some entity physically does something, possibly, to another entity. The inherent participant in material clauses is the **Actor**, which is the one doing the material action (e.g., *They built a house*). Also, there are some potential participants such as a **Goal**, which is the participant impacted by a doing (e.g., *They built **a house***); a **Client** or **Recipient**, which is the participant that benefits from the doing. A **Client** is realized with the preposition *to* (e.g., *She gave **her father** a card*; *She gave a card **to her father***), and a **Recipient** is realized with the preposition *for* (e.g., *She made **her father** a cake*; *She made a cake **for her father***). Finally, material clauses can also involve a **Scope**, which is the participant that specifies the scope of a happening (e.g., *He climbed **the mountain***).

Mental clauses construe sensing, including thinking and feeling. The inherent participant in mental clauses is the **Senser**, which is the one sensing (e.g., *I like my job*; *I am interested in the book*). Moreover, there is one potential participant called **Phenomenon**, which is the participant that is being sensed (e.g., *I like **my job***; *I am interested in **the book***).

Relational clauses construe being in two modes: attribution and identification. On the one hand, attributive clauses consist of two participants: **Carrier** and **Attribute** (*She* [Carrier] *is **friendly*** [Attribute]; *She* [Carrier] *is **a friend*** [Attribute]), which are not reversible in the clause structure (e.g., **Friendly is she*; **A friend is she*). On the other hand, identifying clauses consist of two reversible participants: **Token** and **Value** (***Christian*** [Token] *is **the star of the movie*** [Value]; ***The star of the movie*** [Value] *is **Christian*** [Token]).

Verbal clauses represent processes of saying (asking, telling, stating, etc.) and processes that are not verbal (showing and indicating). The inherent participant in verbal clauses is the **Sayer**, which is the one responsible for the verbal process (e.g., ***He** asked some questions*). Furthermore, there are some potential participants such as a **Target**, which is the entity targeted as the process of saying (e.g., *He criticized **his mother***); a **Receiver**, which is the addressee of a speech interaction (e.g., *She told **me** a story*); and a **Verbiage**, which is the content of saying (e.g., *She told me **a story***).

Behavioral clauses are an intermediate type between material and mental/verbal clauses. They construe mental and verbal behaviors. They differ from mental and verbal clauses in that they can use the present continuous verb tense (e.g., *I am looking at Peter*) and they cannot report speech or thought (e.g., **I am looking at Peter that…*). The inherent participant in behavioral clauses is the **Behaver**, which is endowed with human consciousness (e.g., ***I** am tasting the food*). Moreover, there is one potential participant called **Target**, which is the entity targeted as the process of behaving (e.g., *I am tasting **the food***).

Existential clauses are similar to relational clauses in that they construe being but differ from them in that there is only one participant, the **Existent** (e.g., *There is **a house** near here*).

Table 3 provides a summary of the six types of clauses with their corresponding participants. As far as daily routine is concerned in this study, the most relevant clause types include material and behavioral clauses.

Table 3: Clause types and Participants

Clause type	Participants	Examples
material	Actor, Goal, Client, Recipient, Scope	*Mary* [Actor] *played soccer* [Goal]. *She* [Actor] *gave money to him* [Client]. *She* [Actor] *made food for him* [Recipient]. *She* [Actor] *took the subway* [Scope].
mental	Senser, Phenomenon	*I* [Senser] *know English* [Phenomenon]. *I* [Senser] *heard that she was the smartest student in her class* [Phenomenon].
relational	Carrier, Attribute, Token, Value	*Martin* [Carrier] *is intelligent* [Attribute]. *He* [Token] *is the best writer* [Value].
verbal	Sayer, Target, Receiver, Verbiage	*Ashley* [Sayer] *blamed her brother* [Target]. *She* [Sayer] *told her brother* [Receiver] *a secret* [Verbiage]. *She* [Sayer] *told her brother* [Receiver] *that she had been responsible for the accident* [Verbiage].
behavioral	Behaver, Target	*We* [Behaver] *are listening to the radio* [Target].
existential	Existent	*There are two people* [Existent] *in the house.*

CIRCUMSTANTIATION is the resource employed to augment the configuration of Process and Participants. Circumstances generally appear across process types because "they are less centrally involved in the process than participants" (Martin et al., 2010), and their involvement does not affect the nature of the clause type. Most Circumstances are optional and have flexible positions in the clause. While less centrally involved and typically optional, Circumstances provide resources for construing the details of experience each clause affords. Nine general types of Circumstances are identified in English: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angle. Table 4 shows the different types of Circumstances with their corresponding subcategories that can be found in the English language. The most relevant Circumstances employed to talk about daily routines include Extent (frequency) and Location (time and place). Other Circumstances which can be used in this genre are Extent (duration), Manner (means), Cause (purpose), and Accompaniment (comitative).

Table 4: Types of Circumstances in English (Martin et al., 2010, pp. 101-102)

Circumstance type	typical probe	Example realisation	Circumstance subcategory	subcategory probe
Extent	how ___? at what intervals?	*for three hours* *every three hours*	duration frequency	for how long? how many times?
		for six miles	distance	how far?
Location	at what point?	*in September; before tea; recently; during the lesson*	time	when?
		in the yard; from Paris; miles away	place	where?
Manner	how?	*with a hammer; by trickery*	means	by what means?
		quickly	quality	how?
		as fast as possible; like a top	comparison	what like?
		to a great extent; deeply; considerably	degree	how much?
Cause	why?	*because of you; thanks to him; for lack of $5*	reason	why?
		for better results; in the hope of a good deal	purpose	for what purpose?
		on behalf of us all	behalf	on whose behalf?
Contingency	in what circum-stances?	*in the event of rain; without more help (we can't do it)*	condition	under what conditions?
		in spite of the rain	concession	despite what?
		in the absence of proof	default	lacking what?
Accompaniment	together with?	*with(out) his friends*	comitative	who/what with?
		as well as them; instead of them	additive	and who/what else?
Role		*as a concerned parent*	guise	what as?
		(smashed) into pieces	product	what into?
Matter	what about?	*about this; with reference to that*		
Angle	whose angle?	*according to the Shorter Oxford*	source	says who?
		in the view of the protestors	viewpoint	from whose perspective?

Functions, in the clause (Participants, Processes, and Circumstances), are realized by grammatical groups and phrases. The main groups/phrases are nominal groups, verbal groups, adverbial groups, and prepositional phrases. There is no one-to-one relationship between functions and classes.

A nominal group is a group of words with a noun, a pronoun, or even an adjective as the headword. The headword can be accompanied by a modifier, which goes before this, and/or a qualifier, which goes after this. Nominal groups typically realize Participants and Circumstances in the transitivity structure of the clause (e.g., ***The intelligent girl*** [Participant] *got **a good grade*** [Participant] ***yesterday*** [Circumstance]).

A verbal group is a group of words with the lexical verb as the headword. The headword can be accompanied by auxiliary verbs. Verbal groups typically realize the processes of the clause (e.g., *They **should go*** [Process] *to the doctor*).

An adverbial group is a group of words with an adverb as the headword. The headword can be accompanied by modifying elements. Adverbial groups typically realize Circumstances (e.g., *You have sung **beautifully*** [Circumstance] *tonight*).

A prepositional phrase is a phrase that consists of a preposition plus a nominal group. Prepositional phrases can realize either Participants or Circumstances in the transitivity structure of the clause (e.g., *The book was written **by James*** [Participant]; *I usually have salad **for lunch*** [Circumstance]).

Table 5 shows what each group and phrase can realize in transitivity. It is expected that the daily routine genre focused on in this study typically uses nominal groups as Participants, verbal groups as Processes, and both adverbial groups and prepositional phrases as Circumstances.

Table 5: Functions and classes in a clause

Class	Function	Examples
nominal group	Participant, Circumstance	***The man*** [Participant] *is going to see a movie **tonight*** [Circumstance].
verbal group	Process	*She **takes*** [Process] *a shower every morning.*
adverbial group	Circumstance	*He **usually*** [Circumstance] *goes to the gym in the evening.*
prepositional phrase	Participant, Circumstance	*The subject was taught **by Sophia*** [Participant]. *She goes to work **in the morning*** [Circumstance].

The system of TRANSITIVITY helps understand how activities are construed in daily routines. It also helps understand the functions and classes that students choose to talk about daily routines, which allows us to identify how much progression students make after the intervention of this study in relation to their use of material and behavioral clauses and Circumstances of frequency, time, and place, and their control of nominal groups as Participants, verbal groups as Processes, and both adverbial groups and prepositional phrases as Circumstances.

2.1.1.2. Logical Connexions

The system of CONNEXION (Hao, 2020), previously referred to as CONJUNCTION (Martin, 1992; Martin & Rose, 2007), aims to identify interconnections between ideas in the discourse. This system includes two types of distinction – explicit vs implicit connexions and external vs internal connexions. First, explicit and implicit connexions differentiate between the wordings that appear in the text and those that the reader or listener has to infer. On the one hand, explicit logical connexions can be identified in the text explicitly because they are lexicalized. On the other hand, implicit logical connexions need to be inferred and recovered in the text by making them explicit. For example, Text 1 provides an excerpt of a daily routine that is employed in this study as a model text, in which one connexion is explicit (*and*), and three connexions are implicit (*Then*). The implicit connexions are shown in parenthesis.

Text 1: Jane's Daily Routine

I go home at 1:00 p.m.
and I have lunch with my mom.
(Then) I do my homework in the afternoon.
(Then) I have dinner at 7:00 p.m.
(Then) I go to bed at 10:00 p.m.

The second type of distinction is between external and internal connexions. External connexions connect events in an activity sequence in our experiential world. There are four types of external connexions: addition, comparison, time, and sequence. Each of them has two or more sub-

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types. Addition consists of addition (e.g., *and*, *besides*, *etc.*) and alternation (e.g., *or*, *if not – then*, *etc.*). Comparison consists of similarity (e.g., *like*, *as if*, *etc.*) and contrast (e.g., *but*, *whereas*, *etc.*). Time includes successive (e.g., *then*, *after*, *before*, *etc.*) and simultaneous (e.g., *while*, *at the same time*, *etc.*). Consequence includes cause (e.g., *so*, *because*, *etc.*), means (e.g., *by*, *by this means*, *etc.*), purpose (e.g., *in order to*, *so that*, *etc.*), and condition (e.g., *if*, *provided that*, *etc.*). The four types of external connexions with their corresponding sub-types are represented in Table 6. As far as daily routine is concerned in this study, the most relevant connexions include explicit and implicit external successive logical connexions.

Table 6: Types of external connexions with their sub-types

Type	Sub-type	Examples
addition	addition	*I went to the bank, **and** I played soccer.*
	alternation	*We can go to a bar, **or** we can go to a restaurant.*
comparison	similarity	*She plays the piano **like** I do.*
	contrast	*She plays the piano, **but** she doesn't play the violin.*
time	successive	*He gets up. **Then**, he takes a shower.*
	simultaneous	*He was taking a shower **when** she called.*
consequence	cause	*They study English **because** they want to travel abroad.*
	means	*We want to make a lot of money **by** working hard.*
	purpose	*You have to work **in order to** make money.*
	condition	***If** it rains, I will not go to school.*

Internal connexions organize information inside the text. Like the external ones, the internal connexions also include addition, comparison, time, and sequence. Each of them has two sub-types. Addition consists of additive (e.g., *furthermore*, *moreover*, *etc.*) and alternative (e.g., *alternatively*, *etc.*). Comparison consists of similar (e.g., *similarly*, *for instance*, *etc.*) and different (e.g., *on the other hand*, *in contrast*, *etc.*). Time includes successive (e.g., *firstly*, *secondly*, *lastly*, *etc.*) and simultaneous (e.g., *still*, *at the same time*, *etc.*). Consequence includes concluding (e.g., *thus*, *in conclusion*, *etc.*)

and countering (e.g., *nevertheless*, *nonetheless*, *etc.*). The four types of internal connexions with their corresponding sub-types are represented in Table 7. Internal connexions are important resources for organizing different pieces of discourse inside a text, e.g., in expositions they organize a series of arguments. Internal connexions are not expected to be used to talk about daily routines because in the daily routine texts, activities unfold according to their experiential order.

Table 7: Types of internal connexions with their sub-types

Type	Sub-type	Examples
addition	additive	*The program is easy to use. **Furthermore**, you don't get bored because it is fun.*
	alternative	*Spanish is used here. **Alternatively**, English can be used.*
comparison	similar	*You can practice Spanish in different countries. **For example**, in Chile, Peru, Bolivia, Spain, etc.*
	different	*On the one hand, they would love to have kids. **On the other hand**, they don't want to take on more responsibilities.*
time	successive	*There are two reasons for this decision: **firstly**, I don't want to move to a new country. **Secondly**, I really like my job.*
	simultaneous	*Teachers have noted that some students don't participate in class at all. **At the same time**, they have realized that other students participate all the time.*
consequence	concluding	*He has spent many years in the United States. **Therefore**, he speaks English very well.*
	countering	*It is an unpleasant, but **nevertheless** necessary, task.*

The system of CONNEXION includes not only conjunctions to realize logical connexions (e.g., *I have lunch **and then** I take a nap*) but also Circumstances (e.g., *I have lunch with my family. **After lunch**, I watch TV*). The relationship is not only between clauses but also between stretches of discourse. Circumstances of time are typically employed as logical connexions in the production of daily routines.
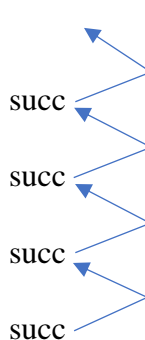
The analysis of logical connexions in a text follows a convention known as the reticulum (Martin & Rose, 2007). In this annotation, lines are drawn on the right-hand side for external connexions and on the left-hand side for internal connexions. Implicit connexions are inserted in the text in parenthesis. Following Martin and Rose (2007), abbreviations are used in the study for illustrating logical connexion analysis (shown in Table 8).

Table 8: Abbreviation for logical connexion types (Martin & Rose, 2007, p. 144)

addition	additive	**add**
	alternative	**alt**
comparison	similar	**simil**
	different	**diff**
time	successive	**succ**
	simultaneous	**simul**
consequence	means	**means**
	consequence	**consq**
	condition	**cond**
	purpose	**purp**

Text 2 provides an example of logical connexion analysis. The text is an excerpt from a daily routine text from the teaching materials.

Text 2: Tom's Daily Routine

Tom has lunch at school.

succ **(Then)** He gets home at 4 o'clock in the afternoon.

succ **(Then)** He has a snack

succ **and** he feeds the dog

succ **before** he does his homework.

The first and second logical connexions (*Then*) are implicit because they have to be inferred and recovered in the text, and they are external since they relate the daily activities that Tom does in the afternoon. The third and fourth logical connexions (*and, before*) are explicit because they are lexicalized in the text, and they are external since, like the first two logical connexions, they also relate the daily activities that Tom does in the afternoon.

The system of CONNEXION helps understand how activities are connected in daily routines. It also helps identify how much progression students make after the intervention of this study in relation to their control of external successive logical connexions to connect daily activities in time sequence in the production of daily routines.

2.2. Scaffolding

In order for students to successfully learn language, it is necessary for them to receive the scaffolding that they need to perform activities within the Zone of Proximal Development (ZPD).

The interplay between development and learning is complex as it considers the relationship between a child's biological characteristics and the environment. The Russian psychologist Lev Vygotsky proposed the idea that it is necessary to assess students' development in relation to not only the result, but also the departure point of their learning. This led Vygotsky (1978) to introduce the concept of Zone of Proximal Development (ZPD), which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). This refers to the difference between what a learner can do without assistance, and what they can achieve with guidance from a skilled mentor. The learner's task should not be too easy for them since this prevents them from expanding their learning. However, if the task is too hard, the learner will not be able to complete it even with assistance. For this reason, the task should be hard enough for the learner to perform it with effective scaffolding to "extend the upper limit of the ZPD, perhaps making it possible for learners to reach beyond what they are thought to be capable of" (Hammond, 2001, p. 10). The upper limit of the ZPD changes depending on how effective the scaffolding that the learner receives is; therefore, ZPD is not fixed. The difference between what a learner is currently capable of doing independently, what they can do with support, i.e., ZPD, and what they cannot do even with assistance, is represented in Figure 3.
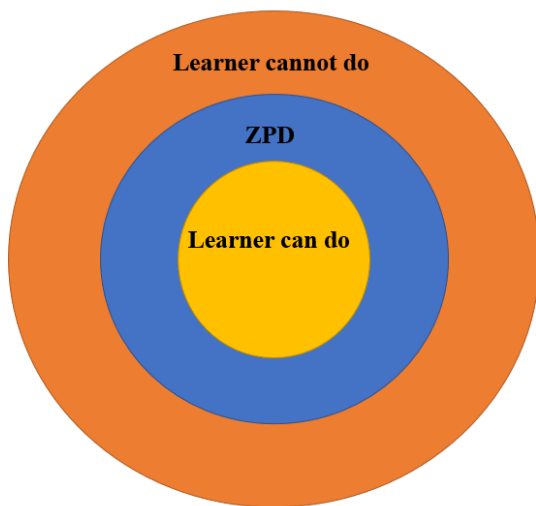
Figure 3: Zone of Proximal Development (ZPD)

In order for learners to work within the ZPD and extend their understanding and knowledge, it is necessary for them to have the effective support of a teacher. This type of support was first introduced as 'scaffolding' by the American psychologist and educator Jerome Bruner (1978). Scaffolding means to provide systematic assistance to learners in their learning process. This concept is used metaphorically in education to describe "the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring" (p. 19). In language development, scaffolding is essential for students because this is the way of assisting them in developing language skills.

Many resources can be drawn on to provide scaffolding tools. In the present study, scaffolding is provided through three specific strategies adapted here, including the pedagogical activities informed by R2L, the use of students' first language (L1), in this case Spanish, in assisting the development of English as the target language (L2), and the employment of multimodal resources in teaching materials to facilitate students' language comprehension and production.

2.2.1. Reading to Learn (R2L) Pedagogy

While scaffolding can be achieved in different pedagogical activities, this study draws on an increasingly influential pedagogy known as Reading to Learn (R2L), a genre-based pedagogy, established by the 'Sydney School.' This pedagogy has been proven to be useful for providing students

with the necessary scaffolding to develop literacy (e.g., Menco-Haeckermann, 2021; Kartika-Ningsih, 2016). It involves a set of "teaching strategies that were designed to guide students to write the genres of schooling" (Rose & Martin, 2012, p. 1). The pedagogy is informed by SFL theory, particularly the notion of genre and register and their inherent relationship with language. A brief background of the development of the R2L pedagogy is given below.

2.2.1.1. The Development of the R2L Pedagogical Activities

Genre pedagogy has gone through three phases of development over the last four decades, including 1) the *Writing Project* across infants and primary school in the 1980s; 2) the *Language and Social Power* project across infants and primary school in the 1980s and the *Write it Right* project across the secondary school in the 1990s; and 3) the *Reading to Learn (R2L)* project across primary, secondary, and tertiary education in the 2000s.

By the early 1980s traditional and progressive educations proved to be ineffective to bridge the gap between middle-class students and working-class, indigenous, and immigrant students in Australia. On the one hand, the traditional pedagogy puts too much focus on teachers and what they teach "at the expense of student initiative, creativity, and engagement" (De Silva Joyce & Feez, 2012, p. 58). On the other hand, the progressive pedagogy puts too much focus on students' emotions and how they can learn, without taking into consideration the different backgrounds that students have and the knowledge that they bring from their homes. This type of pedagogy does not provide students with the necessary tools to achieve "equitable educational outcomes when implemented in their pure form" (De Silva Joyce & Feez, 2012, p. 58). In order to find a balance between these two types of pedagogies, a group of educational linguists in Australia initiated the Writing Project with the aim of identifying the kinds of texts students need to read and write, and to help schoolteachers to develop a conscious understanding of the texts that they need to teach. This investigation led to the theoretical understanding of genre, social purposes, and the identification of genre structures. The typical genres identified at the primary school levels include stories (recount, narrative, anecdote, and exemplum), factual texts (description, report, explanation, procedure, and protocol), and arguments (exposition and discussion). This knowledge about genres was useful for teachers to have a conscious recognition of what is required of students in reading and writing.

Although the Writing project was effective in providing a systematic understanding of genres in the school context, it was necessary to consider how the genres could be effectively taught. This led to the second phase of the genre-based pedagogy, led by the Language and Social Power project and the Write it Right project, both of which aimed to develop a pedagogy which could provide the guidance for teachers to teach genres in an effective way. For genre theorists, pedagogy is a curriculum genre that requires systematic staging (like the knowledge genres, e.g., story, report, etc.) to guide teachers with curriculum and lesson planning. The pedagogical model designed during this time is known as the Teaching/Learning Cycle (See Figure 4), which provides staged and purposeful guidance for teachers to follow in teaching a genre. This model consists of three broad stages, i.e., Deconstruction, Joint Construction, and Independent Construction. The main goal of the three-stage cycle points towards control of and critical orientation of genre and text. The idea that genres consist of meanings and meanings construe the genre is foregrounded. Moreover, the cycle concerns itself with only one type of genre at once, using a model text. The Deconstruction stage sets the genre in its cultural context and discusses its stages and language features. This stage is essential because it shows students a model text that they can follow to write an effective piece of writing. The Joint Construction stage aims to build up the field for a new text on a related topic in the same genre and jointly construct a text together as a class with the assistance of the teacher. Finally, the Independent Construction stage is the students' individual writing of a text with a new field. Each stage of the cycle requires setting context and building field in order for students to have a shared understanding of the genre and the topics which are being studied.
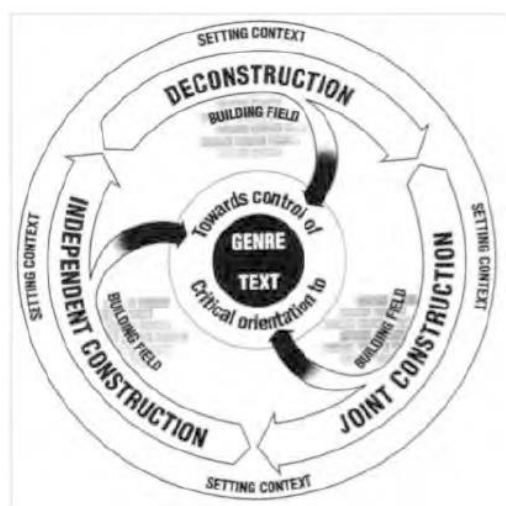
Figure 4: Write it Right teaching/learning cycle (Rothery, 1994) (Rose & Martin, 2012, p. 59)

The Language and Social Power project and the Write it Right project proposed a systematic approach for teaching writing in school using the TLC. However, this model provides only scaffolding strategies at a global level, that is, only across the whole text, but some learners need more detailed guidance before their independent construction. For this reason, the third generation of genre pedagogy, known as Reading to Learn (R2L), was developed. This new pedagogy "incorporates strategies for teaching reading, in an integrated approach that has been designed and refined through extensive classroom application and teacher professional learning programs" (Rose & Martin, 2012, p. 115). R2L goes beyond the TLC because it provides learners with scaffolding of not only whole texts, but also short passages, and sentences and words. Furthermore, the R2L pedagogy "is focused on how teachers and learners interact to build knowledge" (Rose, 2019a, p. 5). The interaction between the teacher and the learner is present in every step of this pedagogy. The model of Reading to Learn (R2L), shown in Figure 5, provides nine sets of strategies, divided into three levels.
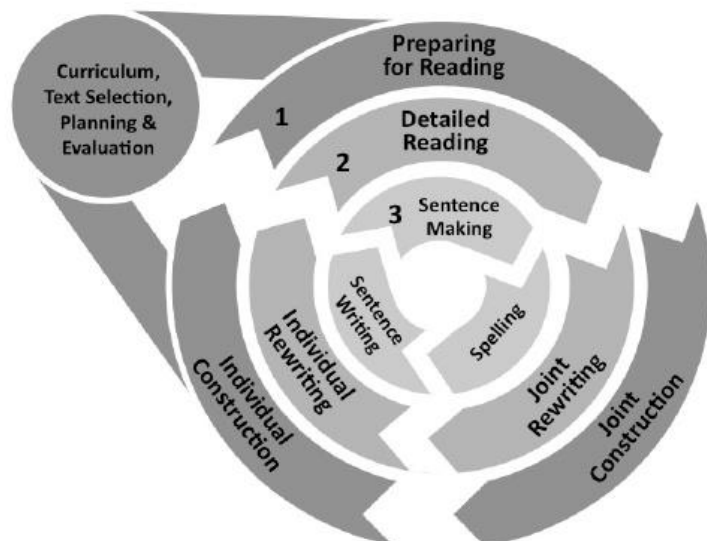
Figure 5: Three levels of strategies in Reading to Learn (R2L) (Rose & Martin, 2012, p. 127)

The activities involved in level 1 are similar to those in the TLC, including Preparing for Reading, Joint Construction, and Individual Construction. However, since the starting point is to support students to begin "to read texts in the curriculum" (Rose & Martin, 2012, p. 127), the initial step is named Preparing for Reading instead of Deconstruction. In this step, the teacher gives the oral

summary of the model text and reads it aloud. The stages of the text are also explained and deconstructed.

Level 2 consists of Detailed Reading, Joint Rewriting, and Individual Rewriting. The strategies of this level "provide a higher level of support for students to read the language of curriculum texts with detailed comprehension, and to use the language they have learnt from reading in their writing" (Rose & Martin, 2012, pp. 127-128). In Detailed Reading, teachers prepare students to read each sentence in a short passage and identify and highlight key wordings in the sentence. Then, teachers elaborate on the meanings of the words by defining new terms and explaining new concepts. In Joint Rewriting, teachers prepare some students to dictate and others to write on the board the relevant wordings from the deconstruction done in Detailed Reading. Afterward, students use those wordings to jointly rewrite the passage with the guidance of the teacher. In Individual Rewriting, each student writes a passage during class time using both the original passage and the jointly rewritten passage as models. This allows them to practice using the language resources that they learned with the whole class. The fact that some students can write the text more independently gives the teacher the opportunity to help the weaker writers in the class during the learning activity, giving them as much support as they need in relation to the necessary language resources to rewrite a cohesive and coherent passage.

Level 3 is composed of Sentence Making, Spelling, and Sentence Writing. The intensive strategies of this level "are used to teach foundation skills in reading and writing in the context of curriculum texts" (Rose & Martin, 2012, p. 128) since they deal with grammar, graphology, and punctuation. Students work on sentences and words in context as they are extracted from Detailed Reading passages. In Sentence Making, students cut up word groups and words from the passage and rearrange them into their original order or a new one that they choose to form sentences. In Spelling, words from Sentence Making are selected in order for students "to practise Spelling, including letter patterns, letter-sound correspondences, and letter formation" (Rose & Martin, 2012, p. 128). Finally, in Sentence Writing, the knowledge that students acquired regarding sentence making and spelling is practiced in the writing of sentences.

An important aspect of this pedagogy is that the steps are optional, and the cycle can be entered at any point, so teachers have the flexibility to choose the sequence of the steps that they need to follow, depending on the needs of their students. For instance, in an action research project conducted by Kartika-Ningsih (2016) in Indonesia, the order of the three iterations of her research is 1) Preparing

for Reading, 2) Detailed Reading, 3) Note Making, 4) Joint Construction, and 5) Individual Construction. In another study conducted by Menco-Haeckermann (2021) in the United States, the order of the intervention is 1) Preparing to Read, 2) Detailed Reading, 3) Note Making, and 4) Joint Construction. In both these studies, note making is treated as a separate step due to its time length. Moreover, in this step, dictating and scribing are significant because they enable students to practice their receptive and productive language skills as the dictator reads and speaks and the scribe listens and writes. Neither Joint Rewriting nor Individual Rewriting are present in these action research projects because the scaffolding that the participants needed focused mainly on whole texts.

The Reading to Learn (R2L) pedagogy enables teachers to support all their students to read and write at the level they need. It not only focuses on reading and writing, but also on listening and speaking when the teacher and the students are interacting in the different steps of the pedagogy or when the students are interacting with each other when they are performing tasks that are part of R2L such as note making and joint rewriting. This type of interaction allows students to improve their oral production skills. For this reason, the R2L pedagogy can be applicable for teaching speaking as well. In this study an adaptation of this pedagogy is designed to assist students in improving their oral production skills by creating spoken monologues about both a personal daily routine and another person's daily routine, using four texts as models for students to follow.

More details about the adaptation of the Reading to Learn (R2L) pedagogy of this study will be described in Chapter 3 along with the characteristics and procedures of each step.

2.2.1.2. Pedagogical Interactions

Pedagogical interactions are crucial in the classroom considering that teaching and learning is an interactive process. In order to achieve the learning goal of a lesson, it is necessary for the teacher and students to constantly interact. In a typical class, the pattern of discussion between the teacher and learners is known as Initiation Response Feedback (IRF) (Sinclair & Coulthard, 1975) or Initiation Response Evaluation (IRE) (Mehan, 1979). In this triadic interaction, the teacher initiates by asking a question. Then, students respond to the teacher's questions to demonstrate their knowledge. Finally, the teacher gives feedback to the students, either as a confirmation or a correction. This pattern is widely used by teachers because it allows them to check students' comprehension and previous knowledge, that is, interaction in the classroom is seen as assessment. This contributes to maintaining

the gap between high-achieving learners and low-achieving learners because students need to answer questions that only some of them understand; they are not actively involved in the teaching-learning process. Conversely, in the R2L pedagogy interaction focuses on learning activities; students' responses are built on to develop new knowledge.

The pedagogical interaction designed in R2L promotes the development of student learning by following a learning cycle that involves three main steps: prepare, task, and elaborate (Rose, 2019b). First, the teacher prepares all students in order for them to do each task successfully. Then, the students do the task, which is the central element in the learning cycle. Finally, the teacher elaborates on students' responses by building on them with new knowledge. This carefully planned pedagogical interaction aims to ensure that students' responses are always successful, and that all students develop new knowledge.

