A genre-based approach to teaching personal recount writing to 6th grade EFL students in Chile

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Abstract

This mixed-methods study intended to implement a genre-based approach to writing, informed by SFL (Systemic Functional Linguistics), in a Chilean EFL (English as a Foreign Language) context. The primary aim of this research was to evaluate the effectiveness and student perceptions of a genre-based pedagogical intervention (GBP) designed to enhance the writing proficiency of sixth-grade EFL students in producing personal recount texts.

The writing assignments of five students were analyzed, engaging in the production of a specific form of personal recount text: diary entries. The assessment of the effectiveness of the genre-based intervention involved the analysis of pre-test and post-test diary entries, with a focus on the social purpose and language choices inherent to the personal recount genre. Data was collected through quantitative analysis of diary entries, and qualitative analysis of the participants’ responses to an open-ended questionnaire.

The findings of the pre-test and post-test compositions, supported by a statistical analysis, identified a substantial improvement in students' overall personal recount writing skills following the implementation of the genre-based approach, in aspects such as use of evaluative language and cohesively connecting a sequence of main events. Results also indicated that students' perspectives were mostly positively impacted by the GBP's application, with students indicating that each stage of the method was effective in helping them write their compositions. Overall, the results highlight students' predominantly positive perspectives on the application of the GBP, emphasizing the effectiveness of each stage of the method in facilitating their composition process in aspects such as genre comprehension and easiness in the writing process. Ultimately, this research contributes to the understanding of the potential of genre-based pedagogy in the Chilean EFL context and its impact on students' writing performance and perceptions.

**Keywords:** EFL teaching, EFL instruction in Chilean contexts, writing instruction, genre-based pedagogy (GBP), systemic functional linguistics (SFL).
"Who is wise? The one who learns from everyone." (Ethics of the Fathers, Pirkei Avot 4:1)
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Chapter 1: Introduction

The advancements in information and communication technologies, as well as globalization, have resulted in an increasingly developed and interconnected society. People need to be able to do more than merely receive and comprehend information: they also need to be able to express themselves, exchange ideas, and critically discuss issues with others (Flores-Ferrés, Va Weijen & Rijlaarsdam, 2022). This applies not only to their first language, but also to English as a foreign language, allowing proficient communicators to expand their horizons in terms of job, social, and cultural opportunities (Axatovna, 2022). Consequently, oral and written skills have become increasingly more important in social and long-term development (Flores-Ferrés et al., 2022), as writing is one of the language skills more difficult to teach due to problems related to student motivation, levels of proficiency, writing anxiety, and time constraints (Moses & Mohamad, 2019). At the same time, writing is one of the skills that enhances students’ metacognitive and critical thinking practices in English as a Foreign Language (EFL) (Murtadho, 2021).

In 1998, Chile made English education compulsory from 5th to 12th grade in public schools, driven by the necessity for international communication and access to information (British Council, 2015) and "should be considered an essential skill for facilitating international communication, accessing information, participating in information networks, and engaging in commercial exchanges" (Matear, 2008, p. 136). Various state programs were introduced to regulate and promote English education nationwide. However, despite efforts, proficiency remained basic, as evidenced by the 2014 SIMCE exam where 53% of 11th graders did not achieve A1 level (Gómez Burgos, 2017). Chile ranked 47th out of 112 countries in the 2021 EF English Proficiency Index (EF EPI) (EF, 2021). To address the proficiency issue, in 2019, Chile initiated the 'English in English' project, aiming to enhance English usage in classrooms. This was prompted by the 2014 SIMCE results, where only 25% of students achieved an A2 proficiency level (MINEDUC, 2019). The project implemented English-only instruction, aligning with the CEFR standards and measuring reading and listening comprehension through an international test in 2017 (MINEDUC, 2019).

Out of the four major communicative skills in EFL teaching and learning, only listening and reading seem to be reinforced in the classroom. When assessing production skills, speaking activities tend to be prioritized, not paying enough attention to writing. According to Elshirbini Abd-Elfatah Elashri (2013), writing is one of the most important skills in foreign language acquisition, since it "allows writers to explore thoughts and ideas, and make them visible and concrete, encourages thinking and learning, motivates communication and makes thought available
for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed."
(p. 3). In essence, it encourages the organization of thoughts to inspire thinking, stimulates communication, and provides a foundation for reflective practice.

Recognizing the growing importance of writing skills in English, the Chilean Ministry of Education has responded by incorporating writing into official documents, including the *Bases Curriculares* (which outline the didactic organization to achieve learning objectives), *Programas de Estudio, Mapas de Progreso y Niveles de Logro*, and the *Sistema Nacional de Aseguramiento y Calidad*. These initiatives aim to continuously promote student learning and enhance the capabilities of educational institutions across the country (Westhoff, 2017). While Chile's Ministry of Education (MINEDUC) has adopted the Common European Framework of Reference for Languages (CEFR) as a guideline for English instruction, these guidelines have not been consistently integrated into instructional materials (Arellano, 2018).

Many factors influence the low English-language proficiency in the country, some of them being "an insufficient number of qualified teachers, a lack of resources, inappropriate ELT curriculum, overcrowded classrooms, stratification and the inequalities of the educational system." (Barahona, 2017, p. 16). In terms of writing performance, Nunan (1999) notes that writing is one of the most challenging skills for students to acquire in both their first and second languages, implicating a major challenge. Educational policies emphasize the inclusion of writing activities in the first language (L1) curriculum from the beginning of the educational system, as evidenced by its curricular framework (MINEDUC, 2012). However, Arancibia Aguilera (2014) underscores the increased difficulty of writing in a second or foreign language context, primarily due to cross-linguistic interference, considering that academic literacy in the native language does not necessarily transfer to a foreign language. Moreover, the author states that in the specific case of Chilean foreign language students, they lack the academic literacy skills needed to succeed at university.

The teaching of writing skills in EFL contexts has been traditionally based on teaching lexico-grammatical structures in isolation. Nevertheless, Norris and Ortega (2000) suggest that teaching a foreign language is not just about teaching explicit grammar, but teaching content with a specific purpose and context. According to these authors, it has been proven that explicit instruction in writing is more effective than implicit instruction, thus, teaching should be focused on meaning and purpose and not grammar structures in isolation. Nazari (2013) also puts forward that learners need to be aware of metalinguistic concepts in order to succeed when learning a language, instead of
teaching English as it has historically been taught, relying on the lexico-grammatical functions in isolation and teaching of grammar without proper strategies. As a result, complete texts should be at the center of writing instruction.

As a reaction to grammar-based instruction, process writing emerged as the most used writing approach in secondary school EFL teaching, to which the sequence of activities typically comprises four stages: prewriting, drafting, revising, and editing (Badger & White, 2000), and focuses primarily on the creative process rather than on the final product (Tompkins, 1997). Even if this aspect can be considered as an improvement from more traditional approaches, one of the main problems lies in the inability of the process approach to provide a complete insight or intellectual development of ideas (Elshirbini Abd-ElFatah Elashri, 2013) and at the same time, if it is not well implemented or if the guidelines on how to develop a properly written text are not clear, it could easily be presented as a linear process (Elshirbini Abd-ElFatah Elashri, 2013). Miller (1984) adds that process writing is highly focused on cognitive processing, leaving aside the social awareness and main purpose of the text, which are crucial aspects for meaningful writing and for readers to understand the text.

On the other hand, a genre-based approach (GBA) is a theoretical and methodological perspective that emphasizes the production of texts based on the contexts in which they will be used, an aspect frequently neglected in more traditional approaches to writing. This approach draws inspiration from the Systemic Functional Linguistics (SFL) theory (Martin, 1992; Martin & Rose, 2007a, 2012) but focuses on broader aspects of text and discourse, including genre analysis and social contexts. The implementation of GBA seeks to enhance writing skills through the mastery of diverse text types and the capacity to comprehend the overall structure of such genres in discourse. The primary aim of GBP is to guide students in understanding the fundamental structure of different text genres, breaking them down into substructures and components. This approach enables students to not only comprehend the essential lexical and grammatical elements required for replicating these text types but also to effectively enhance their writing skills.

Using GBP, which consists of perfecting students' linguistic skills in a foreign language, writing can be directed through explicit teaching of genres taught at school by "creating meaning at the level of the whole text. Rather than dealing with discrete instances of language" (Derewianka, 2003, p. 135). Thus, through a genre-based pedagogy, students can actively participate in their own learning process while having more opportunities for language performance in everyday situations, developing cognitive mental processes, acquiring language tools, and providing communication
techniques that students need to be able to successfully interact with an audience (Gómez Burgos, 2017). In the case of Chile, where writing is generally evaluated for its product rather than its process and does not necessarily involve the development of metalanguage in its students (Miranda Plaza, 2018), the use of such an approach could bridge the gap in the teaching of writing in the national context.

The present study is an action research project that was carried out in a private school in Santiago, Chile. The intervention targeted a 6th grade classroom consisting of 20 students aged 10 to 12, with only 5 students participating, as detailed in the Methodological Framework section. It is imperative to underscore that, for the scope of this study, data analysis centers on this subset of five students. The school implements an educational model based upon the concept of learning a language through the language itself, thus adopting a content-based instruction (CBI) approach. This approach aligns the content instruction in both the students' native language (L1) and the target language (L2). Starting from middle school, Spanish serves as the primary language of instruction across all subjects except for the English class, where instruction occurs exclusively in English. Although students demonstrate a reasonable capacity to understand simple instructions and engage in content-related activities in English, when attempting to articulate their thoughts in written form in the same language, their proficiency levels was said by the English department of the school to span from A1 to A2, with a few exceptions having a B1 level due to exposure to English at home through English-speaking parents. Thus, the majority of the students possess limited linguistic resources, and they might even struggle to effectively apply vocabulary within the appropriate context, which can hinder their ability to achieve their intended communicative goals.

Based on my classroom observations and conversations with the students’ English teachers, it was noted that although students possess a high command of spoken English proficiency, there are notable gaps in their writing skills. While the students exhibit a strong command of English, they have not been exposed to a wide range of text genres. Their most recent experience involved working on letters the previous year, during which they acquired knowledge of different paragraph-level connectors such as "first" and "lastly," as well as action verbs to incorporate into their written compositions, as mentioned by the lead teacher. This action research project is dedicated to implementing a genre-based approach (GBA) to produce a personal recount text.

The importance of applying a genre-based approach in this context is due to its capacity to broaden the students' repertoire of text types. Although the students have a good understanding of the language, exposure to a different genre allows students to develop versatile writing skills. It
allows them to adapt their writing style and structure to various real-life situations and academic requirements, which is a useful resource in their language learning journey. Additionally, by exploring different genres, students can deepen their understanding of language functions, discourse conventions, and communication strategies, ultimately developing a more comprehensive and effective language competence. Having highlighted the necessity of creating an educational program rooted in the Genre-Based Approach to improve the academic writing skills of sixth-grade students, particularly in producing personal recount texts, it is essential to note that the national curriculum (Ministerio de Educación, 2022) places an emphasis on students' ability to write various non-literary texts (such as emails, letters, agendas, invitations) and literary texts (like stories, rhymes, comic strips) using visual language support. Additionally, students are expected to describe past actions using phrases like "I was/made/did/felt" (p. 11). Therefore, the significance of this research lies in the successful development of an intervention that will generate a specific genre suitable for learners of this age, catering to their interests and needs. This program aligns with the educational objectives outlined by the Chilean Ministry of Education for sixth grade and the school's curriculum planning. The objective is to help students improve their writing, particularly when writing a diary entry, by teaching them the specific conventions that define these texts and by fostering their awareness of how language choices are influenced by the social purposes they serve in a given culture.

As stated before, a genre-based approach provides more comprehensive instruction than other approaches, such as a process approach in writing, since they may lack the systematic guidance provided by a genre-based approach, which could negatively affect in terms of awareness of genre-specific language choices and organizational patterns required to communicate an intended message. According to Tuan (2011), data shows that the majority of students that have participated in GBA-related studies have achieved mastery over the essential elements needed to produce a recount genre in terms of its social aims, linguistic features, and schematic organization.

Considering the benefits that students can obtain from this approach in terms of familiarity with texts that will be used and assessed during the school year, a GBA is an alternative to master different text genres, while also including explicit procedures for teachers through scaffolding, by breaking down the complexities of different text types and providing step-by-step instructions; teachers can effectively guide their students in developing the necessary skills to comprehend, produce, and analyze diverse texts (Christie & Derewianka, 2008). The idea of implementing a genre-based approach to enhance writing skills in the Chilean EFL classroom not only contributes to my professional development as an educator and researcher but also aims to contribute with an
approach that could be used for the benefit of teachers and students struggling with writing production in similar contexts. Moreover, teachers would benefit from this since they will eventually have to align the level of the students' performance to the content complexity required by the national curriculum, which students have not been able to integrate yet, while also making a considerable contribution to the field of second language acquisition by giving more evidence about effective methods of instruction for EFL students to improve their language acquisition.

In this study, an intervention to analyze the impact of implementing a genre-based pedagogy (GBP) to foster writing skills was undertaken in a group of 5 Chilean students enrolled in a private educational institution situated in Vitacura as a response to the lack of development in the writing proficiency observed within this particular context. This research aimed to facilitate better understanding and application of genre-related concepts, so the students can write specialized texts they could need to succeed in high school and higher education. A study carried out by Gómez Burgos (2017) noted that student outcomes in L2 writing at a public university in Chile were not achieved because of their lack of exposure to genres from a real-world setting. Furthermore, another study carried out by Acevedo Ampuero (2019), also in a Chilean context, noted that the majority of participants acknowledged that their exposure to visual and written models of the genre that they need to produce had advanced and improved their understanding of writing and its social function. In their attempts to compose academic genres, most participants acknowledged their development and eventual confidence increase. All things considered, there are limited studies in Chile where a genre-based pedagogy has been applied to enhance writing skills in English (Whesthoff, 2017; Araneda and Fredes, 2021), thus a deeper understanding of how GBP works in this context is needed. Therefore, this intervention intends to generate results that will motivate other teachers to implement this kind of approach in contexts with similar problems, while ensuring that students will receive the necessary tools to thrive in their academic writing.

A genre-based pedagogy provides a framework for teaching writing that focuses on the language and structure associated with a variety of text genres. In this case, it can assist in bridging the gap between understanding the content and effectively expressing ideas in written English, while at the same time, being aligned with the school's content-based instruction model. The application of GBP, particularly in the production of personal recount genres, offers valuable advantages. It allows students not only to express their thoughts, feelings, and personal experiences while recounting events but also to foster genre literacy, as highlighted by Çakmak (2017). As for its linguistic implications, a study led by Karimah et al. (2017) demonstrated improvements observed in areas
such as text arrangement, understanding of the morphological and contextual nuances of thematic vocabulary, utilization of complex grammar structures (including the correct application of various verb tenses), and overall understanding of the functions of a text in a determined context. This underscores the suitability of GBP for addressing the specific language learning needs of the students in this content-based instructional setting by enabling students to apply their language skills directly to the subject matter they are studying in the English class.

The success of this process largely depends on the teacher's mastery of the genre and its linguistic and structural features before introducing them to the students. In the context of my students' curriculum, they are required to produce a personal recount text as part of the "Green Issues" curricular unit. This unit places a strong emphasis on developing writing skills, and the evaluation criterion is centered around producing a text about a personal experience related to the environment. Although students are not required to write a personal recount text as such, the idea of writing a diary entry to talk about experiences related to environmental issues seems to be better suited to this context, since personal recounts are instrumental in fostering the construction of linguistic knowledge by drawing upon firsthand experiences, which promotes the emergence of engaging and team-based learning in the classroom.

Since the students that take part in this study have a communicative level of English, GBP can help them develop advanced language skills and critical thinking abilities as there is always room for improvement in terms of vocabulary, grammar, and writing proficiency. This approach encourages students to analyze and mimic the language features of specific genres, which can be especially valuable for learners aiming to achieve a higher level of proficiency (Martin, 2009). Another aspect from GBA that could benefit students is that a genre-based teaching encourages them to think critically about the purposes, audiences, and contexts of different types of texts; thus, preparing the learners for higher education or careers that demand advanced critical thinking skills. Through genre analysis, students can become more effective communicators and analytical thinkers (Derewianka, 1990).

1.1. Research questions and objectives

This action research aims to address the following questions:

(1) How effective is a genre-based pedagogy in enhancing students’ writing skills to produce a personal recount text with a social purpose?
(2) To what extent does the implementation of a genre-based approach enhance students' understanding of the structure of a personal recount text?