In order to provide students with more careful scaffolding, the learning cycle is extended from three moves to five moves in the Detailed Reading step of the adapted R2L pedagogy of this study. These moves are carefully planned with the purpose of ensuring student engagement in learning when working with texts. The Prepare move aims to enable every student to give successful responses to the teacher's questions regarding the sentences of a text. In this move, the teacher provides students with the information that they need to response successfully. The Focus move aims to enable students to focus on the task at hand. In this move, the teacher asks different students questions concerning the sentences of a text. The Identify move aims to allow students to show that they can identify elements in the text. In this move, students answer the teacher's questions. The Affirm move seeks to inform students that they have provided a correct answer. In this move, the teacher affirms students' responses or students agree with a classmate's response. And the Elaborate move expands students' language resources. It is in this move that the teacher establishes new knowledge for the students, such as defining new words and phrases or explaining new concepts in the text (Rose, 2019b). An example of the way that these five moves are used in the Detailed Reading step of a passage of a story about an earthquake is provided in Table 9.

Table 9: Moves in Detailed Reading of the story genre (Rose, 2019b, p. 6)

Teacher	Now I used the word earthquake, because we know its an earthquake.	Prepare
	What have they used instead of earthquake, what's the word they've used there to begin that paragraph? Bonita?	Focus
Student	It.	Identify
Teacher	It.	Affirm
	And we can use It because we already know what It is.	Elaborate

Carefully planned pedagogical interactions play a critical role in the success of the R2L pedagogy. The interactions widen students' participation by focusing on students' attention on the learning tasks, ensuring that every student responds to the tasks successfully, and building new knowledge for students at all levels.

2.2.2. Translanguaging

In addition to the pedagogical activities informed by R2L, another scaffolding strategy used in the intervention of this action research project is translanguaging. According to the official documents from the Chilean Ministry of Education, teachers working at the school level are all required to use English only in their classes (Ministerio de Educación, 2019). However, this is not the reality in many educational contexts in Chile. Chilean EFL teachers use Spanish as a teaching tool in the EFL classroom so that their students develop English by building on their first language. Even though it is believed that using students' L1 to teach English is not an adequate professional practice, "many EFL teachers do use their L1 to teach L2 for a number of reasons such as providing the L1 equivalent to new vocabulary and giving key instructions in order to avoid misunderstandings" (Cancino & Díaz, 2020, p. 116).

A concept which is directly related to the use of more than one language in class is classroom codeswitching. This is the "alternating use of more than one linguistic code in the classroom by any of the classroom participants" (Lin, 2013, p. 195). In codeswitching the languages used are seen as separate linguistic systems, i.e., two different 'codes.' A similar concept that deals with the employment of more than one language in the classroom is translanguaging. According to García and Wei (2014), translanguaging "considers the language practices of bilinguals not as two autonomous

language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (p. 2). In translanguaging, the emphasis is on the permeability of languages; in other words, the idea that there is not a clear change from one language into another.

In this study, the term translanguaging is employed to highlight the idea that Spanish can be used by both the teacher and the students as a linguistic and cognitive tool to develop their resources in English. It also emphasizes the fact that teaching English is to help students develop their linguistic repertoire, building on what they know from their first language (i.e., Spanish). Translanguaging has proven to be a useful strategy for helping students develop comprehension of an L2 in the classroom. In a study conducted in Kuwait by Akbar and Taqi (2020), 34 students of English participated in oral and written exercises before and after the use of translanguaging as a teaching tool. The findings show that students' comprehension of the target language improved after the intervention. In another study, Nagy (2018) designed a comprehension activity using translanguaging. Students in this study had to put a disorganized text into the correct order and use their first language to answer questions about the content of the text. The first reaction of the majority of the students (70%) was that Hungarian was a useful tool to perform the activities successfully. This reaction changed later, especially in advanced learners, due to the idea that overusing the first language in the English class is undesirable. This indicates that the employment of the first language should be strategic. Ideally, it should be gradually reduced as the resources of the students' target language are being developed.

Although the use of translanguaging as a teaching tool is still controversial, the present study takes the position that the linguistic knowledge that students have regarding their first language can be a valuable resource to use when learning an additional language. The students' first language, in this case Spanish, is therefore employed as a scaffolding strategy in the teaching-learning process. The planning of translanguaging in the design of the pedagogical activities employed in this study is illustrated in detail in Chapter 3, section 3.2.2.

2.2.3. Multimodality

The third scaffolding strategy used in the intervention of this study is multimodality. Multimodality refers to the combination of several modes, e.g., written language, spoken language, visual, audio, etc., in communication (Renkema, 2004). The central idea in multimodality is that

meanings are not made in a single mode, but jointly with several modes, e.g., written language with image, spoken language with gestures, etc. Jewitt (2005) stated that "in some texts writing is dominant, while in others there may be little or no writing. The particular design of image and word relations in a text impacts on its potential shape of meaning" (p. 316). Teaching and learning activities are multimodal processes by nature. For example, in a class the teacher can speak and gesture at the same time. In teaching materials, images and diagrams typically accompany written texts. Multimodality plays an important role in the teaching-learning process because it takes into consideration the variety of ways that students learn.

Making the conscious decision of using different modes can benefit teaching in two ways. First, teachers can use multimodal resources to design better teaching materials to help students with comprehension. For instance, a video can contain moving images, audio, space, gestures, whose interrelation can greatly contribute to making the topic accessible and relatable to the students' available experience. Second, using multimodal resources can encourage and motivate engagement from students in an online learning environment, which is particularly needed at Duoc UC nowadays due to the limited proficiency of English and low level of motivation that students show in the online learning environment during the COVID-19 pandemic.

Visual and spoken resources, i.e., written text, spoken text, and moving images, are employed as significant teaching tools in the intervention of the study. These resources enable students to fully understand the content of the videos that are used as models in the adaptation of the R2L pedagogy. Moreover, images of daily activities (e.g., *wake up* vs *get up*) and a table of adverbs of frequency are used in the handouts shown to students during the Detailed Reading step of the intervention in order for them to understand the differences between the actions and between the different adverbs of frequency. Finally, visual resources, specifically images from the videos and some extra images such as clocks, crosses, and a school and a house, are employed to help students organize the ideas of the activities involved in daily routines and remember and practice the lexical and grammatical features needed to produce the genre.

2.3. Summary

In summary, this chapter has introduced the theoretical concepts that inform the adaptation of the R2L pedagogy in the action research. It has firstly introduced the relevant concepts in Systemic

Functional Linguistics (SFL), which is the informing linguistic theory of R2L genre-based pedagogy, including the concepts of genre, transitivity, and logical connexions. These systems are useful tools for both understanding the texts of daily routines and analyzing students' language production. The chapter has then discussed the notion of 'scaffolding' in language education, which is fundamental because three scaffolding strategies are adapted in this study to help students in the production of daily routines, specifically the pedagogical activities informed by R2L, translanguaging, and multimodality.

Chapter 3 Methodological Framework

This chapter firstly introduces action research as the underlying research methodology of this study. It then presents the adaptation of the Reading to Learn (R2L) pedagogy that is employed here. Following this, it introduces the data collection instruments used in this action research project. Finally, it describes the data analysis methods employed to analyze the student texts and the student surveys.

3.1. Action Research

In order to improve my teaching practice in EFL classes, action research was selected as the research methodology of this study because it enables teachers and researchers to identify a problematic situation and search for possible effective solutions (Burns, 2010). Teachers often realize that there are some gaps in the teaching-learning process. This makes them search for new ways to solve these issues with the purpose of helping their students learn in the most effective way. Even though there are several definitions and descriptions of action research, the typical practice includes four phases: planning, action, observation, and reflection (Kemmis & McTaggart, 1988). The specific type of action research employed in this study is individual action research, which is conducted by one teacher only. In this type of research, the teacher performs an action in the classroom and analyzes the results in order to determine whether the action is successful or not and implement changes if necessary (VanBaren, 2019).

The planning phase of this action research focuses on the problematization of the use of CLT at Duoc UC, the review of the literature, the definition of the research questions, the design of the data collection instruments, and the selection of data analysis methods. In order to problematize the use of CLT in the EFL classroom at Duoc UC, I first observed the possible causes. The main cause of this issue is the lack of explicit language teaching, which hinders students' language learning. With the purpose of solving this problem, I reviewed different approaches that can assist teachers in bridging the gap between explicit language teaching and effective communication. Genre-based approach (GBA), specifically R2L, has proven to be effective in providing teachers with the steps that they can follow to help students improve their language skills by producing a genre successfully (e.g., Herazo et al., 2021; Menco-Haeckermann, 2021; Kartika-Ningsih, 2016). With the aim of providing students

with a teaching practice which can support them with their language learning, I developed three specific research questions.

1) How effective is the R2L adaptation in enabling students to produce a text of daily routines with effective structure and clear purpose?

2) How effective is the R2L adaptation in expanding students' language choices in producing daily routines?

3) How do the students think about their classroom experience in supporting their language learning?

First, I intended to answer questions 1) and 2) by determining whether the adapted R2L pedagogy helps students produce a text of daily routines with effective structure and clear purpose and expand their language choices in producing this genre. Students have to study daily routines in units 5 and 6 of the Starter American English File book, which is the textbook that Duoc UC requires that teachers use in their EFL classes. Based on the map of genres in school proposed by Rose and Martin (2012) presented in Chapter 2 (See Figure 2), the daily routine genre resonates with 'engaging genre' like recount in that it provides a sequence of events. However, it does not function to retell events in one particular situation in the past, but it tells what usually happens in a person's life. Such text therefore has yet to be accounted for in the map of knowledge genre shown in Figure 2. To fully understand the nature of the genre, I first collected daily routine texts online where rich resources of daily routines in video formats are available. Then, after going through more than a dozen daily routine videos, I selected three videos that showed personal daily routines and other people's daily routines. These videos were selected because they were all animated, showed relatable activities to my students, the language used was at the students' level, and the subtitles were gradually reduced. The first video is about a boy named George who describes his daily routine (hereafter Text 1). The second video is about the daily routine of a girl named Renee in which a narrator describes what she does every day (hereafter Text 2). The third video includes two daily routines, one is about a girl named Jane who describes her daily routine (hereafter Text 3) and the other shows Jane talking about the daily routine of her brother Tom (hereafter Text 4). The transcripts of the texts are provided in Annex A.

After collecting the model texts, I used genre analysis to identify the genre structures based on the recurrent patterns across the text. I found that all the texts had four obligatory stages named here as Morning routine, Afternoon routine, Evening routine, and Night routine. Text 2 also had two optional stages, including Introduction and Weekend routine. And Text 3 and Text 4 had the optional

stage Introduction. After recognizing the genre structures, I employed the language systems of transitivity and logical connexions because they describe experiential and logical meanings, which are essential in the identification of the different language features that are used to talk about the daily activities that constitute the daily routines that appear in the videos such as Participants realized by singular pronouns (*I*, *he,* and *she*), material Processes realized by action verbs (e.g., *take*, *brush*, *go*, *etc.*), Circumstances of frequency (e.g., *every day*, *always*, *usually*, *etc.*), time (e.g., *in the morning*, *at 2:00 o'clock*, *etc.*), and place (e.g., *at home*, *at school*, *etc.*), and logical connexions (e.g., *and then, after that, after dinner, when, etc.*). Table 10 provides the example of Text 2, which shows a daily routine with the four compulsory stages and two optional stages and the key language features needed to talk about daily routines.

Table 10: Renee's Daily Routine

Stage	Text
Introduction	Renee is thirty-five, and she's a writer. She lives in a small flat in London. She lives with her two dogs and a cat.
Morning routine	**She** (*third-person singular as Participant*) wakes up late at 10 o'clock in the morning. She has coffee and a sandwich for breakfast. After breakfast, she goes jogging.
Afternoon routine	**After** (*Logical connexion*) she comes home, she **works** (*action verb as Process*) **in her home office** (*Circumstance of place*) until 6 o'clock in the evening. She never has lunch,
Evening routine	but she **always** (*Circumstance of frequency*) eats a big dinner. She often invites friends over and cooks dinner for them. After dinner, she usually watches TV or reads a book.
Night routine	She goes to sleep **at midnight** (*Circumstance of time*).
Weekend routine	At weekends, she visits her parents in Manchester.

With the purpose of assessing the effectiveness of the R2L adaptation from the perspective of students' language production, I designed a pre-test and a post-test in which students had to talk about both a personal daily routine and a family member's daily routine. So as to examine the students' texts, I selected the same analytical tools that I used to analyze the model texts, namely genre analysis,

transitivity, and logical connexions, which have been introduced in Chapter 2. Genre analysis is used to identify the purpose and structure of the texts at the genre level. The system of TRANSITIVITY is employed to identify Participants, Processes, and Circumstances in the texts at the clause level, and how they are realized by grammatical groups and phrases. The system of CONNEXION is used to identify the connectors that students use to relate activities and organize their texts. The conduction of the pre-test and the post-test will be introduced later in this chapter.

Second, I intended to answer question 3) by examining the effectiveness of the R2L adaptation from the perspective of the students' perceptions of the pedagogy. I created an online survey via Google Forms, which was designed to be voluntary and anonymous. The design of the survey is quantitative and qualitative. The students' responses to the Likert scale questions, which are used to determine to which extent students agree or disagree with some statements in relation to the use of the adapted pedagogy, are expressed as percentages. The students' responses to the open-ended questions, which are used to give students the opportunity to provide reasons for the rating they assigned to each Likert scale question and express general opinions about what has helped them the most in their classes about daily routines and what should be improved, are analyzed through qualitative content analysis. This type of analysis is employed to determine key wordings from the student surveys so as to draw some interpretations of the results. Qualitative content analysis will be described in detail later in this chapter.

The action phase is concerned with both the implementation of the adapted R2L pedagogy and the procedure of data collection, which will be introduced later in this chapter. Briefly here, the implementation of the pedagogy was conducted in five 60-minute classes in two different groups of students. With respect to data collection, both the pre-test and the post-test were conducted in online sessions. The survey data were collected by sending students via email the invitation to the voluntary and anonymous survey on Google Forms.

The observation phase focuses on data analysis, which will be introduced in Chapter 4. The three SFL systems selected in the planning phase of the action research were used in this phase to analyze the student texts. Also, the students' responses to the Likert scale questions were expressed as percentages and their responses to the open-ended questions were analyzed through qualitative content analysis.

The reflection phase is concerned with reflecting on the results of data analysis and reflecting on the outcome of the implementation and the potential improvement.

The four action research phases of the present study, namely planning, action, observation, and reflection, along with the specific steps taken in each phase, are represented in Figure 6.

Reflection

- Reflection on the results of data analysis
- Reflection on the outcome of the implementation and the potential improvement

Planning

- Problematization of CLT
- Literature review
- Definition of research questions
- Design of data collection instruments
- Selection of data analysis methods

Observation

- Data analysis

Action

- Intervention
- Data collection

Figure 6: Action research phases of the study

3.2. Adaptation of Reading to Learn (R2L)

The present study implements an adaptation of the Reading to Learn (R2L) pedagogy by making some modifications to the activities of this pedagogy to enable students to orally produce the daily routine genre and thereby meet their learning demands. It also uses translanguaging of Spanish and English to build on students' previous linguistic knowledge and social experience. Furthermore,

it provides a combination of multimodal resources to assist students in the understanding and production of different daily routines.

3.2.1. The Planning of Pedagogical Activities

The adaptation of the R2L pedagogy is divided into three phases based on the support that students need to understand and produce both personal daily routines and other people's daily routines. Phase 1 provides the necessary scaffolding for students to talk about a personal daily routine. Phase 2 provides the necessary scaffolding for students to talk about a family member's daily routine. Phase 3 enables students to further practice talking about daily routines of both kinds.

3.2.1.1. Phase 1 of the Intervention

The first phase of the intervention, the teaching of personal daily routines, consists of two 60-minute classes. Four steps are included in this phase, namely 'Preparing for the Topic of Daily Routines,' 'Preparing for Watching the Video,' 'Detailed Reading,' and 'Joint Oral Reconstruction.' The correspondence of the R2L steps with the adapted R2L steps of this phase are represented in Figure 7. The teaching materials during this phase are based on Text 1 (see Annex A), a text that models the language features in personal daily routines.
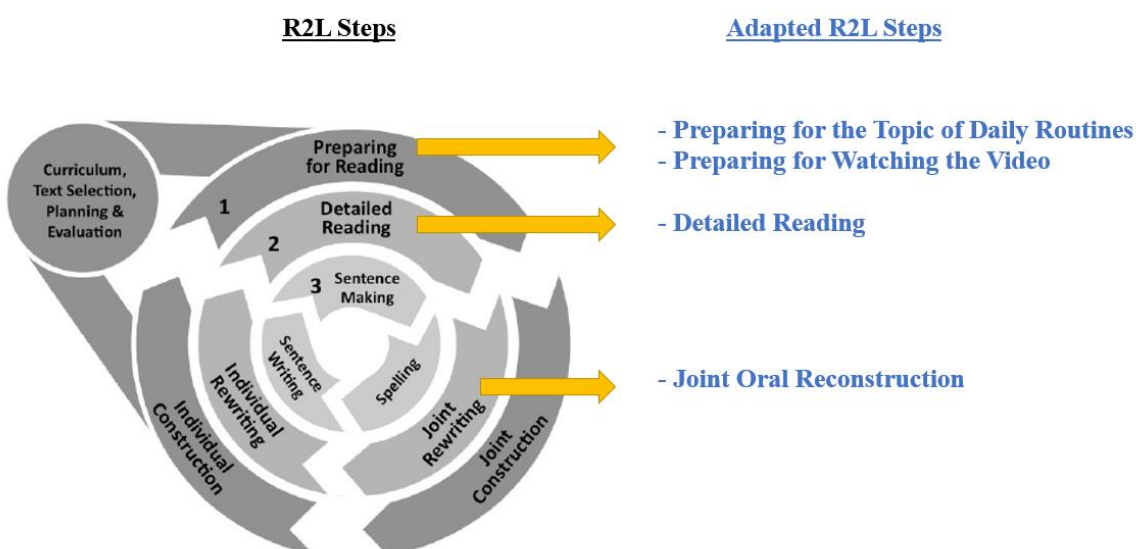
Figure 7: Correspondence of R2L with first phase of adapted R2L pedagogy

The four steps of this phase focus on whole text, sentence, and word levels.

The first step, 'Preparing for the Topic of Daily Routines,' aims to familiarize students with the topic of daily routines by activating their previous knowledge. A prepared script of this step is given in Annex B. This step focuses on the whole text. In this step, the teacher asks the students questions about the activities that they do on a daily basis. The questions are related to the different stages of daily routines.

The second step, 'Preparing for Watching the Video,' aims to provide students with sufficient information to understand the content of Text 1. A prepared script of this step is given in Annex C-1. This step focuses on a whole text. In this step, the teacher gives students a summary of the video so that every student understands the content of it. The summary is divided into the four obligatory stages of the daily routine genre. After giving the summary, the teacher provides students with a set of specific questions related to the content of the video (e.g., *¿A qué hora se levanta George todos los días? ¿A qué hora se acuesta George?*) and asks them to pay attention to the answers to the questions while watching the video. The questions are related to the activities that the speaker of the text does in the different parts of the day. In doing so, the teacher helps students focus on relevant information of the daily routine which appears in the video. After the whole class watches the video together, the

teacher asks the questions to different students to check their comprehension. Students are able to answer the questions correctly because of the preparation before watching the video.

The objective of the third step, 'Detailed Reading,' is to deconstruct in detail the transcript of the video. The prepared script of this step is given in Annex D-1 and the handouts used during this activity are given in Annex E-1. This step focuses on deconstructing knowledge about language at the sentence and word levels such as the Participants realized by first-person pronoun 'I,' material processes with action verbs (e.g., *get up*, *take*, *brush*, *etc.*), Circumstances of frequency (e.g., *every day*, *usually*, *etc.*), time (e.g., *in the morning*, *after lunch*, *at 5:00 p.m.*, *etc.*), and place (e.g., *to the park*, *to school*, *home*, *etc.*), connexions (e.g., *and then*, *after that*, *when*, *etc.*), etc. The explanation of the language features that are present in Text 1 is contextualized since these resources are part of a text. It is important to note that the linguistic terminology – Participants, Processes, Circumstances – is not used with the students but replaced with commonsense terminology such as 'who,' 'action, doing, happening,' 'time/when,' 'place/where,' etc.

The purpose of the fourth step, 'Joint Oral Reconstruction,' is to orally reconstruct Text 1 as a personal daily routine together as a class guided by the teacher, following visual notes. These notes are images taken from the video that shows Text 1 and extra images of clocks to indicate specific times of the day. Figure 8 provides an example of the Night routine stage of George's daily routine, which can be reconstructed as '*He usually goes to bed at 11:00 p.m.*'

Figure 8: A visual note for activating an idea of daily activity with a specific time

The images are organized based on the activities that George does during the four parts of the day. The full visual notes are provided in Annex F-1. This step focuses on language at the levels of whole

text, sentences, and words. The teacher asks one student to dictate a part of the oral reconstruction and another student to write down what their classmate says on the chat of the platform 'Blackboard Collaborate.' The oral reconstruction is written down to help students who dictate improve their speaking skills and see the organization of their ideas. Also, it helps students who write improve their listening skills and spelling in the process. During this process, the teacher supports the students by transcribing below each visual note what students write down on the chat and elaborating on the words, phrases, and expressions proposed by students. For example, when a student proposes a sentence such as '*I get up at 7:00 a.m.*,' which involves a daily activity based on the image that appears on the screen, and one of their classmates writes on the chat what the student proposed, then the teacher helps expand the clause by further probing '*How often do you get up at 7:00 a.m.?*,' encouraging the student to use the Circumstance of frequency '*every day*.' In addition, when a student does not remember how to say a daily activity in English, the teacher asks their classmates to help in order to promote collaborative work.

3.2.1.2. Phase 2 of the Intervention

The second phase of the intervention, the teaching of another person's daily routine, consists of two 60-minute classes. Three steps are included in this phase, specifically 'Preparing for Watching the Video,' 'Detailed Reading,' and 'Joint Oral Reconstruction.' The correspondence of the R2L steps with the adapted R2L steps of this phase are represented in Figure 9. The teaching materials during this phase are based on Text 2 (see Annex A), a text that models the language features in another person's daily routine.

R2L Steps	Adapted R2L Steps

- Preparing for Watching the Video

- Detailed Reading

- Joint Oral Reconstruction
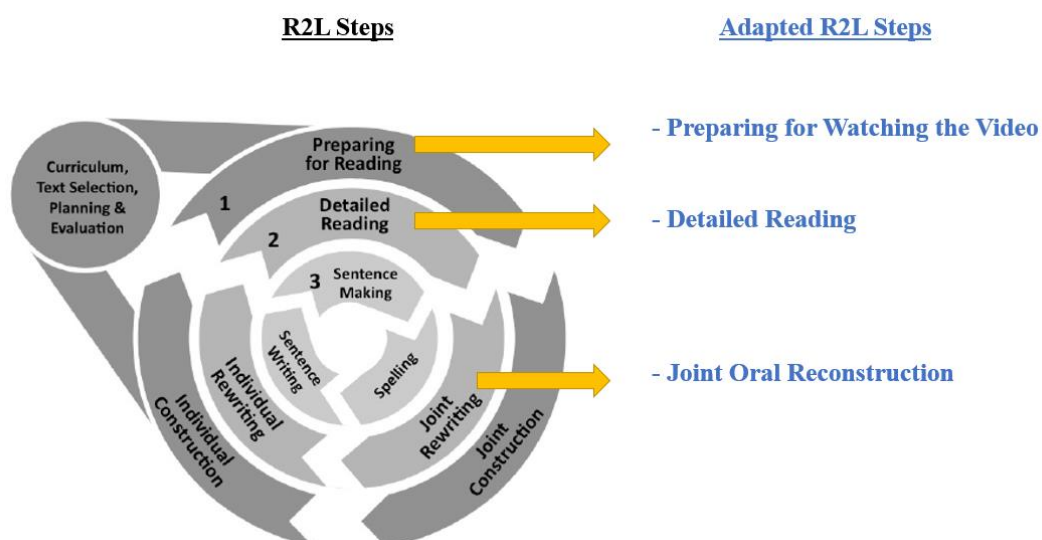
Figure 9: Correspondence of R2L with second phase of adapted R2L pedagogy

Similar to phase 1, the three steps of this phase focus on whole text, sentence, and word levels. Given that the students are already familiarized with the topic of daily routines, 'Preparing for the Topic of Daily Routines' from phase 1 is not included in this phase.

Like the 'Preparing for Watching the Video' step from phase 1, this step seeks to provide students with sufficient information to understand the content of Text 2. A prepared script of this step is given in Annex C-2. In this step, the teacher gives students a summary of the video, which is divided into the four stages of the daily routine genre. Then, the teacher provides students with questions related to the content of the video. After the whole class watches the video together, the teacher asks the questions to different students.

The second step, 'Detailed Reading,' seeks to deconstruct in detail the transcript of the video. The prepared script of this step is given in Annex D-2 and the handouts used during this activity are given in Annex E-2. Similar to the detailed reading from phase 1, this step focuses on deconstructing knowledge about language at the sentence and word levels; however, different from that from phase 1, this step focuses on deconstructing Participants realized by third-person singular pronouns 'he' and 'she' and their verb variations (e.g., *wakes up*, *goes*, *works*, *etc.*) and reinforcing Circumstances of frequency (e.g., *always*, *never*, *etc.*), time (e.g., *at 10:00 o'clock in the morning*, *until 6:00 o'clock in the evening*, *after breakfast*, *etc.*), and place (e.g., *in a small flat*, *in London*, *in Manchester*, *etc.*) and logical connexions (e.g., *after breakfast*, *after dinner*, *but*, *etc.*).

The purpose of the third step, 'Joint Oral Reconstruction,' is similar to the oral reconstruction done in phase 1. This time students are guided to orally reconstruct Text 2 as another person's daily routine, following the visual notes prepared by the teacher. These notes are images taken from the video that shows Text 2 and extra images of clocks. The images are organized based on the activities that Renee does during the four parts of the day. The full visual notes are provided in Annex F-2. Like in the same step from the previous phase, the teacher selects one student to dictate a part of the oral reconstruction and another student to write down on the chat what is said by their classmate. The teacher also helps students in the reconstruction process by transcribing under each visual note the clauses proposed and written by students and probing questions to encourage students to use different types of Circumstances.

3.2.1.3. Phase 3 of the Intervention

The third phase of the intervention, the practice of both a personal daily routine and another person's daily routine, consists of one 60-minute class. In comparison to phase 1 and phase 2, this phase includes only two steps, namely 'Preparing for Watching the Video for Joint Oral Construction' and 'Joint Oral Construction.' The correspondence of the R2L steps with the adapted R2L steps of this phase are represented in Figure 10. The teaching materials during this phase are based on Text 3 and Text 4 (see Annex A), texts that model the language features in a personal daily routine and another person's daily routine.

- **Preparing for Watching the Video for Joint Oral Construction**

- **Joint Oral Construction**
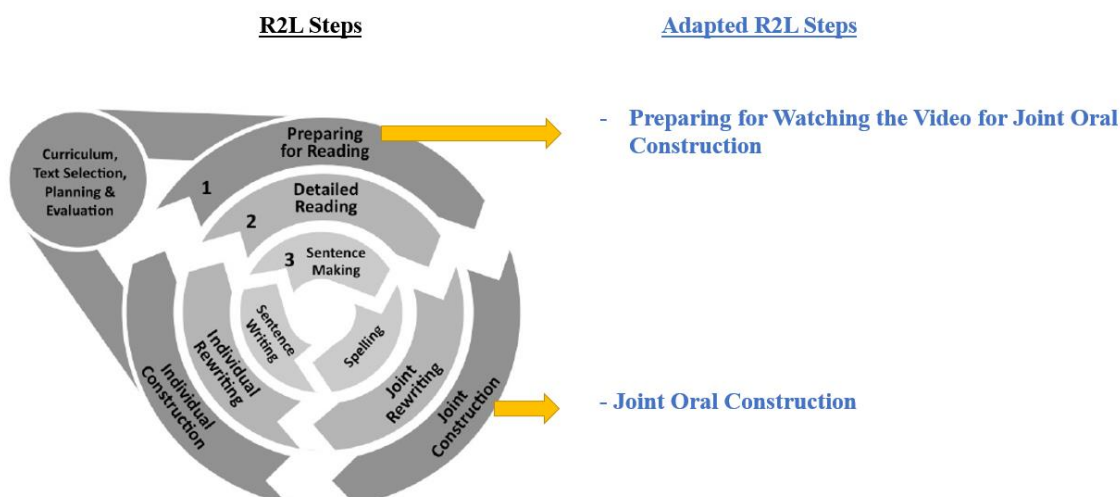
Figure 10: Correspondence of R2L with third phase of adapted R2L pedagogy

The two steps of this phase focus on whole text, sentence, and word levels. These steps are designed to provide students with more opportunities to further practice daily routines more independently.

The first step, 'Preparing for Watching the Video for Joint Oral Construction,' aims to provide students with sufficient information to understand the content of Text 3 and Text 4. A prepared script of this step is given in annex C-3. In contrast to preparing for watching the video from phase 1 and phase 2, in this step, the teacher does not provide students with a summary but tells them that the video is divided into the four stages of daily routines so that they are prepared to focus on each stage. Then, the teacher provides students with questions related to the content of the video. After the whole class watches the video together, the teacher asks the questions to different students.

The second step, 'Joint Oral Construction,' aims to orally reconstruct Text 3 as a personal daily routine and Text 4 as another person's daily routine together as a class guided by the teacher, following visual notes again. These notes are images taken from the video that shows Text 3 and Text 4 and extra images of crosses to indicate that an action is not performed, a school and a house to indicate where an action takes place, and clocks to indicate specific times. Figure 11 shows an example of the Morning routine stage of Jane's and Tom's daily routines, which can be reconstructed as '*He/She doesn't have breakfast at home.*'

Figure 11: A visual note for activating the inaction of a daily activity

And Figure 12 shows an example of the Afternoon routine stage of Tom's daily routine, which can be reconstructed as '*He always has lunch at school.*'

Figure 12: A visual note for activating an idea of daily activity in a specific place

The full visual notes are provided in Annex F-3. Like in the 'Joint Oral Reconstruction' steps from the previous phases, in this step, one student is chosen by the teacher to dictate part of the oral reconstruction and another student is selected to write down what their classmate says. The teacher continues helping students by transcribing and helping them expand their ideas.

The three phases of the adapted R2L pedagogy provide students with different steps which employ texts as models of the daily routine genre. The contextualized teaching is concerned with the deconstruction and reconstruction of texts, focusing on the levels of the whole text, sentences, and words. This provides a connection between lexicogrammar and language usage in communication. Consequently, after the intervention of this study, students are expected to successfully produce a personal daily routine and another person's daily routine.

3.2.2. The Planning of Translanguaging

Due to the basic level of English that the participants of this study have, Spanish is used as a steppingstone to help students familiarize with the language features needed to talk about daily routines. This approach builds on students' prior knowledge and social experiences concerning daily routines. The use of Spanish is strategically designed and gradually reduced in the different steps of the three phases of the intervention. This translanguaging strategy progressively gives students more independence to produce both a personal daily routine and another person's daily routine.

3.2.2.1. Use of Spanish and English in Phase 1

In phase 1 of the intervention, the use of Spanish aims to introduce students with the language resources that they need to talk about personal daily routines. Spanish is employed in steps 1 and 2. In step 1, 'Preparing for the Topic of Daily Routines,' Spanish is chosen to establish the topic, using students' experience of daily routines through their first language. The teacher asks questions in Spanish to different students about the activities that they do on a daily basis. In step 2, 'Preparing for Watching the Video,' Spanish is chosen to familiarize students with the content of Text 1. The teacher gives students a summary of the video and some questions related to it. In doing so, students can understand the content of the video and answer the questions successfully despite their low levels of English. After watching the video, students can choose to answer the questions in either English or Spanish. English is used in this step to build the metalanguage with the students, that is, to name the four obligatory stages of the daily routine genre, specifically Morning routine, Afternoon routine, Evening routine, and Night routine.

In step 3, 'Detailed Reading,' Spanish is selected to assist every student in understanding the instructions of the detailed reading activity and working on the different parts of this. In the Prepare move, Spanish is used to provide students with sufficient information about each sentence which is deconstructed. In the Focus move, Spanish is used before English to make sure that every student knows what is being asked. In the Affirm move, English only is employed because students have received and learned expressions of affirmation in English during the semester. In the Elaborate move, Spanish is used before English to allow every student to build on their previous knowledge regarding words, phrases, and expressions. For example, the expression '*every day*' is used in Spanish first (*todos los días*) and then in English in order to contrast the use of plural (*los días*) in Spanish with

singular (*day*) in English after '*every*.' Spanish is employed to mention these words, phrases, and expressions for the first time only. Once students have developed the knowledge of the linguistic features in English, Spanish is no longer used. For instance, if '*take a shower*' has been established in the preceding text, English only is used when the same language feature occurs again in the subsequent text. The three moves in which Spanish is used as a scaffolding tool in Detailed Reading are represented in Figure 13.

Figure 13: Moves in which Spanish is employed in 'Detailed Reading' in phase 1

In step 4, 'Joint Oral Reconstruction,' Spanish is predominantly used with the aim of assisting every student in understanding the instructions of the reconstruction activity and remembering some words, phrases, and expressions which can be used to talk about daily routines. English is used here only when none of the students remember how to say a word, a phrase, or an expression in this language.

3.2.2.2. Use of Spanish and English in Phase 2

In phase 2 of the intervention, the use of Spanish aims to introduce students with new language features that were not learned in phase 1, mainly the use of the third-person singular pronouns 'he' and 'she' and third-person singular verb ending (e.g., *gets up*, *brushes*, *has*, *etc.*), to talk about a family

member's daily routine. In step 1, 'Preparing for Watching the Video,' Spanish is chosen to enable students to understand and answer questions about the content of Text 2 because students have not been taught either third-person singular pronouns or third-person singular verb ending in English yet. Students need to focus on the answers to the questions while watching the video. After watching the video, students can choose to answer the questions in either English or Spanish. The teacher's summary of the video is said in English this time because it follows the same structure of the summary of Text 1.

In step 2, 'Detailed Reading,' Spanish is used strategically in the different parts of the detailed reading activities. The instructions of Detailed Reading are given in English this time because they are similar to the instructions which are given in the detailed reading activity of the previous phase. Similar to the moves of the detailed reading from phrase 1, in the Prepare move, Spanish is used to provide students with sufficient information about each sentence which is deconstructed. In the Focus move, Spanish is used before English to make sure that every student knows what is being asked. In the Affirm move, English only is employed. In the Elaborate move, Spanish is used before English to build on students' previous knowledge. However, this time students' first language is employed to understand mainly the way third-person singular pronouns and third-person singular verb ending are used in English. For example, '*She lives*' and '*I live*' are used in Spanish first (*Ella vive; Yo vivo*) along with a short explanation of English third-person singular verb ending before they are used in English. Many of the other linguistic features have been learned in the previous phase of this pedagogy. Once the students have developed the knowledge of third-person singular pronouns and third-person singular verb ending, Spanish is no longer used. The three moves in which Spanish is used as a scaffolding tool in Detailed Reading are represented in Figure 14.

Figure 14: Moves in which Spanish is employed in 'Detailed Reading' in phase 2

In step 3, 'Joint Oral Reconstruction,' Spanish is no longer used because students already received the necessary scaffolding in Spanish in the previous steps.

3.2.2.3. Use of English Only in Phase 3

In phase 3 of the intervention, that is, 'Preparing for Watching the Video for Joint Oral Construction' and 'Joint Oral Construction,' Spanish is no longer used because students already learned the stages of daily routines and the language features that they need to produce both a personal daily routine and another person's daily routine.

The way Spanish is gradually reduced throughout the different steps of the three phases of the intervention of this study is represented in Figure 15.
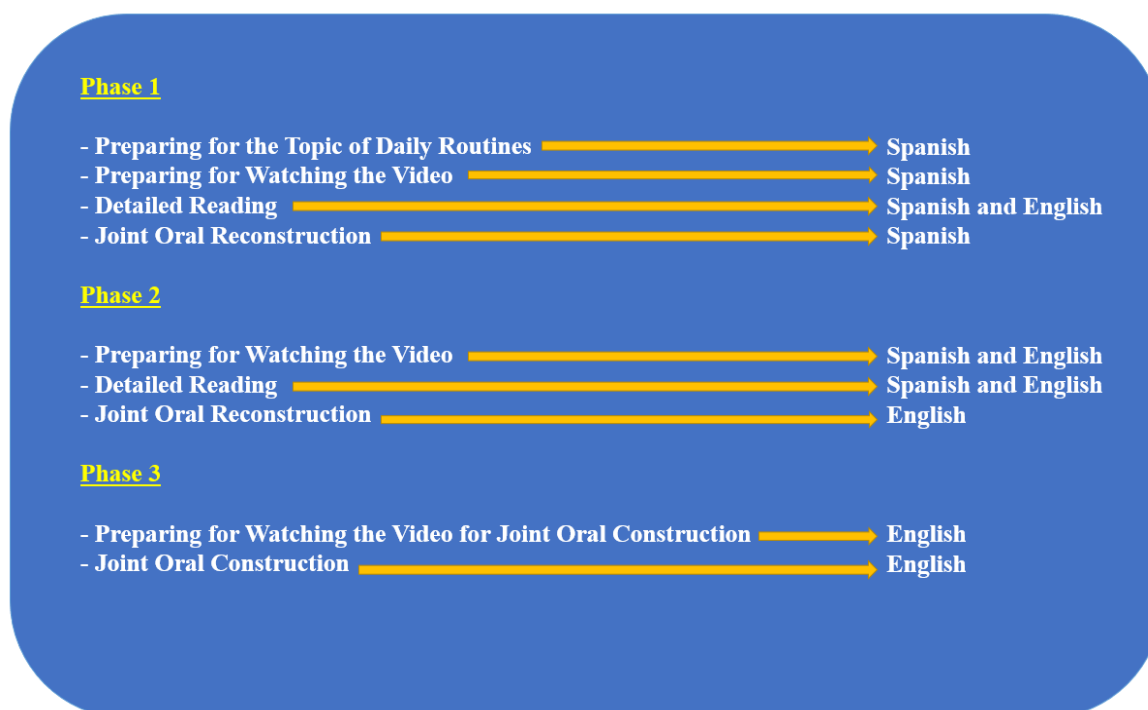
Figure 15: Gradual reduction of Spanish during the intervention

The use of Spanish as a scaffolding strategy is crucial in this adapted R2L pedagogy because it scaffolds students in their language development by using their prior knowledge and social experiences in their first language to produce a personal daily routine and another person's daily routine in English.

3.2.3. The Planning of Multimodality

The present study draws on different multimodal resources, specifically spoken language, written language, and visual resources, which are integrated in the videos that are used as models of the daily routine genre. The video resources employed in this study include interactions between the audio of daily routines, subtitles accompanying the speech, and moving images that represent what is happening in the different stages of the daily routine. Video 1 (Text 1) and video 2 (Text 2) include all the resources mentioned above, providing rich meaning potential to enable students to understand their contents effectively. On the other hand, the first text of video 3 (Text 3) includes the audio of the daily routine, the written version of action verbs instead of subtitles, and moving images to assist students in fully understanding its content. Before watching this video, students already learned and

practiced the linguistic features that they need to understand and produce daily routines. For this reason, only verbs are presented in a written mode to remind students of common daily activities, and not the whole transcript of the audio. The second text of video 3 (Text 4) includes the audio of the daily routine and moving images to enable students to understand its content in an effective way. The spoken daily routine is accompanied only with moving images, and not with subtitles or the written version of action verbs, because at this point students are expected to understand oral daily routines successfully. Moreover, the verbs used in this text are the same that are used in Text 3. Figure 16 shows the way the different modes co-occur in the texts.

Text 1	➡	Audio, subtitles, and moving images
Text 2	➡	Audio, subtitles, and moving images
Text 3	➡	Audio, written version of action verbs, and moving images
Text 4	➡	Audio and moving images
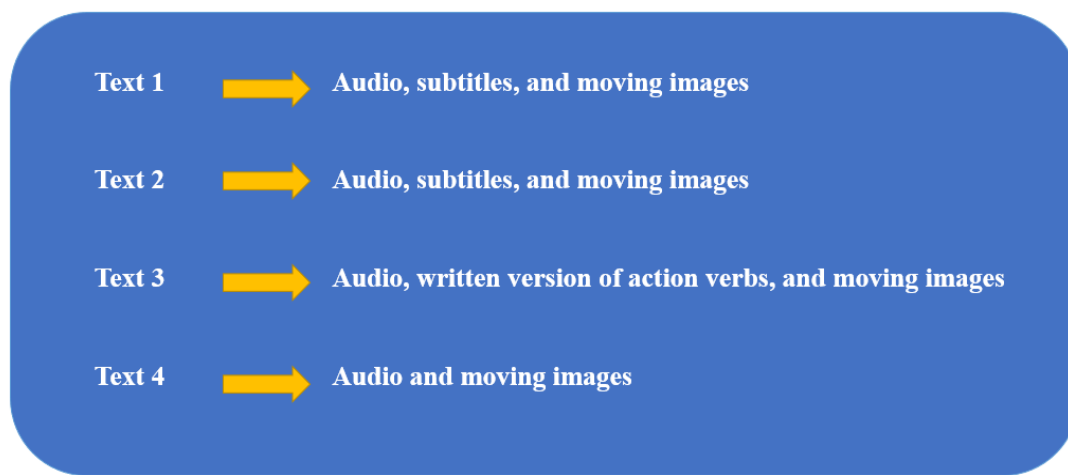
Figure 16: Co-occurrence of modes in the texts

Images are also key resources in scaffolding students in their language development. First, images of daily activities (e.g., *brush my hair* vs *brush my teeth*) and a table of adverbs of frequency are employed in the handouts shown to students during the Detailed Reading step of the intervention in order for them to understand the differences between the actions and between the different adverbs of frequency. Second, in Joint Oral Reconstruction and Joint Oral Construction, images of the daily routines used as model texts in this study are employed to help students organize the ideas of the activities involved in daily routines and remember and practice the lexical and grammatical features needed to produce the daily routine genre. Students are expected not to see the written transcripts of the texts of daily routines when working in these two steps. As illustrated earlier in sections 3.2.1.1 and 3.2.1.3, the images show the different daily activities presented in Text 1, Text 2, Text 3, and Text

4. Circumstantial meanings such as time and place are provided in additional visual elements such as a clock to indicate a specific time of the day and a school and a house to indicate where an action takes place. A cross is also used in these extra images to indicate that an activity is not performed.

3.3. Data Collection Instruments

Two data collection instruments are developed in this study, including the collection of texts of student language production both before and after the intervention, and the collection of survey responses after the intervention.

3.3.1. Pre-test and Post-test

A pre-test and a post-test are designed in this study with the purpose of examining the effectiveness of the adapted R2L pedagogy in helping students produce a text of daily routines with effective structure and clear purpose and expand their language resources in producing this genre. The specific research questions which are addressed here are: *How effective is the R2L adaptation in enabling students to produce a text of daily routines with effective structure and clear purpose? How effective is the R2L adaptation in expanding students' language choices in producing daily routines?*

The pre-test requires that students produce both a personal daily routine and a family member's daily routine. The instructions and questions are said in Spanish first and then in English by the teacher to ensure students' successful understanding. The teacher informs the students that the test is not graded because it is not part of their formal assessment. Students have two minutes to respond to each question. Table 11 provides the script of the pre-test given to the students.

Table 11: Script of pre-test

En esta prueba vas a hablar sobre rutinas diarias. On this test you are going to talk about daily routines. Tienes dos minutos para responder la siguiente pregunta. You have two minutes to answer the following question. *¿Qué haces usualmente los lunes? What do you usually do on Mondays?*

> [AFTER STUDENT'S ANSWER]
>
> Ahora, piensa en un miembro de tu familia. Now, think of a member of your family. Tienes dos minutos para responder la siguiente pregunta. You have two minutes to answer the following question. *¿Qué hace él o ella usualmente los lunes? What does he or she usually do on Mondays?*

After the intervention of this study, the post-test is given to the students. Like in the pre-test, in the post-test students are required to produce a personal daily routine and a family member's daily routine. The only modification from the pre-test is the day of the week selected (Friday instead of Monday). The instructions and questions are said in English only this time because students are already familiarized with this type of test. The teacher informs the students that the test is not graded because it is not part of their formal assessment and evaluates what they have learned in the classes about daily routines. Students have two minutes to respond to each question. Table 12 provides the script of the post-test given to the students.

Table 12: Script of post-test

> On this test you are going to talk about daily routines. You have two minutes to answer the following question: *What do you usually do on Fridays?*
>
> [AFTER STUDENT'S ANSWER]
>
> Now, think of a member of your family. You have two minutes to answer the following question: *What does he or she usually do on Fridays?*

The texts that the six participants of this study orally produce in both the pre-test and the post-test are provided in Annex G-1, ordered based on the student numbers without their names.

3.3.2. Survey

An online survey is designed on Google Forms in Spanish and sent to the students by email. The survey aims to address the specific research question: *How do the students think about their classroom experience in supporting their language learning?* The students' responses are anonymous and voluntary. Spanish is used to give students the opportunity to express their opinions in the most effective way using their first language, without encountering language barriers. The instructions and questions of the survey are provided in Annex H-1. The survey consists of both Likert scale questions and open-ended questions. Eight obligatory Likert scale questions are included in the survey to find out to which extent students agree or disagree with some statements regarding different aspects of the adapted R2L pedagogy. Each Likert scale question is followed by a non-obligatory open-ended question that is employed to provide students with the opportunity to voluntarily give reasons for the rating they assigned to the Likert scale question. Lastly, two obligatory open-ended questions are used to give students the opportunity to express general opinions about what has helped them the most in their classes about daily routines and what should be improved.

The eight pairs of the obligatory Likert scale questions and the follow-up non-obligatory open-ended questions aim to assess different aspects of the implementation of the adapted R2L pedagogy. The first pair (Questions 1 and 2) refers to the general scaffolding provided in the pedagogy. The second pair (Questions 3 and 4) refers to how knowledge about language is built for the students and how language is learned in context. The third pair (Questions 5 and 6) refers to the co-construction done by the students with the help of the teacher, which represents a significant step of scaffolding. The fourth pair (Questions 7 and 8) focuses on translanguaging as a scaffolding strategy. The fifth pair (Questions 9 and 10) focuses on multimodality as a scaffolding strategy. The sixth pair (Questions 11 and 12) focuses on both the pedagogical interaction between the teacher and the students and the students' collaboration in the joint reconstructions of texts. The seventh pair (Questions 13 and 14) is concerned with the emotional support provided in the pedagogy. And the eighth pair (Questions 15 and 16) is concerned with the students' general satisfaction with the adapted pedagogy used in their classes.

The responses to the survey questions of the six participants of this study are provided in Annex H-2, without names or numbers.

3.4. Data Analysis Methods

The analyses of student texts are done in this study by using three SFL systems, namely genre analysis, transitivity, and logical connexions. The analysis of student surveys is done through qualitative content analysis.

3.4.1. Analyses of Student Texts

Student texts are analyzed in three different ways. First, genre analysis is used to identify the effective structure and clear purpose of student texts from the pre-test and the post-test. Students are expected to organize their spoken texts in the four stages of the daily routine genre taught during the intervention of this study, specifically Morning routine, Afternoon routine, Evening routine, and Night routine. Lexical and grammatical errors in English and Spanish interference are not considered for this analysis if the schematic structure of the text is effective, and the purpose is clear. For example, student 1 structures their personal daily routine in the post-test in the following stages:

Table 13: Schematic structure of a personal daily routine

Stage	Text
Morning routine	In the morning, every day I get up 9:00 a.m.
Afternoon routine	and then, I often play PlayStation with my sister. Eso fue in the afternoon.
Evening routine	In the evening, and then I watch cartoon shows.

The grammatical errors concerning incorrect word order (e.g., *In the morning, every day* instead of *Every day, in the morning*; *In the evening, and then* instead of *And then, in the evening*), the use of the nominal group '*9:00 a.m.*' to realize a Circumstance [Time] instead of the prepositional phrase '*at 9:00 a.m.*,' and the use of Spanish in the clause '*Eso fue in the afternoon*' are not considered in the genre analysis because they do not interfere with the structure and purpose of the text.

Second, the system of TRANSITIVITY is employed to identify the language features that students use to construe their experiences of daily routines. Students are expected to use mainly material and behavioral clauses, Circumstances of frequency, time, and place, and nominal groups as Participants,

verbal groups as Processes, and both adverbial groups and prepositional phrases as Circumstances, in their production of daily routines. As the first step, in the identification of functional elements, lexical and grammatical errors and Spanish interference are not considered if the functional elements in the clause can be identified. For instance, student 4 produces the clause '*My mom… My mom take a… Ay! Se me fue cómo se dice desayuno*' in a family member's daily routine in the post-test. The analysis of functional elements is provided in Table 14.

Table 14: Analysis of functional elements in a family member's daily routine

Participant [Actor]	Process: material	Participant [Scope]
*My mom… My mom	*take	*a… Ay! Se me fue cómo se dice desayuno.
My mom	has	breakfast.

The second step is to identify how functions are realized by the groups and phrases – i.e., nominal groups, verbal groups, adverbial groups, and prepositional phrases. In this step, lexical and grammatical errors and Spanish interference are considered. Following the example presented in Table 14, it is possible to identify that students have employed correct grammatical groups, but there are one lexical error (*take*), lack of third-person singular verb ending, and Spanish interference (*a… Ay! Se me fue cómo se dice desayuno*). The types of errors that students make are discussed in Chapter 4, section 4.1.2. Table 15 shows the complete transitivity analysis of the clause.

Table 15: Analysis of functions realized by grammatical classes in a family member's daily routine

Participant [Actor]	Process: material	Participant [Scope]
*My mom… My mom	*take	*a… Ay! Se me fue cómo se dice desayuno.
My mom	has	breakfast.
nominal group	**verbal group**	**nominal group**

Third, the system of CONNEXION is used to identify the types of logical connexions employed by the students to connect the activities in a text, including explicit and implicit, external and internal logical connexions. Students are expected to use explicit external successive logical connexions in their production of daily routines. Like the first part of the transitivity analysis, this analysis focuses on the meanings made – i.e., if the logical meaning is identifiable, without considering the lexical and grammatical errors that may occur. For example, student 2 produces the stretch of discourse '*This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. After, I go the shower*' in the post-test. Student 2 employs the preposition '*After*' as an explicit external successive logical connexion instead of the prepositional phrase '*After that*' in their personal daily routine in the post-test. This error is not considered in this analysis because it does not interfere with the organization of the daily activities of the text. Despite this, the logical connexion used here (*After*) is also intended to be used as a Circumstance of time (*After that*), so its correction into the appropriate grammatical class is considered in the transitivity analysis. The logical connexion analysis is provided in Table 16.

Table 16: Logical connexion analysis of a personal daily routine

succ	This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. **After**, I go the shower

The analyses of student texts using SFL systems, the results of these analyses, and the discussion of the results are presented in detail in Chapter 4.

3.4.2. Analysis of Student Surveys

The design of the student survey is both quantitative and qualitative. The students' responses to the obligatory Likert scale questions are expressed as percentages. In order to understand these percentages better, each Likert scale question is followed by an optional open-ended question in which students can express their reasons for the rating they assigned to the Likert scale question. Furthermore, two final obligatory open-ended questions give students the opportunity to express their

general perception of what has helped them the most in their classes and what should be improved. Students' responses to the open-ended questions are analyzed through qualitative content analysis.

There are several methods to interpret the content of text data from surveys, but one which has been widely used is qualitative content analysis (QCA). "The objective in qualitative content analysis is to systematically transform a large amount of text into a highly organised and concise summary of key results" (Erlingsson & Brysiewicz, 2017, p. 93). This type of analysis seeks to describe the meaning of qualitative material in a systematic way. In QCA it is crucial to have a research question which specifies the angle from which data are analyzed.

QCA has three important characteristics: "It is a systematic method, it is flexible, and it reduces data" (Schreier, 2012, p. 5). Firstly, QCA is systematic because it has a sequence of steps which need to be followed regardless of the material which is analyzed. The first step is to select the material to be analyzed. Each collected text material is then divided into smaller parts called 'meaning units,' which represent the most manifest content of the analysis. Meaning units can be further reduced into 'condensed meaning units,' which retain their core meanings. The second step is to formulate 'codes' which describe the content of each condensed meaning unit. The third step is to group codes that are related through content or context into 'categories.' The fourth optional step is to create 'themes' which represent the most latent content of the analysis. Themes connect intellectually and emotionally with possible readers of the analysis. Codes, categories, and themes can be modified, if necessary, before presenting the results of the analysis. Secondly, QCA is flexible because codes, categories, and themes have to adapt to the material that is being analyzed and not the other way around. It is important to read and re-read the text in order to define codes, categories, and themes that fit the material and answer the research question. Thirdly, QCA reduces data because it limits the analysis to those aspects which are relevant to the research question. Figure 17 provides an example of qualitative content analysis of a patient recount of their experience in an emergency center. The analysis goes from the meaning unit, which is the most concrete content, to the overarching theme, which is the most abstract content.
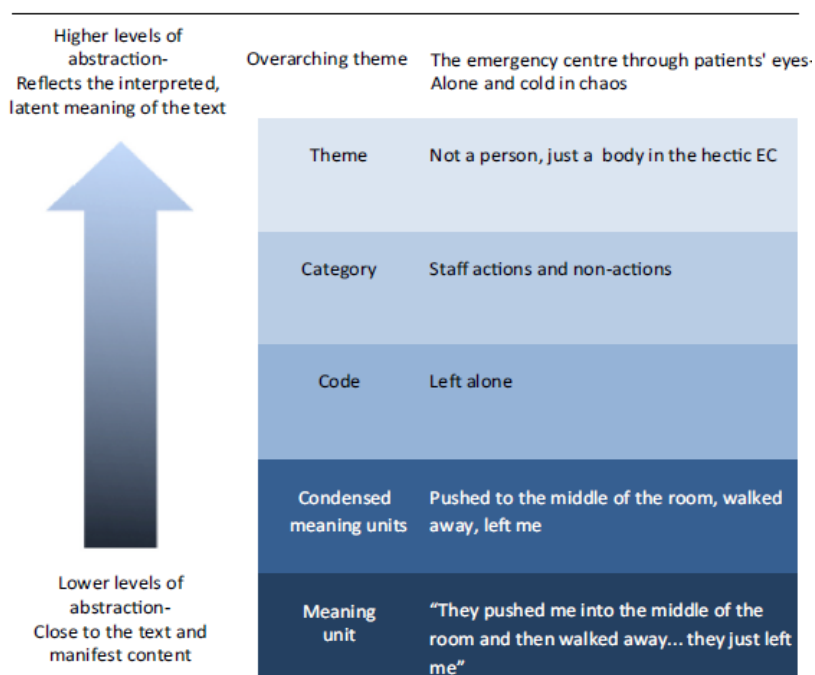
Figure 17: Example of analysis from manifest to latent content (Erlingsson & Brysiewicz, 2017, p. 93)

In the present study, the objective of the use of QCA is to describe the students' responses to the open-ended questions of the survey. It firstly helps understand and categorize the students' reasons for assigning the rating to each Likert scale question. And the students' responses to the two general open-ended questions about the intervention – i.e., what is most helpful and what should be improved – are also analyzed with QCA. For example, the reasons given by students for rating the Likert scale question '*Has recibido suficiente apoyo en estas 5 clases para producir rutinas diarias*' with a 100% are the following:

"El profesor en cada clase nos apoyo emocional y académicamente en las clases a todos los participantes, destaco su profesionalismo y carisma que nos motivo y comprometió con las distintas actividades propuestas"

"el profesor es muy didáctico y nos hace participar en un 100% de todas las clases"

"Siempre contamos con el apoyo del profesor para tener todo claro"

"El docente incentiva la participación en clases y ayuda tanto en la escritura como en la pronunciación de las palabras."

"Me sentí bastante apoyad@ por parte de mi profesor a lo largo de las 5 clases·"

"explica bien y ayuda mucho a comprender la materia enseñada"

These responses are considered meaning units because of their length. These meaning units are further reduced into the following condensed meaning units, which retain their core meanings:

El profesor nos apoyó emocional y académicamente, destaco su profesionalismo y carisma

El profesor es muy didáctico y nos hace participar

Siempre contamos con el apoyo del profesor

El docente incentiva la participación y ayuda

Me sentí bastante apoyad@ por parte de mi profesor

Explica bien y ayuda mucho

These condensed meaning units are formulated as codes which describe their contents:

Teacher's emotional and academic support

Teacher's dynamism

Teacher's good explanations

These codes are grouped together through content to form the following category:

Teacher's effective teaching in classes

In the present study, it is decided to create categories as the highest level of abstraction and not themes to report the results because it is a small-scale study and the data obtained from the survey is not complicated to categorize.

3.5. Summary

This chapter has firstly introduced action research as the underlying research methodology of this study. It has then explained and outlined the adaptation of the Reading to Learn (R2L) pedagogy that is employed here. Following this, it has introduced the data collection instruments. Finally, it has described the data analysis methods used to analyze the student texts and the student surveys.

Chapter 4 Results and Discussion

This chapter introduces the results and discussion of data analyses, including the analyses of student texts and the analysis of student surveys.

4.1. Results and Discussion of Analyses of Student Texts

In order to determine whether the adapted R2L pedagogy is effective in supporting students' language learning, three types of text analysis from SFL are employed, including genre analysis, transitivity, and logical connexions.

4.1.1. Genre Analysis of Student Texts

To examine the effectiveness of the adapted R2L pedagogy in helping students organize daily routines in stages, the schematic structure of this genre is analyzed, focusing on the four obligatory stages identified in the planning of this action research project, specifically Morning routine, Afternoon routine, Evening routine, and Night routine. The analysis is provided in Annex G-2.

The analysis of student texts reveals that students are able to improve the structure of daily routines after the intervention. Table 17 shows the stages of students' personal daily routines and their family members' daily routines from the pre-test and the post-test. The check mark indicates that the stage is present in the student text.

Table 17: Schematic structure of student texts

Personal Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Morning routine	✓			✓		✓
Afternoon routine	✓					✓
Evening routine						
Night routine						

Personal Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Morning routine	✓	✓	✓	✓	✓	✓
Afternoon routine	✓	✓	✓	✓	✓	✓
Evening routine	✓		✓		✓	
Night routine		✓	✓	✓	✓	✓

A Family Member's Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Morning routine		✓				✓
Afternoon routine						✓
Evening routine						
Night routine						

A Family Member's Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Morning routine	✓		✓	✓	✓	✓
Afternoon routine			✓		✓	✓
Evening routine			✓		✓	
Night routine			✓		✓	✓

In the pre-test, three participants of the study structure personal daily routines in stages. For example, student 1 organizes the text in Morning routine and Afternoon routine, which is shown in Table 18.

Table 18: Student 1's personal daily routine

Stage	Text
Morning routine	I am go work. ¿Puede ser? ¿Digo más cosas que hago usualmente los lunes?
Afternoon routine	I am in the lunch. Oh, no sé qué puede ser. Lunch at 20 o'clock. Puede ser. Almuerzo a las 2, usualmente los días lunes.

Moreover, student 4 organizes the text in Morning routine, which is shown in Table 19.

Table 19: Student 4's personal daily routine

Stage	Text
Morning routine	I usually on Mondays, I am studying in my school. Tienen que ser varias, ¿cierto? I can run in the morning.

In contrast, in the post-test, six participants structure personal daily routines in stages. For instance, student 2 organizes the text in Morning routine, Afternoon routine, and Night routine, which is represented in Table 20.