(3) How do students perceive their experience with a genre-based approach?

The general objective is to assess the effectiveness and perceptions of a genre-based pedagogical intervention to enable sixth-grade students to compose a recount text with a social purpose, recount structure and distinctive language features.

The specific objectives include:
1. To examine students’ production of a personal recount text by assessing their genre awareness and understanding of the genre language elements.
2. To conduct a genre-based pedagogy implementation on the societal purpose, structural framework, and linguistic features of a personal recount text.
3. To evaluate students' production of a personal recount text by examining their genre awareness and understanding of the genre language elements.
4. To assess students' perceptions regarding their experience with the intervention and how the writing process, as facilitated by genre-based pedagogy, influenced their ability to compose recount texts.

In order to answer questions 1, 2, and 3, students wrote two diary entries, a form of personal recount, one before and one after the intervention, and their writings were analyzed with the same rubric in terms of their social purpose and the application of ideational (conjunctions) and interpersonal language elements (appraisal resources). The recount writing performance was analyzed before and after the intervention.

Question 4 was answered by gathering and analyzing students’ responses from an open-ended questionnaire about their intervention experience and the impact it had on their recount writing. The data gathered by the pre-test and post-test was analyzed quantitatively and the findings of the open-ended questionnaire were analyzed qualitatively.

1.2. Summary of Thesis Chapter:

This chapter discusses the significance of writing skills in the context of English as a Foreign Language (EFL) education, particularly in Chile. It highlights the increasing importance of
communication skills in an interconnected world driven by advancements in technology and globalization. The chapter put forward that writing skills are crucial for students' social and communicative skills, despite the challenges associated with teaching writing. It delves into the challenges of teaching writing in EFL contexts, highlighting the need for explicit instruction and suggesting a genre-based approach to writing, which focuses on teaching specific text genres within their social and cultural contexts.

The chapter presents an action research project aiming to implement a genre-based approach to improve writing skills among 6th grade students in a private school in Santiago, Chile. It outlines the research questions and objectives of the action research project, focusing on the effectiveness of genre-based pedagogy in improving students' writing skills, their understanding of genre structure, and their perceptions of the approach. It describes the methodology, including pre-tests, post-tests, and open-ended questionnaires, for assessing the impact of the intervention.

1.3. Preview of the Thesis

This thesis comprises five chapters, with each chapter addressing different aspects of the research. Chapter 1 has underscored the significance of writing skills in the context of English as a Foreign Language (EFL) education, particularly in Chile, and an action research project aimed at implementing a genre-based approach to improve writing skills among 6th-grade students.

Chapter 2 delves into the theory behind Genre-Based Pedagogy (GBP) and its application in teaching personal recount genres. It emphasizes the role of Systemic Functional Linguistics (SFL) in understanding the foundations for text analysis. The Teaching-Learning Cycle (TLC) is introduced as a pedagogical framework guiding this intervention.

Chapter 3 outlines the research methodology, including the action research model used, data collection methods, and ethical considerations. It sets the stage for the subsequent analysis of research findings.

Chapter 4 presents the research findings, while discussing the improvements behind the students' writing skills, particularly in organizing events logically, using external logical connections, and enhancing the structure and grammar of their texts. The chapter also highlights the importance of model texts and language features in facilitating learning.
Chapter 5 concludes the thesis by summarizing the pedagogical activities and findings of the study, reflecting on its effectiveness, limitations, and challenges, and suggesting directions for future research.
Chapter 2: Theoretical Framework

Understanding the socio-semiotic roles of language essential for this research relies on a comprehensive understanding of fundamental concepts integral to text examination. As individuals who both consume and produce written material, our interaction with written pieces and their inherent purposes closely intertwines with our comprehension of genre. Views on genre depict it as a dynamic and semiotic concept, illustrating how it combines the structure and substance of written work, contextualizes texts, harmonizes the writing process and its final product, and acknowledges the significance of both individual and social aspects (Dewitt, 1993). According to Bakhtin (2010), comprehending genres equips us with the ability to respond effectively and suitably in our own writing, involving familiarity with aspects such as appropriate subject matter, level of detail, tone, approach, typical structure, and organization within a genre. It is not merely about adhering to genre-specific conventions but also about understanding how to respond appropriately to a given context.

In this chapter, the theory of how a genre-based pedagogy will aid students in understanding and writing a personal recount text will be further discussed, starting from the concepts of genre and register from the perspective of SFL to the different metafunctions and the processes involved in analyzing a text. Within the framework of a language-informed analysis, two crucial linguistic systems are introduced: CONJUNCTIONS, pertaining to ideational meaning, and APPRAISAL, concerning interpersonal meaning. For the purposes of this action research, only the ideational and interpersonal meanings will be analyzed further, as these linguistic elements play pivotal roles in understanding and constructing a text. Ideational meaning, central to the recount genre which focuses on narrating personal experiences or events, involves how language is used to convey experiences and represent the world, rather than establishing relationships, conveying attitudes, and interacting with others. Meanwhile, interpersonal meaning is critical in the recount genre because it shapes the author's voice and perspective. Moreover, a comprehensive definition of the personal recount genre is provided, elucidating the language choices we use when producing a text manifest three kinds of meanings simultaneously (metafunctions) within the domain of genre analysis. Simultaneously, it is explained how writing is taught and evaluated using a genre-based approach grounded in the Teaching-Learning Cycle (TLC) (Rose & Martin, 2012). This pedagogical framework seeks to enhance students' comprehension and proficiency in crafting recount texts, thereby fostering a deeper understanding of this genre and its socio-semiotic functions.
2.1. Systemic Functional Linguistics (SFL)

SFL is a comprehensive linguistic theory that studies language use and that explains language choices in relation to the purposes it serves in the social context, developed by Michael Halliday around the 1960s. Meaning-making (semogenesis), or the interpretation of texts as deliberate acts of meaning and function, is prioritized by SFL (Halliday & Webster, 2009). Language is viewed as a social resource, through which social beings negotiate meanings in social circumstances. SFL emphasizes the interplay between language, meaning, and context. It focuses on how language is used to convey meaning within specific social circumstances (Halliday & Hasan, 1985). SFL provides a comprehensive set of tools to analyze language in context. It emphasizes the functions of language, such as how language is used to represent experiences, express opinions, and interact with others, while it has also provided English learners with a path to improve their metalinguistic knowledge since SFL encourages metalinguistic awareness by focusing on the relationship between language choices and their communicative functions (Halliday, 1985).

Essentially, systemic functional linguistics emphasizes the idea of choice (Martin, 2009) and the study of language through the context in which it is used. According to Halliday (1978), language has three main purposes in communication: (1) to express and represent our experience of the world (ideational metafunction, which can be divided into: experiential and logical meaning); (2) to establish relationships between message senders and recipients (interpersonal metafunctions); and (3) to organize texts into coherent wholes (textual metafunction).

2.2. Genre and register in SFL

Systemic Functional Linguistics (SFL) provides a framework for examining language that places a strong emphasis on the intricate relationship between language and its context. As Halliday (1985) notes, there is a social-functional approach to language, comprising both a functional aspect, and a systemic aspect. The primary purpose of language is to construct meanings, and individuals engage in the process of textual negotiation to understand and convey their perceptions of the world and their interactions with others.

Understanding the connection between language and context is crucial, as it is the environment in which the text exists. There are two significant factors to take into account in this regard: the context of situation and the context of culture. The latitude where the text is situated is analyzed under the conceptions of the context of situation (which emphasizes that the environment
of the text is crucial) and the context of culture (the importance of managing the cultural background in which the text is immersed) (Halliday, 1978). Fundamentally, both contexts are important to understand a text, since each human activity is involved in a context and at a given time that requires knowledge of the elements present at the very time of the action to be fully understood (Halliday and Hasan, 1985). In other words, it is "language that is functional" (p. 10), and for this language to be functional, it must be understood in a context or situation in particular. Halliday's view is that a text serves as a symbolic representation of a socio-cultural happening within a specific situational context.

The "context of situation" refers to the combined semiotic, socio-cultural surroundings where the text takes place. It is shaped by situational factors referred to as "register," as described by Halliday (1978), and its variables encompass field (representing social activities), tenor (reflecting interpersonal relationships among language users), and mode (defining the role of language in facilitating communication). In the context of situation, Halliday identifies three variables, namely field, mode, and tenor, which together make up the integrated register system, which he defines as "a variety of language, corresponding to a variety of situations." (p. 29). According to Martin’s (2009) description of register, the first variable is **field**, which refers to the interactions between communicators along two dimensions: "what people are doing and what they are doing it to" (p. 20), involving activity focus and object focus respectively. It is necessary to highlight that register categories do not contain words or structures by themselves; therefore, they are expressed through linguistic choices that can either be considered over others or take a few linguistic choices as their own (Martin, 2009).

The second variable of register is **tenor**, which refers to the relationship with others. According to Martin (2009), tenor encompasses two dimensions: status, which conveys the different ways in which people relate to each other, i.e. power relations (which can be categorized in dominant and differential roles), and contact (or solidarity, according to Martin and Rose, 2008), which deals with feelings, emotions, and affinity among people when relating to one another (and that can translate into close and distant relationships). Poynton (as cited in Martin & Rose, 2008) states that reciprocity of choice is a key variable in status, referring to the equal or unequal status of participants when it comes to making linguistic choices. Moreover, for contact or solidarity, Poynton adds the principles of proliferation and contraction, which refer to the degree of closeness between participants as the determiner of meanings available for exchange and how much work is needed to exchange meaning respectively.
The third variable, **mode**, refers to the channel of communication between participants and the impact of the type of channel chosen on the way we produce and interpret the meaning of a message. These variables, first identified by Halliday, reveal the intrinsic relationship between language and register (Martin, 2009).

Martin (1992) developed a stratification of context into register and genre. The concept of language's functional variations extends beyond register and encompasses the more prominent dimension of genre, as defined by Martin in 1985. Genre, according to Martin, is a “staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (p. 25). Therefore, genre is characterized by purposeful activities staged within a culture, and its social function is determined by context, users, and its use in particular discourse communities. In other words, genre shapes the connection between field, tenor, and mode within a particular context. Conversely, genre focuses on recognizable patterns of language use within these social contexts, representing typical structures, styles, and content associated with specific communicative functions or textual types. Genres serve as templates for language production, while the register ensures that language choices align with the social and situational factors (Martin & Rose, 2008). According to Martin and Rose (2008), in Martin's framework, the stratified model situates the concept of genre within the cultural context, transcending register distinctions. At this level, genre operates as a template encompassing patterns related to the fields of discourse, the roles of participants, and the modes of communication. This step involves a restructuring of language within its social setting, viewing it as an “integrated semiotic system” (p. 16). Within this system, the notions of "situation" and "culture" are redefined as social semiotic strata, specifically, register and genre. These language systems contribute to the realization of the social context, as this stratified language system reflects and shapes the social environment, given that language serves functional social purposes (Chanifah, 2019). Figure 1 shows the stratified model, which is integral to understanding how language functions in different layers or strata.

**Figure 1**

*Genre as a pattern of field, mode and tenor* (Martin & Rose, 2008, p. 17)
Note. This figure shows how genre is modeled at the stratum of culture, which encompasses field, tenor, and mode.

These metafunctions are closely related to the concepts of field, tenor, and mode, which are key elements of SFL's framework for analyzing discourse. In the framework of SFL, three fundamental strands of meaning within language, known as metafunctions, materialize and generate meaning across the three contextual variables referred to as register variables (Halliday & Matthiessen, 2014). The **ideational metafunction** in SFL is closely related to the concept of field since it deals with how language represents and construes our experience of reality. The **interpersonal metafunction** in SFL is closely related to tenor since it deals with how language is used to establish and negotiate social relationships, express identity and points of view. The **textual metafunction** in SFL is closely related to mode since it focuses on how language is structured to create a coherent and cohesive text, as well as how a text is organized to achieve a particular communicative purpose (Halliday & Hasan, 1985).

Therefore, these concepts work together to provide a comprehensive framework for analyzing and understanding language use in context. This perspective emphasizes the interconnected nature of language and context, highlighting how genre, as a crucial aspect of context, influences the meaning and function of a text.

Eggins (2004) discusses how genre works within an SFL framework, and states that genre, concerned with the distinct forms of communication associated with specific contexts, is characterized by established structures and communicative functions. As a result, these genres are
closely tied to specific communicative intentions. Additionally, this approach has had a significant impact on educational settings. To aid in grasping these distinct features, Rose and Martin (2012) provide a "school genre map" specifically created to assist teachers to identify the main genres that students must master to excel in school. This map (Figure 2) categorizes these genres based on their social functions and highlights the different characteristics for each.

Figure 2
Map of genres in school (Rose & Martin, 2012, p. 110)

Note. This figure indicates the most common genres taught at school.

Derewianka (1990), who has promoted the use of genre-based approach to teaching writing in school and its development over time, emphasizes genre teaching as a way to help students become proficient communicators in various social contexts, recognized five major genres: (1) a narrative is typically written to engage the audience, (2) a recount is written to describe an event, (3)
a report is written to provide accurate information, (4) a command text is written to teach the listeners or readers, and (5) an expository text is written to present or defend a position. The specific context in which these genres are recognized and applied is primarily within the realm of education and literacy development, where educators use genre-based pedagogy to teach students how to navigate and produce texts for different purposes and audiences. This approach helps students become more skilled and versatile writers and communicators as the societal goals will dictate the text’s organizational scheme and the specific linguistic devices that the writers must employ. Olinghouse and Wilson (2013) found differences in vocabulary use across different genres, which is directly related to the quality of a text, notably in narrative and persuasive texts, implying the suitability of the model in studies related to the acknowledgments and use of a genre approach in writing.

Recount texts are a common genre in schools. A personal recount text is a written genre that focuses on an individual’s account or retelling of a personal experience or event, as expressed in Table 1. It is a narrative genre in which the writer shares their perspective and emotions related to an event. Personal recount texts can cover a wide range of experiences, from daily routines to significant life events. These narratives are typically written in first person and convey a sense of authenticity and personal reflection (Humphrey, Droga & Feez, 2012).

Table 1

Overview of Text Types and their Purpose Across the Curriculum (Humphrey, Droga & Feez, 2012, p. 199)

<table>
<thead>
<tr>
<th>Text type family</th>
<th>Text types</th>
<th>Purpose</th>
<th>Curriculum area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storytelling</td>
<td>Literary description</td>
<td>to describe the characteristic features of an often imagined person, place or object</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recount personal recount</td>
<td>to recount a sequence of events (without complication) and to share a personal response to those events</td>
<td>English, Creative Arts</td>
</tr>
<tr>
<td></td>
<td>literary recount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td>to narrate a sequence of unusual or unexpected complicating events, and their resolution, and to evaluate the events and their outcome (sub-types include: exemplum, anecdote and moral tale or fable)</td>
<td>English, Science, History, Design and Technology, Geography, Creative Arts, Health and PE</td>
<td></td>
</tr>
<tr>
<td>News story</td>
<td>to chronicle a ‘newworthy’ event</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to Humphrey (2012), a personal recount text is a genre of written expression where individuals share their own thoughts and reflections of personal experiences or events they have encountered. This form of writing is presented in a first-person perspective, therefore, it offers a sense of authenticity and emotional connection while the writer narrates events in a chronological order. Optionally, as presented in Table 2, a personal recount text may or may not include a reorientation to go back to mention the participants, main event being described, reflections or evaluation of the day. In contrast to narratives, recounts do not present a problem or complication, therefore the text does not end with an evaluation as a form to respond to reflection on the complication. According to Derewianka (1990), the recount usually starts with an orientation, which provides the reader/listener with the background information required to understand the text (who was involved, where it happened, and when it happened). The recount then unfolds with a recount of events listed in chronological order, since it entails a sequence of events, external logical connections need to be done at text level.

Table 2
*Schematic structures of recounts and narratives (based on Martin & Rose, 2008) (Humphrey, 2016, p. 32)*

<table>
<thead>
<tr>
<th>Genre</th>
<th>Elements of structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>(Abstract)*</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
</tr>
<tr>
<td></td>
<td>Complication</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>Resolution</td>
</tr>
<tr>
<td></td>
<td>(Coda)</td>
</tr>
<tr>
<td>Recount</td>
<td>Orientation</td>
</tr>
<tr>
<td></td>
<td>Record</td>
</tr>
<tr>
<td></td>
<td>(Reorientation)</td>
</tr>
</tbody>
</table>

As shown in Figure 3, recount texts typically follow a chronological structure, presenting events in the order they occurred, helping the reader to navigate the narrative smoothly. Figure 3 shows the reorientation stage in a recount text, which provides a reflective summary of the
recounted events and may link them to the present situation, is considered optional in the recount genre (Martin & Rose, 2008), and serves to reorient the reader, offering closure to the narration and often emphasizing the significance or lessons learned from the experiences shared. However, the inclusion or exclusion of the reorientation depends on the author's stylistic choices and the description structure they wish to follow to achieve the social purpose of the text.

**Figure 3**

*Sample of a recount text organization (Derewianka, 1990, p. 46)*

![Sample of a recount text organization](image)

Furthermore, a recount is the chronological progression of a series of events. We use language to keep the past alive and to help us interpret our experiences by rebuilding prior experiences, with the purpose of telling what happened (Derewianka, 1990). According to
Humphrey et al. (2012), a recount serves the social function of providing information about one's experience in the world through imagining and writing strategies for presenting ideas.

A personal recount entails recalling an event in which the writer/speaker was intimately involved (for example, an oral tale or a journal/diary entry), usually presenting opinions or feelings about the events that are being told (Derewianka, 1990). Saragih, Silalahi & Pardede (2014) summarize Boardman’s (2008) outline of the several linguistic elements commonly observed in recount texts, which inferred that a recount is a narrative presenting past experiences in a chronological order, aiming to engage the audience. In order to achieve this goal, nouns and pronouns are utilized to designate individuals, creatures, or objects involved. Secondly, recount texts employ past action verbs to denote the events. Thirdly, the past tense is employed to position events concerning the speaker's or researcher's temporal perspective. Fourthly, recount texts utilize CONJUNCTIONS and time connectives to arrange events sequentially. Lastly, recount texts incorporate adverbs and adverbial phrases to signify place and time and employ adjectives to depict nouns.

Some authors who have written about the genre of personal recounts such as Derewianka and Jones (2016), Humphrey et al. (2012), and Macken-Horarik, Love, Sandiford and Unsworth (2017) have stated that in order to fulfill the social purpose of the text, the writer should consider what its general grammatical features are. As personal recount aims to retell a series of events, these features are:

(a) most action verbs to relate activities are material and mental processes.
(b) the events of the story happen in the past, therefore actions are described using the past tense.
(c) adverbs or prepositional phrases provide details of where, when, with whom, and how.
(d) Connectors to link events in a sequence (CONJUNCTIONS)
(e) attitudes voiced consider people's behaviors, value places, or add significance to events and objects.

Some of the typical features of personal recount texts are the use of first-person pronouns (e.g., I, we), as well as the introduction of special characters that appear across the narrative (my best friend, our pet, Mr. Schneider), for which pronouns are useful for tracking these participants, and the writer usually adds interesting or humorous details to enrich the text with their viewpoints or evaluation on different phenomena. Other linguistic features in recount texts include the use of
simple past tense (e.g., Roger stuttered, she said), the material process type that focuses on the actions (e.g., went, ate, walked), the most prominent external logical connections (or CONJUNCTIONS) having to do with time (e.g., at the same time, next, then, later, after that) (Derewianka, 1990).

Due to this, it is important that teachers understand what aspects should be assessed, thus it is recommended that for this specific genre, students make use of linking words and phrases between the main events (as suggested by Humphrey et al. (2012) mainly using addition CONJUNCTIONS). When writing a text, it is crucial to have a structure with a clear and meaningful opening in the orientation stage, and a clear set of events in the recount of events stage, so that the writer is able to use adjectives to refer to the feelings the participants encounter when experiencing events and encounters, express an evaluation over events or things, and voice up an opinion about someone else's behavior. Table 3 shows a summary of the defining characteristics of a personal recount text, adapted from Dalimunthe (2018).

Table 3
Summary of the features of the Personal Recount genre (adapted from Dalimunthe, 2018, p. 43)

<table>
<thead>
<tr>
<th>Rhetorical Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>a. It consists of a theme or topic to be informed.</td>
</tr>
<tr>
<td></td>
<td>b. To show the reader about the topic/theme being informed.</td>
</tr>
<tr>
<td></td>
<td>c. To attract reader attention and interest d. It enables to attract and</td>
</tr>
<tr>
<td></td>
<td>provoke the reader so that she/he is willing to continue reading the</td>
</tr>
<tr>
<td></td>
<td>whole text.</td>
</tr>
<tr>
<td></td>
<td>e. The use of adjectives to show personal attitude in order to make the</td>
</tr>
<tr>
<td></td>
<td>event more meaningful and powerful.</td>
</tr>
<tr>
<td><strong>Sequence of events or record of events</strong></td>
<td>a. To provide details about the event informed/described chronologically (the types of plot may vary).</td>
</tr>
<tr>
<td></td>
<td>b. It is better to tell chronologically rather than flash back and zigzag.</td>
</tr>
<tr>
<td></td>
<td>In order to have a good chronological order the sequence markers such as first, second, third, etc. are important.</td>
</tr>
</tbody>
</table>

2.3. SFL informed analysis

In this SFL informed analysis, the role played by two key metafunctions will be explored: the ideational and interpersonal metafunctions. Systemic Functional Linguistics offers a unique lens through which we can examine how language choices shape personal narratives, therefore, by
delving into these metafunctions, elucidate the intricate dynamic involving language, contextual factors, and communication in the realm of personal recount texts.

2.3.1. Ideational meaning

As variables of the social setting of the situation in the text, the field, tenor, and mode correspond to three metafunctions that reflect the meanings transmitted in any text. These three choice systems are categorized into three areas of meaning, referred to as ideational meaning, which deals with the experiential and logical meaning, to which Martin (2009) relates to field; interpersonal meaning, which refers to the establishing relationship between participants and it enacts tenor; and textual meaning, which involves the organization of ideational and interpersonal meaning in a text based on the channel of communication, and which is related to mode (Martin 2009). Regarding the experiential analysis in the ideational metafunction, the system of TRANSITIVITY analyzes isolated and contextual sentences. This system of experiential meaning at the clause level provides lexico-grammatical resources for representing a quantum of change in the flow of events as a figure, i.e. as a configuration of elements centered around a process (Halliday and Matthiessen, 2014). However, clause types and nominal group structures (transitivity) were not analyzed in this study, since analyzing transitivity in a personal recount text may not be the primary focus, as personal recounts typically prioritize the narration of personal experiences, events, or stories. Therefore, aspects such as recounting structure, connection of ideas, and evaluation were prioritized.

Regarding the logical analysis in the ideational metafunction, the logical-semantic connections in the chronological sequencing of events aim to attain the goal of a personal recount text, by identifying the ways in which the ideas in the discourse are connected depending on the category and its function at the text level. In order to achieve a proper sequence of ideas, the text must be properly connected by external logical resources called CONJUNCTIONS that fulfill the function of directing a structure of a text depending on its purpose (Martin, 1992; Martin & Rose, 2007a, 2012). They can be classified as external and internal connections. External connections link activities in sequential order, whereas internal connections organize information within the text.

2.3.1.1. Logical-semantic relations

As previously noted, external logical connections are concerned with structuring a text logically as a series of activities. There are four types of external connections: addition,
comparison, time, and consequence. Table 4 shows the categories and subtypes of external logical connections used to connect the events described in a text in an organized manner.

Table 4
Types of external connections and their subtypes (Martin & Rose, 2007b, p. 122)

<table>
<thead>
<tr>
<th>Type of external connection</th>
<th>Sub-type</th>
<th>Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Additive</td>
<td>(add) and, besides, as well as (subtract) nor; neither... nor</td>
</tr>
<tr>
<td></td>
<td>Alternative</td>
<td>or, either... or, if not - then, alternatively</td>
</tr>
<tr>
<td>Comparison</td>
<td>Similar</td>
<td>like, as if</td>
</tr>
<tr>
<td></td>
<td>Different</td>
<td>(opposite) whereas, while (replacing) instead of, in place of, rather than</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(excepting) except that, other than, apart from</td>
</tr>
<tr>
<td>Time</td>
<td>Successive</td>
<td>(sometimes) after, since, not that; before (immediate) once, as soon as; until</td>
</tr>
<tr>
<td></td>
<td>Simultaneous</td>
<td>as, while, when</td>
</tr>
<tr>
<td>Consequence</td>
<td>Cause</td>
<td>(expectant) because, so, therefore (concessive) although, even though, but, however</td>
</tr>
<tr>
<td></td>
<td>Means</td>
<td>(expectant) by, thus (concessive) even by, but</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
<td>(desire) so that, in order to, in case, even so, without (fear) lest, for fear of</td>
</tr>
<tr>
<td></td>
<td>Condition</td>
<td>(open) if, then, provided that, as long as, even if, even then (closed) unless</td>
</tr>
</tbody>
</table>

A personal recount text presents a linear pattern that is repeated in a systematic fashion. Internal logical connections are also found as elements to help make up a personal recount text,
however, they are not being taught or evaluated in the present study as such due to the focus on the field rather than the mode of the texts that students will be asked to write.

These patterns will inevitably create a type of prior information that students can use in the upcoming learning scenario, however, that succession of the text shall be well-defined. In the present study, results indicate that once students recognized the main characteristics and purpose of each stage of the text, they were more cautious to keep the conventions and properly use the connecting devices.

Another research, done by Martínez Lirola (2015), revealed that numerous grammatical mistakes and general misuse of CONJUNCTIONS choice of vocabulary, verb tenses, and grammatical patterns that are inappropriate for the text's register or style may result in ambiguities, referring issues, and duplication problems. Similar to this study, the authors came to the conclusion that the text was enhanced by the addition of a wide range of voices, styles, discourse features, and points of view due to the linking words and phrases that enabled linking one idea to another that allowed continuity in the text.

A text presents external logical connections that the author organizes according to the field, which examines what is going on in the text. The use of internal logical connections is to refer mostly to information previously stated or to add extra information that does not add up to the sequence of events identified by the external logical connections, thus they are not intended to be used to repeat a series of events, as it does in recounts where events take place in the order they occurred during the experience. On the other hand, the analysis of external logical connections in a personal recount text helps learners understand how activities in a sequential event are connected.

In personal recount texts, conjunctions are crucial for organizing and linking the recounting components, enhancing the coherence and cohesion of the text. Figure 4 shows an example of the use of CONJUNCTIONS in a recount without explicit instruction.

**Figure 4**  
*Conjunctions used to express logical meanings (Humphrey et al., 2012, p. 169)*

34
External logical connections and internal logical connections refer to different types of relationships between clauses, sentences, or ideas in a text. Derewianka (1990) proposes that logical connections are used to link separate sentences or clauses within a text. They connect ideas or events that may not be directly related in terms of time, causality, or logic. "and," "but," "because," "therefore," "although," "while," "since," and "however" are commonly used to establish external logical connections. These words bridge the gap between distinct thoughts or actions.

2.3.2. Interpersonal meaning

Interpersonal meaning, which is one of the functions of language that provides a comprehensive framework for examining how language serves as a tool for communication and interaction, is a central concept in SFL and relates to the way language is used to establish interpersonal relationships, convey attitudes, and negotiate meaning within a text (Eggins, 2004). In the context of personal recounts, interpersonal meaning plays a crucial role in how individuals express their emotions, engage with the reader, and reflect their attitudes and thoughts towards the recounted events and participants in those events.

2.3.2.1. Appraisal system

One of the interpersonal meaning networks at the discourse level, a complex system that enables the linguistic study of a text from the standpoint of the text's evaluative characteristics was expressed by Martin and Rose (2003) and Martin and White (2005), which is recognized as the APPRAISAL system. This system, established by Martin (2000b), was created with the idea that language comprises social context and that the social context shapes it, as it looks at how writers or speakers create distinct authorial personalities for themselves and how they envision the ideal
audience for their writings. According to Martin and White (2005), the APPRAISAL system is "probably most closely related to the concept of stance" (p. 40), as this concept examines how the writer's or speaker's attitude is expressed and how it is intended to bring the reader or listener into a community of shared views and values. Figure 5 shows an overview of the appraisal system and subsystems.

**Figure 5**
*An overview of appraisal resources (Martin & White, 2005, p. 38)*

APPRAISAL refers to the ways in which speakers convey their approval or disapproval of objects, individuals, behaviors, or concepts that are classified in the system of APPRAISAL (interpretative meaning/evaluative resources). For the specific use of appraisal resources in a recount text, Eggins and Slade (1997) described the recount genre as a subtype of storytelling characterized by a chronological arrangement of events, where the narrator conveys their interpretation and assessment, rendering the narrative meaningful. The writers express their evaluation of a given situation throughout the text (e.g., *we had a wonderful time!*), thus the attitude is evaluated as part of the interpersonal metafunction, at the discourse-semantic stratum.

APPRAISAL encompasses three systems: the system of attitude, the system of graduation, and the system of engagement, which interact with the speakers' inner views of their environments.
Three semantic areas make up the system of attitude: **affect**, which is used to convey emotions; **judgment**, which is concerned with how the writer or speaker assesses other people's actions and behaviors; and **appreciation**, which is typically used to gauge things on their level of superficiality (Martin, 2000a). Table 5 shows the types of attitudes under the attitude domain that the author of the text might express along with the probe questions to identify the categories:

**Table 5**

*Appraisal sub-systems (Humphrey et al., 2012, p. 101)*

<table>
<thead>
<tr>
<th>Type of attitude</th>
<th>Examples of explicit values</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>+ve (feel good)</td>
<td>Negative</td>
</tr>
<tr>
<td>Am I happy/unhappy?</td>
<td>Happy, laugh, love, hug</td>
<td>+ve (feel bad)</td>
</tr>
<tr>
<td>Am I secure/insecure?</td>
<td>Reassure, trusting, together</td>
<td></td>
</tr>
<tr>
<td>Am I satisfied/dissatisfied?</td>
<td>Engaged, attentive, impressed</td>
<td>To bore, empty, to enrage, embarrassed</td>
</tr>
<tr>
<td><strong>Judgment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>+ve (admire)</td>
<td>Negative</td>
</tr>
<tr>
<td>Social esteem</td>
<td>Is he/she capable and socially competent?</td>
<td>+ve (admire)</td>
</tr>
<tr>
<td></td>
<td>Special: Lucky, fashionable, normal</td>
<td>-ve (criticise)</td>
</tr>
<tr>
<td></td>
<td>Capable: Powerful, intelligent, skilled</td>
<td></td>
</tr>
<tr>
<td>Social sanction</td>
<td>Is he/she morally and/or legally sound (a good person)?</td>
<td>+ve (admire)</td>
</tr>
<tr>
<td></td>
<td>Truthful, genuine, frank, good, just, kind, noble</td>
<td>-ve (criticise)</td>
</tr>
<tr>
<td></td>
<td>Dishonest, manipulative, bad, corrupt, cruel, evil</td>
<td></td>
</tr>
<tr>
<td><strong>Appreciation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>+ve</td>
<td>Negative</td>
</tr>
<tr>
<td>Reaction</td>
<td>Did I like it?</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>Good, lovely, enjoyable, funny, entertaining, beautiful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dull, boring, smelly, weird, ugly</td>
<td></td>
</tr>
</tbody>
</table>
In order to achieve a deeper understanding of the patterns of interpersonal meaning beyond the manifestation of only emotionality across the discourse, the APPRAISAL system offers a comprehensive theoretical and descriptive framework for organizing the linguistic tools employed used to construe the value of social experience (Oteíza, 2017). Hunston and Thompson (2000) conclude that evaluation in communication is crucial as it enables the writer to express their viewpoint, reflect their own values and those of their environment, build and maintain relationships with others, and give the discourse a proper and clear structure. This study is specifically centered around the recount genre, as defined by Eggins and Slade (2004), for its research focus, since the primary interest is understanding the author's evaluative stance without getting into the nuances of how those evaluations are scaled (graduation) or how the author engages with the reader, as well as to provide a deeper understanding of how the author positions themselves regarding the recounted events or experiences. Moreover, the present study is focused and in-depth analysis of the author's opinions, emotions, and judgments expressed in the text in order to maintain manageability and relevance to the research questions.