Table 20: Student 2's personal daily routine

Stage	Text
Morning routine	This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. After, I go the shower and then… Ay! Se me olvidó… And then… era… take breakfast.
Afternoon routine	After that, in the afternoon I play the guitar. Then, I watch TV.

Night routine	In the night, I go to bed and sleep.

Furthermore, student 5 organizes the text in Morning routine, Afternoon routine, Evening routine, and Night routine, which is represented in Table 21.

Table 21: Student 5's personal daily routine

Stage	Text
Morning routine	Every Fridays I wake up at 6:30 a.m. and then I get up. After getting up, I take a shower and then I cook my breakfast. I usually eat my breakfast at home, but sometimes I have breakfast at work, to save time in the morning.
Afternoon routine	At 2:00 p.m. I have lunch in my work and then I work until 6:00 p.m.
Evening routine	I return to my home around 7:00 p.m. After I get back home, I take shower and then I prepare for online classes. When I finish my classes, I have dinner with my family. After dinner, I take a break and then I watch videos, play with my family, I talk to my friends.
Night routine	At night, I often go to bed around 11:00 or 12:00 p.m. I really go to bed very late, but I watch videos for a while and then I fall asleep.

In the pre-test, three participants of the study structure a family member's daily routine in stages. For example, student 2 organizes the text in Morning routine, which is provided in Table 22.

Table 22: Student 2's family member's daily routine

Stage	Text
Morning routine	My mother, she go to… in the morning go to the work and.

Moreover, student 6 organizes the text in Morning routine and Afternoon routine, which is provided in Table 23.

Table 23: Student 6's family member's daily routine

Stage	Text
Morning routine	My father working to me.
Afternoon routine	In the afternoon, she eat and news an football.

In contrast, in the post-test, five participants structure a family member's daily routine in stages. For instance, student 3 organizes the text in Morning routine, Afternoon routine, Evening routine, and Night Routine, which is shown in Table 24.

Table 24: Student 3's family member's daily routine

Stage	Text
Morning routine	In the Friday, in the girlfriend, in the morning, 7:00 o'clock, in the morning.
Afternoon routine	In the afternoon, a lunch.
Evening routine	In the evening, job.
Night routine	In the night, 11:00 clock.

Furthermore, student 5 organizes the text in Morning routine, Afternoon routine, Evening routine, and Night routine, which is shown in Table 25.

Table 25: Student 5's family member's daily routine

Stage	Text
Morning routine	My dad wake ups at 7:30 a.m. every morning. She. He wake ups with me every day. He usually has coffee and a sandwich for a breakfast. He goes to… to work at 7:00 a.m…. around 7:00 a.m.

Morning routine / Afternoon routine	And he works until… he work until 6:00 p.m. at the evening.
Evening routine	And he get back home at 7:00 p.m. Around… around 8:00 p.m. he have dinner with my brother
Night routine	and then he go to bed at 10:00 o'clock.

The findings indicate that there is significant progress in the students' schematic structure of daily routines from the pre-test to the post-test, which shows the students' improved understanding of the staged, goal-oriented purpose of daily routines. Two students, specifically students 3 and 5, show the biggest improvement from undetermined stages in the pre-test to the effective use of all the four stages of daily routines in the post-test.

4.1.2. Transitivity Analysis of Student Texts

To examine the effectiveness of the adapted R2L pedagogy in helping students expand their language choices in producing daily routines, transitivity resources are analyzed, focusing on the types of clauses used by the students in their texts, which includes Participants and Processes, and the types of Circumstances that are part of clauses. The ways the three functions (Participants, Processes, and Circumstances) are realized by grammatical classes (nominal groups, verbal groups, adverbial groups, and prepositional phrases) are also examined. This full transitivity analysis of student texts is provided in Annex G-3.

In the production of daily routines, the types of clauses that are most effective to talk about daily activities are material clauses because they construe doings and happenings (e.g., *I take a shower*; *I have breakfast*). Behavioral clauses can also be used in daily routines because they construe mental and verbal behaviors (e.g., *I watch TV*; *I talk to my friends*). In contrast, mental, relational, verbal, and existential clauses are not needed in the production of daily routines because they do not focus on the daily activities that are part of daily routines.

The analysis of student texts regarding personal daily routines reveals that students are able to use more appropriate clausal resources in their production after the intervention. Table 26 shows students' use of different types of clauses in their personal daily routines in both the pre-test and the post-test. Numbers show the instances that each clause type appears in the student texts. The types of clauses were described in Chapter 2, section 2.1.1.1, and illustrated in Table 3.

Table 26: Types of clauses in student texts about personal daily routines

Personal Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Clause type						
Material	3	1	1	2	3	5
Mental						
Relational	1				1	
Verbal						
Behavioral						
Existential						
Undetermined			1			
Personal Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Clause type						
Material	2	6	2	5	21	3
Mental						
Relational	1					
Verbal						
Behavioral	1	1			3	
Existential						
Undetermined			2			

Several improvements of the use of clause types can be identified from the analysis. Firstly, the number of material clauses, which is a language resource expected to be used in daily routines, increases from 15 instances in the pre-test to 39 instances in the post-test. Example 1), example 2), and example 3) show material clauses used by student 5 in the post-test:

1) *I usually eat my breakfast at home*
2) *but sometimes I have breakfast at work*
3) *to save time in the morning.*

The increase in the number of material clauses indicates significant improvement in the students' understanding of the importance of this type of clauses to talk about daily routines. Student 5 shows the biggest improvement in the use of material clauses from the pre-test (3 instances) to the post-test (21 instances).

Secondly, the number of behavioral clauses, which are also common in the daily routine genre, increases from 0 instances in the pre-test to 5 instances in the post-test. Example 4), example 5), and example 6) show behavioral clauses used by student 2, student 3, student 5, respectively, in the post-tests:

4) *Then, I watch TV*
5) *but I watch videos for a while*
6) *I talk to my friends*

The increase in the number of behavioral clauses used by the students also indicates progress.

In addition to the increasing use of appropriate clause types, there is also a decrease in inappropriate clause types for the daily routine genre. Noticeably, the number of relational clauses, which is not a language resource expected to be used to talk about daily routines, decreases from 2 instances in the pre-test to 1 instance in the post-test. Example 7) and example 8) show relational clauses employed by student 1 and student 5, respectively, in the pre-tests:

7) **I am in the lunch*
8) *Also, I have classes*

The use of student 1's relational clause is not functionally appropriate. Instead, the material clause '*I have lunch*' should be employed in that particular case.

Even though there is significant improvement in the students' use of clause types in the production of personal daily routines, especially in the use of material clauses, there are still some remaining issues that repetitively occur in the post-test, including Spanish interference and incorrect use of grammatical classes to realize functions.

Spanish interference is the most common cause of students' errors in the production of personal daily routines in the post-test. For example, student 1 changes the order of the prepositional phrase '*in the morning*' which realizes a Circumstance [Time] with the adverbial group '*every day*' which realizes a Circumstance [Time], as illustrated in example 9).

9) *In the morning, every day I get up 9:00 a.m.*
     Every day, in the morning, I get up at 9:00 a.m.

This error can be explained by Spanish interference because the positions of the two Circumstances of time that are present in the clause can be interchanged in the Spanish grammar – i.e., both '*En la mañana, todos los dias…*' and '*Todos los días, en la mañana…*' are grammatical in Spanish.

Student 2 incorrectly employs the preposition '*After*' to realize a Circumstance [Time] instead of the prepositional phrase '*After that,*' as illustrated in example 10).

10) *After, I go the shower*
     After that, I take a shower

Moreover, student 2 employs the verbal group '*go*' to realize a Process: material instead of '*take*' along with the nominal group '*the shower*' to realize a Participant [Scope] instead of '*a shower*'. These errors can be explained by Spanish interference because both '*After*' (*Después*) and '*After that*' (*Después de eso*) are used in Spanish in this situation, and it is acceptable to say '*Voy a la ducha*' (**I go to the shower*) in the Spanish grammar.

Student 4 employs the prepositional phrase '*in the night*' to realize a Circumstance [Time] instead of '*at night,*' as illustrated in example 11).

11) *I go… in the night, I go to the party*
     At night, I go to parties

This error can be explained by Spanish interference because '*at night*' is said '*en la noche*' (**in the night*) in Spanish.

Student 5 uses the plural of '*Friday*' in the adverbial group '*Every Fridays*' which realizes a Circumstance [Frequency], as illustrated in example 12).

12) *Every Fridays I wake up at 6:30 a.m.*
    Every Friday I wake up at 6:30 a.m.

This error can be explained by Spanish interference since '*every*' is said '*todos*' in Spanish and the word that goes after '*todos*' is always used in plural.

Another type of students' errors in the production of personal daily routines in the post-test is the incorrect use of grammatical classes to realize functions. In example 9), which was previously used to illustrate an error caused by Spanish interference, student 1 also incorrectly uses the nominal group '*9:00 a.m.*' to realize a Circumstance [Time] instead of the prepositional phrase '*at 9:00 a.m.*' And student 2 incorrectly uses the nominal group '*This Fridays*' to realize a Circumstance [Time] instead of the prepositional phrase '*On Fridays,*' as illustrated in example 13).

13) * *This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up.*
    On Fridays, in the morning, I wake up.

Similar to the findings of personal daily routines, the analysis of student texts regarding a family member's daily routine also reveals that students are able to use more appropriate clausal resources in their production after the intervention. Table 27 provides students' use of different types of clauses in a family member's daily routine in both the pre-test and the post-test. Numbers show the instances that each clause type appears in the student texts.

Table 27: Types of clauses in student texts about a family member's daily routine

A Family Member's Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Clause type						
Material	2	1	1	2	2	2
Mental						
Relational					1	
Verbal						
Behavioral						
Existential						
Undetermined			1			1
A Family Member's Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Clause type						
Material	2	1		4	9	4
Mental						
Relational		2				
Verbal						
Behavioral						1
Existential						
Undetermined			4			

Some improvements of the use of clause types can be identified from the analysis. Firstly, the number of material clauses increases from 10 instances in the pre-test to 20 instances in the post-test. Example 14), example 15), and example 16) show material clauses used by student 5 in the post-test:

14) *He usually has coffee and a sandwich for breakfast*

15) **he work until 6:00 p.m. at the evening*

   he works until 6:00 p.m. in the evening

16) **and then he go to bed at 10:00 o'clock*

and then he goes to bed at 10:00 o'clock

The increase in the number of material clauses indicates improvement in the students' understanding of the importance of this type of clauses to talk about daily routines. Student 5 shows the biggest improvement in the use of material clauses from the pre-test (2 instances) to the post-test (9 instances).

While the number of behavioral clauses increases from 0 instances in the pre-test to 1 instance in the post-test, the low number of these clauses does not indicate significant progress. Example 17) shows a behavioral clause used by student 6 in the post-test:

17) *she read a book*
   she reads a book

Moreover, the number of relational clauses increases from 1 instance in the pre-test to 2 instances in the post-test. Example 18) shows a relational clause employed by student 5 in the pre-test:

18) *My brother have classes*
   My brother has classes

The low number of relational clauses employed by the students indicates that they have better control of relevant resources to the communicative purpose of the text.

Even though there is some improvement in the students' use of clause types in the production of a family member's daily routine, especially in the use of material clauses, there are still some remaining issues that repetitively occur in the post-test, including lack of third-person singular verb ending, Spanish interference, and incorrect use of grammatical classes to realize functions.

Lack of third-person singular verb ending is the most common cause of students' errors in the production of a family member's daily routine. For example, student 2 does not use the third-person singular verb ending in the Process: material '*go*,' as illustrated in example 19).

19) *On Fridays, my mother go to work*
   On Fridays, my mother goes to work

And student 4 does not employ the third-person singular verb ending in the Process: material '*take*,' as illustrated in example 20).

20) *My mom take a shower

    My mom takes a shower

Another cause of students' errors in the production of a family member's daily routine in the post-test is Spanish interference. For example, student 1 changes the order of the prepositional phrase '*in the morning*' which realizes a Circumstance [Time] with the nominal group '*My father*' which realizes a Participant [Actor], as illustrated in example 21).

21) *My father, in the morning, he often go to the work in the car*

    In the morning, my father often goes to work by car

This error can be explained by Spanish interference because the positions of the Circumstance of time and the nominal group can be interchanged in the Spanish grammar. Moreover, student 1 adds the definite article '*the*' to the prepositional phrase '*go to work*' which realizes a Circumstance [Place] and uses the prepositional phrase '*in the car*' to realize a Circumstance [Means] instead of '*by car.*' These errors can also be explained by Spanish interference because the prepositional phrase '*go to work*' is said '*ir al trabajo*' (*go to the work*) in Spanish and the prepositional phrase '*by car*' is typically said '*en auto*' (*in car*) or '*en el auto*' (*in the car*) in some specific cases.

The third type of errors made by the students is the incorrect use of grammatical classes to realize functions. For instance, student 6 incorrectly uses the nominal group '*cooking*' to realize the Participant [Actor] '*she*' and the Process: material '*cooks,*' as illustrated in example 22).

22) *In the afternoon, cooking*

    In the afternoon, she cooks

In the production of a personal daily routine and a family member's daily routine, students make similar types of errors in some cases, including Spanish interference and incorrect use of grammatical classes to realize functions. However, the most common errors made by students in the production of a personal daily routine can be explained by Spanish interference. On the other hand, the most common errors made by students in the production of a family member's daily routine focus on the lack of third-person singular verb ending.

In the production of daily routines, the most common Circumstances used are Circumstances of frequency (e.g., *usually*), time (e.g., *in the morning*), and place (e.g., *at school*). In addition to this, there are other Circumstances which also occur in the model texts and were covered in the classes of

the intervention such as duration (e.g., *for an hour*), means (e.g., *by bus*), purpose (e.g., *for breakfast*), and comitative (e.g., *with my family*).

The analysis of texts regarding personal daily routines reveals that students are able to use more varied Circumstances in their production after the intervention. Table 28 shows students' use of different types of Circumstances in their personal daily routines in both the pre-test and the post-test. Numbers show the instances that each Circumstance appears in the student texts. The types of Circumstances were described in Chapter 2, section 2.1.1.1., and illustrated in Table 4.

Table 28: Types of Circumstances in student texts about personal daily routines

Personal Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Type of Circumstance						
Frequency	1			1		
Time	4	1	1	2	1	4
Place	1	1		1	1	4
Comitative					1	
Personal Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Type of Circumstance						
Frequency	2				4	
Time	4	6	8	5	8	3
Place		2		2	7	1
Comitative	1			1	2	
Quality		1				
Purpose					1	
Degree					1	
Duration					1	

Several improvements of the employment of Circumstances can be identified from the analysis. Firstly, the number of Circumstances of time, which is a language resource emphasized in the teaching, increases from 13 instances in the pre-test to 34 instances in the post-test. Example 1) and example 2) show Circumstances of time used by student 3 and student 5, respectively, in the post-test:

1) *__In the afternoon__, the lunch*
   __In the afternoon__, *I have lunch*
2) *__At 2:00 p.m.__ I have lunch in my work*
   __At 2:00 p.m.__ *I have lunch at work*

The increase in the number of Circumstances of time indicates significant improvement in the students' understanding of the importance of this type of Circumstances to talk about daily routines.

Secondly, the number of Circumstances of place, which is also a language resource taught in the intervention, increases from 8 instances in the pre-test to 12 instances in the post-test. Example 3) and example 4) show Circumstances of place used by student 4 and student 5, respectively, in the post-test:

3) *__And I go to the bed__ at 11:00 p.m.*
   And I go __to bed__ at 11:00 p.m.
4) *I usually eat my breakfast __at home__*

Thirdly, the number of Circumstances of frequency, practiced repeatedly in the intervention, increases from 2 instances in the pre-test to 6 instances in the post-test. Example 5) and example 6) show Circumstances of frequency employed by student 1 and student 5, respectively, in the post-test:

5) *and then, __I often__ play PlayStation with my sister*
6) *__Every Fridays__ I wake up at 6:30 a.m.*
   __Every Friday__ I wake up at 6:30 a.m.

In addition to the Circumstances of time, place, and frequency, more varieties of Circumstances are used by the students to expand their ideas of daily activities in the production of personal daily routines. For example, the number of comitative Circumstances increases from 1 instance in the pre-test to 4 instances in the post-test. Example 7) and example 8) show comitative Circumstances employed by student 4 and student 5, respectively, in the post-test:

7) *In… I lunch **with my dad**

   *I have lunch **with my dad***

8) *I have dinner **with my family***

Also, the number of Circumstances of quality, purpose, degree, and duration increases from 0 instances in the pre-test to 1 instance in the post-test each. These four types of Circumstances are shown in example 9), example 10), example 11), and example 12) respectively. Example 9) is taken from student 2's post-test and the rest of the examples are taken from student 5's post-test:

9) *This Fridays, **suddenly**, in the morning… No… mejor… In the morning, I wake up*

   On Fridays, in the morning, I wake up

10) *and then I prepare **for online classes***

11) *I **really** go to bed **very** late,*

12) *but I watch videos **for a while***

Even though students are more aware of using more varied circumstantial meanings, some errors are made such as example 9) in which the use of the Circumstance of quality is not functionally appropriate in the clause.

Similar to the findings of personal daily routines, the analysis of texts regarding a family member's daily routine also reveals that students are able to use more varied Circumstances in their production after the intervention. Table 29 shows students' use of different types of Circumstances in a family member's daily routine in both the pre-test and the post-test. Numbers show the instances that each Circumstance appears in the student texts.

Table 29: Types of Circumstances in student texts about a family member's daily routine

A Family Member's Daily Routine from Pre-test						
Student Numbers						
	1	**2**	**3**	**4**	**5**	**6**
Type of Circumstance						
Frequency				1		
Time		1		1		1
Place		1		1	2	
Duration	1					
Comitative						1
A Family Member's Daily Routine from Post-test						
Student Numbers						
	1	**2**	**3**	**4**	**5**	**6**
Type of Circumstance						
Frequency	2				3	
Time	3	1	7	2	6	5
Place	1	1		1	3	
Purpose	1				1	
Means	1					
Comitative					2	

Several improvements of the employment of Circumstances can be identified from the analysis. Firstly, the number of Circumstances of time increases from 3 instances in the pre-test to 24 instances in the post-test. Example 13) and example 14) show Circumstances of time used by student 1 and student 6, respectively, in the post-test:

13) *My father, en este caso, **in the morning**, he, puede ser, often go to the work in the car*
   In the morning, *my father often goes to work by car*
14) ***In the night***, *she play… play, play, play, ¿cómo se llama? Cartas. Se me olvidó*
   At night, *she plays cards*

The increase in the number of Circumstances of time indicates significant improvement in the students' understanding of the importance of this type of Circumstances to talk about daily routines.

Secondly, the number of Circumstances of frequency increases from 1 instance in the pre-test to 5 instances in the post-test. Example 15) and example 16) show Circumstances of frequency used by student 1 and student 5, respectively, in the post-test:

15) *My mother, she **usually** on Fridays, in the morning, she has coffee and a sandwich for breakfast*
*On Friday mornings, my mother **usually** has coffee and a sandwich for breakfast*

16) *My dad wake ups at 7:30 a.m. **every morning***
*My dad wakes up at 7:30 a.m. **every morning***

Thirdly, the number of Circumstances of place increases from 4 instances in the pre-test to 6 instances in the post-test. Example 17) and example 18) show Circumstances of place used by student 2 and student 4, respectively, in the post-test:

17) *On Fridays, my mother go **to work***
*On Fridays, my mother goes **to work***

18) *And my sister… my sister goes **to the work***
*And my sister goes **to work***

In addition to the Circumstances of time, frequency, and place, more varieties of Circumstances are used by the students to expand their ideas of daily activities in the production of a family member's daily routine. For example, the number of Circumstances of purpose increases from 0 instances in the pre-test to 2 instances in the post-test. Example 19) shows a Circumstance of purpose produced by student 1 in the post-test.

19) *My mother, she usually on Fridays, in the morning, she has coffee and a sandwich **for breakfast***
*On Friday mornings, my mother usually has coffee and a sandwich **for breakfast***

Also, the number of comitative Circumstances increases from 1 instance in the pre-test to 2 instances in the post-test. Example 20) provides a comitative Circumstance produced by student 5 in the post-test.

20) *Around… around 8:00 p.m. he have dinner **with my brother***

*Around 8:00 p.m. he has dinner **with my brother***

Furthermore, the number of Circumstances of means increases from 0 instances in the pre-test to 1 instance in the post-test. Example 21) provides a Circumstance of means produced by student 1 in the post-test:

21) *My father, en este caso, in the morning, he, puede ser, often go to the work **in the car***
   *In the morning, my father often goes to work **by car***

In the production of both a personal daily routine and a family member's daily routine, the increase in the number of material clauses and Circumstances of time indicates significant progress from the pre-test to the post-test. This improvement is enhanced by the increase of the number of behavioral clauses and Circumstances of frequency and place. All of these resources enable students to effectively express daily activities in the production of daily routines.

4.1.3. Logical Connexion Analysis of Student Texts

To examine the effectiveness of the adapted R2L pedagogy in helping students expand their language resources in producing daily routines, logical connexions are analyzed, focusing on both the distinction between explicit vs implicit connexions and the distinction between external vs internal connexions. This analysis is provided in Annex G-4.

In the production of daily routines, the types of logical connexions that are most effective to relate a sequence of everyday activities are explicit and implicit external successive logical connexions, given that in daily routines activities unfold in time sequence (e.g., *I get up **and then I take a shower***). Another type of logical connexions which can be employed to talk about daily activities are external contrastive logical connexions because they can be used to contrast two activities that are performed during the day (e.g., *I have breakfast at home, **but** I have lunch at school*). Internal logical connexions are not expected to be used to talk about daily activities because the daily routine text unfolds based on the activities in experiential order. In other words, the textual order follows the experiential order.

The analysis of student texts regarding personal daily routines reveals that students are able to use more appropriate logical connexions in their production after the intervention. Table 30 provides students' use of logical connexions in personal daily routines in both the pre-test and the post-test.

Numbers show the instances that each logical connexion appears in the student texts. The types of logical connexions were described in Chapter 2, section 2.1.1.2., and illustrated in Table 6 and Table 7.

Table 30: Logical connexions in student texts about personal daily routines

Personal Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Explicit External Logical Connexions						
Successive			1			2
Additive					1	
Implicit External Logical Connexions						
Successive	1					
Additive				1		
Implicit Internal Logical Connexions						
Additive					1	
Personal Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Explicit External Logical Connexions						
Successive	2	5	3	2	10	2
Contrastive					2	

Several improvements of the use of logical connexions can be derived from the analysis. Firstly, the number of explicit external successive logical connexions, which is a language resource expected to be used in daily routines, increases from 3 instances in the pre-test to 24 instances in the post-test. Example 1) and example 2) show explicit external successive logical connexions used by student 5 in the post-test:

1) *I take a shower **and then** I cook my breakfast*
2) *I have dinner with my family. **After dinner**, I take a break*

The increase in the number of explicit external successive logical connexions indicates significant improvement in the students' understanding of the importance of the employment of this type of connexions to relate daily activities. Student 5 shows the biggest improvement in the use of explicit external successive logical connexions from the pre-test (0 instances) to the post-test (10 instances).

Secondly, the number of explicit external contrastive logical connexions, which is a language resource that can be used in daily routines, increases from 0 instances in the pre-test to 2 instances in student 5's post-test. Example 3) shows an explicit external contrastive logical connexion used by student 5 in the post-test:

3) *I usually eat my breakfast at home, **but** sometimes I have breakfast at work*

The increase in the number of explicit external contrastive logical connexions indicates that student 5 not only relates daily activities, but also contrasts them.

In addition to the increasing use of appropriate logical connexions, there is also a decrease in implicit connexions and explicit external additive connexions. Noticeably, the number of implicit external successive logical connexions, which is a language resource expected to be inferred in daily routines, decreases from 1 instance in the pre-test to 0 instances in the post-test. Example 4) shows an implicit external successive logical connexion inferred from student 1's pre-test:

4) **I am go work. (**Then**) I am in the lunch*
   *I go to work. (**Then**), I have lunch*

The decrease in the number of implicit external successive logical connexions indicates a more conscious use of logical connexions by the students.

The number of explicit external additive logical connexions, which is not a language resource expected to be employed in daily routines, decreases from 1 instance in the pre-test to 0 instances in the post-test. Example 5) shows an explicit external additive logical connexion used by student 5 in the pre-test:

5) **On Mondays I'm work with my dad… with my dad in electricity. **Also**, I have classes*
   *On Mondays, I work with my dad in electricity. **Also**, I have classes*

The explicit external additive logical connexion 'Also' could be easily changed into the explicit external successive logical connexion 'And then' in order to emphasize the time sequence between the two activities.

The number of implicit external additive logical connexions, which is not a language resource expected to be inferred in daily routines, decreases from 1 instance in the pre-test to 0 instances in the post-test. Example 6) provides an implicit external additive logical connexion inferred from student 4's pre-test due to the lack of conscious ordering of activities of 'running in the morning' and 'studying at school' based on their time sequence:

6) *I usually on Mondays, I am studying in my school. (*And*) I can run in the morning
   On Mondays I usually study at school. (*And*) in the morning, I run

The low number of implicit external additive logical connexions indicates a more conscious use of logical connexions by the students. Moreover, additive logical connexions are not commonly used or inferred in the production of daily routines because they do not relate activities in time sequence.

The number of implicit internal additive logical connexions, which are also unexpected resources to be inferred in daily routines, decreases from 1 instance in the pre-test to 0 instances in the post-test. Example 7) shows an implicit internal additive logical connexion inferred from student 5's pre-test:

7) *On Mondays I'm work with my dad… with my dad in electricity. Also, I have classes… (*And*) That's all
   On Mondays I work with my dad in electricity. Also, I have classes… (*And*) that's all

The low number of implicit internal additive logical connexions indicates that neither internal connexions nor additive connexions are common in daily routines because everyday activities unfold in time sequence, therefore internal additive logical connexions are not expected to be employed or inferred.

Similar to the findings of personal daily routines, the analysis of student texts regarding a family member's daily routine also reveals that students are able to use more appropriate logical connexions in their production after the intervention. Table 31 provides students' use of logical connexions in a family member's daily routine in both the pre-test and the post-test. Numbers show the instances that each logical connexion appears in the student texts.

Table 31: Logical connexions in student texts about a family member's daily routine

A Family Member's Daily Routine from Pre-test						
Student Numbers						
	1	2	3	4	5	6
Explicit External Logical Connexions						
Additive			1		1	1
Successive						1
Explicit Internal Logical Connexions						
Additive					1	
Implicit External Logical Connexions						
Additive	1					
Implicit Internal Logical Connexions						
Additive				1		
A Family Member's Daily Routine from Post-test						
Student Numbers						
	1	2	3	4	5	6
Explicit External Logical Connexions						
Additive						1
Successive			3		3	2
Explicit Internal Logical Connexions						
Additive				1		
Implicit External Logical Connexions						
Successive					3	
Implicit Internal Logical Connexions						
Additive	1	1		1		

Some improvements of the use of logical connexions can be derived from the analysis. Firstly, the number of explicit external successive logical connexions increases from 1 instance in the pre-test to 8 instances in the post-test. Example 8) shows an explicit external successive logical connexion used by student 5 in the post-test:

8) *He work until 6:00 p.m. at the evening. **And** he get back home at 7:00 p.m.
    He works until 6:00 p.m. in the evening. **And** he gets back home at 7:00 p.m.

The increase in the number of this type of logical connexions indicates improvement in students' production of daily routines.

Secondly, the number of implicit external successive logical connexions increases from 0 instances in the pre-test to 3 instances in student 5's post-test. Example 9) shows an implicit external successive logical connexion inferred from student 5's post-test:

9) *And he get back home at 7:00 p.m. (**Then**) Around… around 8:00 p.m. he have dinner with my brother
    And he gets back home at 7:00 p.m. (**Then**), around 8:00 p.m. he has dinner with my brother

The increase in this type of logical connexions indicates improvement in student 5's text in relation to the way daily activities unfold in time sequence.

Thirdly, the number of implicit internal additive logical connexions increases from 1 instance in the pre-test to 3 instances in the post-test. Example 10) provides an implicit internal additive logical connexion inferred from student 4's post-test:

10) *In the morning, my family… My dad wake up at 8:00 a.m. (**And**) My mom… my mom take a … Ay! Se me fue cómo se dice desayuno.
    In the morning my dad wakes up at 8:00 a.m. (**and**) my mom has breakfast

The increase in the number of this type of logical connexions does not indicate progress because two people are mentioned but the question is only about one family member.

Fourthly, the number of explicit internal additive logical connexions maintains from 1 instance in the pre-test to 1 instance in the post-test. Example 11) shows an explicit internal additive logical connexion used by student 4 in the post-test:

11) *My mom take a shower. **And** my sister… my sister goes to the work

*My mom takes a shower. **And** my sister goes to work*

The low number of explicit internal additive logical connexions indicates that students do not use these types of connexions because they do not relate activities in time sequence but organize text.

In addition to the logical connexions which increase and maintain, there is also a decrease in some types of logical connexions. The number of explicit external additive logical connexions decreases from 3 instances in the pre-test to 1 instance in the post-test. Example 12) shows an explicit external additive logical connexion used by student 3 in the pre-test:

12) *She is work **and** student igual*
    *She works **and** study as well*

The low number of explicit external additive logical connexions employed by the students indicates that they do not use these types of connexions because their texts are better organized with the explicit external successive logical connexions.

The number of implicit external additive logical connexions decreases from 1 instance in the pre-test to 0 instances in the post-test. Example 13) shows an implicit external additive logical connexion inferred from student 1's pre-test:

13) *He is sleep very large. **(And)** My brother practice baby football*
    *My brother sleeps a lot. **(And)** he plays football*

Like the students' use of logical connexions in personal daily routines, their employment of logical connexions in a family member's daily routine indicates improvement from the pre-test to the post-test. The number of explicit external successive logical connexions increases from 1 instance in the pre-test to 8 instances in the post-test. And the number of implicit external successive logical connexions increases from 0 instances in the pre-test to 3 instances in the post-test. Even though there is progress from the pre-test to the post-test, this is not as significant as the progress made in personal daily routines. This could be explained by the fact that students are more used to talking about personal daily routines than another person's daily routine. Therefore, they focus more on the daily activities that someone else performs and third-person singular verb ending and not on the logical connexions needed to connect those activities.