Analyzing attitude in a personal recount text is relevant because it helps us understand the author's evaluative stance, emotions, and perspectives towards the events or experiences being recounted (Martin & White, 2005). Attitude analysis provides insights into how the author subjectively views and interprets those events, adding depth and nuance to the recounting. This understanding sheds light on the author's perspective on the significance, relevance, or impact of those events (Eggins, 2004). Identifying and analyzing evaluative language, including adjectives, adverbs, and other linguistic markers of evaluation, aids in the understanding of the author's viewpoint and the tone they adopt while recounting their experiences (White, 2004). The author's attitudes guide the flow of the recount, shaping how events are connected and presented to ensure a coherent and compelling story (Martin & White, 2005). Table 6 shows the registered variables

<table>
<thead>
<tr>
<th>Composition</th>
<th>Was it well constructed?</th>
<th>Well-written, well-drawn, imaginative, effective, manicured, clean</th>
<th>Simplistic, hard to follow, too detailed, untidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuation</td>
<td>Was it worthwhile?</td>
<td>Challenging, profound, meaningful, worthwhile, unique, relevant</td>
<td>Shallow, insignificant, irrelevant, worthless</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition</th>
<th>Was it well constructed?</th>
<th>Well-written, well-drawn, imaginative, effective, manicured, clean</th>
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<td>Shallow, insignificant, irrelevant, worthless</td>
</tr>
</tbody>
</table>
organized by Abdel-Malek (2017), who draws from Halliday and Matthiessen (2014), Martin (1997), and White (2001) the linguistic realization in each metafunction.

Table 6
*Register variables based on Halliday and Matthiessen (Abdel-Malek, 2017, p. 14)*

<table>
<thead>
<tr>
<th>Register variables</th>
<th>Linguistic Realization in Metafunction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field:</strong> what is going on in the text?</td>
<td><strong>Ideational</strong></td>
</tr>
<tr>
<td></td>
<td>- Experiential: transitivity (participants + process + circumstances)</td>
</tr>
<tr>
<td></td>
<td>- Logical-semantic relations: elements of cohesion</td>
</tr>
<tr>
<td><strong>Mode:</strong> how is the text organized?</td>
<td><strong>Textual</strong></td>
</tr>
<tr>
<td></td>
<td>- Periodicity</td>
</tr>
<tr>
<td></td>
<td>- Cohesive devices (<em>e.g.</em>, conjunctions)</td>
</tr>
<tr>
<td><strong>Tenor:</strong> what is the relationship between reader/writer or speaker/listener?</td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td></td>
<td>- Mood and modality</td>
</tr>
<tr>
<td></td>
<td>- Appraisal system (<em>e.g.</em>, affect, judgment, appreciation)</td>
</tr>
</tbody>
</table>

2.4. Genre-Based Pedagogy (GBP)

Due to the attention genre received across disciplines, different theoretical schools have theorized, characterized, and addressed it in diverse ways. The genre-based pedagogy is founded on three theoretical traditions: Halliday's Systemic Functional Linguistics theory, Bernstein's concept of education as pedagogic discourse, and Vygotsky's model of learning as a social process (Rose, 2005). The SFL theory emphasizes how closely language and social purposes are related. It refers to a strategy for comprehending potential language development phases, and as a result, it views language as a tool that enables us to infer social meanings (Rose & Martin, 2008). Since according to this theory language is seen as a network of options that users can choose from to communicate and construct meaning, it is essential for genre analysis and teaching that there is a framework so language should be examined in the circumstances in which it is used and considering the roles it serves in society (Nobrega, Azevedo & Souza, 2016). In this sense, systemic functional linguistics makes it possible for us to communicate and engage with one another; as a result, it is relevant since it serves as a tool for creating meaning. Genre-based pedagogy is an educational approach rooted in
the Systemic Functional Linguistics (SFL) language theory, primarily developed by linguist Martin and his colleagues. This pedagogical approach was designed with the aim of helping students become proficient in producing and understanding various text types that are commonly encountered within the Australian educational context (Rose & Martin, 2008). One of the key innovations within genre-based pedagogy is the "teaching learning cycle" (Martin & Rose, 2012). This cycle serves as a structured framework for teaching and learning, particularly in the context of language and literacy development. The teaching learning cycle involves a series of steps or stages that guide both educators and students through the process of understanding and mastering different genres or text types.

2.4.1. Teaching writing through a Genre-Based Pedagogy

The four-stage cycle's major purpose is to manage and critically orient genre and text, emphasizing that genres are composed of meanings and that meanings construe the genre. The TLC emphasizes both social contexts and field as a framework in which students participate in activities to become acquainted with both content and context. Furthermore, the goal of the TLC is to control the critical orientation of skills, knowledge, and language, as opposed to earlier cycles that tried to simulate control of genre (Abdel-Malek, 2017). The ultimate objective is for learners to comprehend and produce texts that fit the genres they are learning.

According to Martin & Rose (2012), this cycle emphasizes critical literacy awareness, as well as the idea that genre is interpreted through language, and that language construes genre. One of the aims is that genres should be taught as part of a critical language awareness curriculum that allows students to evaluate and reconstruct genres while also empowering them to question power structures in their culture (Martin, 2000a). Because this approach is presented as a cycle, teachers can begin teaching at any point in the cycle based on their students' background knowledge. Figure 6 shows the different stages of the TLC to integrate social support for language creation through a variety of interactional routines to scaffold students' understanding of language and meaning in several texts.

Figure 6
The teaching-learning cycle created by Rothery and Stenglin (1994) (Martin & Rose, 2012, p. 59)
The steps that the TLC intends to direct the teaching of texts from an initial approach to the subject matter students will be writing about, through an examination of a sample text, through the joint writing of a first version of the text, to the students' ultimate independent construction of the text. These stages of the teaching-learning cycle are (Martin & Rose, 2012; Boccia, 2019):

1. **Setting context** or **building the context**: this stage aims to build a shared knowledge of the subject and recognize the significance of texts in our society, thus facilitating students' comprehension and engagement with the topic they might encounter in their reading or writing tasks. This phase centers on developing students' common understanding of the subject matter and investigating the sociocultural role that various types of genres can play. Setting context is used to describe both the genre to be employed and the register of the discourse, and is the moment where students become aware of the importance of context and the social purpose of the genre. The teacher plays a pivotal role in aiding students to activate their prior knowledge related to the topic or providing necessary information if the students lack familiarity. Students will gain a better understanding of the topic and the linguistic tools required to produce a text.

2. **Deconstruction of the text**: in this stage, the students learn about the genre they will write, hence encompassing an understanding of its functions, developmental stages, conveyed meanings, and linguistic tools to convey those meanings. It links the contextual features of the text to the particular contexts in which the text is commonly utilized, and aims to establish a connection between the broader cultural and situational aspects of the text and the specific scenarios or environments in which the text is typically employed (Martin & Rose,
The goal of this stage is to help students learn about the genre they will be reading or writing about by providing explicit instruction to deconstruct model texts and make their cultural and situational contexts, stages, and linguistic features visible to them. Students are assisted in activating what they know about the experience they will be writing about, or the teacher supplies this knowledge if they do not possess it.

3. **Joint construction**: in this stage, the teacher and students collaborate to develop a sample text of a certain genre that was modeled and deconstructed collaboratively. According to Yan (2005), the instructor collaborates with the learners to start drafting a text for guidance, as well as encouraging and guiding them, enabling the learners to engage in tasks they might find challenging on their own. This phase is beneficial for students as it illuminates the cognitive and practical processes involved in text production.

4. **Independent construction**: in this stage, each student creates an original work from the same genre using what they learned in the deconstructing and modeling stages. This stage is independent writing following the same steps and model of the text students collectively produced.

**2.4. Summary of Thesis Chapter**

This chapter emphasizes the importance of genre in comprehending language's interplay with sociocultural contexts. The chapter delves into Genre-Based Pedagogy (GBP), grounded in SFL, introduced as a teaching approach to enhance students' comprehension and proficiency in crafting recount texts. The Teaching-Learning Cycle (TLC) is presented as a pedagogical framework to support genre-based writing instruction.

The personal recount genre is examined in detail, emphasizing its distinctive metafunctions within genre analysis, which is crucial as the students participating in the study must produce a diary entry.

The chapter concludes by emphasizing the role of SFL-informed analysis, particularly the ideational and interpersonal metafunctions, in understanding personal recount texts as useful tools to understand the main linguistic and social purpose of a personal recount text, and at the same time, help students to produce a text in a clear, structured, and purposeful way. It explores how linguistic choices shape the recount and interpersonal relationships within the text. Finally, the TLC is described as a four-stage cycle for teaching writing through a genre-based approach, empowering students to understand and produce texts that align with specific genres.
Chapter 3: Methodological Framework

This chapter will present the research methodology used in this study. This mixed-method action research investigated 6th-grade students' writing of a personal recount text before and after implementing a genre-based approach in a private school in Vitacura, Santiago. To describe the methodology for the study, this chapter will be divided into four sections: (1) chosen methodology, (2) sampling and context of study, (3) implementation of the intervention, (4) intervention materials, and (5) ethical considerations.

3.1. Chosen methodology

This intervention was carried out following the model for educational action research proposed by Kemmis and McTaggart (1988), as cited by Clarke (2015), which is composed of moments that "evolve in a self-reflective spiral" (p. 994) and promotes a critical analysis along a structure intended to create improvements in the detected issue. This model is considered critical action research, which "is embedded in notions of the empowerment of practitioners as participants in the research enterprise, the struggle for more democratic forms of education, and the reform of education from the insider perspective." (Burns, 2019, p. 54), inviting educators to actively participate in the research process. In the context of mixed-methods research, this means integrating both qualitative and quantitative research methods to investigate educational practices and systems critically. In this study, qualitative methods involve the use of an open-ended questionnaire and text analysis. Quantitative methods include rubric scores and descriptive statistics.

3.1.1. Sampling and context of study

The current research is an action-oriented project set to take place in a private school in Santiago, Chile. This school follows an educational approach centered around language learning through the language itself, integrating educational content in both the students' native language (L1) and English, the target language (L2). Despite being able to comprehend basic instructions and participate in content-related tasks in English, the students face challenges when expressing their thoughts in written English. The intervention was conducted with a 6th grade class consisting of 20 students aged 10 to 12. As stated by the teachers from the English department of the school, these students possess varying proficiency levels ranging from A1 to A2, with a few exceptions at a B1 level due to more exposure to English.
Out of the 20 students in the class that partook in the intervention, only five students were included in the sample analysis. The remaining 15 students did not take part for various reasons: one student did not provide consent, another missed several sessions, and unfortunately, data for thirteen students was lost by the researcher during the analysis period. Due to this, the sample for this student should be considered “convenience sampling”. According to Dörnyei (2007), a “convenience sample” is a non-probability sample in which individuals are selected based on their availability or convenience. In this case, the researcher used the data available from five participants due to the problems encountered with the tests and the loss of data from other participants.

3.1.2. Data collection

3.1.2.1. Pre-test and post-test

The participants' compositions (pre-test and post-test) were assessed by a writing scoring rubric (Appendix D). This rubric evaluated the structure of the text according to the characteristics of a personal recount text (orientation and recount of events stages) as well as the ideational (logical) and interpersonal metafunctions, described in the indicators as content and evaluation respectively. The minimum score in each section is 1 point and the maximum is 4 points.

In the first stage, students provide background information about the text, specifying the day when the writing is taking place. The logical elements indication assesses students' use of past tense to refer to the day of the recount (e.g., today was a beautiful day). The evaluation stage evaluates students' use of evaluative language when stating the day of the recount (e.g., today was a beautiful day).

In the second stage, students place the events of the video in chronological order. The logical elements indicator in the rubric evaluates the use of external logical connections. In this stage of the diary entry, the evaluation indicator is measured by the use of appraisal devices within the text. Fauziati (2011) emphasizes that before an intervention using a genre-based approach, most students tend to make grammatical mistakes, particularly in the use of verbs, syntactic structure, nouns, and pronouns when writing a recount; therefore, the analysis and discussion of the data considered said elements. Overall, the rubric aims to systematically evaluate and score the orientation and sequence of events in a written description, considering linguistic elements and evaluative language's role in the recount development.

The data is presented in quantitative terms. The final scores and mean variations were calculated using the personal recount texts generated by students. This was followed by examining
samples that exemplify the reasoning behind the scores and identifying common mistakes, along with suggestions on how said mistakes could have been prevented.

### 3.1.2.2. Open-ended questionnaire

A final questionnaire was answered and assessed with thematic analysis. In order to measure students' perceptions of their learning and achievement during and after the intervention, a final open-ended questionnaire was applied following the post-test application. An open questionnaire is a type of survey or data collection tool that allows respondents to freely express their thoughts, opinions, or experiences on a particular topic and is not designed to accept just any answer (Husain, Bais, Hussain & Samad, 2012). This format is beneficial for exploring a wide range of perspectives and gaining in-depth insights into a subject. The data of the questionnaire was analyzed qualitatively based on thematic analysis (Braun & Clarke, 2006) using the opinions and justification of the answers. In order to do this, the analysis consists of identifying "thematic patterns" (p. 78) and categories are raised accordingly. The open-ended questions included in the questionnaire are the following:

1. Can I identify the general structure of a personal recount text?
2. Was the group writing stage effective in giving me the necessary tools during the independent writing stage?
3. Do I feel more confident when writing a recount text knowing the structural and grammatical characteristics of this type of text?
4. How has learning to write a personal recount helped me improve my writing in English?

### 3.1.2.3. Implementation of the intervention

To evaluate the impact of the previously mentioned aspects in written English production, a mixed-methods action research was conducted. This approach was chosen to align with Ivankova and Wingo’s (2018) recommendations for integrating mixed methods and action research, which highlight its methodological advantages in yielding stronger conclusions regarding practical matters addressed during the intervention. As a pre-test, students were tasked with writing a diary entry before exposure to the components of a personal recount text, aiming to gauge their prior knowledge of this genre. For the post-test, students wrote a second diary entry at the conclusion of the intervention process. Descriptive statistics were used to compare the results.

This intervention spanned five lessons of 40 minutes each, aligned with the school year
curriculum under the unit "Green Issues." The objective was for students to compose a non-fictional text summarizing events from a specific part of a day described in a book by the end of the bimester, thus engaging in writing personal recounts for both the pre and post tests.

3.1.3. Action Research Cycle

The present action research proposal was based on Kemmis & McTaggart's four-step model (Clarke, 2015), which comprises a two-cycle design that aims to establish a teaching practice that through reaction and reflection make a positive impact in the school community (Mills, 2003) and that consist of four stages: planning, to establish the objectives and an action plan; action, to carry out the action plan; observation, to observe the outcomes of the action plan, and reflection, to reflect on what has been observed.

Figure 7 shows Kemmis and McTaggart’s action research model that was followed during the intervention. It is important to note that only one cycle was applied in this study.

**Figure 7**

*Kemmis and McTaggart action research model (1988, as cited in Burns, 2010)*
The total number of sessions destined for the intervention to be carried out was a total of 5 lessons, as it was the time frame allowed by the school, and each lesson lasted 40 minutes. The action-research cycle was adapted to the objectives of this study in detail as follows:

3.2.1.1. Planning

In this stage, I (the researcher) initiated by developing a comprehensive macro lesson plan for the intervention. This plan was informed by the data provided by the co-teacher, considering my role as a substitute teacher and my initial lack of knowledge about the students' backgrounds. Subsequently, I engaged in micro planning during the initial lessons with the students, aiming to refine and adapt the plan based on direct classroom experience. My understanding of the class dynamics and context was constructed through valuable input from students and my own observations within the classroom.

The choice of teaching materials was based on their alignment with the genre and outlined objectives for the intervention. Drawing from the SFL theory introduced in Chapter 2, I analyzed the linguistic features and discourse patterns inherent in personal recounts. This analysis guided the selection of specific teaching materials that would effectively target these language elements. Additionally, I considered the specific needs of the students and any directives provided by the school to ensure the relevance and appropriateness of the materials, such as using the “Holly the Eco Warrior” book as part of the content.

The decision on the language focus in teaching was informed by the linguistic analysis conducted within the framework of SFL. I identified key language elements essential for writing personal recounts, such as verb tense usage, conjunctions, and evaluative language. These elements were selected based on their significance in structuring personal recounts and facilitating coherence and cohesion in the narrative. By focusing on these specific language features, I aimed to provide targeted instruction that would enhance students' proficiency in crafting personal recounts.

Adapting the TLC methodology to fit within the five lessons involved strategic planning to prioritize essential concepts and skills while maintaining alignment with the overall instructional objectives. I streamlined the instructional sequence to ensure a focused and coherent progression of learning activities. Additionally, I incorporated scaffolded activities and opportunities for peer collaboration to maximize student engagement and learning outcomes within the limited timeframe. By carefully structuring the lessons and optimizing instructional strategies, I aimed to effectively integrate the TLC methodology while accommodating the constraints of the intervention duration.
3.2.1.2. Action

This stage starts with the application of a pre-test. During the action stage of the action research cycle, the primary focus was on designing and implementing a targeted instructional plan. The first step involved the creation of a comprehensive lesson plan comprising five sessions, each lasting 40 minutes. These sessions were strategically structured to progressively build and reinforce the necessary skills among the students. The goal was to equip them with the proficiency to integrate external logical connections, master the appraisal system within their diary entries, and recognize the social purpose of texts.

To ensure the effectiveness of the instructional plan, careful consideration was given to the alignment with both the school curriculum and the teaching-learning cycle. This involved a thorough analysis of the curriculum requirements and the integration of the TLC methodology to optimize the pedagogical approach. By aligning the lesson plan with the curriculum, I aimed to ensure coherence and relevance while facilitating a seamless progression of knowledge acquisition.

Throughout the intervention, a deliberate focus was placed on delivering clear and precise instructions to students, accompanied by illustrative examples to enhance understanding. This approach aimed to scaffold learning and provide students with the necessary support to internalize key concepts effectively. Additionally, I continuously monitored student progress and adjusted the instructional strategies as needed to address emerging needs and promote meaningful learning experiences.

3.2.1.3. Observation

Following the intervention, a post-test was administered to assess the effectiveness of the chosen language systems and data collection methods. Students were tasked with rewriting a diary entry based on the routine of an environmental activist, ensuring the validation of the assessment instrument by incorporating content from a video shown during both the pre and post tests. This approach aimed to maintain consistency and reliability in the evaluation process while providing students with a familiar context for demonstrating their language proficiency.

In addition to the formal assessment measures, ongoing observations of student engagement and participation were conducted throughout the intervention. These observations served to gauge the effectiveness of instructional strategies in real-time and identify any areas requiring adjustment or enhancement.
3.2.1.4. Reflection

Reflection on the results occurred, documented in a results and discussion section. This action research comprises one-half of the proposed Kemmis & McTaggart cycle. Evaluation will determine if a second cycle is necessary to address additional lexico-grammatical elements using a genre-based pedagogy. Recommendations for future interventions and implications for teaching practice will also be discussed based on the findings.

3.1.4. Procedure of the intervention

The procedure of the intervention was designed based on Rose & Martin's (2012) proposal of the use of the Teaching Learning Cycle. The stages were organized as follows:

1. **Lesson 1: Building the context**
   This stage begins with the objective to acquaint students with the concept of personal recounts and the genre-based approach, and it involves initiating a discussion to explain what a personal recount text entails. The class discussion started with the following questions:

   (1) Do you keep a diary?
   (2) What do you write in your diary/what would you write in your diary?
   (3) Do you know anyone who keeps a diary?

   Students shared some ideas about their personal experiences and thoughts on diary entries, and then with the command of the teacher they came up with ideas to answer the question: *What do you write in a diary?* Figure 8 shows a screenshot of the presentation slide referring to the different social purposes of a diary entry.

**Figure 8**

*Social purposes of a diary entry*
At this point, the class discussed the significance of personal recounts and their practical applications in real-life situations. This aimed to underline the relevance and utility of mastering this genre.

The teacher/researcher showed two diary entries (Figures 9 and 3) to exemplify the genre and identify key features such as generic structure, language choices, tense, and style. Figure 9 is a screenshot of an illustrative text organized similarly to the text that was analyzed in the following session, which does not include a reorientation, shown to discuss text organization and genre features that students identified.

**Figure 9**

*Illustrative text used to discuss key features of a diary entry*
The class collectively participated in the discussion, and after the question: *What elements do you identify?* It was noted that most students became aware of the sequence of events and use of past simple tense during this example, and by the analysis of the second text (Figure 3) students noticed the organization of the text superficially and the use of verbs in past simple tense in the recount. This part of the stage helped students grasp the distinctive elements that characterize personal recounts, setting the foundation for the subsequent learning about this genre.

2. **Lesson 2: Deconstruction of the text**

This stage begins contextualizing students with what was covered in the previous class. The model texts from session 1 (Figures 9 and 3) were quickly shown before continuing to analyze the main model text.

The text model is instructed. The modeling text used in this part is a diary entry from *The Diary of a Young Girl* written by Anne Frank (see Appendix C) and explains how the text is organized by two phases consisting of an orientation to the text and a sequence of events. In this part, the instructor explains that personal recount texts can retell stories in different contexts and students discuss other examples of stories that can be told in a personal recount. The teacher/researcher gave students a handout (Appendix C) and they highlighted the CONJUNCTIONS found in the text collectively as the class analyzed the text together, guided by the teacher/researcher. Figure 10 shows a screenshot of the slide with the analysis done in class.
The class went over the logic progression of the text and the instructor requested them to sort the words they had marked into four categories: addition, comparison, time, and consequence, based on their understanding of each category. This activity was conducted collaboratively with the teacher/researcher, and detailed explanations were provided for each category. By categorizing highlighted words into specific categories, students can grasp how such categories are expressed in the text and contextualize their use. It also helps them to develop a deeper understanding of the structure and organization of the content, enhancing their comprehension and analytical skills. Figure 11 shows a screenshot of the categorization shown in class.

**Figure 11**
*Categorization of external logical connections in the model text.*
The topic of the writing project the students partook in the intervention was related to environmental issues, as established in the school curriculum. The teacher adapted the content of their coursebook to focus on the attitude subsystem (APPRAISAL system), presented under the concept of *evaluative language*.

After reviewing the categorization of CONJUNCTIONS, students were introduced to the appraisal system with examples from the book "Holly the Eco Warrior". The teacher chose various crucial moments in the story to ask the students how the characters would evaluate feelings/emotions, people, and objects. The analysis through the lens of the attitude subsystem enriches students' comprehension of human emotions, societal contexts, and communication strategies since it promotes critical thinking and allows students to explore how language is used to convey feelings, beliefs, and judgments (Diert-Boté, 2021). Figures 12 to 14 show slides screenshots to discuss affect, judgment and appreciation.

**Figure 12**

*Screenshot previous to discuss affect*
Figure 13
Screenshot previous to discuss judgment

Figure 14
Screenshot previous to discuss appreciation
As demonstrated above, the instances presented during the class aimed at activating students' pre-existing knowledge regarding the subject matter. This knowledge, acquired through reading the book and acquainting themselves with the events and characters, encompassed an understanding of the characters’ interrelationships and their connection to the context where the story unfolds. Acknowledging that students possessed this foundational information, the instructional approach did not primarily involve contextual explanation of the story; rather, the emphasis shifted towards elucidating the appraisal devices. In order to assist students in recalling the categories in the attitude subsystem and their respective functions, the provided handout (Appendix C) includes a table for their reference, enabling them to identify the devices that best articulate their communicative purpose. At this moment of the session, the students' prior knowledge of linguistic devices, such as evaluative language, became evident. Consequently, the focus shifted to discerning the appropriate instances for the usage of those devices.

3. **Lesson 3: Joint construction**

During this stage, a collaborative task takes place between the educator and students to generate a textual composition that has been previously exemplified and dissected collectively. The learners are tasked with revisiting and analyzing the initial day portrayed in the recount, detailing the conclusion of the first week of a protest initiated by the main character in the book "Holly the Eco Warrior" (Hobbs, 2019, p. 43 - 45). The entire class collaboratively arranges the events of that day in a chronological and coherent sequence. After this, students enrich the recount by integrating extra information, specifically focusing on details that aid in recognizing areas for contextualization concerning each action, and articulating the author's intentions, thoughts, and evaluations. Figure 15
shows the events during the first week of the book in a non-linear manner, in which students organize and add extra information about the time/place (e.g. *in the morning, in the yard*) and evaluative language (e.g. *it was fun, Holly was happy*) when possible.

**Figure 15**
*Screenshot of the table to add extra information*

<table>
<thead>
<tr>
<th>Order</th>
<th>Event (action)</th>
<th>Time/place</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Holly and her friends <em>had</em> a barbecue and ate burns sweetcorn and uncooked potatoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Holly, Grace, David and Zadie <em>sent</em> messages to all their friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sandra <em>opened</em> the door and Holly’s friends <em>came in</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The party <em>started</em> and Grace was the <em>Dj</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Holly’s friends <em>danced</em> and <em>laughed</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Holly’s friends <em>played</em> football/soccer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Holly’s friends <em>broke</em> the window.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When students were prepared to collectively compose a diary entry, each student returned to their respective seats and, taking turns, approached the whiteboard. Due to the classroom layout, students relied on viewing the class content projected via a data projector. Consequently, as students wrote on the whiteboard, the teacher transcribed everything from a computer to aid visibility for all. At this stage, it is paramount to recall the linguistic and structural elements taught in prior sessions to construct a model text that aligns with the communicative purpose of the diary entry. The class group writes a diary entry collectively from the perspective of the book’s protagonist, Holly. Figure 16 shows the text written at the whole-class level in the joint construction stage. The words in bold are verbs in their past form, the words underlined are appraisal devices, and the words highlighted are CONJUNCTIONS.

**Figure 16**
*Screenshot of joint construction text*
4. **Lesson 4: Formative independent construction**

As part of the bimonthly course evaluation, the school required that students produced a text suitable for use as a summative assessment, as agreed upon to facilitate the intervention. Due to this, the researcher did not have subsequent access to the texts created by the students, therefore, it was not considered as the independent construction. The students were asked to read pages 15 to 23 from the *Holly the Eco Warrior* graphic novel, detailing the events of the first day as described in the book. Subsequently, the students individually composed a diary entry from the perspective of Holly, integrating the structural and linguistic elements previously discussed in class. Therefore, this stage is regarded as formative, preceding the independent writing they would undertake during session 5.

5. **Lesson 5: Independent construction**

In this stage, the students demonstrate their assimilation of knowledge by independently composing a diary entry. To achieve this, students watched a video depicting a day in the life of Greta Thunberg, an environmental activist. Following this visual aid, they started to write a diary entry, assuming the viewpoint of Greta Thunberg, and recounted the series of events depicted in the video. The objective was to implement the genre and linguistic elements previously discussed. It is noteworthy that this assignment is in concordance with the prescribed curricular emphasis on environmentalism as outlined in the annual academic plan for this level. The composition generated during this stage was regarded as the post-test sample.
3.1.5. Ethical Considerations

The school was previously informed about this implementation, and a letter explaining the objectives and procedures was sent to the administration. An interview to discuss the procedures in-depth was arranged as required by the institution.

After the school’s permission to carry out this intervention, the students and their parents were informed about the objectives of this action research, procedures, and content. Based on Jane Zeni's guidelines (2009), extra attention was paid to ethical issues, in which data protection and anonymity were guaranteed through an informed consent (see Appendix E).

In terms of confidentiality, participants were given the opportunity to voluntarily participate in the study, with the researcher providing a detailed explanation of the implementation process, including the rationale and objectives. Since all participants were minors, documentation informing them of their participation in a research study was provided to both the school and their legal guardians (see Appendix F). Permission from legal guardians was required and obtained before proceeding. Additionally, to protect the identities of the participants, pseudonyms were used during transcription and data publication.

Regarding data storage, participants were assured through informed consent that collected data would not be shared with third parties under any circumstances, and all sensitive information would be securely destroyed upon completion of the study. Due to unforeseen circumstances, some of the data was lost, resulting in a focus on the analysis of data from only five students. This limitation is acknowledged and addressed within the study's methodology and findings.

3.1.6. Intervention materials

The intervention materials were selected and designed to facilitate an effective implementation. These materials are aiming to address some specific needs for the pre and post-test. In crafting these intervention materials, careful consideration has been given to accomplish the objectives of this study.

In the beginning and end of the intervention, the students wrote two diary entries, one was considered as the pre-test and the other as the post-test. For both tests, the students were exposed to a video followed by a prompt that guided them in creating a diary entry. The rationale for selecting these particular videos lies in their "day in the life" format, which is a type of video popular in vlogs found on social media. It offers viewers a glimpse to the creator's daily life, including their activities
and experiences through the day. In both instances, the chosen videos had English subtitles and followed a structured daily sequence, providing a visual representation of actions coupled with easily identifiable activities according to their expected proficiency level.

During the pre-test intervention, many students recognized the video as being associated with a television show, showing familiarity with the characters and context. The narration of this video had a first-person perspective, describing actions using present simple, as Barbie narrates her daily routine. The video was deliberately selected to offer a clear and structured series of actions, serving as a reference for students. On the other hand, the post-test featured a video that was not presented in the form of narration, but as a sequence of actions describing the daily routine of the environmental activist, Greta Thunberg. During the discussion of the “Holly the Eco Warrior” book in the intervention, certain students drew connections between the story's protagonist and Greta Thunberg, expressing prior familiarity with the protagonist of the video. This video, also utilized present simple for the description, and it did not specify the recount perspective. Consequently, the students were expected to adapt the actions to a first-person singular perspective when creating their text. The selection of this video was deliberate, aiming to offer a clear and sequenced depiction of events, promoting cohesion and chronological organization when students composed their post-test entries. It is important to note that the choice of the topic in the post-test "day in the life" video showing an environmental activist was to align its content with the school's curricular unit planning.

In the formative independent construction of the text, the students had to write a text connected to the events that happen on a specific day in the book "Holly the Eco Warrior" by Martyn Hobbs. The book, a story about a teenage female that decided to start an unusual protest to save an old oak tree in her garden, dealing with the issue of environmentalism, the thematic content of the unit by the time of the intervention. As requested by the school, the book had already been worked with for several lessons before the intervention, thus it was included in this study as demanded by the school curriculum.

When introducing the personal recount genre, the students were exposed to two illustrative texts. The first text (Figure 9) consisted of a sample diary entry that was strategically chosen to make the students aware of the organizational structure of this genre and to facilitate their recognition of some of its familiar elements. This selection was intentional, since the sample does not have a reorientation section, aiming to prevent any potential confusion among students, as they are required to emulate this particular structural pattern. The second sample, taken from Derewianka's sample recount text organization (1990, p. 46), as illustrated in Figure 3, was
incorporated due to its explicit demonstration of both: text organization and linguistic features. The utilization of this illustrative text aimed to be a visual aid, aiding students in comprehending the structural and linguistic nuances of the recount genre.

The model text students analyzed in class during the deconstruction of the text stage was a diary entry from the Sunday, June 14, 1942 entry of The Diary of a Young Girl written by Anne Frank. This personal recount narrates the different moments of a day in the life of Anne Frank on her thirteenth birthday. The text is divided into two stages: Orientation, where the author places the events on Friday, June 12, two days before the creation of the entry for her birthday narration. In the second stage, recount of events, Anne explains how she starts her day, talks about the gifts she receives from her family, and describes how her day continues at school with her friends. This personal recount is analyzed in class based on the two metafunctions of the language that were considered for this study: ideational metafunction, which explores the language functioning around what is happening in the text, encompassing the external logical connections, and interpersonal function, which evaluates the relationships between the participants in the story.

3.1.7. Data analysis
3.1.7.1 Pre and post-test
After hypothesizing about the possible reasons for the lack of development in the students’ writing skills, a pre-test where students had to produce a diary entry following a prompt was implemented. Before students are exposed to the personal recount genre, the class discussed how they think a diary entry is organized and their main ideas were written on the board. The students watched a video called "Barbie: A Day in the Life" and they wrote a diary entry with the information provided in the video (see Appendix A). Figure 17 shows a screenshot of the video students watched for the pre-test.

Figure 17
Screenshot of "Barbie: A Day in the Life" (Source: YouTube)
The instructions were the same for the pre and post-test: “In this video, "Barbie: A Day in the Life" (pre-test)/"A Day in the Life of Greta Thunberg" (post-test), it shows what a day in the life of Barbie/Greta Thunberg is like. Take notes about what happens during the day you describe (in English or Spanish), remembering to include: people, places, times, actions, etc.” Followingly, the students were asked to write a 100-150 word diary entry following the prompt: “It is the end of the day and you decide to write in your diary before going to bed. Write an entry as if you were Barbie/Greta Thunberg recounting what happened during your day”. After the intervention, a post-test consisting of writing a diary entry retelling the events of a day in the life of Greta Thunberg was carried out, based on a video projected to the class. Figure 18 shows a screenshot of the video students watched before writing the post-test text.