The minimal number of students' lexical and grammatical errors in the post-test in relation to the use of logical connexions focus on Circumstances of time used as connexions, and not on

conjunctions. These errors were described in the transitivity analysis of student texts. For example, student 2 incorrectly uses the preposition '*After*' as an explicit external successive logical connexion instead of the prepositional phrase '*After that*,' as illustrated in example 14).

14) *This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. **After**, I go the shower*

*On Fridays, in the morning, I wake up. **After that**, I take a shower*

The SFL systems employed to analyze the student texts have shown improvement from the pre-test to the post-test. First, genre analysis has revealed that students are able to use more appropriate text structures after the intervention. Second, the system of TRANSITIVITY has revealed that students are able to use more appropriate clausal resources in the production of daily routines after the intervention. And the system of CONNEXION has revealed that students are able to employ more appropriate logical connexions, specifically external successive logical connexions, to produce daily routines after the intervention. Even though there are still some remaining lexical and grammatical errors in the production of the genre due to Spanish interference in many cases, these have not interfered with the schematic structure and functions used by the students.

4.2. Results and Discussion of Analysis of Student Surveys

In order to determine whether the adapted R2L pedagogy is effective in supporting students' language learning, qualitative content analysis is employed to analyze the students' responses to the eight non-obligatory open-ended questions that follow each Likert scale question and the two final obligatory open-ended questions regarding the implementation of the adapted R2L pedagogy.

The survey questions are designed with the purpose of determining whether the employment of the three scaffolding strategies used during the intervention of this study, namely the pedagogical activities informed by R2L, translanguaging, and multimodality, is effective according to the students. The qualitative content analysis done in this study focuses on deducing how satisfied students are with respect to the eight aspects of the scaffolding that they received during the intervention classes.

Each of the eight pairs of questions of the survey is related to one aspect of the scaffolding (as shown in Table 32).

Table 32: Connection between scaffolding strategies and questions

Scaffolding Strategy	Pair of Questions
General scaffolding provided in the pedagogy	1. You have been given sufficient support in these five classes to produce daily routines. 2. If you can, could you elaborate on the reason for the previous score selected?
Linguistic knowledge built for students and language learned in context	3. The teacher's explanation of English expressions in daily routines has been useful for you. 4. If you can, could you elaborate on the reason for the previous score selected?
Co-construction as a significant step of scaffolding	5. Constructing daily routines together with the teacher has been helpful for you. 6. If you can, could you elaborate on the reason for the previous score selected?
Translanguaging as a scaffolding strategy	7. The teacher's use of Spanish in his teaching has helped with your learning of English. 8. If you can, could you elaborate on the reason for the previous score selected?
Multimodality as a scaffolding strategy	9. The teacher's use of images and videos in his teaching has helped with your learning. 10. If you can, could you elaborate on the reason for the previous score selected?
Pedagogical interaction between the class participants	11. The classes are interactive and engaging. 12. If you can, could you elaborate on the reason for the previous score selected?
Emotional support provided in the pedagogy	13. The classes have helped you increase your confidence in using English.

	14. If you can, could you elaborate on the reason for the previous score selected?
General satisfaction with the adapted R2L pedagogy	15. This teaching method should continue to be incorporated in your English courses.
	16. If you can, could you elaborate on the reason for the previous score selected?

The qualitative content analysis of students' responses reveals that students are satisfied with the implementation of the adapted R2L pedagogy to improve oral production. Each student response is treated as a meaning unit in this study because of its length; in other words, students' responses are the starting point of the qualitative content analysis done here.

In question 1, 100% of the students strongly agree that they have been given sufficient support in the five classes of daily routines. In question 2, students' reasons for the previous percentage are:

"El profesor en cada clase nos apoyo emocional y académicamente en las clases a todos los participantes, destaco su profesionalismo y carisma que nos motivo y comprometió con las distintas actividades propuestas"

"el profesor es muy didáctico y nos hace participar en un 100% de todas las clases"

"Siempre contamos con el apoyo del profesor para tener todo claro"

"El docente incentiva la participación en clases y ayuda tanto en la escritura como en la pronunciación de las palabras."

"Me sentí bastante apoyad@ por parte de mi profesor a lo largo de las 5 clases"

"explica bien y ayuda mucho a comprender la materia enseñada"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

El profesor nos apoyó emocional y académicamente, destaco su profesionalismo y carisma

El profesor es muy didáctico y nos hace participar

Siempre contamos con el apoyo del profesor

El docente incentiva la participación y ayuda

Me sentí bastante apoyado/a por parte de mi profesor

Explica bien y ayuda mucho

The condensed meaning units focus on different aspects of the teacher such as the emotional and academic support that he provides students with, his dynamism and motivation, and his explanations in class. Therefore, these condensed meaning units are formulated as the following codes:

Teacher's emotional and academic support

Teacher's dynamism

Teacher's good explanations

And the codes are grouped together through content to form the following category:

Teacher's effective teaching in classes

In question 3, 100% of the students strongly agree that the teacher's explanation of English expressions of daily routines has been useful for them. In question 4, students' reasons for the previous percentage are:

"Se explicaron diversas opciones de expresiones para las rutinas diarias, ejercitandose entre los pares de manera motivadora y desafiante, lo que genero a modo personal un mayor compromiso con cada una de la clases y mayor aprendizaje en ellas."

"a pesar de ser ingles básico, no recordaba ciertas cosas y con el profesor me ayudó a aclarar"

"Siempre fue clara la explicación, por lo que fue muy útil al momento de aplicarla"

"El docente entrega información clara y oportuna acerca de las actividades a realizar"

"Ha sido útil ya que son acciones básicas del día a día las cuales aprendí a expresarlas oralmente como de manera escrita"

"explica una dos hasta tres vecez para mayor comprensión"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Se explicaron diversas opciones, ejercitándose entre los pares de manera motivadora y desafiante

No recordaba ciertas cosas y el profesor me ayudó a aclarar

Siempre fue clara la explicación, fue muy útil

El docente entrega información clara y oportuna

Ha sido útil ya que son acciones básicas, aprendí a expresarlas oralmente como de manera escrita

Explica una, dos, hasta tres veces, para mayor comprensión

These condensed meaning units focus on the usefulness of the teacher's explanation of daily routines due to its appropriateness and clarity. Moreover, the teacher's help is highlighted. Therefore, these condensed meaning units are formulated as the following codes:

Teacher's good explanations of daily routines

Teacher's support in the learning of daily routines

Teacher's clear explanations of daily routines

Teacher's appropriate explanations of daily routines

And the codes are grouped together through content to form the following category:

Teacher's effective explanations of daily routines

In question 5, 100% of the students strongly agree that constructing daily routines together with the teacher has been helpful for them. In question 6, students' reasons for the previous percentage are:

"Si, ya que era un contenido que no dominaba y con la guía e instrucciones del profesor fue mucho más fácil"

"cada ves que tengo clases con él hacemos ejercicios de rutina para mejorar pronunciación y escritura"

"Ahora puedo armar frases y explicar mi rutina diaria de mejor manera"

"Si ha sido útil ya que han aparecido expresiones y formas distintas al referirse a un mismo tema"

"Si ya que son cosas rutinarias"

"si"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Sí, con la guía e instrucciones del profesor fue mucho más fácil

Con él hacemos ejercicios de rutina para mejorar pronunciación y escritura

Ahora puedo armar frases y explicar mi rutina diaria

Ha sido útil ya que han aparecido formas distintas al referirse a un mismo tema

Sí, ya que son cosas rutinarias

The condensed meaning units focus on the teacher's support in the construction process and the beneficial effects of the co-construction of daily routines. Therefore, these condensed meaning units are formulated as the following codes:

Teacher's helpful guide in the construction

Usefulness of the construction

And the codes are grouped together through content to form the following category:

Co-construction as a beneficial learning tool

In question 7, 100% of the students strongly agree that the teacher's use of Spanish in his teaching has helped with their learning of English. In question 8, students' reasons for the previous percentage are:

"Si, ya que algunas explicaciones en español facilitan el entendimiento de las instrucciones cuando no se maneja a cabalidad el idioma inglés"

"se entiende mejor el concepto y ayuda al entendimiento"

"Al momento de no entender algo en ingles, el profesor lo deja muy claro usando el español para explicar"

"Si bien en las clases se ocupa poco la lengua latina, cuando se hace uso de esta es de manera concisa"

"Si, ya que no soy expert@ en el idioma del inglés me ayudo a comprender de mejor manera lo que significaba cada palabra"

"el profesor lo explica en ambos idiomas para mayor comprensión"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Sí, algunas explicaciones en español facilitan el entendimiento

Se entiende mejor el concepto

El profesor deja muy claro usando el español para explicar

Cuando se hace uso de esta es de manera concisa

Me ayudó a comprender lo que significaba cada palabra

Ambos idiomas para mayor comprensión

The condensed meaning units refer to the benefits of using Spanish in the English class in order to understand the contents. Consequently, these condensed meaning units are formulated as the following codes:

Usefulness of Spanish in the English class

Effective explanations in Spanish

And the codes are grouped together through content to form the following category:

Use of Spanish as an effective teaching tool

In question 9, 100% of the students strongly agree that the teacher's use of images and videos in his teaching has helped with their learning. In question 10, students' reasons for the previous percentage are:

"Permite aprender a través de diversas capacidades de los estudiantes, y también diversifica los instrumento y estrategias aplicadas en clases, siendo estas más motivadoras."

"al igual que el uso de español este ayuda al entendimiento de lo que se quiere decir"

"Siempre es bueno usar imagenes para los ejemplos usados en clases"

"Al escuchar otros diálogos y voces que hablen perfecto ingles ayuda a no encasillarse"

"Si ya que es mas fácil de comprender"

"videos explicativos muy buen realizados acorde a la situcion"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Diversas capacidades de los estudiantes, diversifica los instrumentos y estrategias, siendo estas más motivadoras.

Ayuda al entendimiento

Es bueno usar imágenes en clases

Escuchar diálogos y voces que hablen perfecto ingles ayuda

Es más fácil de comprender

Videos explicativos muy bien realizados

The condensed meaning units refer to the diversified instruments and strategies as a way of helping develop students' different abilities in order to improve their understanding. Consequently, these condensed meaning units are formulated as the following codes:

Students' different abilities

Diversification of teaching instruments and strategies

Usefulness of images and videos to understand

And the codes are grouped together through content to form the following category:

Use of multimodal resources as an effective teaching tool

In question 11, 100% of the students strongly agree that the classes are interactive and engaging. In question 12, students' reasons for the previous percentage are:

"Si, hemos realizado clases en las cuales se aplican diversas estrategias, videos, audio, redacción y participación activa con nuestros pares y docente."

"la participación en clase es vital en el ingles"

"Siempre se fomentó la participación de cada alumno"

"Estamos en constante dialogo he interacciones vía micrófono con el docente"

"Si ya que me motivan a dar mi respuesta y a no sentirme mal por equivocarme"

"profesor proactivo, simpatico"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Se aplican diversas estrategias, videos, audio, redacción y participación activa

La participación en clase es vital

Siempre se fomentó la participación

Estamos en constante dialogo e interacciones

Me motivan a dar mi respuesta y a no sentirme mal por equivocarme

Profesor proactivo y simpático

The condensed meaning units refer to the diversified strategies and instruments used in class, the participation and engagement promoted in class through constant interaction, and the teacher's attitude. Consequently, these condensed meaning units are formulated as the following codes:

Diversification in class

Active participation in class

Engagement in class

Teacher's motivation

And the codes are grouped together through content to form the following category:

Constant interaction as an engagement tool

In question 13, 100% of the students strongly agree that the classes have helped them increase their confidence in using English. In question 14, students' reasons for the previous percentage are:

"Se otorga un espacio constante de reforzamiento positivo, se promueve la participación y explicación clara y oportuna frente a dudas"

"a pesar que poseo una moderada pronunciación hay cosas que el profesor me ha corregido en ese aspecto"

"Ahora es mas claro el uso de algunas frases por lo que las puedo usar con mas confianza"

"en la vida diaria he ocupado términos vistos en la clase ya sea en las películas o series"

"So ya que me siento más segur@ al expresarme"

"si demasiado"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Constante reforzamiento positivo

Moderada pronunciación, el profesor me ha corregido en ese aspecto

Ahora uso algunas frases con más confianza

En la vida diaria he ocupado términos vistos en la clase

Me siento más segur@ al expresarme

Sí, demasiado

The condensed meaning units include the reinforcement that students receive during the classes, the useful corrections to talk about daily routines, and the confidence that students feel to express themselves in English. Accordingly, these condensed meaning units are formulated as the following codes:

Positive reinforcement

Teacher's appropriate correction

Students' increase in confidence

And the codes are grouped together through content to form the following category:

Beneficial emotional support

In question 15, 100% of the students strongly agree that the teaching method used in class should continue being incorporated in their English courses. In question 16, students' reasons for the previous percentage are:

"Ha sido desafiante y eleva el nivel de las clases en cuanto a su exigencia, comparado con otras clases"

"estoy seguro que de esta forma se puede enseñar a todos para empezar en Ingles"

"Es un método distinto a los que uno ve comúnmente"

"Es una manera mas amigable y fácil de aprender una lengua extranjera"

"Si ya que se aprenden muchas mas expresiones"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Desafiante y eleva el nivel de las clases

Esta forma se puede enseñar a todos

Es un método distinto

Es una manera más amigable y fácil

Se aprenden muchas más expresiones

The condensed meaning units include the positive characteristics of the teaching method that focus on its usefulness. Accordingly, these condensed meaning units are formulated as the following codes:

Challenging teaching method

Different teaching method

Friendly teaching method

And the codes are grouped together through content to form the following category:

Positive reception of the teaching method

In question 17, students' responses regarding what has helped them the most in their classes about daily routines are:

"La práctica constante y practica oral de inglés con duplas entre los pares"

"la participación, el método de enseñanza, la motivación, etc"

"La disposición del profesor al momento de enseñarnos"

"la intervención del micrófono, la corrección oportuna y la ayuda en conectar ideas"

"Lo me más me ayudo fue la actitud de mi profesor ya que no se rindió al ayudarme y me corregía al equivocarme"

"la pronunciacion a mejorado bastante"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

La práctica constante entre pares

La participación, el método de enseñanza, la motivación

La disposición del profesor

La intervención del micrófono, la corrección oportuna y la ayuda

La actitud de mi profesor

La pronunciación ha mejorado

The condensed meaning units are concerned with both the positive aspects of the teaching method such as practice, participation, correction, and use of the microphone and the teacher's attitude. Consequently, these condensed meaning units are formulated as the following codes:

Constant practice

Constant participation

Usefulness of the microphone

Teacher's appropriate correction

Teacher's readiness

And the codes are grouped together through content to form the following categories:

Effective teaching method

Teacher's appropriate support

In question 18, students' responses concerning what should be improved of the classes about daily routines are:

"La evaluaciones podrían incluir preguntas en las cuales se apliquen las estrategías con las cuales se enseñaron (con audios e imagenes por ejemplo) a modo de diversificar el instrumento de evaluación aplicado en coherencia a lo visto en clases y los diversos estilos de aprendizajes de los estudiantes"

"me gusta tal cual es, me parece genial"

"Tal vez deberían durar mas las clases."

"por el momento no tengo comentarios"

"Estuvo perfecto a mi parecer"

"por el momento encuentro todo bien, no mejoraria nada"

These meaning units are further reduced into the following condensed meaning units, which retain the core meanings of students' responses:

Las evaluaciones podrían incluir preguntas en las cuales se apliquen las estrategias con las cuales se enseñaron

Me gusta tal cual es

Deberían durar más las clases.

No tengo comentarios

Estuvo perfecto

No mejoraría nada

The condensed meaning units are concerned with three aspects, including the effectiveness of the classes, the diversification of the assessment instruments, and the time length of the classes. Consequently, these condensed meaning units are formulated as the following codes:

Effective classes

Diversification of the assessment instruments

Longer classes

And the codes are transformed into the following categories since it is not possible to group them together through content:

Effectiveness of the classes

Design of inclusive assessment instruments

More time for classes

The effectiveness of the three scaffolding strategies used during the intervention of this action research project is confirmed by the percentages of the students' responses to the Likert scale questions and the qualitative content analysis of the students' responses to the open-ended questions. Students' general satisfaction with the pedagogy is highly positive. Table 33 provides a connection between the scaffolding strategies employed in this study and the categories derived from the analysis.

Table 33: Scaffolding strategies and analysis of student surveys

Scaffolding Strategies	Questions	Percentages and Categories
General scaffolding provided in the pedagogy	1. You have been given sufficient support in these five classes to produce daily routines.	Strongly agree (100%)
	2. If you can, could you elaborate on the reason for the previous score selected?	Teacher's effective teaching in classes
Linguistic knowledge built for students and language learned in context	3. The teacher's explanation of English expressions in daily routines has been useful for you.	Strongly agree (100%)
	4. If you can, could you elaborate on the reason for the previous score selected?	Teacher's effective explanations of daily routines
Co-construction as a significant step of scaffolding	5. Constructing daily routines together with the teacher has been helpful for you.	Strongly agree (100%)
	6. If you can, could you elaborate on the reason for the previous score selected?	Co-construction as a beneficial learning tool
Translanguaging as a scaffolding strategy	7. The teacher's use of Spanish in his teaching has helped with your learning of English.	Strongly agree (100%)

	8. If you can, could you elaborate on the reason for the previous score selected?	Use of Spanish as an effective teaching tool
Multimodality as a scaffolding strategy	9. The teacher's use of images and videos in his teaching has helped with your learning.	Strongly agree (100%)
	10. If you can, could you elaborate on the reason for the previous score selected?	Use of multimodal resources as an effective teaching tool
Pedagogical interaction between the class participants	11. The classes are interactive and engaging.	Strongly agree (100%)
	12. If you can, could you elaborate on the reason for the previous score selected?	Constant interaction as an engagement tool
Emotional support provided in the pedagogy	13. The classes have helped you increase your confidence in using English.	Strongly agree (100%)
	14. If you can, could you elaborate on the reason for the previous score selected?	Beneficial emotional support
General satisfaction with the adapted R2L pedagogy	15. This teaching method should continue to be incorporated in your English courses.	Strongly agree (100%)
	16. If you can, could you elaborate on the reason for the previous score selected?	Positive reception of the teaching method
Effective aspects of the pedagogy	17. Please, mention at least one aspect of the classes that, in your opinion, has helped you the most.	Effective teaching method Teacher's appropriate support
Aspects of the pedagogy that need improvement	18. Please, mention at least one aspect of the classes that, in your opinion, should be improved.	Effectiveness of the classes Design of inclusive assessment instruments More time for classes

4.3. Summary

This chapter has introduced the results and discussion of analyses of student texts, including genre analysis, transitivity, and logical connexions. Genre analysis has revealed that students are able to produce texts of daily routines with effective structure and clear purpose after the intervention. The system of TRANSITIVITY has revealed that students are able to use more appropriate clausal resources in the production of daily routines after the intervention. And the system of CONNEXION has revealed that students are able to employ more appropriate logical connexions to produce daily routines after the intervention. This chapter has also presented the results and discussion of analysis of student surveys, in which the students' responses to the Likert scale questions have been expressed as percentages and the students' responses to the open-ended questions have been analyzed through qualitative content analysis. The percentages and the qualitative content analysis of student surveys have revealed that students are highly satisfied with the implementation of the adapted R2L pedagogy in their classes.

Chapter 5 Conclusions

5.1. Effective Implementation of the Adapted Reading to Learn (R2L) Pedagogy

The present study has addressed the problem of using the Communicative Language Teaching (CLT) approach in the EFL classroom at the tertiary institution Duoc UC. The main cause of this problem is that this approach does not consider explicit language teaching important, since students are expected to learn the language focusing on function over form (Yousaf et al, 2017). However, in this action research project it is argued that contextualized explicit language teaching is necessary for students to learn the language resources that they need to communicate in English effectively. Bridging the gap between explicit language teaching and communication is a major objective of this study. For this reason, the R2L genre-based pedagogy is selected to conduct this action research project because it provides the most comprehensive set of teaching to make a connection between lexicogrammar and its communicative usage and it regards the mentoring role of the teacher and equity in education as significant.

The R2L pedagogy has been widely used for helping students read and write different genres that are required in school. However, in the different steps of the pedagogy not only reading and writing are developed but students need to listen and speak as well. Consequently, this pedagogy can also be applicable for improving oral production, which is the main purpose of this study. An adaptation of the R2L pedagogy is designed in this action research project for supporting students' language learning, specifically for enabling them to produce a text of daily routines with effective structure and clear purpose and expand their language choices needed for producing this genre. The adapted R2L pedagogy draws on three specific scaffolding strategies, namely the pedagogical activities informed by R2L, translanguaging, and multimodality, all of which are shown to be effective in helping with language learning (Rose & Martin, 2012; García &Wei, 2014; Renkema, 2004).

The pedagogical activities informed by R2L, which is a scaffolding strategy in this study, consists of three phases. The number of steps that are part of each phase are reduced during the intervention, depending on the scaffolding that students need to talk about daily routines. The first phase of the intervention, which is carried out in two 60-minute classes, focuses on the teaching of personal daily routines. This phase consists of four steps, namely 'Preparing for the Topic of Daily Routines,' 'Preparing for Watching the Video,' 'Detailed Reading,' and 'Joint Oral Reconstruction.' The second phase of the intervention, which is carried out in two 60-minute classes, focuses on the teaching of another person's daily routine. This phase consists of three steps, namely 'Preparing for

Watching the Video,' 'Detailed Reading,' and 'Joint Oral Reconstruction.' And the third phase of the intervention, which is carried out in one 60-minute class, focuses on having further practice of both personal daily routines and another person's daily routine. This phase consists of two steps, namely 'Preparing for Watching the Video for Joint Oral Construction' and 'Joint Oral Construction.' The phases are organized in this way because students need more detailed support in the first phase and the second phase in order to acquire the language resources needed to produce both a personal daily routine and another person's daily routine. In the third phase, students only need to practice what they have already learned in their classes. This design has been effective in providing students appropriate scaffolding since, as revealed in students' pre-tests and post-tests, after the intervention students are able to produce texts of daily routines with effective structure and clear purpose and use more appropriate clausal resources and logical connexions to produce this genre.

Translanguaging is also a scaffolding strategy employed in this action research project. Due to the basic level of English that the students participating in this study have, Spanish is used with the aim of assisting students in familiarizing with the language features needed to talk about daily routines. The use of Spanish is strategically designed and gradually reduced in the different steps of the three phases of the intervention. This strategy has enhanced the effectiveness of the pedagogical activities informed by R2L since it has helped to build on students' previous knowledge and experiences regarding daily routines to develop new knowledge in English. Students have expressed positively in their responses to the survey questions that the use of Spanish in their English classes has helped them understand the content of the classes in an effective way.

Multimodality is employed as a scaffolding strategy in this study as well. Multimodal resources, specifically spoken language, written language, and visual resources, are integrated in the videos that are used as models for students to produce the daily routine genre. Moreover, images of daily activities and a table of adverbs of frequency are used in the Detailed Reading handouts in order for students to understand the differences between the actions and between the different adverbs of frequency. Furthermore, visual images are used in Joint Oral Reconstruction and Joint Oral Construction to help students activate and organize the ideas needed to produce the daily routine genre. Like translanguaging, this strategy has also enhanced the effectiveness of the pedagogical activities informed by R2L as it has enabled students to fully understand daily routines in order to successfully produce them. Students have expressed in their answers to the survey questions that the use of diversified materials, that is, the use of multimodal resources in the teaching materials, has helped them understand and produce daily routines successfully.

The results of this action research project serve as evidence for the successful implementation of the previously mentioned scaffolding strategies. To answer the first specific question of this study, *How effective is the R2L adaptation in enabling students to produce a text of daily routines with effective structure and clear purpose?,* it has been shown that the adapted R2L adaptation has been effective in enabling students to produce the daily routine genre more successfully. Most students who participated in this study are able to organize their daily routine texts in stages after the intervention. Some students go from undetermined stages in the pre-test to all the four stages of daily routines, which shows a significant improvement in the students' structure of the daily routine genre. To answer the second specific question of this study, *How effective is the R2L adaptation in expanding students' language choices in producing daily routines?,* it has been revealed that the adapted R2L has been effective in expanding students' language choices in producing daily routines. Most students are able to employ the language resources that they need to talk about both a personal daily routine and another person's daily routine after the intervention. In fact, there has been an increase in the number of appropriate resources and a decrease in the number of inappropriate resources from the pre-test to the post-test. Even though there are some remaining issues in the students' texts from the post-test, particularly due to Spanish interference, students' ideas are mostly communicated in a clear way. Lastly, to answer the third specific question of this action research project, *How do the students think about their classroom experience in supporting their language learning?*, it has been shown in the surveys that all participants of this study highly valued the scaffolding strategies used in the adapted R2L pedagogy, including the mentoring role of the teacher and the equitable opportunities to learn the English language. The students expressed that this pedagogy should continue being incorporated in their English classes because it is a challenging, but friendly way to learn the language successfully.

5.2. Implications

There are several benefits of adapting the R2L genre-based pedagogy in this action research project. First, this pedagogy helps bridge the gap between explicit language teaching and its communicative usage. Students are provided with the necessary contextualized language resources that they need to successfully communicate in the English language. The language features that were taught in the classes of the intervention are anchored in the texts that served as models and can be directly used in students' tasks. The pedagogical activities informed by R2L, enhanced by translanguaging and multimodality, enable students to communicate successfully in the English

language. As previously mentioned, the participants of this study are now capable of producing daily routine texts using effective structures, clear purposes, and the necessary linguistic features to talk about daily activities. For example, student 3 go from undetermined stages in the pre-test to all the four stages of daily routines in the post-test. Also, student 5's use of material clauses in their personal daily routine increases from 3 instances in the pre-test to 21 instances in the post-test. And student 2's employment of explicit external successive logical connexions in their personal daily routine increases from 0 instances in the pre-test to 5 instances in the post-test.

Second, it is important for teachers to have a mentoring role in the EFL classroom. Teachers are expected to guide students in the learning process by following a set of carefully planned steps in order for students to understand and produce specific genres. Students' high level of general satisfaction with the teacher's work shown in their responses to the survey questions proves that the role of the teacher in the R2L pedagogy is crucial for encouraging students' participation in class and providing them with the scaffolding that they need to work within the Zone of Proximal Development (ZPD). During the intervention of this study, the teacher constantly guided the students in the understanding and production of daily routines and gradually reduced his support as they progressed. If a teacher follows the steps of the pedagogy that are necessary for their students to learn a specific genre, success is likely to be achieved in the classroom.

Third, the pedagogical activities of the R2L pedagogy help achieve equity in education. The pedagogy is neither teacher centered nor student centered, but it is based on the process of interaction to learn the language (Rose, 2019a). The participation of all students is required to improve their language skills. Students' opinions on the participation promoted in the five classes of daily routines prove that constant participation is very important for them because that is the way that they have to practice the English language in order to successfully communicate their ideas. Moreover, if every student has the possibility to actively participate in class in tasks that are well scaffolded and non-threatening, the success of each student can be assured; this means that equity in education can be achieved.

5.3. Limitations and Challenges

Despite the fact that the results of this study are mostly positive, there are some limitations and challenges that need to be addressed. The first limitation is the number of participants in the study,

which is not a representative sample of the population of students from Duoc UC. Students from this institution have the possibility of watching the recordings of the classes instead of attending them synchronously. Many students were not willing to participate in the study because they did not want to connect to the online classes. Some of them were working during class time and others had to take care of family members who were sick. For this reason, only six students voluntarily participated in the study. Due to the limited number of participants, the data set examined in the study is small and does not provide generalizable results. The second limitation is the number of classes of the intervention. Only five classes were allowed by the institution Duoc UC to teach daily routines. This is because there is a schedule that needs to be followed according to the contents that students need to learn before taking graded tests. Based on the errors made by students in the post-test, specifically lack of third-person singular verb ending, more classes about another person's daily routine were needed to enable students to understand and use third person singular effectively.

There are also some challenges during the study that have created obstacles but have been overcome to a certain extent. First, due to students' personal difficulties during the pandemic and online classes, most participants in the study were not able to attend all the intervention classes. To overcome this challenge, the participants were asked to watch all the recordings of the classes that they did not attend before taking the post-test. All participants assured that this requirement was complied. The second challenge is the students' lack of technology resources such as microphones, cameras, or problems with Internet connection, to actively participate in class. To overcome this challenge, the teacher required students to speak in class by using their cell phones if the microphones of their computers were not working. Also, the use of cameras was not compulsory. These measures were effective in enabling most students to actively participate in class. In case a student had Internet connection issues, they had the possibility of watching the recording of the class. Despite these challenges for creating a productive online class environment, students gave positive feedback on the classroom interactions provided in the different steps of the intervention.

5.4. Future Directions

The present study has proven to be effective in the use of the adapted R2L pedagogy to provide students with the stages and the language resources that they need to produce the daily routine genre in a spoken mode. This is innovative because the R2L pedagogy has been widely used to develop reading and writing skills. For future directions, it would be interesting to use this adapted pedagogy

in face-to-face classes in order to determine whether the participation of students and the results of their post-tests improve when the problems that come with the online learning environment are not present.

Importantly, at the level of the institution and in the teaching program, it would be beneficial to reconsider the way students are assessed in oral production since the types of tests given to students are monologues that do not consider interactions. Interaction in communication plays a crucial role in preparing students for using language in real-life situations.

Also, it would be useful to adapt pedagogy to teach other spoken genres such as presentations, speeches, interviews, etc., to examine the effectiveness of the adaptation of the R2L pedagogy in supporting oral production in other genres. It would also be useful to include scaffolding strategies for developing students' pronunciations.

Finally, close analysis of the teaching, which is not within the scope of this study, would be beneficial for understanding how to further improve the interactions present in the different steps of the pedagogy, and considering how the interactions can be better designed to help students overcome Spanish interference more quickly.

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Annex A: Transcripts of Daily Routines

Text 1 (George's Daily Routine)

Every day I get up early in the morning around 7:00 a.m., and then I brush my teeth. After that, I go to the park and do physical exercises. When I get home, I take a shower and get ready for school. I have breakfast with my family, and then I go to school. My classes start at 8:30 a.m. and end at 2:30 p.m. After that, I go home by bus, and I have lunch. After lunch, I sleep for an hour. At 5:00 p.m. I go out to play with my friends. I get home at 6:00 p.m. My mother gives me milk to drink. After that, I watch cartoon shows. After watching TV for half an hour, I do my homework. I usually have dinner with my family around 8:00 p.m., and I usually go to bed around 10:30 p.m.

Text 2 (Renee's Daily Routine)

Renee is thirty-five, and she's a writer. She lives in a small flat in London. She lives with her two dogs and a cat. She wakes up late at 10 o'clock in the morning. She has coffee and a sandwich for breakfast. After breakfast, she goes jogging. After she comes home, she works in her home office until 6 o'clock in the evening. She never has lunch, but she always eats a big dinner. She often invites friends over and cooks dinner for them. After dinner, she usually watches TV or reads a book. She goes to sleep at midnight. At weekends, she visits her parents in Manchester.

Text 3 (Jane's Daily Routine)

Hi, I'm Jane. This is my daily routine. I wake up at 7:00 a.m. I get up at a quarter past seven. I have a shower, and I get dressed. I don't have breakfast before I leave home, but I have a snack at school. Do I have lunch at school? No, I don't. I go home at 1:00 p.m., and I have lunch with my mom. I do my homework in the afternoon. I have dinner at 7:00 p.m. I go to bed at 10:00 p.m.

Text 4 (Tom's Daily Routine)

This is my brother, Tom. What does he do every day? It's 6:30. This is when Tom wakes up. He gets up, and he has a shower. Then he gets dressed, and he has breakfast. He doesn't walk to school. He

catches the bus to go to school. Tom has lunch at school. He gets home at 4 o'clock in the afternoon. He has a snack, and he feeds the dog before he does his homework. In the evening, he has dinner with me. He doesn't go to bed early. He goes to bed at about 11:00 p.m., and he sets his alarm clock for the next morning. He falls asleep immediately. Goodnight, Tom!

Annex B: Preparing for the Topic of Daily Routines

<u>Daily Routines</u>

Hoy vamos a hablar sobre las actividades que ustedes realizan todos los días. Así que, para empezar la clase, tengo algunas preguntas para ustedes: *¿Qué haces usualmente en la mañana (in the morning)? ¿Qué haces usualmente en la tarde (in the afternoon – hasta las 6)? ¿Qué haces usualmente en la tarde-noche (in the evening – de 6 a 9)? ¿Qué haces usualmente en la noche (at night – después de las 9)?*

Annex C: Preparation for the Videos

C-1: Preparing for Watching the Video

Text 1

Ahora vamos a aprender cómo hablar sobre nuestras rutinas diarias o 'daily routines' en inglés. Comenzaremos viendo un video que muestra la rutina diaria de un chico llamado George, quien es estudiante. Él nos cuenta sobre las distintas actividades que realiza durante el día, antes y después de ir al colegio.

En el video, veremos que, en primer lugar, George nos cuenta qué actividades hace en la mañana, es decir, hasta el mediodía. Esto se llama rutina de la mañana o 'morning routine'.

En segundo lugar, él nos cuenta qué actividades hace en la tarde, hasta las 6 p.m. Esto se llama rutina de la tarde o 'afternoon routine'.

En tercer lugar, él nos cuenta qué hace en la tarde-noche, es decir, desde las 6 hasta las 9 p.m. En español no tenemos un concepto exacto para estas horas del día, pero en inglés se dice 'evening'. Por lo tanto, George nos cuenta sobre su 'evening routine'.

Finalmente, él nos cuenta qué actividades realiza durante la noche, o sea, después de las 9 p.m. Esto se llama rutina de la noche o 'night routine'.

Mientras ven el video, quiero que pongan atención a las respuestas de las siguientes 4 preguntas: *¿A qué hora se levanta George todos los días? ¿Qué hace él después del almuerzo? ¿Con quién cena él? ¿A qué hora se acuesta George?* Pueden responderlas en español o en inglés. Depende de ustedes.

[DESPUÉS DE VER EL VIDEO]

Ahora voy a pedir que algunos de ustedes respondan las preguntas.

1. ¿A qué hora se levanta George todos los días?
   He gets up around 7 a.m.

2. ¿Qué hace él después del almuerzo?

    He sleeps for an hour.

3. ¿Con quién cena él?

    He has dinner with his family.

4. ¿A qué hora se acuesta George?

    He goes to bed around 10:30 p.m.

Ahora vamos a leer la rutina diaria de George oración por oración. Mientras vamos leyendo la transcripción, voy a explicar algunas palabras y expresiones en detalle.

C-2: Preparing for Watching the Video

Text 2

Previously we have learned how to talk about our daily routines. Today we are going to learn how to talk about the daily routine of another person.

We are going to begin by watching a video that shows the daily routine of a girl named Renee.

In the video, we are going to find out some personal information about Renee. Then, we are going to listen to the activities that she does in the morning, in the afternoon, in the evening, and at night. Finally, we are going to know what she does on the weekend.

I want you to pay attention to the following 4 questions while watching the video: *¿A qué hora despierta Renee? ¿Cuán a menudo ella almuerza? ¿Qué hace ella después de cenar? ¿A qué hora se queda dormida ella?* You can answer the questions in English or Spanish. It is up to you.

[AFTER WATCHING THE VIDEO]

Now I am going to ask some of you to answer the questions.

1. ¿A qué hora despierta Renee?

   She wakes up late at 10 o'clock in the morning.

2. ¿Cuán a menudo ella almuerza?

   She never has lunch.

3. ¿Qué hace ella después de cenar?

   She usually watches TV or reads a book.

4. ¿A qué hora se queda dormida ella?

   She goes to sleep at midnight.

Now we are going to read Renee's daily routine sentence by sentence. While we are reading the transcript, I am going to explain some words and expressions in detail.

C-3: Preparing for Watching the Video for Joint Oral Construction

Text 3 and Text 4

So far, we have learned how to talk about our daily routines and the daily routine of another person. Today we are going to further practice our own daily routines and the daily routine of someone else.

As always, we are going to begin by watching a video. This video shows us the daily routine of a girl named Jane and her brother Tom. Both are students.

We are going to know what activities they do in the morning, in the afternoon, in the evening, and at night.

I want you to pay attention to the following questions while watching the video: *What time does Jane get up? Who does she have lunch with? What time does she go to bed? What time does Tom wake up? How does he go to school? What time does he go to bed?* This time you need to answer the questions in English.

[AFTER WATCHING THE VIDEO]

Now I am going to ask some of you to answer the questions.

1. What time does Jane get up?
   She gets up at a quarter past seven.

2. Who does she have lunch with?
   She has lunch with her mom.

3. What time does she go to bed?
   She goes to bed at 10:00 p.m.

4. What time does Tom wake up?
   He wakes up at 6:30.

5. How does he go to school?
   He goes to school by bus.

6. What time does he go to bed?
   He goes to bed at about 11:00 p.m.

Now we are going to reconstruct Jane's and Tom's daily routines.

Annex D: Detailed Reading

D-1: Text 1

Vamos a trabajar en la rutina diaria de George, pero vamos a leerla como si fuera la rutina diaria de cada uno de ustedes. Vamos a leer oración por oración.

(In the focus move, the teacher uses Spanish first and then English so that every student understands what they need to focus on. Besides, in the elaborate move, the teacher says some words and phrases which are mentioned for the first time in Spanish first and then in English in order to clarify for all the students the meanings of those).

1	Prepare	*Esta oración nos dice las primeras cosas que tú haces en la mañana.*		
	Focus	*Right at the beginning of the sentence, there is an expression that tells us that we are talking about daily routines. It's about activities that happen all the time. Which expression tells us that?*	*What do you do early in the morning?*	*So, you get up early in the morning. What time do you get up?*
	Sen…	Every day	I get up	early in the morning around 7 a.m.,
	Elaborate	*- Every day and not every days or all days* *- Every day, every week, every month, every year* *- Everyday (activities) vs every day* ***(Spanish first and then English)***	*- I get up, I wake up, I stand up* *- I get up vs I wake up* ***(Spanish first and then English)***	*- Different options (I get up… early, early in the morning, early in the morning around 7 a.m., around 7 a.m.)* *- I get up early around 7 vs I get up late around 11* *- I get up in the morning* *- I get up around or about 7 (a.m.)* *(o'clock)*

				(Spanish first and then English)
	Focus	*And then… What do you do?*		
	…tence	<mark>and then</mark>		I <mark>brush my teeth</mark>.
	Elaborate	- And then, after that *(Spanish first and then English)*		- I brush my teeth (with my toothbrush) and I brush my hair (with my hairbrush) *(Spanish first and then English)*
2	Prepare	*Y ahora vamos a saber qué haces después.*		
	Focus	*What two activities do you do after that?*		
	Sentence	<mark>After that,</mark>	I <mark>go to the park</mark>	and <mark>do physical exercises</mark>.
	Elaborate	- After that, then *(English only)*	- I go to the park, I go to the beach, I go to the stadium *(Spanish first and then English)*	- I do physical exercises, I do exercises, I do physical activity *(Spanish first and then English)*
3	Prepare	*Ahora vamos a leer lo que haces cuando llegas a casa.*		
	Focus	*At the beginning of the sentence, there is a word that tells you cuando. Which word is it?*	*What do you do after you take a shower?*	
	Sentence	<mark>When I get home</mark>,	I <mark>take a shower</mark>	and <mark>get ready for school</mark>.
	Elaborate	- When I get home, after I get home… I take a shower (two activities connected in time) - When I get home, when I get back home, when I come back home	- I take a shower, I have a shower, I shower - I take a shower (You are standing in the shower) vs I take a bath (You are sitting in the bathtub)	- I get ready for school or I prepare for school - For school, not for the school (fixed expression)

		(Spanish first and then English)	*(Spanish first and then English)*	- For school, for my classes, for university, for college *(Spanish first and then English)*
4	Prepare	*Y esto es lo que haces antes de ir al colegio.*		
	Focus	*What do you do with your family?*		*And then, what do you do?*
	Sentence	I <mark>have breakfast</mark> with my family,		<mark>and then</mark> I <mark>go to school</mark>.
	Elaborate	- I have breakfast, I have lunch, I have dinner - I have or I eat breakfast, lunch, or dinner - I have breakfast, I have a sandwich, I have a coffee (more specific) *(Spanish first and then English)*		- And, and then (two activities connected in time) - I go to school, I go to university, I go to college *(English only)*
5	Prepare	*Esta oración nos dice las horas de tus clases.*		
	Focus	*What happens at 8:30 a.m.?*		*What time do you finish your classes?*
	Sentence	<mark>My classes start at 8:30 a.m.</mark>		and end <mark>at 2:30 p.m.</mark>
	Elaborate	- My classes or my lessons - My classes start or My classes begin - <mark>At</mark> 8:30 a.m. - At 8:30 (a.m.) (in the morning) / at half past eight *(Spanish first and then English)*		- At 2:30 (p.m.) (in the afternoon) / at half past two - No use of o'clock here (full hour) *(Spanish first and then English)*
6	Prepare	*Ahora vamos a enfocarnos en lo que haces después del colegio.*		
	Focus	*What two activities do you do after that?*		
	Sentence	After that, I <mark>go home</mark>	<mark>by bus</mark>,	and I <mark>have lunch</mark>.

	Elaborate	- I go home, I go back home, I go back to my house, I go back to my place *(English only)*	- By bus, by subway, by car. *(Spanish first and then English)*	- I have lunch, I have breakfast, I have dinner *(English only)*
7	Prepare	*Ahora vamos a ver lo que haces después del almuerzo.*		
	Focus	*What do you do after lunch?*		
	Sentence	<mark>After lunch</mark>,	I <mark>sleep</mark>	<mark>for an hour</mark>.
	Elaborate	- After lunch, after having lunch *(Spanish first and then English)*	- I sleep, I take a nap, I take a siesta *(Spanish first and then English)*	- For an hour, for a few minutes, for 20 minutes, for half an hour *(Spanish first and then English)*
8	Prepare	*Vamos a ver lo que haces exactamente a las 5 de la tarde.*		
	Focus	*What do you do at that time?*		
	Sentence	<mark>At 5:00 p.m.</mark>	I <mark>go out</mark>	<mark>to play with</mark> my friends.
	Elaborate	- At 5:00 (p.m.) (in the afternoon) (o'clock) - Around 5'clock *(Spanish first and then English)*	- I go out, I leave my house *(Spanish first and then English)*	- To play with, to spend time with, to hang out with *(Spanish first and then English)*
9	Prepare	*Y ahora nos vamos a enfocar en lo que haces a las 6 de la tarde.*		
	Focus	*What do you do at that time?*		
	Sentence	I <mark>get home</mark>	<mark>at 6:00 p.m.</mark>	

	Elaborate	- I get home, I get back home, I come back home	- At 6:00 (p.m.) (o'clock) (in the evening)
		(English only)	*(Spanish first and then English)*
10	Prepare	*Ahora vamos a saber lo que tú tomas.*	
	Focus	*What does your mother give you to drink?*	
	Sentence	My mother gives me <mark>milk to drink</mark>.	
	Elaborate	- *Milk to drink, water to drink, juice to drink, soda to drink* - *Pizza to eat, a sandwich to eat, an apple to eat* *(Spanish first and then English)*	
11	Prepare	*Vamos a ver ahora lo que haces después de tomar leche.*	
	Focus	*What do you do after that?*	
	Sentence	After that, I <mark>watch cartoon shows</mark>.	
	Elaborate	- *I watch cartoon shows, I watch TV, I watch movies, I watch series, I watch soap operas, I watch the news, I watch a soccer game* - *Watch and not see* *(Spanish first and then English)*	
12	Prepare	*Y ahora vamos a saber lo que haces después de ver tele.*	
	Focus	*For how long do you watch TV?*	*What do you do after watching TV?*
	Sentence	<mark>After watching TV</mark>　　　<mark>for half an hour</mark>,	I <mark>do my homework</mark>.
	Elaborate		

		- After watching TV and after I watch TV **(Spanish first and then English)**	*- For half an hour, for an hour, for an hour and a half, for two hours and a half (periods of time)* **(Spanish first and then English)**	*- I do my homework vs I do housework* **(Spanish first and then English)**
13	Prepare	*Finalmente, vamos a ver lo que haces alrededor de las 8:00 p.m. y 10:30 p.m.*		
	Focus	*What do you usually do with your family?*	*What time do you have dinner?*	
	Sen…	I <mark>usually</mark> have dinner with my family	<mark>around 8:00 p.m.,</mark>	
	Elaborate	*- Always, usually, often, sometimes, rarely, never* **(Spanish first and then English)**	*- Around or about 8:00 p.m.* **(English only)**	
	Focus	*What do you do around 10:30 p.m.?*		
	…tence	and I usually <mark>go to bed</mark>	<mark>around 10:30 p.m.</mark>	
	Elaborate	*- I go to bed vs I go to sleep* **(Spanish first and then English)**	*- Ten thirty or half past ten* **(Spanish first and then English)**	

D-2: Text 2

Now we are going to work on Renee's daily routine. We are going to read it sentence by sentence.

(In the focus move, the teacher uses English only because the words used in the question appear in the prepare move. Besides, in the elaborate move, the teacher says some words and phrases which are mentioned for the first time in Spanish first and then in English in order to clarify for all the students the meanings of those. Some words and phrases which have been said in both Spanish and English in the detailed reading of George's daily routine are said only in English here).

1	Prepare	*Esta oración nos dice la edad y profesión de Renee.*	
	Focus	*How old is she?*	*What does she do?*
	Sentence	Renee is thirty-five	and she's a writer.
	Elaborate	*- Renee is thirty-five, not Renee has thirty-five* *- Thirty-five or thirty-five years old, not thirty-five years* ***(Spanish first and then English)***	*- She is or she's a writer.* *- A writer, not writer only (She is only one of many writers – category)* ***(Spanish first and then English)***
2	Prepare	*Ahora vamos a saber dónde vive ella.*	
	Focus	*Where does she live?*	
	Sentence	She lives	in a small flat in London.
	Elaborate	*- She lives, he lives vs I live (third person singular is the exception)* ***(Spanish first and then English)***	*- In a flat/apartment* *- In London (cities), in England (countries)* ***(Spanish first and then English)***

3	Prepare	*Renee no vive sola, tiene dos acompañantes.*		
	Focus	*Who does she live with?*		
	Sentence	She lives with <mark>her</mark> two dogs and a cat.		
	Elaborate	*- Her two dogs and a cat vs His two dogs and a cat (possessive adjectives)* ***(Spanish first and then English)***		
4	Prepare	*La siguiente oración nos dice a qué hora despierta Renee.*		
	Focus	*What time does she wake up?*		
	Sentence	<mark>She wakes up</mark>	<mark>late</mark>	<mark>at 10:00 o'clock in the morning</mark>.
	Elaborate	*- She wakes up vs I wake up* *- She wakes up vs she gets up* ***(English only)***	*- Late vs early* ***(English only)***	*-* <mark>*At*</mark> *10'clock* *- Different options (at 10:00, at 10:00 o'clock, at 10:00 in the morning, at 10:00 o'clock in the morning)* ***(English only)***
5	Prepare	*Ahora veremos cuál es el desayuno de ella.*		
	Focus	*What does she have for breakfast?*		
	Sentence	<mark>She has coffee and a sandwich</mark>	<mark>for breakfast</mark>.	
	Elaborate	*- She has vs I have* *- She has coffee and a sandwich, she drinks coffee and eats a sandwich (foods and drinks – for simplicity)* ***(English only)***	*- For breakfast, for lunch, for dinner.* ***(English only)***	

6	Prepare	*Y esto es lo que hace ella después del desayuno.*		
	Focus	*What does she do after breakfast?*		
	Sentence	==After breakfast==,		==she goes jogging==.
	Elaborate	*- After breakfast, after having breakfast… she goes jogging.* *(**English only**)*		*- She goes jogging, she watches TV, she fixes her car, she washes her clothes, she expresses her feelings (-es)* *- She goes walking, she goes jogging, she goes running* *(**Spanish first and then English**)*
7	Prepare	*Ahora sabremos qué hace ella después de llegar a casa.*		
	Focus	*What does Renee do after she comes home?*		
	Sentence	==After she comes home==,	==she works== in ==her== home office	==until 6:00 o'clock in the evening==
	Elaborate	*- After she comes home, after coming home* *- After she comes home, when she comes home (two activities connected in time)* *(**English only**)*	*- She works* *- **In** her home office* *(**English only**)*	*- until, till (**Spanish first and then English**)* *- Different options (until 6:00, until 6:00 o'clock, until 6:00 in the evening, until 6:00 o'clock in the evening) (**English only**)*
8	Prepare	*Esta oración nos habla del almuerzo y la cena de Renee.*		
	Focus	*What does she never have?*		*What does she always eat?*
	Sentence	She ==never== ==has== lunch,		==but== she always ==eats== a big dinner.
	Elaborate	*- Always, usually, often, sometimes, rarely, never* *- She never has lunch or she never eats lunch*		*- But (contrast)*

		(English only)	(Spanish first and then English)
9	Prepare	*Ahora vamos a ver qué hace Renee para la cena.*	
	Focus	*What does she often do?*	*What does she cook for her friends?*
	Sentence	She <mark>often</mark> <mark>invites friends over</mark>	and <mark>cooks dinner</mark> for them.
	Elaborate	*- Usually and often (**English only**)* *- She invites friends over, she invites friends to her house, she invites friends to her place (**Spanish first and then English**)*	*- She cooks dinner, she makes dinner, she prepares dinner* *(**Spanish first and then English**)*
10	Prepare	*Ahora veremos lo que ella hace después de la cena.*	
	Focus	*What does she do after dinner?*	
	Sentence	<mark>After dinner</mark>,	she usually <mark>watches TV</mark> or <mark>reads a book</mark>.
	Elaborate	*- After dinner, after having dinner* *(**English only**)*	*- She watch<mark>es</mark> TV, she read<mark>s</mark> a book* *(**English only**)*
11	Prepare	*La siguiente oración nos dice qué hace ella a la medianoche.*	
	Focus	*What time does she go to sleep?*	
	Sentence	She <mark>goes to sleep</mark>	<mark>at midnight</mark>.
	Elaborate	*- She goes to sleep vs she goes to bed* *(**English only**)*	*- At midnight, at 12:00 a.m.* *- <mark>At</mark> midnight, at midday*

				(Spanish first and then English)
12	Prepare	*Finalmente, veremos qué hace Renee los fines de semana.*		
	Focus	*What does she do at weekends?*		
	Sentence	<mark>At weekends</mark>,	<mark>she visits</mark> her parents	<mark>in Manchester</mark>.
	Elaborate	- *At weekends (British English) and on weekends (American English)* *(Spanish first and then English)*	- *She visits* <mark>s</mark> *(English only)*	- <mark>*in*</mark> *Manchester (cities)* *(English only)*

Annex E: Detailed Reading Handouts

E-1: Text 1

Sentence 1

Every day I get up early in the morning around 7 a.m., and then I brush my teeth.

- Every day and not every days or all days

- Every day, every week, every month, every year

- Everyday (activities) vs every day

- I get up, I wake up, I stand up

- I get up vs I wake up

- Different options (I get up… early, early in the morning, early in the morning around 7 a.m., around 7 a.m.)

- I get up early around 7 vs I get up late around 11

- I get up in the morning

- I get up around or about 7 (a.m.) (o'clock)

- And then, after that

- I brush my teeth (with my toothbrush) and I brush my hair (with my hairbrush)

Sentence 2

After that, I go to the park and do physical exercises.

- After that, then

- I go to the park, I go to the beach, I go to the stadium

- I do physical exercises, I do exercises, I do physical activity

Sentence 3

When I get home, I take a shower and get ready for school.

- When I get home, after I get home… I take a shower (two activities connected in time)

- When I get home, when I get back home, when I come back home

- I take a shower, I have a shower, I shower

- I take a shower (You are standing in the shower) vs I take a bath (You are sitting in the bathtub)

- I get ready for school or I prepare for school

- For school, not for the school (fixed expression)

- For school, for my classes, for university, for college

Sentence 4

I have breakfast with my family, and then I go to school.

- I have breakfast, I have lunch, I have dinner

- I have or I eat breakfast, lunch, or dinner

- I have breakfast, I have a sandwich, I have a coffee (more specific)

- And, and then (two activities connected in time)

- I go to school, I go to university, I go to college

Sentence 5

My classes start at 8:30 a.m. and end at 2:30 p.m.

- My classes or my lessons

- My classes start or my classes begin

- At 8:30 a.m.

- At 8:30 (a.m.) (in the morning) / at half past eight

- At 2:30 (p.m.) (in the afternoon) / at half past two

- No use of o'clock here (full hour)

Sentence 6

After that, I go home by bus, and I have lunch.

- I go home, I go back home, I go back to my house, I go back to my place

- By bus, by subway, by car.

- I have lunch, I have breakfast, I have dinner

Sentence 7

After lunch, I sleep for an hour.

- After lunch, after having lunch

- I sleep, I take a nap, I take a siesta

- For an hour, for a few minutes, for 20 minutes, for half an hour

Sentence 8

At 5:00 p.m. I go out to play with my friends.

- At 5:00 (p.m.) (in the afternoon) (o'clock)

- Around 5'clock

- I go out, I leave my house

- To play with, to spend time with, to hang out with

Sentence 9

I get home at 6:00 p.m.

- I get home, I get back home, I come back home

- At 6:00 (p.m.) (o'clock) (in the evening)

Sentence 10

My mother gives me milk to drink.

- Milk to drink, water to drink, juice to drink, soda to drink

- Pizza to eat, a sandwich to eat, an apple to eat

Sentence 11

After that, I watch cartoon shows.

- I watch cartoon shows, I watch TV, I watch movies, I watch series, I watch soap operas, I watch the news, I watch a soccer game

- Watch and not see

Sentence 12

After watching TV for half an hour, I do my homework.

- After watching TV and after I watch TV

- For half an hour, for an hour, for an hour and a half, for two hours and a half (periods of time)

- I do my homework vs I do housework

Sentence 13

I usually have dinner with my family around 8:00 p.m., and I usually go to bed around 10:30 p.m.

- Always, usually, often, sometimes, rarely, never
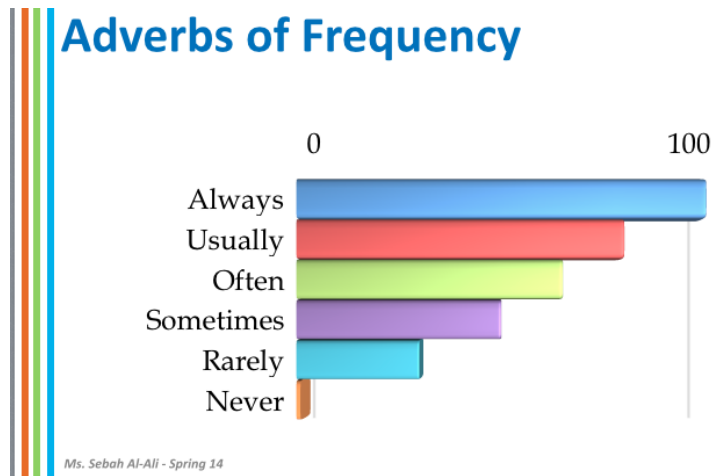
- Around or about 8:00 p.m.

- I go to bed vs I go to sleep
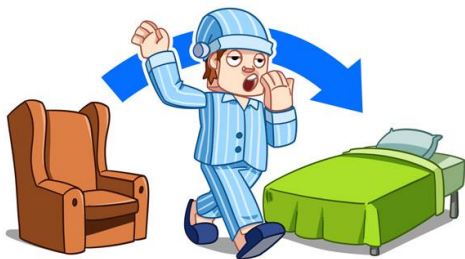
- Ten thirty or half past ten

Negation in First Person Singular

<u>Auxiliary + not + verb</u>

<u>(do + not + verb = don't + verb)</u>

<u>do not play = don't play</u>

Every day I get up early in the morning around 7 a.m., and then I brush my teeth.

I don't get up in the morning.

I don't brush my teeth.

After that, I go to the park and do physical exercises.

I don't go to the park.

I don't do physical exercises.

I have breakfast with my family, and then I go to school.

I don't have breakfast with my family.

I don't go to school.

After that, I watch cartoon shows.

I don't watch cartoon shows.

E-2: Text 2

Sentence 1

Renee is thirty-five, and she's a writer.

- Renee is thirty-five, not Renee has thirty-five

- Thirty-five or thirty-five years old, not thirty-five years

- She is or she's a writer.

- A writer, not writer only (She is only one of many writers – category)

Sentence 2

She lives in a small flat in London.

- She lives, he lives vs I live (third person singular is the exception)

- In a flat/apartment

- In London (cities), in England (countries)

<u>**Sentence 3**</u>

She lives with her two dogs and a cat.

- Her two dogs and a cat vs His two dogs and a cat (possessive adjectives)

<u>**Sentence 4**</u>

She wakes up late at 10 o'clock in the morning.

- She wakes up vs I wake up

- She wakes up vs she gets up

- Late vs early

- At 10'clock

- Different options (at 10:00, at 10:00 o'clock, at 10:00 in the morning, at 10:00 o'clock in the morning)

Sentence 5

She has coffee and a sandwich for breakfast.

- She has vs I have

- She has coffee and a sandwich, she drinks coffee and eats a sandwich (foods and drinks – for simplicity)

- For breakfast, for lunch, for dinner.

Sentence 6

After breakfast, she goes jogging.

- After breakfast, after having breakfast… she goes jogging.

- She goes jogging, she watches TV, she fixes her car, she washes her clothes, she expresses her feelings (-es)

- She goes walking, she goes jogging, she goes running (I do physical exercise vs she does physical exercise)

Sentence 7

After she comes home, she works in her home office until 6 o'clock in the evening.

- After she comes home, after coming come

- After she comes home, when she comes home (two activities connected in time)

- She works

- In her home office

- until, till

- Different options (until 6:00, until 6:00 o'clock, until 6:00 in the evening, until 6:00 o'clock in the evening)

Sentence 8

She never has lunch, but she always eats a big dinner.

- Always, usually, often, sometimes, rarely, never
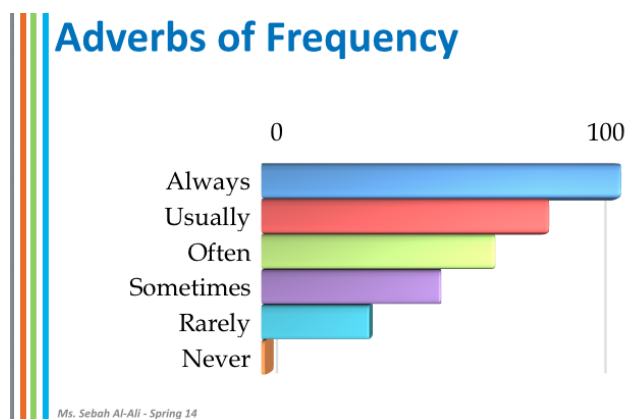
- She never has lunch or she never eats lunch

- But (contrast)

Sentence 9

She often invites friends over and cooks dinner for them.

- Usually and often

- She invites friends over, she invites friends to her house, she invites friends to her place

- She cooks dinner, she makes dinner, she prepares dinner

Sentence 10

After dinner, she usually watches TV or reads a book.

- After dinner, after having dinner

- She watches TV, she reads a book

Sentence 11

She goes to sleep at midnight.

- She goes to bed vs she goes to sleep

- At midnight, at 12:00 a.m.