Figure 18

Screenshot of "A Day in the Life of Greta Thunberg" (Source: YouTube)
It should be mentioned that although the fields of the pre and post-test are not the same, as one refers to a day in the life of a fashion blogger and the other about the day in the life of a climate change activist, both videos refer to the daily routine of a person and they are presented in sequential order, mentioning times, actions, places, and people the protagonist interacts with, therefore it makes it easier to provide students with the content they need to write a diary entry, thus a recount genre.

In both pre and post-test samples, a text analysis using a rubric (Appendix D) was conducted to assess some of the important aspects related to the composition of diary entries. Firstly, the evaluation focused on whether the day was appropriately introduced using past tense, specifically referring to the day of the recount (e.g., "today was a good day"). Evaluative language was included to ensure its correct usage in evaluating the time or day of the recount when introducing characters or situations. Moreover, attention was given to ascertain that the author effectively employed evaluative language to engage the reader efficiently. Additionally, the analysis also assesses how CONJUNCTIONS were employed to structure the text in a logical and coherent sequence. The usage of evaluative language to establish the tone during the story's development was a key focal point. Lastly, the alignment of ideas or actions with the events throughout the recount was thoroughly examined to ensure a cohesive and meaningful composition.

3.1.7.2 Open-ended questionnaire
The open-ended questionnaire was presented to the learners as an "exit ticket" during the final session of the intervention. Students were asked to provide responses to specific questions, allowing the researcher to measure students' understanding, engagement, and effectiveness of GBA to write a diary entry. The questions aimed to assess the students' comprehension of the structure of the personal recount genre, evaluate the effectiveness of the pedagogical approach, measure the influence on their confidence and writing proficiency, and understand the impact of learning this genre on their overall writing skills.

The reasoning behind the questions was the following:

1. **Question 1**: "Can I identify the general structure of a personal recount text?"
   This question aimed to evaluate the students' understanding of the structure of a personal recount text. Understanding the structure is a fundamental aspect for effective writing, as it helps organizing thoughts and ideas coherently within a genre.

2. **Question 2**: "Was the group writing stage effective in giving me the necessary tools during the independent writing stage?"
   This question assessed the effectiveness of the group writing stage within the genre-based pedagogy intervention. It aimed to understand if collaborative writing helped students with the necessary skills and knowledge needed for their independent writing, indicating the efficiency of the teaching approach.

3. **Question 3**: "Do I feel more confident when writing a recount text knowing the structural and grammatical characteristics of this type of text?"
   This question aims to find whether understanding the structural and grammatical features of a personal recount that was gained through the intervention fosters students' confidence when writing a personal recount text and overall writing proficiency. This type of question encourages self-assessment, raises awareness of one's knowledge in recount text conventions, prompts goal setting for improvement, helps identify educational or training needs, and could be a research inquiry.

4. **Question 4**: "How has learning to write a personal recount helped me improve my writing in English?"
   This question encourages students to reflect on the broader implications of learning to write a personal recount. It leads them to consider how their knowledge and skills in this specific genre have influenced their overall writing abilities in the English language. It helps in measuring the integration of skills acquired from the intervention into their writing practice.
3.2. Summary of Thesis Chapter

This chapter outlines the research methodology used in a study focused on improving a 6th-grade class from a private school in Santiago, Chile, writing skills through a through a genre-based approach while teaching personal recount texts.

The first section described the chosen methodology, which is rooted in Kemmis and McTaggart's (1988) action research model. The second section provided information about the sampling and context of this study. The third section details the data collection methods, specifying that pre and post-test compositions were assessed using a rubric, evaluating some of the aspects of personal recount text writing. Additionally, an open-ended questionnaire was administered to gather qualitative insights into students' perceptions of their learning progress. The fourth section explains the implementation of the intervention, which consisted of five 40-minute lessons aligned with the school's own English program. A mixed-methods action research design was chosen to comprehensively assess the intervention's impact. The fifth section addressed ethical considerations, including obtaining an informed consent from the school, parents, and students themselves, ensuring data protection, and anonymity. Finally, the chapter also briefly mentioned the importance of intervention materials designed to support the study's objectives.

In summary, this chapter provides a comprehensive overview of the research methodology, contextual background, data collection processes, ethical considerations, and materials used in the study, setting the stage for the following analysis of research findings in the next chapter.
Chapter 4: Findings and Discussion

This chapter presents the relevant findings from the analysis of the students' writings (pre/post-test), their perceptions (open-ended questionnaire), and the discussion of those findings. In the analysis, it is important to clarify that paragraph stages were physically separated by the researcher, not by the students, as they were not expected to do so. Their task was to maintain the structural integrity of the text and incorporate the required content into each section. The paragraph breaks delimiting the orientation and recount of events sections were methodically arranged in a table to facilitate a comprehensive analysis and understanding of each section.

4.1. Pre-test and post-test results

The initial analysis raised from the pre-test data indicated that students had low proficiency levels when writing in English. When analyzing the sample texts with the students during the introduction to the genre, they identified some distinctive aspects of the recount genre, especially in terms of its structure. Most students pointed out that a recount had an introduction (which was later known by them as orientation), although in this stage some students did not write it according to the expected conventions of the genre (e.g., “my barbie day on saturday 11/10” [Student 3]). Some students recognized a series of events during the recount (presented as recount of events), and some grammatical terms (CONJUNCTIONS that were familiar to them such as and, then, and later), as well as the use of first person in the story.

The following table (Table 7) presents the rubric scores (Appendix D) of the pre and post-tests from five students. The table illustrates the assessment of orientation and sequence of events in the criteria of logical elements (ideational meaning), and evaluation (interpersonal meaning). These scores provide us with some understanding on the students’ comprehension and application of the social purpose and lexico-grammatical items through the implementation of the TLC (Teaching Learning Cycle) while learning to write the diary entry genre.

Table 7

Quantitative analysis of students’ pre and post-test scores.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th></th>
<th>Post-test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation</td>
<td>Sequence of events</td>
<td>Orientation</td>
<td>Sequence of events</td>
</tr>
<tr>
<td>Student</td>
<td>Logical Evaluation</td>
<td>Logical Evaluation</td>
<td>Total</td>
<td>Logical Evaluation</td>
</tr>
</tbody>
</table>

65
In the "Orientation" criteria of the pre-test, the logical elements showed an average score of 2 points. After the intervention, the post-test results showed an average score of 3.2 points for the same criteria (out of a maximum of 4 points). This means that students showed improvement in their understanding of the main elements that are included in the contextualization of a recount. Data shows that some of the students overall understood that it is crucial to set some form of orientation at the beginning of the text (e.g., student 1, 3, 4, and 5). Before the intervention, the average score was 2 points, showing a basic understanding of this aspect. But after this learning experience, the average score increased to 3.2 points, meaning that students got better at evaluating the day of the recount. It is important to note that although students made progress in this criterion, it has the lowest progression rate, meaning that many students did not actually assess the day of the recount in their compositions.

In the "sequence of events" criteria of the pre-test, data shows that for the use of CONJUNCTIONS students’ average score was 1.8 points, and after the intervention it increased to 3.2. This suggests that students got better at organizing a recount logically. The last aspect to analyze, the use of evaluative language to describe the events, shows that in the pre-test the students’ average score was 2.2 points, indicating an acceptable understanding of how appraisal devices can be included in a text. In the post-test, the total score increased to 3.4 points, showing that there was a significant improvement in the students’ ability to evaluate and judge events, feelings/emotions, and people better.

The average total score before the intervention was 7 points, and after the intervention, it increased to 12.72 points (out of a maximum score of 16 points). This means that, overall, it could be suggested that students became better at identifying and applying the social purpose and lexico-grammatical resources to write a personal recount genre.

<table>
<thead>
<tr>
<th>Student</th>
<th>Elements</th>
<th>Elements</th>
<th>Pre-test Elements</th>
<th>Elements</th>
<th>Elements</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>2</td>
<td>1</td>
<td>1.8</td>
<td>2.2</td>
<td>7</td>
<td>3.2</td>
</tr>
</tbody>
</table>

| | 3.2 | 2.8 | 3.2 | 3.4 | 12.72 |

66
4.1.1. Interpersonal analysis

Interpersonal meaning pertains to the text's tone, which involves social relations. Therefore, the analysis focuses on methods of evaluating communication through grammatical selections that allow the author to convey their perspectives and assessments while also enabling them to enact their complex and varied interpersonal relationships. It is important to note that in this analysis, we specifically assessed the attitude subsystem.

The analysis of students’ texts (see Appendix H) reveals that students improved in various levels in terms of use of evaluative resources in the recount after the intervention. For the pre and post-test, each case is discussed thoroughly in the following section.

4.1.1.1. Appraisal system

The following section presents the analysis of pre and post-test results through the lens of appraisal resources, specifically focusing on their role in expressing attitudes:

4.1.1.1.1. Pre-test analysis of attitude elements

Student 1

In the orientation stage of the pre-test, Student 1 received a score of 1 out of 4 points. This low score is attributed to the absence of identifiable appraisal devices in introducing the day. Student 1 failed to evaluate or use language to attract the reader's attention, resulting in a somewhat uninviting start of the recount. The lack of evaluative language in the orientation indicates a need for improvement in setting a tone and conveying the overall evaluation of the day.

In the recount of events stage, Student 1 achieved a perfect score of 4 points out of 4. This is a result of effectively using a variety of evaluative devices, with appreciation and judgment descriptors being the most prominent. The student displayed richness and diversity in their use of evaluative language, showcasing a detailed evaluation of the events and experiences throughout their day. Table 8 Student 1’s use of appraisal devices during the pre-test.

Table 8

Student 1’s use of appraisal devices during the pre-test

<p>| Student 1 | 67 |</p>
<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

When analyzing Student 1's diary entry during the pre-test, a notable absence of appraisal devices was observed, which could have engaged the reader by setting the scene and providing an introduction to the day during the orientation stage. Consequently, the diary entry lacked the evaluative language necessary to captivate the target reader's attention (e.g., "my house is magic" (appreciation), "his don't play so good" (appreciation), "but is ok" (appreciation)), the diary itself or the writer's future self when reading it), resulting in a lower score of 1 point in this stage (Appendix H).

Moving to the recount of events stage, Student 1 incorporated a variety of appraisal devices, with appreciation and judgment meanings being the most frequent. An example of affect is seen in the phrase "my house is magic.", where the positive evaluation of the house as magical is explicitly expressed. Moreover, the phrase "I jump so up" although not explicitly stated as judgment, judges the character as a good jumper. This diverse use of evaluative language enriches the pre-test sample, showing a broader range of emotional expression and attitude.

Student 1 also employs judgment as well, as seen in the evaluation of the dog's piano-playing skills with phrases such as "his don't play so good", but balanced with a positive evaluation of "is ok." This demonstrates an ability to mitigate negative judgment, acknowledging both positive and negative aspects. Additionally, appreciation is evident when Student 1 exclaims "¡Is so nice!" to emphasize the beauty of the house, showing a positive evaluation of the house's aesthetic and special characteristics. In this example, Student 1 also uses graduation, which was not taught in class, to emphasize the degree of pleasant aesthetic of the house. However, there is room for improvement in the use of past simple tenses in the recount, as Student 1 predominantly uses present simple and continuous tenses instead. This aspect should be addressed to ensure appropriate grammatical usage and adherence to the tense requirements of the recount.

In terms of overall attitude, the pre-test demonstrates a generally positive tone, aligning with the positive expressions used, such as "so nice" and "ok." These expressions convey a positive attitude towards the day's events and experiences. In summary, while the pre-test shows an improved
and varied use of evaluative language in the recount of events, there is a need to enhance the orientation stage with the inclusion of appraisal devices to engage the reader from the beginning.

**Student 2**

Student 2 scored 1 point in the orientation section of their diary entry in the pre-test, as there were no elements present to contextualize the day of their recount genre. The absence of contextualization made it impossible for the reader to identify the date of the events or for the researcher to provide any form of assessment based on the rubric's criteria.

In the recount of events, Student 2 scored 1 point because there were no evaluations or expressions of the writer's perspective or attitude towards the events described. The events were narrated in a direct manner without any explicit appraisal devices or emotional expressions. Table 9 presents Student 2’s use of appraisal devices during the pre-test.

**Table 9**

*Student 2’s use of appraisal devices during the pre-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

In the diary entry of Student 2 for the pre-test, an analysis of the use of appraisal devices revealed a deficiency in conveying emotions, attitudes, or perspectives towards the events recounted. Beginning with the orientation stage, Student 2 scored only 1 point, as there were no elements present that contextualize the day of the recount. The lack of contextualization translated into the necessity of incorporating such expressions to create a more engaging and insightful narrative.

Regarding the recount of events stage, Student 2 also obtained 1 point on the rubric, as there was an absence of evaluation from the writer's point of view within the sequence of events. The
events were presented without any explicit expressions of attitude or appraisal devices, indicating a limited insight into the writer's feelings or perspectives regarding the activities described. The absence of appraisal devices significantly impacted the diary entry, making it possibly less engaging and expressive. Appraisal resources, which include expressions of emotion, opinion, or judgment, are crucial for providing depth and relatability to the text. Without these devices, it might become challenging for readers to grasp the writer's emotional response or stance on the events, resulting in a disconnect and reduced engagement.

**Student 3**

In the orientation section, Student 3 received 1 point according to the rubric's scoring. This was due to the absence of an evaluation of the day, which is a crucial aspect of the orientation as per the criteria. The lack of evaluation prevented the utilization of appraisal devices to convey emotions, judgments, or appreciations regarding the day.

On the other hand, in the recount of events, Student 3 received 4 points. This high score was due to the use of evaluative language within the sequence. Table 10 Student 3’s use of appraisal devices during the pre-test.

Table 10

*Student 3’s use of appraisal devices during the pre-test*

<table>
<thead>
<tr>
<th>Student 3</th>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Orientation</em></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td><em>Recount of events</em></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In the recount of events stage, Student 3 demonstrated a proficient use of appraisal devices by incorporating affect, judgment, and appreciation in their language to describe various aspects of their day. The affective aspect is shown through phrases such as "*I like*" and "*love the saga*" referring to the student's personal liking for the Harry Potter saga. This adds a subjective and
emotional layer to the recount, making it more engaging and relatable to the reader. In terms of judgment, the student effectively employed this appraisal device by providing positive feedback on Nikki's design skills, stating "Nikki is a good designer". This reflects the student's positive evaluation of Nikki's abilities and contributes to the overall positive tone of the diary entry. Furthermore, appreciation is displayed when the student described the dinner as "delicious" and appreciated the fashion show, stating "the fashion show is so nice." These expressions of appreciation use evaluative language, showing a positive attitude toward the food and the fashion show, enhancing the recount's depth, making it more captivating and relatable for the reader.

**Student 4**

Student 4’s pre-test did not incorporate explicit attitude expressions or appraisal devices to convey emotions or attitudes towards the events described. There was a lack of personal evaluation or expression of feelings, making it challenging to grasp the writer's experience in the pre-test. Incorporating more explicit attitude expressions and appraisal devices would have enhanced the text by providing insights into the writer's emotions and perspectives regarding the activities described. Table 11 Student 4’s use of appraisal devices during the pre-test.

**Table 11**

*Student 4’s use of appraisal devices during the pre-test*

<table>
<thead>
<tr>
<th></th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Recount of events</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Student 4 scored 1 point in the orientation section according to the rubric. The assessment indicates that there was a lack of evaluation of the day in the recount, meaning that the writer did not provide any personal assessment or expression of feelings regarding the day they are describing. This absence of evaluative language makes it difficult for the reader to understand the writer's feelings about that day.
In the recount of events stage, Student 4 also received 1 point according to the rubric. The analysis explains that there were no evaluations or expressions of feelings regarding the events described in the sequence. Essentially, the writer did not convey any emotional or attitudinal stance towards the events they are recounting, making the recount seem neutral and lacking personal engagement.

In summary, the pre-test diary entry by Student 4 lacked explicit attitude expressions and appraisal devices. These elements are crucial for conveying emotions, attitudes, and personal perspectives regarding the events and experiences described. The absence of such language features makes it challenging for readers to connect with the writer's feelings and opinions.

**Student 5**

Student 5's diary entry for the pre-test demonstrated a deficiency in using appraisal devices to convey emotions, attitudes, or evaluations towards the recounted events. The orientation section received a score of 1 point, reflecting an absence of evaluation regarding the day being recounted. Without an evaluation or expression of how the day was perceived or felt by the student, the recount did not have a personal touch and failed to set the tone for the recount.

In the recount of events, the rubric awarded 1 point, indicating that the events were presented in a sequence, but without evaluations or emotional responses. The diary entry described events in a sequential manner but missed the essential aspect of providing personal opinions or feelings toward these events, preventing the effective establishment of the tone of the recount. Table 12 Student 5’s use of appraisal devices during the pre-test.

**Table 12**

*Student 5’s use of appraisal devices during the pre-test*

<table>
<thead>
<tr>
<th></th>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Recount of events</strong></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Similar to Students 2 and 4, the pre-test lacked the use of explicit attitude expressions or appraisal devices to convey emotions or attitudes towards the events mentioned. There's a need for more detailed expressions of feelings or opinions related to the activities described. Student 5 just describes factual statements, listing activities mostly, without expressing an opinion or evaluation.

The commentary on the student's comprehension of a video and subsequent writing reflected a fundamental understanding of the task, but the entry lacked a deeper connection to the text. There was an opportunity to integrate a more personal viewpoint and evaluate the situations from a subjective perspective. Instead, the pre-test predominantly presented factual statements, listing activities without delving into the student's emotions or assessments of these experiences.

The pre-test missed explicit attitude expressions and appraisal devices that could enrich the recount by providing insights into the writer's emotions and perspectives related to the activities described. Encouraging the student to share their personal experiences with evaluative elements, feelings, or opinions would enhance the recount's depth and engagement, making it more compelling and reflective of their personal connection to the events. By incorporating these expressive components, the recount would evolve into a more engaging and insightful diary entry.

4.1.1.1.2. Post-test analysis of attitude elements

In the post-test, it was observed that students enhanced their ability to incorporate a broader range of evaluative language to talk about actions, people, or objects during the recount is substantially more used:

**Student 1**

In the orientation stage, Student 1 received a score of 4 points out of 4. This score is attributed to the effective introduction of the day with evaluative language, explicitly stating "today was a good day". The inclusion of this positive evaluation aligns with the rubric's expectations and represents a notable improvement compared to the pre-test, where evaluative language was lacking.

In the recount of events, the student receives a score of 3 points out of 4. This score is assigned based on the presence of evaluative language in the form of affect and appreciation. Table 13 Student 1’s use of appraisal devices during the post-test.
Table 13
Student 1's use of appraisal devices during the post-test

<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

Student 1's choice of salutation, "Dear Bambino," reflected an informal and friendly address to establish a connection with the reader, demonstrating an understanding of appropriate language use based on the context. This usage of language was evaluative in nature, enhancing the engagement and relatability of the recount.

In the recount of events, Student 1 used evaluative language to express their affect and judgments concerning specific actions and experiences. For instance, the positive emotional affect toward Malala is highlighted through the statement "Malala is my best friend," conveyed a strong positive feeling. Furthermore, Student 1 employed evaluative language in appreciating a book, describing "Don Quijote de la Mancha" as "so good" This appreciative language reflected the student's positive evaluation of the book, indicating enjoyment and favorable opinion. Including more affect resources might align with Carstens' (2019) assertion that affect, viewed as the evaluative experience in emotional or expressive terms, is more likely to be frequently used in recounts, such as autobiographical narratives and similar forms of discourse, because it intends to evaluate an inner realm. This happens because, as elucidated by Coffin (2006), assessments within recount texts are rooted in the emotions of the author, whereas factors such as judgment, and to a lesser extent, appreciation, refer to a predefined set of institutionalized standards or an ethical framework dictating acceptable and unacceptable behaviors. Consequently, the author must possess higher levels of awareness of and adherence to these evaluative conventions in order to incorporate them into their text.

While the post-test generally built a positive tone through evaluative language, there is room for improvement. Enriching the descriptions of events with a broader range of appraisal devices and providing explicit evaluations of specific actions would have enhanced the recount's expressiveness.
and align the evaluative language with the overall description of the day as "good". Incorporating more diverse appraisal devices and vivid expressions of emotions and attitudes throughout the recount of events could enrich the recount and make it more engaging and expressive.

**Student 2**

In the scoring provided for Student 2's diary entry, they received a score of 4 points for both orientation and recount of events. For orientation, the student scored 4 points as they explicitly evaluated the day with the statement "this is a great day", showing appreciation for the positive aspects of the day. In the recount of events, they also received 4 points. The learner effectively employed evaluative language to convey their feelings, judgments, and appreciation throughout the recount. Table 14 Student 2’s use of appraisal devices during the post-test.

**Table 14**

*Student 2's use of appraisal devices during the post-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>✓</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td><strong>Recount of events</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In Student 2's post-test diary entry, the analysis revealed a significant improvement in expressing attitudes and emotions associated with the events of the day. In the orientation section, the learner provided a clear evaluation of the day, stating, "this is a great day" demonstrating explicit appreciation for the day's positive quality.

During the recount of events, in terms of affect, Student 2 expressed enjoyment by stating that the dogs are "very funny" and also conveyed love for an activity, such as walking the dogs, using positive terms such as "funny" "crazy" and "strong" to describe them. These positive affective expressions helped in creating a vibrant and engaging recount, providing a glimpse into the writer's emotional experience of the day.
In expressing judgment, Student 2 employed both positive and negative evaluations. The writer referred to the day as "great" indicating a positive appreciation. Furthermore, the author engaged in a rhetorical question, "i eat tomato i love tomatos ¿its weird (negative) i love (positive) tomatos?" showing a blend of positive affect about loving tomatoes and a nuanced negative appreciation, adding depth and complexity to the recount. With this, the writer demonstrated appreciation for certain elements, such as their fondness for tomatoes, indicating a positive attitude towards this particular food item. This appreciation allows the reader to connect with the writer's preferences and emotions.

Another aspect that was identified in this text is that the post-test sample is noticeably longer. A study led by Nagao (2019) with EFL Japanese students showed that learners with an SFL genre-based approach to writing in EFL contexts increased their motivation to write a longer text where they can include more information, hence providing more instances to enrich the text with the details they can provide, such as descriptions and evaluations, paying attention to include explicit information about the relationship with the writer's surroundings and relationships through expressing politeness, attitudes, evaluative language, power positions, and social roles that could tell the reader more what they need to understand what the writer wants to express. In relation to the current study, the data showed that most students did include extra information as they extended the length of their writings (see Appendix H). The study indicates that students were able to understand the purpose of the text better as they added more linguistic resources, providing a wider lexicon to describe feelings and evaluate people's behaviors and objects or events by allowing a more critical view of a topic.

**Student 3**

In the post-test diary entry of Student 3, an in-depth analysis of the use of appraisal devices reveals a highly efficient integration of evaluative language, emphasizing affect and appreciation. The proficiency in employing the attitude subsystem to convey emotions and opinions about the day is evident, enhancing the overall expressiveness of the recount.

In terms of orientation, Student 3 achieved the maximum score of 4 points. Student 3 explicitly evaluated the day by describing it as "so productive", providing a clear appreciation of the day's achievements. Table 15 Student 3’s use of appraisal devices during the post-test.

**Table 15**
Student 3’s use of appraisal devices during the post-test

<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

When recounting the events of the day, the student exhibited a mastery of evaluative language, earning 4 points on the rubric. The tone of their recount consistently aligned with the overall positive evaluation of the day. Notably, the student employed affective language, including positive affect by utilizing words such as "productive," "beautiful," "funny," and "delicious." These terms reflect the student's emotional engagement with the day's events, adding a layer of expressiveness. The use of "sleepy" to describe the morning represents a minor negative affect, but its impact is overshadowed by the predominantly positive tone of the recount.

Appreciation is a prominent aspect of the diary entry, with the student employing words such as "beautiful" to appreciate the posters and "delicious" to appreciate the family dinner. These expressions of appreciation underscore the writer's evaluative stance toward specific elements of the day, setting the stage for a final overall evaluation of the day.

It is important to note that the length of the recount is shorter, contrasting with the tendency of other students who increased the length of their samples during the post-test. Despite this, the text effectively conveys a positive attitude, making use of appropriate appraisal devices.

Student 4

In Student 4's diary entry after the post-test, the examination of appraisal elements revealed a deficiency in the evaluation criteria. The structure closely resembled that of the pre-test, suggesting a lack of improvement in the orientation stage. Due to this, Student 4 only received a score of 1 point on the rubric.

Within the recount of events, Student 4 demonstrated improvement in the overall text, earning 3 points. However, it was noted that there could have been more evaluation during the
sequences, providing a deeper insight into their experience, aligning the tone of the text during the sequences with the overall evaluation of the day to enhance the cohesiveness of the recount. Table 16 Student 4’s use of appraisal devices during the post-test.

Table 16
Student 4’s use of appraisal devices during the post-test

<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

In terms of affective language, Student 4 effectively used appraisal devices, for instance, when expressing feeling "very happy". The phrase "This day I felt so happy" emphasizes the significant level of happiness experienced throughout the day. No explicit judgment devices employed in the post-test.

In the sequence of events, an implicit appreciation is evident when they mentioned, "I met with world leaders, with Malala at 1 pm," showing appreciation for the opportunity to meet world leaders as Malala, hence this fact is highlighted. It demonstrates a positive attitude towards this particular event. Regarding appreciation, in the sequence of events the student mentioned, "I had a meeting with world leaders, including Malala at 1 pm." While lacking a direct evaluation, this statement suggested an appreciation for the chance to meet world leaders and Malala. Thus, Student 4's text primarily aimed to convey a positive emotional response and a favorable assessment of the day's events. However, subtle hints suggest potential appreciation for the opportunity to meet both world leaders and Malala.

The post-test overall demonstrated the use of appraisal devices and evaluative language to express positive emotions and attitudes. Nevertheless, maintaining a consistent and appropriate application of these devices is important. The analysis also highlighted a small deviation from the expected structure in terms of providing the final evaluation of the day, by evaluating the day by the
end of the recount ("I feel so happy"), indicating room for improvement in aligning the tone with the sequence of events as taught in class.

**Student 5**

In the orientation phase, Student 5 received a score of 1 point, indicating that there was no evaluation of the day and maintaining a structure similar to the pre-test without progression. The lack of evaluation at this stage, similar to Student 4’s post-test sample, does not effectively engage the reader with the text, hindering the overall evaluation of the day's experience. Table 17 Student 5’s use of appraisal devices during the post-test.

<table>
<thead>
<tr>
<th>Table 17</th>
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</table>

**Student 5’s use of appraisal devices during the post-test**

<table>
<thead>
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<th>Student 5</th>
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<table>
<thead>
<tr>
<th>Stage</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

In the recount of events section, Student 5 earned a score of 3 points. The overall text demonstrated improvement, yet it lacked detailed evaluation in the sequences. By integrating evaluation devices, especially at the beginning of the text, Student 5 could have aligned better with the overall assessment of the day.

Specifically regarding the use of appraisal devices, Student 5 did not explicitly express affect or judgment in the post-test. However, appreciation was included, noting "I had my favorite breakfast" which indicates a positive appreciation for the breakfast. Additionally, they expressed appreciation for the day's weather by describing it as "beautiful" conveying a positive perspective on the day's atmospheric conditions.

The post-test effectively incorporates positive appraisal devices, contributing depth to the recount by showing preferences and positive attitudes toward specific aspects of the day. Nevertheless, to enhance the engagement and coherence of the text, Student 5 could have
incorporated evaluation at the beginning of the text to better align with the overall experience of the day and provide a more engaging introduction for the reader.

It can be noted that students considered that there was a significant importance to the tone in their recount, displaying a higher level of explicitness. A majority of the students demonstrated an understanding that the portrayal of events in the recount is intricately linked to the evaluation of the day. They also demonstrated a heightened awareness of the reader's role in interpreting the recount. A study conducted by Magfiroh, Herdiawan, and Rof'i (2021) found that students typically consider the reader's response when making linguistic choices involving APPRAISAL resources. However, the study suggests that students require explicit instruction on how this consideration enhances reader engagement, elucidates the author's emotions, and underscores the importance of reader comprehension of the author's perspectives. Furthermore, the authors argue that employing straightforward language in writing facilitates reader comprehension and encourages writers to incorporate evaluative language effectively. In this study, students were provided with a vocabulary handout to integrate into their compositions, which, as indicated earlier, may have contributed to the heightened use of evaluative language.

4.1.2. Ideational analysis

Ideational meaning, which reflects the contextual value of the field (that is, what is going on in the text), is how we experience events through processes, and is divided into logical meaning (external logical connections) and experiential meaning. In this analysis, the aim is to evaluate how students connect ideas using external logical connections (introduced in class as CONJUNCTIONS), helping the writer to provide a cohesive and sequential text.

4.1.1.2. Logical-semantic relations

During the analysis, it was observed that time CONJUNCTIONS (and then, after, and later,) were the most frequently used CONJUNCTIONS during both the pre and post-test. The frequency was followed by addition CONJUNCTIONS (and and then). These were the most used ones in both sample tests.

The analysis of students’ texts revealed that students improved at varying levels in terms of structure organization in the recount after the intervention. For the pre and post-test, each case is discussed thoroughly in the following section.
4.1.1.1.1. Pre-test analysis of external-logical connections

Student 1

The analysis notes that Student 1 scored 2 points in the orientation stage. They attempted to introduce the day, which is a component of the orientation stage, but the attempt lacked a clear structure and did not effectively set the stage for the rest of the text.

The student also scored 2 points for the recount of events. They utilized various types of CONJUNCTIONS, including time and consequence CONJUNCTIONS, to link actions and provide a chronology of events. However, the sequence of events was somewhat random, affecting the overall coherence and logical connections within the recount. Table 18 Student 1’s use of conjunctions during the pre-test.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In terms of time CONJUNCTIONS, "later that" was not used appropriately to indicate the sequence of events, since the writer was probably intending to use the conjunction “after that”. However, “later” holds a meaning by itself and acts contributing to the chronological flow of the recount. This usage helps in presenting events in a structured and understandable manner. Furthermore, Student 1 used a consequence conjunction, "because," to link an action to its consequence. In the example, "I open the blinds with my voice because my house is magic" the use of "because" aids in providing clarity and context to the recount by explaining the rationale behind the subsequent action or state.
In terms of verb tense, the student predominantly used present simple and continuous ("at 11:00 walking in the beach"). However, the student did not use the past simple tense, which is expected when recounting events from the past. This impacted the overall coherence and logical connections within the narrative, making it seem somewhat disjointed.

In summary, while the student demonstrated an attempt to introduce the day and used a variety of CONJUNCTIONS, the text lacked coherence due to the absence of appropriate verb tense usage and a clear timeline.

**Student 2**

Student 2 received 1 point out of 4 for orientation. The rubric required elements such as mentioning the date, a brief greeting or salutation, and an indication of recounting events from the day. None of these were present in the text, resulting in a low score. Table 19 use Student 2’s use of CONJUNCTIONS during the pre-test.

**Table 19**

*Student 2’s use of conjunctions during the pre-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

In Student 2's diary entry for the pre-test, the analysis of the use of conjunctions reveals several areas for improvement. In the orientation section, Student 2 scored only 1 point as none of the required elements outlined in the rubric, such as the date, greeting, or indication of recounting events, were present in the text. This lack of orientation hinders the reader's ability to grasp the context of the text.

Furthermore, the absence of conjunctions throughout the diary entry significantly affects the logical flow of events. Without conjunctions to link ideas and actions cohesively, the sentences stand disjointed and fail to construct a clear mental picture of the day's events. The use of past simple
tense, marked by a single verb in present continuous tense ("jumping"), adds to the lack of coherence, creating an inconsistent language usage.

The role of CONJUNCTIONS in facilitating comprehension and smooth transitions between thoughts and actions is crucial. Without proper use of CONJUNCTIONS, the text appears choppy and lacks the necessary context for understanding the writer's experiences. This deficiency makes it challenging for readers to follow the progression of events and hampers the overall readability and engagement with the text.

To address these issues, suggestions are provided to the student to incorporate CONJUNCTIONS such as "at," "then," "around," and "by" to establish clear connections between actions and events. These CONJUNCTIONS aid in enhancing the logical flow and readability of the text, providing a more cohesive and engaging reading experience. By using appropriate CONJUNCTIONS, the text can effectively convey the sequence of events and improve the overall coherence and structure of the diary entry.