- At midnight, at midday

Sentence 12

At weekends, she visits her parents in Manchester.

- At weekends (British English) and on weekends (American English)

- She visits

- in Manchester (cities)

Negation in Third Person Singular

<u>Auxiliary + not + verb</u>

<u>(does + not + verb = doesn't + verb)</u>

<u>does not play = doesn't play</u>

She lives in a small flat in London.

She doesn't live in a small flat in London.

She wakes up late at 10 o'clock in the morning.

She doesn't wake up late at 10 o'clock in the morning.

She has coffee and a sandwich for breakfast.

She doesn't have coffee and a sandwich for breakfast.

After breakfast, she goes jogging.

After breakfast, she doesn't go jogging.

At weekends, she visits her parents in Manchester.

At weekends, she doesn't visit her parents in Manchester.

Annex F: Visual Notes

F-1: Joint Oral Reconstruction

Text 1

MORNING ROUTINE
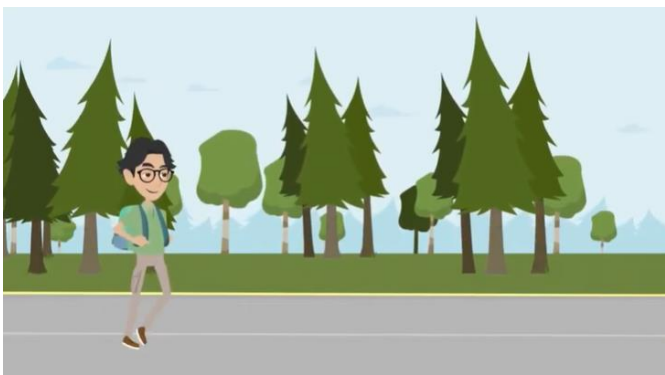
AFTERNOON ROUTINE
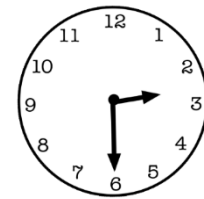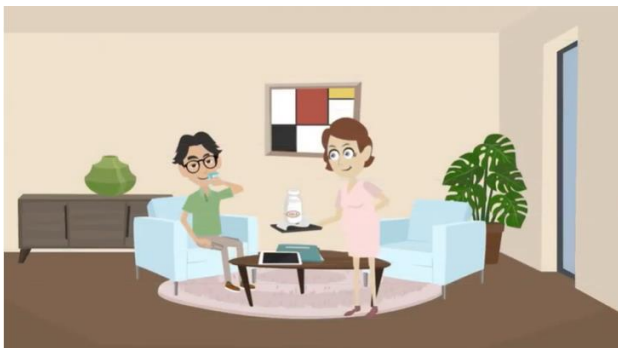
EVENING ROUTINE
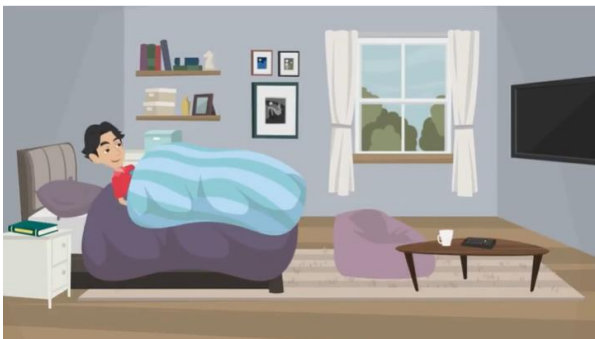
NIGHT ROUTINE

F-2: Joint Oral Reconstruction

Text 2

MORNING ROUTINE

AFTERNOON ROUTINE
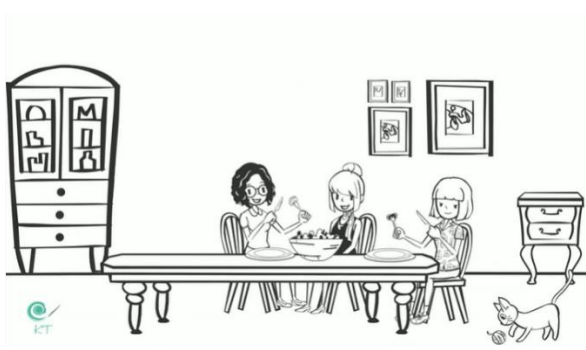
EVENING ROUTINE

NIGHT ROUTINE

F-3: Joint Oral Constructions

Text 3

MORNING ROUTINE
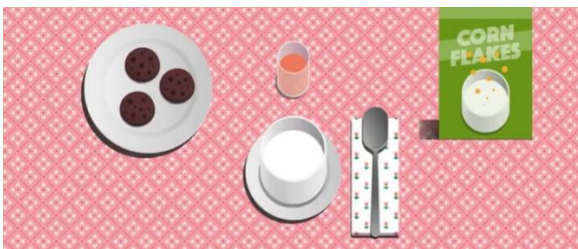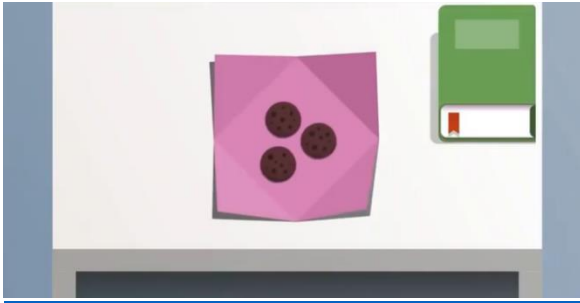
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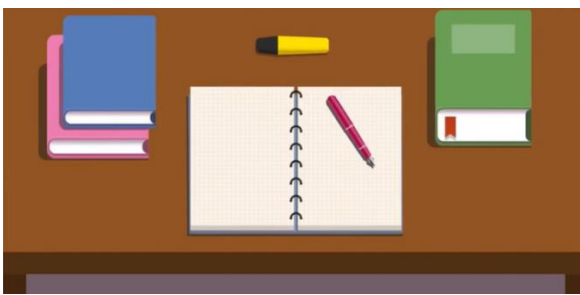
EVENING ROUTINE

NIGHT ROUTINE

Text 4

MORNING ROUTINE

AFTERNOON ROUTINE
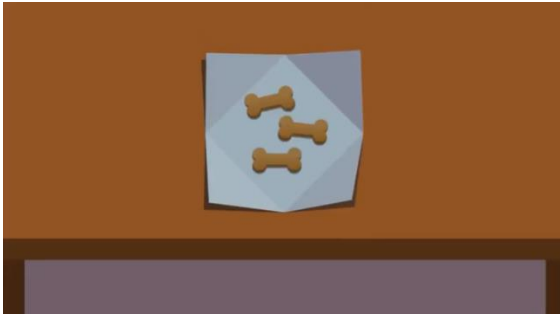
EVENING ROUTINE
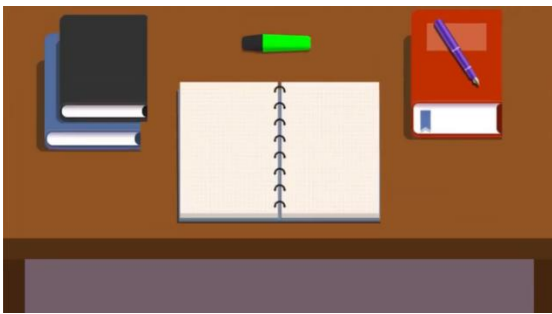
NIGHT ROUTINE
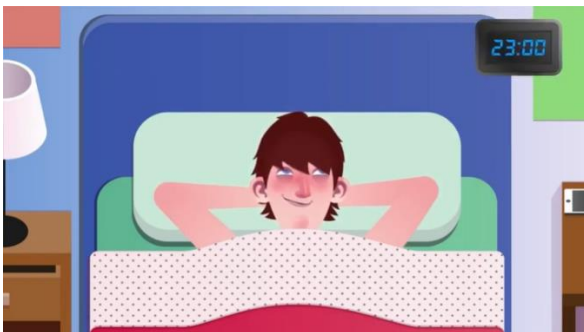
Annex G: Student Texts and Analyses of Student Texts

G-1: Student Texts

STUDENT 1

Pre-test

What do you usually do on Mondays?

I am go work. ¿Puede ser? ¿Digo más cosas que hago usualmente los lunes? I am in the lunch. Oh, no sé qué puede ser. Lunch at 20 o'clock. Puede ser. Almuerzo a las 2, usualmente los días lunes.

What does he or she usually do on Mondays?

He is sleep very large. My brother practice baby football.

Post-test

What do you usually do on Fridays?

In the morning, every day I get up 9:00 a.m. and then, I often play PlayStation with my sister. Eso fue in the afternoon. In the evening, and then I watch cartoon shows.

What does he or she usually do on Fridays?

My mother, she usually on Fridays, in the morning, she has coffee and a sandwich for breakfast. My father, en este caso, in the morning, he, puede ser, often go to the work in the car.

STUDENT 2

Pre-test

What do you usually do on Mondays?

I… a ver… Mondays I to connect to class.

What does he or she usually do on Mondays?

My mother, she go to… in the morning go to the work and.

Post-test

What do you usually do on Fridays?

This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. After, I go the shower and then… Ay! Se me olvidó… And then… era… take breakfast. After that, in the afternoon I play the guitar. Then, I watch TV. In the night, I go to bed and sleep.

What does he or she usually do on Fridays?

On Fridays, my mother go to work. ¿Está bien dicho, va a trabajar? My grandfather… Ay! ¿cómo era la palabra? He's… has… work… sí… He has homework… creo que era así.

STUDENT 3

Pre-test

What do you usually do on Mondays?

I am sleep después de work. Student.

What does he or she usually do on Mondays?

She is work and student igual.

Post-test

What do you usually do on Fridays?

I, Friday, in the morning, an 7:00 o'clock, se me olvidó cómo se dice despertar, profe. In the morning. In the afternoon, the lunch. In the evening, breakfast. Se me olvidó en la noche. In the night, and the sleep 10:00 o'clock, around.

What does he or she usually do on Fridays?

In the Friday, in the girlfriend, in the morning, 7:00 o'clock, in the morning. In the afternoon, a lunch. In the evening, job. In the night, 11:00 clock.

STUDENT 4

What do you usually do on Mondays?

I usually on Mondays, I am studying in my school. Tienen que ser varias, ¿cierto? I can run in the morning.

What does he or she usually do on Mondays?

My mom usually on Mondays, she come an the mall. My dad, he can the work.

Post-test

What do you usually do on Fridays?

On Friday, in the morning, I wake up at 10:00 a.m. and I… I at… I take a shower. In… I lunch with my dad. I go… in the night, I go to the party. And I go to the bed at 11:00 p.m.

What does he or she usually do on Fridays?

In the morning, my family… My dad wake up at 8:00 a.m. My mom… My mom take a… Ay! Se me fue cómo se dice desayuno. My mom take a shower. And my sister… my sister goes to the work.

STUDENT 5

Pre-test

What do you usually do on Mondays?

On Mondays I'm work with my dad… with my dad in electricity. Also, I have classes. I don't know. I don't know. That's all. I'm work and study.

What does he or she usually do on Mondays?

My little brother go to school and in the house we make the, ¿cómo se decía?... ¿Cómo se decía aseo? My brother have classes and that's all.

Post-test

What do you usually do on Fridays?

Every Fridays I wake up at 6:30 a.m. and then I get up. After getting up, I take a shower and then I cook my breakfast. I usually eat my breakfast at home, but sometimes I have breakfast at work, to save time in the morning. At 2:00 p.m. I have lunch in my work and then I work until 6:00 p.m. I return to my home around 7:00 p.m. After I get back home, I take shower and then I prepare for online classes. When I finish my classes, I have dinner with my family. After dinner, I take a break and then I watch videos, play with my family, I talk to my friends. At night, I often go to bed around 11:00 or 12:00 p.m. I really go to bed very late, but I watch videos for a while and then I fall asleep.

What does he or she usually do on Fridays?

My dad wake ups at 7:30 a.m. every morning. She. He wake ups with me every day. He usually has coffee and a sandwich for a breakfast. He goes to… to work at 7:00 a.m…. around 7:00 a.m. And he works until… he work until 6:00 p.m. at the evening. And he get back home at 7:00 p.m. Around… around 8:00 p.m. he have dinner with my brother and then he go to bed at 10:00 o'clock.

STUDENT 6

Pre-test

What do you usually do on Mondays?

On Mondays I'm working, working, working, working. In the morning go to the fabric. ¿Cómo se dice fábrica, fábrica? In the morning go to the fabric and working in construction and the… and… and the afternoon go to the Duoc.

What does he or she usually do on Mondays?

My father working to me. In the afternoon, she eat and news an football.

Post-test

What do you usually do on Fridays?

In the morning, I have… I have a shower. In the afternoon, lunch. In the night… in the night, I go to the… go to the institute.

What does he or she usually do on Fridays?

My mother, she… she, in the morning, sleep. In the afternoon, cooking. In the night, she play… play, play, play, ¿cómo se llama? Cartas. Se me olvidó. In the night, she play… she read a book.

G-2: Genre Analysis

STUDENT 1

<u>Pre-test</u>

What do you usually do on Mondays?

Stage	Text
Morning routine	I am go work. ¿Puede ser? ¿Digo más cosas que hago usualmente los lunes?
Afternoon routine	I am in the lunch. Oh, no sé qué puede ser. Lunch at 20 o'clock. Puede ser. Almuerzo a las 2, usualmente los días lunes.

What does he or she usually do on Mondays?

Stage	Text
Undetermined	He is sleep very large. My brother practice baby football.

<u>Post-test</u>

What do you usually do on Fridays?

Stage	Text
Morning routine	In the morning, every day I get up 9:00 a.m.
Afternoon routine	and then, I often play PlayStation with my sister. Eso fue in the afternoon.
Evening routine	In the evening, and then I watch cartoon shows.

What does he or she usually do on Fridays?

Stage	Text
Morning routine	My mother, she usually on Fridays, in the morning, she has coffee and a sandwich for breakfast. My father, en este caso, in the morning, he, puede ser, often go to the work in the car.

STUDENT 2

Pre-test

What do you usually do on Mondays?

Stage	Text
Undetermined	I… a ver… Mondays I to connect to class.

What does he or she usually do on Mondays?

Stage	Text
Morning routine	My mother, she go to… in the morning go to the work and.

Post-test

What do you usually do on Fridays?

Stage	Text
Morning routine	This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up. After, I go the shower and then… Ay! Se me olvidó… And then… era… take breakfast.
Afternoon routine	After that, in the afternoon I play the guitar. Then, I watch TV.
Night routine	In the night, I go to bed and sleep.

What does he or she usually do on Fridays?

Stage	Text
Undetermined	On Fridays, my mother go to work. ¿Está bien dicho, va a trabajar? My grandfather… Ay! ¿cómo era la palabra? He's… has… work… sí… He has homework… creo que era así.

STUDENT 3

Pre-test

What do you usually do on Mondays?

Stage	Text
Undetermined	I am sleep después de work. Student.

What does he or she usually do on Mondays?

Stage	Text
Undetermined	She is work and student igual.

Post-test

What do you usually do on Fridays?

Stage	Text
Morning routine	I, Friday, in the morning, an 7:00 o'clock, se me olvidó cómo se dice despertar, profe. In the morning.
Afternoon routine	In the afternoon, the lunch.
Evening routine	In the evening, breakfast.
Night routine	Se me olvidó en la noche. In the night, and the sleep 10:00 o'clock, around.

What does he or she usually do on Fridays?

Stage	Text
Morning routine	In the Friday, in the girlfriend, in the morning, 7:00 o'clock, in the morning.
Afternoon routine	In the afternoon, a lunch.
Evening routine	In the evening, job.
Night routine	In the night, 11:00 clock.

STUDENT 4

Pre-test

What do you usually do on Mondays?

Stage	Text
Morning routine	I usually on Mondays, I am studying in my school. Tienen que ser varias, ¿cierto? I can run in the morning.

What does he or she usually do on Mondays?

Stage	Text
Undetermined	My mom usually on Mondays, she come an the mall. My dad, he can the work.

Post-test

What do you usually do on Fridays?

Stage	Text
Morning routine	On Friday, in the morning, I wake up at 10:00 a.m. and I… I at… I take a shower.
Afternoon routine	In… I lunch with my dad.
Night routine	I go… in the night, I go to the party. And I go to the bed at 11:00 p.m.

What does he or she usually do on Fridays?

Stage	Text
Morning routine	In the morning, my family… My dad wake up at 8:00 a.m. My mom… My mom take a… Ay! Se me fue cómo se dice desayuno. My mom take a shower. And my sister… my sister goes to the work.

STUDENT 5

Pre-test

What do you usually do on Mondays?

Stage	Text
Undetermined	On Mondays I'm work with my dad… with my dad in electricity. Also, I have classes. I don't know. I don't know. That's all. I'm work and study.

What does he or she usually do on Mondays?

Stage	Text
Undetermined	My little brother go to school and in the house we make the, ¿cómo se decía?... ¿Cómo se decía aseo? My brother have classes and that's all.

Post-test

What do you usually do on Fridays?

Stage	Text
Morning routine	Every Fridays I wake up at 6:30 a.m. and then I get up. After getting up, I take a shower and then I cook my breakfast. I usually eat my breakfast at home, but sometimes I have breakfast at work, to save time in the morning.
Afternoon routine	At 2:00 p.m. I have lunch in my work and then I work until 6:00 p.m.
Evening routine	I return to my home around 7:00 p.m. After I get back home, I take shower and then I prepare for online classes. When I finish my classes, I have dinner with my family. After dinner, I take a break and then I watch videos, play with my family, I talk to my friends.
Night routine	At night, I often go to bed around 11:00 or 12:00 p.m. I really go to bed very late, but I watch videos for a while and then I fall asleep.

What does he or she usually do on Fridays?

Stage	Text
Morning routine	My dad wake ups at 7:30 a.m. every morning. She. He wake ups with me every day. He usually has coffee and a sandwich for a breakfast. He goes to… to work at 7:00 a.m…. around 7:00 a.m.
Morning routine / Afternoon routine	And he works until… he work until 6:00 p.m. at the evening.
Evening routine	And he get back home at 7:00 p.m. Around… around 8:00 p.m. he have dinner with my brother
Night routine	and then he go to bed at 10:00 o'clock.

STUDENT 6

<u>Pre-test</u>

What do you usually do on Mondays?

Stage	Text
Morning routine	On Mondays I'm working, working, working, working. In the morning go to the fabric. ¿Cómo se dice fábrica, fábrica? In the morning go to the fabric and working in construction
Afternoon routine	and the… and… and the afternoon go to the Duoc.

What does he or she usually do on Mondays?

Stage	Text
Morning routine	My father working to me.
Afternoon routine	In the afternoon, she eat and news an football.

<u>Post-test</u>

What do you usually do on Fridays?

Stage	Text
Morning routine	In the morning, I have… I have a shower.
Afternoon routine	In the afternoon, lunch.
Night routine	In the night… in the night, I go to the… go to the institute.

What does he or she usually do on Fridays?

Stage	Text
Morning routine	My mother, she… she, in the morning, sleep.
Afternoon routine	In the afternoon, cooking.
Night routine	In the night, she play… play, play, play, ¿cómo se llama? Cartas. Se me olvidó. In the night, she play… she read a book.

G-3: Transitivity Analysis

STUDENT 1

Pre-test

What do you usually do on Mondays?

I am go work. ¿Puede ser? ¿Digo más cosas que hago usualmente los lunes?

Participant [Actor]		Process: material	Circumstance [Place]
I	am	go	*work.
nominal group		**verbal group**	**nominal group**

Participant [Actor]		Process: material	Circumstance [Place]
I	am	go	to work.
nominal group		**verbal group**	**prepositional phrase**

I am in the lunch. Oh, no sé qué puede ser.

Participant [Carrier]	Process: relational	Circumstance [Time]
I	*am	*in the lunch.
nominal group	**verbal group**	**prepositional phrase**

Participant [Actor]	Process: material	Participant [Scope]
I	have	lunch
nominal group	**verbal group**	**nominal group**

Lunch at 20 o'clock. Puede ser.

Process: Material	Circumstance [Time]
*Lunch	*at 20 o'clock.
nominal group	**prepositional phrase**

Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Time]
I	have	lunch	at 2:00 o'clock.
nominal group	**verbal group**	**nominal group**	**prepositional phrase**

Almuerzo a las 2, usualmente los días lunes.

Process: material	Circumstance [Time]	Circumstance [Frequency]	Circumstance [Time]
*Almuerzo	*a las 2,	*usualmente	*los días lunes.
verbal group	**prepositional phrase**	**adverbial group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Participant [Scope]	Circumstance [Time]
On Mondays	I	usually	have	lunch	at 2:00.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**nominal group**	**prepositional phrase**

What does he or she usually do on Mondays?

He is sleep very large.

Participant [Actor]		Process: material	Circumstance [Duration]
He	is	*sleep	*very large.
		sleeps	a lot.
nominal group		**verbal group**	**adverbial group**

My brother practice baby football.

Participant [Actor]	Process: material	Participant [Goal]
My brother	*practice	*baby football.
	plays	soccer.
nominal group	**verbal group**	**nominal group**

Post-test

What do you usually do on Fridays?

In the morning, every day I get up 9:00 a.m.

Circumstance [Time]	Circumstance [Frequency]	Participant [Actor]	Process: material	Circumstance [Time]
*In the morning,	*every day	I	get up	*9:00 a.m.
prepositional phrase	**adverbial group**	**nominal group**	**verbal group**	**nominal group**

Circumstance [Frequency]	Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
Every day,	in the morning,	I	get up	at 9:00 a.m.
adverbial group	prepositional phrase	nominal group	verbal group	prepositional phrase

and then, I often play PlayStation with my sister.

	Participant [Actor]	Circumstance [Frequency]	Process: material	Participant [Goal]	Circumstance [Comitative]
and then,	I	often	Play	PlayStation	with my sister.
	nominal group	adverbial group	verbal group	nominal group	prepositional phrase

Eso fue in the afternoon.

Participant [Carrier]	Process: relational	Circumstance [Time]
*Eso	*fue	*in the afternoon.
nominal group	verbal group	prepositional phrase

Participant [Carrier]	Process: relational	Circumstance [Time]
That	is	in the afternoon.
nominal group	verbal group	prepositional phrase

In the evening, and then I watch cartoon shows.

Circumstance [Time]		Participant [Behaver]	Process: Behavioral	Participant [Target]
*In the evening,	*and then	I	watch	cartoon shows.
prepositional phrase		nominal group	verbal group	nominal group

	Circumstance [Time]	Participant [Behaver]	Process: Behavioral	Participant [Target]
and then,	in the evening	I	watch	cartoon shows.
	prepositional phrase	**nominal group**	**verbal group**	**nominal group**

What does he or she usually do on Fridays?

My mother, she usually on Fridays, in the morning, she has coffee and a sandwich for breakfast.

Participant [Act…]	Circumstance [Frequency]	Circumstance [Time]	Circumstance [Time]	Participant […or]	Process: material	Participant [Scope]	Circumstance [Purpose]
*My mother, she	*usually	*on Fridays,	*in the morning,	*she	has	coffee and a sandwich	for breakfast
nominal group	**adverbial group**	**prepositional phrase**	**prepositional phrase**	**nominal group**	**verbal group**	**nominal group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Participant [Scope]	Circumstance [Purpose]
On Friday mornings,	my mother	usually	has	coffee and a sandwich	for breakfast.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**nominal group**	**prepositional phrase**

My father, en este caso, in the morning, he, puede ser, often go to the work in the car.

Participant [Act…]	Circumstance [Time]	Participant […or]	Circumstance [Frequency]	Process: material	Circumstance [Place]	Circumstance [Means]
*My father,	*in the morning,	*he	often	*go	*to the work	*in the car.
nominal group	**prepositional phrase**	**nominal group**	**adverbial group**	**verbal group**	**prepositional phrase**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Circumstance [Place]	Circumstance [Means]
In the morning,	my father	often	Goes	to work	by car.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**prepositional phrase**	**prepositional phrase**

STUDENT 2

Pre-test

What do you usually do on Mondays?

I… a ver… Mondays I to connect to class.

Participant [Act…]	Circumstance [Time]	Participant […or]	Process: material	Circumstance [Place]
*I	*Mondays	*I	*to connect	*to class.
nominal group	**nominal group**	**nominal group**	**verbal group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
On Mondays	I	connect	to classes.
prepositional phrase	**nominal group**	**verbal group**	**prepositional phrase**

What does he or she usually do on Mondays?

My mother, she go to… in the morning go to the work and.

Participant [Actor]	Process: mat…		Circumstance [Time]	Process: … erial	Circumstance [Place]
*My mother, she	*go	to…	*in the morning	*go	*to the work
nominal group	verbal group		prepositional phrase	verbal group	prepositional phrase

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
In the morning,	my mother	goes	to work.
prepositional phrase	nominal group	verbal group	prepositional phrase

Post-test

What do you usually do on Fridays?

This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up.

Circumstance [Time]	Circumstance [Quality]	Circumstance [Time]	Participant [Actor]	Process: material
*This Fridays,	*suddenly,	in the morning… In the morning,	I	wake up.
nominal group	adverbial group	prepositional phrase	nominal group	verbal group

Circumstance [Time]	Circumstance [Time]	Participant [Actor]	Process: material
On Fridays,	in the morning,	I	wake up.
prepositional phrase	**prepositional phrase**	**nominal group**	**verbal group**

After, I go the shower

	Participant [Actor]	Process: material	Circumstance [Place]
*After,	I	*go	*the shower
	nominal group	**verbal group**	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
After that,	I	take	a shower
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

and then… Ay! Se me olvidó… And then… era… take breakfast.

	Process: material	Participant [Scope]
*and then… And then…	*take	breakfast.
	verbal group	**nominal group**

	Participant [Actor]	Process: material	Participant [Scope]
and then	I	have	breakfast.
	nominal group	**verbal group**	**nominal group**

After that, in the afternoon I play the guitar.

Circumstance [Time]	Circumstance [Time]	Participant [Actor]	Process: material	Participant [Goal]
After that,	in the afternoon	I	play	the guitar.
prepositional phrase	**prepositional phrase**	**nominal group**	**verbal group**	**nominal group**

Then, I watch TV.

	Participant [Behaver]	Process: behavioral	Participant [Target]
Then,	I	watch	TV.
	nominal group	**verbal group**	**nominal group**

In the night, I go to bed

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
*In the night,	I	go	to bed
At night,			
prepositional phrase	**nominal group**	**verbal group**	**prepositional phrase**

and sleep.

	Process: material
and	sleep
	verbal group

What does he or she usually do on Fridays?

On Fridays, my mother go to work. ¿Está bien dicho, va a trabajar?

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
On Fridays,	my mother	*go	to work.
		goes	
prepositional phrase	**nominal group**	**verbal group**	**prepositional phrase**

My grandfather… Ay! ¿cómo era la palabra? He's… has… work… sí…

Participant [Token]			Process: relational	Participant [Value]
*My grandfather… He	's…		has…	work.
My grandfather				
nominal group			**verbal group**	**nominal group**

He has homework… creo que era así.

Participant [Token]	Process: relational	Participant [Value]
He	has	homework…
nominal group	**verbal group**	**nominal group**

STUDENT 3

Pre-test

What do you usually do on Mondays?

I am sleep después de work.

Participant [Actor]		Process: material	Circumstance [Time]
I	am	sleep	*después de work.
			after work.
nominal group		verbal group	prepositional phrase

Student.

Undetermined
*Student.
nominal group

Participant [Actor]	Process: material
I	study
nominal group	verbal group

What does he or she usually do on Mondays?

She is work

Participant [Actor]		Process: material
She	is	*work
		works
nominal group		verbal group

and student igual.

	Undetermined	
and	*student	*igual.
	nominal group	

	Process: material	
and	studies	as well.
	verbal group	

Post-test

What do you usually do on Fridays?

I, Friday, in the morning, an 7:00 o'clock, se me olvidó cómo se dice despertar, profe. In the morning.

Participant [Actor]	Circumstance [Time]	Circumstance [Time]	Circumstance [Time]	Process: material	Circumstance [Time]
*I,	*Friday,	*in the morning	*an 7:00 o'clock,	*se me olvidó cómo se dice despertar, profe.	*In the morning.
nominal group	**nominal group**	**prepositional phrase**	**nominal group**	**verbal group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
On Friday mornings,	I	wake up	at 7:00 o'clock.
prepositional phrase	**nominal group**	**verbal group**	**prepositional phrase**

In the afternoon, the lunch.

Circumstance [Time]	Undetermined
In the afternoon,	*the lunch.
prepositional phrase	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
In the afternoon,	I	have	lunch.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

In the evening, breakfast.

Circumstance [Time]	Undetermined
In the evening,	*breakfast.
prepositional phrase	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
In the evening,	I	have	dinner.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

Se me olvidó en la noche. In the night, and the sleep 10:00 o'clock. Around.

Circumstance [Time]		Process: material	Circumstance [Time]
*In the night	*and the	sleep	*10:00 o'clock. Around.
prepositional group		**verbal group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
At night	I	sleep	around 10:00 o'clock.
prepositional phrase	nominal group	verbal group	prepositional phrase

What does he or she usually do on Fridays?

In the Friday, in the girlfriend, in the morning, 7:00 o'clock, in the morning.

Circumstance [Time]	Participant [Actor]	Circumstance [Time]	Circumstance [Time]	Circumstance [Time]
*In the Fridays,	*in the girlfriend,	*in the morning,	*7:00 o'clock,	*in the morning
prepositional phrase	prepositional phrase	prepositional phrase	nominal group	prepositional phrase

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
On Friday mornings,	my girlfriend	wakes up / gets up	at 7:00 o'clock.
prepositional phrase	nominal group	verbal group	prepositional phrase

In the afternoon, a lunch.

Circumstance [Time]	Undetermined
In the afternoon,	*a lunch.
prepositional phrase	nominal group

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
In the afternoon,	she	has	lunch.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

In the evening, job.

Circumstance [Time]	Undetermined
In the evening,	*job.
prepositional phrase	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material
In the evening,	she	works.
prepositional phrase	**nominal group**	**verbal group**

In the night, 11:00 clock.

Circumstance [Time]	Circumstance [Time]
*In the night,	*11:00 clock.
prepositional phrase	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
At night	she	goes to sleep	at 11:00 o'clock.
prepositional phrase	**nominal group**	**verbal group**	**prepositional phrase**

STUDENT 4

<u>Pre-test</u>

What do you usually do on Mondays?

I usually on Mondays, I am studying in my school. Tienen que ser varias, ¿cierto?

Participant [Act…]	Circumstance [Frequency]	Circumstance [Time]	Participant […or]	Process: material	Circumstance [Place]
I	usually	*on Mondays	I	*am studying	*in my school.
nominal group	**adverbial group**	**prepositional phrase**	**nominal group**	**verbal group**	**prepositional phrase**

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Circumstance [Place]
On Mondays	I	usually	study	at school.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**prepositional group**

I can run in the morning.

Participant [Actor]	Process: material	Circumstance [Time]
I	*can run	in the morning.
	run	
nominal group	**verbal group**	**prepositional phrase**

What does he or she usually do on Mondays?

My mom usually on Mondays, she come an the mall.

Participant [Act…]	Circumstance [Frequency]	Circumstance [Time]	Participant […or]	Process: material	Circumstance [Place]
My mom	usually	*on Mondays,	she	*come	*an the mall.
nominal group	**adverbial group**	**prepositional phrase**	**nominal group**	**verbal group**	**nominal group**

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Circumstance [Place]
On Mondays,	my mom	usually	goes	to the mall.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**prepositional phrase**

My dad, he can the work.

Participant [Actor]	Process: material
*My dad, he	*can the work.
My dad	works.
nominal group	**verbal group**

Post-test

What do you usually do on Fridays?

On Friday, in the morning, I wake up at 10:00 a.m.

Circumstance [Time]	Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
On Friday,	in the morning,	I	wake up	at 10:00 a.m.
prepositional phrase	**prepositional phrase**	**nominal group**	**verbal group**	**prepositional phrase**

and I… I at… I take a shower.

	Participant [Act…]		Participant […or]	Process: material	Participant [Scope]
and	I… I	at…	I	take	a shower.
	nominal group		**nominal group**	**verbal group**	**nominal group**

In… I lunch with my dad.

	Participant [Actor]	Process: material	Circumstance [Comitative]
In…	I	*lunch	with my dad.
	nominal group	**verbal group**	**prepositional phrase**

Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Comitative]
I	have	lunch	with my dad.
nominal group	**verbal group**	**nominal group**	**prepositional phrase**

I go… in the night, I go to the party.

Participant [Act…]	Process: mat…	Circumstance [Time]	Participant […or]	Process: …erial	Circumstance [Place]
I	go…	*in the night,	I	go	*to the party.
		At night			to parties.
nominal group	**verbal group**	**prepositional phrase**	**nominal group**	**verbal group**	**prepositional phrase**

And I go to the bed at 11:00 p.m.

	Participant [Actor]	Process: material	Circumstance [Place]	Circumstance [Time]
And	I	go	*to the bed	at 11:00 p.m.
			to bed	
	nominal group	verbal group	prepositional phrase	prepositional phrase

What does he or she usually do on Fridays?

In the morning, my family… My dad wake up at 8:00 a.m.

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Time]
In the morning,	*my family… My dad	*wake up	at 8:00 a.m.
	my dad	wakes up	
prepositional phrase	nominal group	verbal group	prepositional phrase

My mom… My mom take a… Ay! Se me fue cómo se dice desayuno.

Participant [Actor]	Process: material	Participant [Scope]
*My mom… My mom	*take	*a… Ay! Se me fue cómo se dice desayuno.
My mom	has	breakfast.
nominal group	verbal group	nominal group

My mom take a shower.

Participant [Actor]	Process: material	Participant [Scope]
My mom	*take	a shower.
	takes	
nominal group	**verbal group**	**nominal group**

And my sister… my sister goes to the work.

	Participant [Actor]	Process: material	Circumstance [Place]
And	*my sister… my sister	goes	*to the work.
	my sister		to work.
	nominal group	**verbal group**	**prepositional phrase**

STUDENT 5

Pre-test

What do you usually do on Mondays?

On Mondays I'm work with my dad… with my dad in electricity.

Circumstance [Time]	Participant [Actor]		Process: material	Circumstance [Comitative]	Circumstance [Place]
On Mondays	I	'm	work	*with my dad… with my dad	in electricity.
				with my dad	
prepositional phrase	**nominal group**		**verbal group**	**prepositional phrase**	**prepositional phrase**

Also, I have classes.

	Participant [Token]	Process: relational	Participant [Value]
Also,	I	have	classes.
	nominal group	verbal group	nominal group

I'm work

Participant [Actor]		Process: material
I	'm	work
nominal group		verbal group

and study.

	Process: material
and	study.
	verbal group

What does he or she usually do on Mondays?

My little brother go to school

Participant [Actor]	Process: material	Circumstance [Place]
My little brother	*go	to school
	goes	
nominal group	verbal group	prepositional phrase

and in the house we make the, ¿cómo se decía?... ¿Cómo se decía aseo?

	Circumstance [Place]	Participant [Actor]	Process: material	Participant [Goal]
and	in the house	we	*make	*the, ¿cómo se decía?... ¿Cómo se decía aseo?
			do	housework.
	prepositional phrase	**nominal group**	**verbal group**	**nominal group**

My brother have classes.

Participant [Token]	Process: relational	Participant [Value]
My brother	*have	classes.
	has	
nominal group	**verbal group**	**nominal group**

Post-test

What do you usually do on Fridays?

Every Fridays I wake up at 6:30 a.m.

Circumstance [Frequency]	Participant [Actor]	Process: material
*Every Fridays	I	wake up
Every Friday		
adverbial group	**nominal group**	**verbal group**

and then I get up.

	Participant [Actor]	Process: material
and then	I	get up
	nominal group	**verbal group**

After getting up,

	Process: material
After	getting up,
	verbal group

I take a shower

Participant [Actor]	Process: material	Participant [Scope]
I	take	a shower.
nominal group	**verbal group**	**nominal group**

and then I cook my breakfast.

	Participant [Actor]	Process: material	Participant [Goal]
and then	I	cook	my breakfast.
	nominal group	**verbal group**	**nominal group**

I usually eat my breakfast at home,

Participant [Actor]	Circumstance [Frequency]	Process: material	Participant [Goal]	Circumstance [Place]
I	usually	Eat	my breakfast	at home,
nominal group	**adverbial group**	**verbal group**	**nominal group**	**prepositional phrase**

but sometimes I have breakfast at work,

	Circumstance [Frequency]	Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Place]
but	sometimes	I	Have	breakfast	at work,
	adverbial group	nominal group	verbal group	nominal group	prepositional phrase

to save time in the morning.

	Process: material	Participant [Goal]	Circumstance [Time]
to	save	time	in the morning.
	verbal group	nominal group	prepositional phrase

At 2:00 p.m. I have lunch in my work

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Place]
At 2:00 p.m.	I	have	lunch	*in my work
				at work
prepositional phrase	nominal group	verbal group	nominal group	prepositional phrase

and then I work until 6:00 p.m.

	Participant [Actor]	Process: material	Circumstance [Time]
and then	I	work	until 6:00 p.m.
	nominal group	verbal group	prepositional phrase

I return to my home around 7:00 p.m.

Participant [Actor]	Process: material	Circumstance [Place]	Circumstance [Time]
I	return	to my home	around 7:00 p.m.
nominal group	**verbal group**	**prepositional phrase**	**prepositional phrase**

After I get back home,

	Participant [Actor]	Process: material	Circumstance [Place]
After	I	get	back home
	nominal group	**verbal group**	**adverbial group**

I take shower

Participant [Actor]	Process: material	Participant [Scope]
I	take	*shower
		a shower
nominal group	**verbal group**	**nominal group**

and then I prepare for online classes.

	Participant [Actor]	Process: material	Circumstance [Purpose]
and then	I	prepare	for online classes.
	nominal group	**verbal group**	**prepositional group**

When I finish my classes,

	Participant [Actor]	Process: material	Participant [Scope]
When	I	finish	my classes,
	nominal group	**verbal group**	**nominal group**

I have dinner with my family.

Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Comitative]
I	have	dinner	with my family.
nominal group	**verbal group**	**nominal group**	**prepositional phrase**

After dinner, I take a break

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
After dinner,	I	take	a break.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

and then I watch videos,

	Participant [Behaver]	Process: behavioral	Participant [Target]
and then	I	watch	videos
	nominal group	**verbal group**	**nominal group**

play with my family,

Process: material	Circumstance [Comitative]
play	with my family,
verbal group	**prepositional phrase**

I talk to my friends.

Participant [Behaver]	Process: Behavioral	Participant [Target]
I	talk	to my friends.
nominal group	**verbal group**	**prepositional phrase**

At night, I often go to bed around 11:00 or 12:00 p.m.

Circumstance [Time]	Participant [Actor]	Circumstance [Frequency]	Process: material	Circumstance [Place]	Circumstance [Time]
At night,	I	often	go	to bed	around 11:00 or 12:00 p.m.
prepositional phrase	**nominal group**	**adverbial group**	**verbal group**	**prepositional phrase**	**prepositional phrase**

I really go to bed very late,

Participant [Actor]	Circumstance [De…]	Process: material	Circumstance [Place]	Circumstance […gree]	Circumstance [Time]
I	really	go	to bed	very	late,
nominal group	**adverbial group**	**verbal group**	**prepositional phrase**	**adverbial group**	**adverbial group**

but I watch videos for a while

	Participant [Behaver]	Process: behavioral	Participant [Target]	Circumstance [Duration]
but	I	watch	videos	for a while
	nominal group	**verbal group**	**nominal group**	**prepositional phrase**

and then I fall asleep.

	Participant [Actor]	Process: material	Participant [Scope]
and then	I	fall	asleep.
	nominal group	**verbal group**	**nominal group**

What does he or she usually do on Fridays?

My dad wake ups at 7:30 a.m. every morning.

Participant [Actor]	Process: material	Circumstance [Time]	Circumstance [Frequency]
My dad	*wake ups	at 7:30 a.m.	every morning.
	wakes up		
nominal group	**verbal group**	**prepositional phrase**	**adverbial group**

She. He wake ups with me every day.

Participant [Actor]	Process: material	Circumstance [Comitative]	Circumstance [Frequency]
*She. He	*wake ups	*with me	every day.
nominal group	**verbal group**	**prepositional phrase**	**adverbial group**

Participant [Actor]	Process: material	Circumstance [Time]	Circumstance [Frequency]
He	wakes up	at the same time as me	every day.
nominal group	verbal group	prepositional phrase	adverbial group

He usually has coffee and a sandwich for a breakfast.

Participant [Actor]	Circumstance [Frequency]	Process: material	Participant [Scope]	Circumstance [Purpose]
He	usually	has	coffee and a sandwich	for breakfast.
nominal group	adverbial group	verbal group	nominal group	prepositional phrase

He goes to… to work at 7:00 a.m…. around 7:00 a.m.

Participant [Actor]	Process: material	Circumstance [Place]	Circumstance [Time]
He	goes	*to… to work	*at 7:00 a.m…. around 7:00 a.m.
		to work	around 7:00 a.m.
nominal group	verbal group	prepositional phrase	prepositional phrase

And he works until…

	Participant [Actor]	Process: material	
And	he	works	until…
	nominal group	verbal group	

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he work until 6:00 p.m. at the evening.

Participant [Actor]	Process: material	Circumstance [Time]
he	*work	*until 6:00 p.m. at the evening.
	works	until 6:00 in the evening.
nominal group	verbal group	prepositional phrase

And he get back home at 7:00 p.m.

	Participant [Actor]	Process: material	Circumstance [Place]	Circumstance [Time]
And	he	*get	back home	at 7:00 p.m.
		gets		
	nominal group	verbal group	adverbial group	prepositional phrase

Around… around 8:00 p.m. he have dinner with my brother

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]	Circumstance [Comitative]
*Around… around 8:00 p.m.	he	*have	dinner	with my brother
Around 8:00 p.m.		has		
prepositional phrase	nominal group	verbal group	nominal group	prepositional phrase

and then he go to bed at 10:00 o'clock.

	Participant [Actor]	Process: material	Circumstance [Place]	Circumstance [Time]
and then	he	*go	to bed	at 10:00 o'clock.
		goes		
	nominal group	verbal group	prepositional phrase	prepositional phrase

STUDENT 6

<u>Pre-test</u>

What do you usually do on Mondays?

On Mondays I'm working, working, working, working.

Circumstance [Time]	Participant [Actor]	Process: material
On Mondays	I	*'m working, working, working, working.
		work.
prepositional phrase	nominal group	verbal group

In the morning go to the fabric. ¿Cómo se dice fábrica, fábrica?

Circumstance [Time]	Process: material	Circumstance [Place]
In the morning	go	*to the fabric.
prepositional phrase	verbal group	prepositional phrase

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
In the morning	I	go	to a factory.
prepositional phrase	nominal group	verbal group	prepositional phrase

In the morning go to the fabric

Circumstance [Time]	Process: material	Circumstance [Place]
In the morning	go	*to the fabric.
prepositional phrase	verbal group	prepositional phrase

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
In the morning	I	go	to a factory.
prepositional phrase	nominal group	verbal group	prepositional phrase

and working in construction

	Process: material	Circumstance [Place]
and	*working	in construction
	nominal group	prepositional phrase

	Participant [Actor]	Process: material	Circumstance [Place]
and	I	work	in construction.
	nominal group	verbal group	prepositional phrase

and the… and… and the afternoon go to the Duoc.

	Circumstance [Time]	Process: material	Circumstance [Place]
and the… and… and	*the afternoon	go	*to the Duoc.
	nominal group	verbal group	prepositional phrase

Circumstance [Time]	Participant [Actor]	Process: material	Circumstance [Place]
In the afternoon	I	go	to Duoc.
prepositional phrase	nominal group	verbal group	prepositional phrase

What does he or she usually do on Mondays?

My father working to me.

Participant [Actor]	Process: material	Circumstance [Comitative]
My father	*working	*to me.
	works	with me.
nominal group	verbal group	prepositional group

In the afternoon, she eat

Circumstance [Time]	Participant [Actor]	Process: material
In the afternoon,	*she	*eat
	he	eats
prepositional group	nominal group	verbal group

and news an football.

	Undetermined	Undetermined
and	*news	*an football.
	nominal group	**nominal group**

	Process: behavioral	**Participant [Target]**
and	watches	football.
	verbal group	**nominal group**

Post-test

What do you usually do on Fridays?

In the morning, I have… I have a shower.

Circumstance [Time]	Participant [Act…]	Process: mat…	Participant […or]	Process: …erial	Participant [Scope]
In the morning,	I	have…	I	have	a shower.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**	**verbal group**	**nominal group**

In the afternoon, lunch.

Circumstance [Time]	Process: material
In the afternoon,	*lunch
prepositional phrase	**nominal group**

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Scope]
In the afternoon,	I	have	lunch.
prepositional phrase	**nominal group**	**verbal group**	**nominal group**

In the night… in the night, I go to the… go to the institute.

Circumstance [Time]	Participant [Actor]	Process: mat…		Process: …erial	Circumstance [Place]
*In the night… in the night,	I	go	to the…	go	to the institute.
At night					
prepositional phrase	nominal group	verbal group		verbal group	prepositional phrase

What does he or she usually do on Fridays?

My mother, she… she, in the morning, sleep.

Participant [Actor]	Circumstance [Time]	Process: material
*My mother, she… she,	*in the morning,	*sleep.
nominal group	prepositional phrase	verbal group

Circumstance [Time]	Participant [Actor]	Process: material
In the morning	my mother	sleeps.
prepositional phrase	nominal group	verbal group

In the afternoon, cooking.

Circumstance [Time]	Process: material
In the afternoon,	*cooking.
prepositional phrase	nominal group

Circumstance [Time]	Participant [Actor]	Process: material
In the afternoon,	she	cooks.
prepositional phrase	nominal group	verbal group

In the night, she play… play, play, play, ¿cómo se llama? Cartas. Se me olvidó.

Circumstance [Time]	Participant [Actor]	Process: material	Participant [Goal]
*In the night,	she	*play… play, play, play	*¿cómo se llama? Cartas. Se me olvidó.
At night		plays	cards.
prepositional phrase	nominal group	verbal group	nominal group

In the night, she play…

Circumstance [Time]	Participant [Actor]	Process: material
*In the night,	she	*play…
At night		plays…
prepositional phrase	nominal group	verbal group

she read a book.

Participant [Behaver]	Process: behavioral	Participant [Target]
she	*read	a book.
	reads	
nominal group	verbal group	nominal group

G-4: Logical Connexion Analysis

STUDENT 1

Pre-test

What do you usually do on Mondays?

I am go work. ¿Puede ser? ¿Digo más cosas que hago usualmente los lunes?

succ **(Then)** I am in the lunch. Oh, no sé qué puede ser.

Lunch at 20 o'clock. Puede ser.

Almuerzo a las 2, usualmente los días lunes.

What does he or she usually do on Mondays?

He is sleep very large.

add **(And)** My brother practice baby football.

Post-test

What do you usually do on Fridays?

In the morning, every day I get up 9:00 a.m.

succ **and then**, I often play PlayStation with my sister.

Eso fue in the afternoon.

succ In the evening, **and then** I watch cartoon shows.

What does he or she usually do on Fridays?

My mother, she usually on Fridays, in the morning, she has coffee and a sandwich for breakfast.

add **(And)** My father, en este caso, in the morning, he, puede ser, often go to the work in the car.

STUDENT 2

Pre-test

What do you usually do on Mondays?

I… a ver… Mondays I to connect to class.

What does he or she usually do on Mondays?

My mother, she go to… in the morning go to the work and.

Post-test

What do you usually do on Fridays?

This Fridays, suddenly, in the morning… No… mejor… In the morning, I wake up.

succ **After**, I go the shower

succ **and then**… Ay! Se me olvidó… And then… era… take breakfast.

succ **After that**, in the afternoon I play the guitar.

succ **Then**, I watch TV.

In the night, I go to bed

succ **and** sleep.

What does he or she usually do on Fridays?

On Fridays, my mother go to work. ¿Está bien dicho, va a trabajar?

add   **(And)** My grandfather… Ay! ¿cómo era la palabra? He's… has… work… sí…

He has homework… creo que era así.

STUDENT 3

<u>Pre-test</u>

What do you usually do on Mondays?

succ   I am sleep **después de work**.

Student.

What does he or she usually do on Mondays?

She is work

add   **and** student igual.

<u>Post-test</u>

What do you usually do on Fridays?

I, Friday, in the morning, an 7:00 o'clock, se me olvidó cómo se dice despertar, profe. In the morning.

succ   **In the afternoon**, the lunch.

succ   **In the evening**, breakfast. Se me olvidó en la noche.

succ   **In the night**, and the sleep 10:00 o'clock, around.

What does he or she usually do on Fridays?

In the Friday, in the girlfriend, in the morning, 7:00 o'clock, in the morning.

succ **In the afternoon**, a lunch.

succ **In the evening**, job.

succ **In the night**, 11:00 clock.

STUDENT 4

Pre-test

What do you usually do on Mondays?

I usually on Mondays, I am studying in my school. Tienen que ser varias, ¿cierto?

add **(And)** I can run in the morning.

What does he or she usually do on Mondays?

My mom usually on Mondays, she come an the mall.

add **(And)** My dad, he can the work.

Post-test

What do you usually do on Fridays?

On Friday, in the morning, I wake up at 10:00 a.m.

succ **and** I… I at… I take a shower.

In… I lunch with my dad.

I go… in the night, I go to the party.

succ **And** I go to the bed at 11:00 p.m.

What does he or she usually do on Fridays?

In the morning, my family… My dad wake up at 8:00 a.m.

add **(And)** My mom… My mom take a… Ay! Se me fue cómo se dice desayuno.

My mom take a shower.

add **And** my sister… my sister goes to the work.

STUDENT 5

Pre-test

What do you usually do on Mondays?

On Mondays I'm work with my dad… with my dad in electricity.

add **Also**, I have classes.

I don't know.

I don't know.

add **(And)** That's all.

I'm work and study.

What does he or she usually do on Mondays?

My little brother go to school

add **and** in the house we make the, ¿cómo se decía?... ¿Cómo se decía aseo?

My brother have classes

add **and** that's all.

What do you usually do on Fridays?

Every Fridays I wake up at 6:30 a.m.

succ **and then** I get up.

succ **After** getting up,

I take a shower

succ **and then** I cook my breakfast.

I usually eat my breakfast at home,

contr **but** sometimes I have breakfast at work,

to save time in the morning.

At 2:00 p.m. I have lunch in my work

succ **and then** I work until 6:00 p.m.

I return to my home around 7:00 p.m.

succ **After** I get back home,

I take shower

succ **and then** I prepare for online classes.

succ **When** I finish my classes,

I have dinner with my family.

succ **After dinner**, I take a break

succ **and then** I watch videos, play with my family, I talk to my friends.

At night, I often go to bed around 11:00 or 12:00 p.m.

I really go to bed very late,

contr **but** I watch videos for a while

succ **and then** I fall asleep.

What does he or she usually do on Fridays?

My dad wake ups at 7:30 a.m. every morning.

She. He wake ups with me every day.

succ **(Then)** He usually has coffee and a sandwich for a breakfast.

succ **(Then)** He goes to… to work at 7:00 a.m…. around 7:00 a.m.

succ **And** he works until…

he work until 6:00 p.m. at the evening.

succ **And** he get back home at 7:00 p.m.

succ **(Then)** Around… around 8:00 p.m. he have dinner with my brother

succ **and then** he go to bed at 10:00 o'clock.

STUDENT 6

<u>Pre-test</u>

What do you usually do on Mondays?

On Mondays I'm working, working, working, working.

In the morning go to the fabric.

¿Cómo se dice fábrica, fábrica?

In the morning go to the fabric

succ **and** working in construction

succ **and** the… **and**… **and** the afternoon go to the Duoc.

What does he or she usually do on Mondays?

My father working to me.

succ **In the afternoon**, she eat

add **and** news an football.

Post-test

What do you usually do on Fridays?

In the morning, I have… I have a shower.

succ **In the afternoon**, lunch.

succ **In the night**… in the night, I go to the… go to the institute.

What does he or she usually do on Fridays?

My mother, she… she, in the morning, sleep.

succ **In the afternoon**, cooking.

succ **In the night**, she play… play, play, play, ¿cómo se llama? Cartas. Se me olvidó.

add **In the night**, she play… she read a book.

Annex H: Survey and Student Surveys

H-1: Survey

El objetivo de esta encuesta es conocer tus opiniones con respecto a las 5 clases que tuviste durante noviembre, en las que se implementó el método de enseñanza llamado 'Reading to Learn (R2L)' en tu curso de Inglés Básico I. Tus opiniones pueden ayudar a tu profesor a entender si este método fue útil para ti. Esta encuesta es anónima y voluntaria y tu participación es muy importante. Te tomará alrededor de 10 minutos completar la encuesta.

1. Has recibido suficiente apoyo en estas 5 clases para producir rutinas diarias.
2. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
3. La explicación del profesor sobre las expresiones inglesas de rutinas diarias ha sido útil para ti.
4. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
5. Construir rutinas diarias junto con el profesor ha sido útil para ti.
6. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
7. El uso del español del profesor en sus clases te ha ayudado con tu aprendizaje del inglés.
8. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
9. El uso de imágenes y videos por parte del profesor en sus clases te ha ayudado con tu aprendizaje.
10. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
11. Las clases son interactivas y motivadoras.
12. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?
13. Las clases te han ayudado a aumentar tu confianza al usar inglés.

14. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

15. Este método de enseñanza debería seguir siendo incorporado en tus clases de inglés.

16. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

17. Por favor, menciona al menos un aspecto de las clases que más te ha ayudado.

18. Por favor, menciona al menos un aspecto de las clases que debería mejorar.

H-2: Student Surveys

1. Has recibido suficiente apoyo en estas 5 clases para producir rutinas diarias.

Muy de acuerdo (100%)

2. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- El profesor en cada clase nos apoyo emocional y académicamente en las clases a todos los participantes, destaco su profesionalismo y carisma que nos motivo y comprometió con las distintas actividades propuestas
- el profesor es muy didáctico y nos hace participar en un 100% de todas las clases
- Siempre contamos con el apoyo del profesor para tener todo claro
- El docente incentiva la participación en clases y ayuda tanto en la escritura como en la pronunciación de las palabras.
- Me sentí bastante apoyad@ por parte de mi profesor a lo largo de las 5 clases
- explica bien y ayuda mucho a comprender la materia enseñada

3. La explicación del profesor sobre las expresiones inglesas de rutinas diarias ha sido útil para ti.

Muy de acuerdo (100%)

4. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Se explicaron diversas opciones de expresiones para las rutinas diarias, ejercitandose entre los pares de manera motivadora y desafiante, lo que genero a modo personal un mayor compromiso con cada una de la clases y mayor aprendizaje en ellas.
- a pesar de ser ingles básico, no recordaba ciertas cosas y con el profesor me ayudó a aclarar
- Siempre fue clara la explicación, por lo que fue muy útil al momento de aplicarla

- El docente entrega información clara y oportuna acerca de las actividades a realizar
- Ha sido útil ya que son acciones básicas del día a día las cuales aprendí a expresarlas oralmente como de manera escrita
- explica una dos hasta tres vecez para mayor comprension

5. Construir rutinas diarias junto con el profesor ha sido útil para ti.

Muy de acuerdo (100%)

6. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Si, ya que era un contenido que no dominaba y con la guía e instrucciones del profesor fue mucho más facíl
- cada ves que tengo clases con él hacemos ejercicios de rutina para mejorar pronunciación y escritura
- Ahora puedo armar frases y explicar mi rutina diaria de mejor manera
- Si ha sido útil ya que han aparecido expresiones y formas distintas al referirse a un mismo tema
- Si ya que son cosas rutinarias
- si

7. El uso del español del profesor en sus clases te ha ayudado con tu aprendizaje del inglés.

Muy de acuerdo (100%)

8. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Si, ya que algunas explicaciones en español facilitan el entendimiento de las instrucciones cuando no se maneja a cabalidad el idioma inglés
- se entiende mejor el concepto y ayuda al entendimiento

- Al momento de no entender algo en ingles, el profesor lo deja muy claro usando el español para explicar
- Si bien en las clases se ocupa poco la lengua latina, cuando se hace uso de esta es de manera concisa
- Si, ya que no soy expert@ en el idioma del inglés me ayudo a comprender de mejor manera lo que significaba cada palabra
- el profesor lo explica en ambos idiomas para mayor comprensión

9. El uso de imágenes y videos por parte del profesor en sus clases te ha ayudado con tu aprendizaje.

Muy de acuerdo (100%)

10. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Permite aprender a través de diversas capacidades de los estudiantes, y también diversifica los instrumento y estrategias aplicadas en clases, siendo estas más motivadoras.
- al igual que el uso de español este ayuda al entendimiento de lo que se quiere decir
- Siempre es bueno usar imagenes para los ejemplos usados en clases
- Al escuchar otros diálogos y voces que hablen perfecto ingles ayuda a no encasillarse
- Si ya que es mas fácil de comprender
- videos explicativos muy buen realizados acorde a la situcion

11. Las clases son interactivas y motivadoras.

Muy de acuerdo (100%)

12. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Si, hemos realizado clases en las cuales se aplican diversas estrategias, videos, audio, redacción y participación activa con nuestros pares y docente.
- la participación en clase es vital en el ingles
- Siempre se fomentó la participación de cada alumno
- Estamos en constante dialogo he interacciones vía micrófono con el docente
- Si ya que me motivan a dar mi respuesta y a no sentirme mal por equivocarme
- profesor proactivo, simpatico

13. Las clases te han ayudado a aumentar tu confianza al usar inglés.

Muy de acuerdo (100%)

14. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Se otorga un espacio constante de reforzamiento positivo, se promueve la participación y explicación clara y oportuna frente a dudas
- a pesar que poseo una moderada pronunciación hay cosas que el profesor me ha corregido en ese aspecto
- Ahora es mas claro el uso de algunas frases por lo que las puedo usar con mas confianza
- en la vida diaria he ocupado términos vistos en la clase ya sea en las películas o series
- So ya que me siento más segur@ al expresarme
- si demasiado

15. Este método de enseñanza debería seguir siendo incorporado en tus clases de inglés.

Muy de acuerdo (100%)

16. Si es posible, ¿podrías entregar la razón que tienes para elegir el puntaje de la pregunta anterior?

- Ha sido desafiante y eleva el nivel de las clases en cuanto a su exigencia, comparado con otras clases
- estoy seguro que de esta forma se puede enseñar a todos para empezar en Ingles
- Es un método distinto a los que uno ve comunmente
- Es una manera mas amigable y fácil de aprender una lengua extranjera
- Si ya que se aprenden muchas mas expresiones

17. Por favor, menciona al menos un aspecto de las clases que más te ha ayudado.

- La práctica constante y practica oral de inglés con duplas entre los pares
- la participación, el método de enseñanza, la motivación, etc
- La disposición del profesor al momento de enseñarnos
- la intervención del micrófono, la corrección oportuna y la ayuda en conectar ideas
- Lo me más me ayudo fue la actitud de mi profesor ya que no se rindió al ayudarme y me corregía al equivocarme
- la pronunciacion a mejorado bastante

18. Por favor, menciona al menos un aspecto de las clases que debería mejorar.

- La evaluaciones podrían incluir preguntas en las cuales se apliquen las estrategías con las cuales se enseñaron (con audios e imagenes por ejemplo) a modo de diversificar el instrumento de evaluación aplicado en coherencia a lo visto en clases y los diversos estilos de aprendizajes de los estudiantes
- me gusta tal cual es, me parece genial
- Tal vez deberían durar mas las clases.
- por el momento no tengo comentarios
- Estuvo perfecto a mi parecer
- por el momento encuentro todo bien, no mejoraria nada