Student 3

In the pre-test diary entry of Student 3, the use of external logical connections was analyzed, particularly focusing on CONJUNCTIONS, to evaluate the structure and coherence of the recount. In terms of the orientation stage, the entry received 2 points as there was a somewhat introductory element about the day ("my barbie day on saturday 11/10"), although it was predominantly in the present simple tense, aligning with the evaluation criteria.

In the recount of events, Student 3 received 2 points for cohesion. While the text is primarily written in the present tense, it does show some cohesion, mainly using addition and a couple of instances of consequence CONJUNCTIONS. Table 20 Student 3’s use of conjunctions during the pre-test.

Table 20
Student 3’s use of conjunctions during the pre-test

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
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</table>
The addition CONJUNCTIONS were exemplified in the phrases "I like so much her costumes and I go to my dream house" and "I go to my dream house and sleep". These phrases demonstrated a clear succession of events, where one action followed another, providing a logical flow to the recount.

Regarding time CONJUNCTIONS, the use of "after" and "then" indicated the sequence of events and the timing of when these events occur. This use of CONJUNCTIONS enhanced the coherence of the recount, enabling the reader to follow the events in a logical order.

In terms of consequence CONJUNCTIONS, the use of "so" and "because" added a sense of result or consequence to the actions described. For instance, "I need to put me some make-up because I have a fashion show" provided a reason for an action. These CONJUNCTIONS contributed to a clearer understanding of the cause-effect relationship between events in the recount.

The analysis also highlighted a suggestion for improvement. Student 3 could enhance the cohesion of the recount by incorporating more CONJUNCTIONS at the beginning of the sequence of events, aiding in a smoother and more structured presentation of the day's activities.

**Student 4**

In the pre-test diary entry, Student 4 received 2 points for attempting some sort of salutation, although it did not properly introduce the recount's day and was written in present simple tense. This suggests a need for improvement in providing a more precise introduction and using appropriate tense for the orientation.

In the recount of events, Student 4 scored 2 points for using CONJUNCTIONS effectively to link actions within the sequence. When it comes to addition, the student employed "and" to connect actions such as playing the piano and singing a new song, as well as applying makeup, going to a fashion show, and concluding the day. These CONJUNCTIONS enhance the narrative by presenting a clear sequence of actions.

Table 21 shows Student 4’s use of CONJUNCTIONS during the pre-test.
There was no usage of time or comparison CONJUNCTIONS, indicating a missed opportunity to provide a chronological order of events. Furthermore, they effectively used the conjunction "so" in "so jump in trampoline" illustrating the consequence of going to the garden.

Another explanation to the lower scoring was the lack of use of past simple tense, which was not present in the recount as the entire recount was told using present simple tense. This omission did not align with the requirement of using the past tense for recounting events.

Overall, Student 4 demonstrated proficiency in utilizing addition CONJUNCTIONS to link actions in the recount. However, there was a need for improvement in using a variety of CONJUNCTIONS for comparison, time, and consequence to create a more coherent and structured text. Incorporating past tense appropriately was also essential to align with the recount's requirement.

**Student 5**

In the pre-test diary entry of Student 5, the analysis of the orientation stages noted that the diary entry’s score was 3 points, as it appropriately introduced the day and included a salutation. However, it lacked a past tense structure, making it challenging to recount events in the context of a specific day.

In the recount of events, Student 5 effectively utilized CONJUNCTIONS to connect various actions, achieving a score of 2 points. The use of "and" served to link actions, portraying one action occurring after another. The frequent use of "and," "that," "after," and "then," as noted in the time CONJUNCTIONS, maintained a consistent pattern throughout the recount. These CONJUNCTIONS effectively contributed to the flow of events, providing a clear sequence of the daily routine. Moreover, the use of "because there wasn't" is an example of a consequence conjunction, explaining
the outcome of not attending the scouts activity. Table 22 Student 5’s use of CONJUNCTIONS during the pre-test.

Table 22
Student 5’s use of conjunctions during the pre-test

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Some events lacked clear transitions or smooth flow, making it harder to follow the sequence of activities. The overuse and awkward placement of "then" disrupted the logical connection between events, affecting the overall coherence. A suggestion for improvement would be replacing ambiguous or missing conjunctions with explicit ones such as "and," "but," "so," etc., to clearly indicate the relationship between events. Additionally, incorporating explicit attitude expressions and appraisal devices would enrich the recount by providing insights into the writer's emotions and perspectives regarding the described activities.

4.1.1.1.2. Post-test analysis of external-logical connections

Student 1

In the orientation, Student 1 received a score of 3 out of 4 points. The score was assigned based on the proper structure, inclusion of date and salutation, and the use of past tense, which aligned with the expectations outlined in the rubric.

In the recount of events, the student also received a score of 3 out of 4 points. The score was primarily based on the correct usage of past tense, ensuring that the events were appropriately narrated in the past tense as required. However, there was a noted lack of CONJUNCTIONS, which affected the sequence and coherence of the text. The absence of CONJUNCTIONS related to addition,
comparison, time, and consequence hindered the smooth progression of events in the recount. Table 23 Student 1’s use of CONJUNCTIONS during the post-test.

**Table 23**

*Student 1’s use of conjunctions during the post-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
</tbody>
</table>

In terms of orientation, Student 1 achieved 3 points, correctly including essential elements such as the date, salutation, and past tense, which align with the rubric's criteria. Regarding the use of CONJUNCTIONS to link ideas and events, Student 1 did not employ explicit addition, comparison, or consequence CONJUNCTIONS in the context of the post-test. However, the student used an implicit addition conjunction ("and") in the phrase "I met with world leaders, Malala is my best friend, (and) I met with her" providing extra information about meeting world leaders and their close friendship. This shows an improvement in conveying additional information by using CONJUNCTIONS.

In terms of time CONJUNCTIONS, Student 1 mostly used "and," "after that" and "later" to denote the sequence of events, thus portraying a clear timeline of their day's activities. These CONJUNCTIONS aided with the presentation of a logical and coherent progression of events, enhancing the readability and comprehension of the text. Even though the use of past simple tense was appropriate, there was an opportunity for Student 1 to enrich their language by incorporating a variety of CONJUNCTIONS to enhance the text's depth and complexity.

Overall, the post-test demonstrated a notable improvement in organizing events logically and coherently, reflecting a better understanding of external logical connections. The recount was presented in a structured and sequential manner, showing the student's improved language use and grammatical accuracy. The post-test, as compared to the pre-test, exhibited an improvement in conjunction usage and a better structured presentation of events.
**Student 2**

The orientation of the diary entry scored 3 points, as Student 2 successfully introduced the day and provided essential elements; the date and salutation, aligning with the rubric's criteria.

The recount of events evaluated how well the student presents the day's activities in a coherent and structured manner. Student 2 earned a score of 2 points in this aspect. The use of present simple verbs was predominant, not aligning with the rubric's expectations, but there were exceptions where past tense was appropriately utilized. However, the lack of consistent use of conjunctions throughout the sequence is a point of improvement. Table 24 shows Student 2’s use of conjunctions during the post-test.

**Table 24**

*Student 2’s use of conjunctions during the post-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>V</td>
</tr>
</tbody>
</table>

The post-test did show improvement in logical connections and coherence compared to the pretest, indicating progress. However, there were certain areas for improvement identified. Student 2 could have incorporated comparison and consequence conjunctions to establish additional logical connections between events, potentially enhancing the depth and coherence of the text. Lastly, concerning the use of past simple tense, Student 2 primarily employed the present simple tense, with a few exceptions where past simple was used appropriately.

Regarding the use of time conjunctions, **"and"** and **"then"** are appropriately employed to indicate the sequence of events and when they occur, aiding in creating a coherent timeline of activities throughout the day. However, there are instances where conjunctions could be more consistently utilized to establish smoother transitions between activities, enhancing the text's overall
flow and clarity. For instance, Student 2 could have incorporated CONJUNCTIONS such as "then" to enhance the overall coherence of the recount. This recommendation is illustrated by the example "In 4 i go to walk with my dogs" could be improved in the following manner: "I am met the world leader of the whole world. (Then) at 4 I go to walk with my dogs".

Student 3

In the post-test diary entry of Student 3, the student received a full 4 points in the orientation part as they introduced the day effectively, providing a clear beginning in past tense. This adherence to past tense aids in establishing the appropriate temporal context for the recount.

Regarding the recount of events, the student demonstrated an improvement in incorporating CONJUNCTIONS, especially in the "time" category. Table 25 shows Student 3’s use of CONJUNCTIONS during the post-test.

Table 25

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>X</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The student utilized CONJUNCTIONS such as "after" and "then" to indicate consequences or subsequent actions, presenting a clear sequence of events. An example of this is the use of "after" and "then" to describe the consequences or subsequent actions following relaxation and reading. This use of CONJUNCTIONS enhances the reader's understanding of the timeline and progression of the day.

Additionally, in the consequence conjunction, the student employed "to" and "and" to depict actions, that led to another. For instance, "I had family dinner was delicious and hung with my family" effectively connecting actions and illustrating a logical flow of events.
It is important to note that the student still primarily relied on basic conjunctions such as "then" and "after," showcasing a limited variety in their range. This suggests room for improvement in diversifying the range of CONJUNCTIONS employed, which could enhance the complexity and coherence of their recount.

**Student 4**

In Student 4's post-test diary entry, the orientation aspect had been significantly improved, earning a score of 3 points. The date was presented more explicitly, enhancing the clarity of the text. The introduction of the day was appropriately conveyed in structure, aligning with the rubric's criteria, yet not scoring full points since it was expressed ambiguously, without a tense to analyze. Regarding the recount of events, Student 4 successfully achieved a score of 3 points. The recount somewhat accomplished the objectives and indicators outlined in the rubric. Table 26 Student 4’s use of CONJUNCTIONS during the post-test.

**Table 26**

_Student 4’s use of conjunctions during the post-test_

<table>
<thead>
<tr>
<th>Student 4</th>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Regarding the use of CONJUNCTIONS to establish logical connections between events, Student 4 employed the conjunction "and" to indicate one action leading to another, exemplifying the addition conjunction.

In terms of time conjunctions, the student effectively used "after," "then," “after”, and "once," as seen in the phrase "once finished the lunch I met with world leaders." "Once" is employed to signify that the meeting with world leaders followed the completion of lunch, showing
a clear temporal sequence. Furthermore, "and" was appropriately used to link an action or event to a specific point in time.

Despite the successful application of past simple tense, it is essential to note an instance of inconsistent conjunction use, illustrated by the phrase "then is 8:00 I made posters and flyers after is 10:00 am went walked." To enhance coherence and maintain a logical sequence, Student 4 could have expressed the sentence as "Then, at 8:00, I made posters and flyers. After that, at 10:00 am, I went for a walk."

**Student 5**

In Student 5’s post-test diary entry, the orientation section received 3 points, demonstrating an appropriate introduction of the day and the inclusion of a salutation. However, it was noted that there had not been significant progress compared to the pre-test in terms of incorporating the introduction properly into a past tense form. Despite the ambiguous use of verb tense, a specific date was provided for the recount of events, warranting a score of 3 points.

In the recount of events stage, Student 5 demonstrated significant improvement from the pre-test, utilizing past simple tense effectively and presenting a logical and structured sequence of events. Table 27 Student 5’s use of CONJUNCTIONS during the post-test.

**Table 27**

*Student 5’s use of conjunctions during the post-test*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Addition</th>
<th>Comparison</th>
<th>Time</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recount of events</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
</tbody>
</table>

In the recount of events, Student 5 effectively employed the conjunction "and" to connect actions and events, earning them a point in the addition category, getting a. This conjunction was utilized consistently, demonstrating a logical flow from one action to another. For instance, Student
5 wrote "Today I woke up at 7 am and then I had my favorite breakfast." Here, "and then" links the actions of waking up and having breakfast, displaying appropriate usage.

Additionally, Student 5 effectively used "then" to indicate a chronological order of actions, as seen in the phrase, "Then at 8 AM I made posters to protect nature" This contributes to the overall coherence of the text by showing the sequence of events.

Overall, Student 5 displayed a notable improvement when using CONJUNCTIONS to establish logical connections between events and actions. The consistent use of CONJUNCTIONS, such as "and," "then," and "at," contributed to a well-structured and coherent recount, effectively conveying the progression of events throughout the day.

Most students already made use of some type of CONJUNCTIONS to link ideas in the pre-test, however, they were somewhat repetitive and their writing lacked a variety of connectors. CONJUNCTIONS for addition were the most frequently used external logical connections in this section. As students used sequential connection devices, the ideas in the recount text flowed easily and methodically, concluding that the use of language features can assist the writer in producing an effective and legible recount text, giving them more space to communicate their attitudes or emotions in relation to the events by marking the different events, which adds interest to the piece of writing. Karimah (2017) carried out a study with 8th-graders and noted that as long as her students sequenced information properly, using mostly time and addition CONJUNCTIONS such as then, first, before, after, and after that, the text was becoming increasingly more coherent, which resembles the results obtained with this class in this regard. In the present study, students made similar use of the same CONJUNCTIONS, and it can be observed that after the intervention students learned to use a wider variety of CONJUNCTIONS throughout the recount of events as well, making their texts more complex, but at the same time, easier for the reader to follow.

In the analysis of pre and post-tests evaluating students' interpersonal writing skills, the results reveal that students initially exhibited varying degrees of proficiency in utilizing these linguistic tools, as well as a better understanding of evaluative meanings. In the orientation phase, most students lacked explicit evaluation of the day, resulting in samples that failed to engage readers effectively. The recount phase also presented challenges, with students displaying limited use of evaluative language and appraisal devices. These initial findings showed the need for improvement in their interpersonal writing abilities. Nevertheless, the post-test results demonstrated substantial progress in students' application of evaluative language and appraisal devices. Notably, there was an enhancement in the orientation phase, where students became more aware of the existence of an
orientation stage. Some of them also improved in setting a tone (mostly positive) for their texts. This improvement significantly elevated the reader's engagement with the diary entries. In the recount phase, students showed a broader and more effective use of evaluative language, incorporating emotions, judgments, and appreciation into their recounts. This development led to diary entries that were more engaging, expressive, and reflective of their personal experiences and perspectives, as we get to learn the characters’ feelings and perceptions and how the events are appraised as well. This contributes to achieving the social purpose of the genre.

Among the students, individual variations in progress were evident. For instance, Student 3 exceptionally improved by effectively employing evaluative language and appraisal devices to convey emotions and attitudes throughout the recount. Student 3's proficient use of affect, judgment, and appreciation contributed to a highly engaging and expressive diary entry. In contrast, Student 4 demonstrated improvement but still faced challenges in aligning the tone with the sequence of events and providing explicit evaluations. Student 5 exhibited progress by incorporating appreciation into the recount phase but remained in need of explicit evaluation in the orientation phase. Student 1 and Student 2 showcased marked improvements, particularly in the orientation phase, where they explicitly evaluated the day, enhancing reader engagement. Nevertheless, there is room for further refinement in the application of a broader range of appraisal devices and explicit evaluations in the recount phase.

In the analysis of pre and post-tests evaluating students' use of CONJUNCTIONS to enhance cohesiveness and sequentiality in their recounts. In the pre-test, students showed varying levels of proficiency in introducing the day during the orientation stage, with issues such as unclear structures and missing main elements of diary entries such as dates and greetings. However, they frequently used additive CONJUNCTIONS, which facilitated a smoother flow of ideas in their recount of events. A significant challenge in the pre-test was the inconsistent use of verb tense, primarily relying on present tenses for recounting past events which affects overall coherence.

Following the intervention, students exhibited improvements in the post-test. Most of the learning demonstrated improved abilities to introduce the day effectively and adhered more to past tense usage. In the recounting events stage, there was noticeable progress in incorporating a wider range of CONJUNCTIONS, particularly time CONJUNCTIONS such as "after" and "then.". This shows that students are able to understand the genre and the stages, and the way the events unfold in time sequences. Additionally, consequence CONJUNCTIONS such as "so" and "because" were employed to clarify cause-effect relationships. However, as in the case of the interpersonal metafunction
previously analyzed, there was room for further development, as students continued to rely on basic CONJUNCTIONS, indicating a need for ongoing instruction and practice to refine their written expression and establish more logical relations.

In conclusion, the analysis of these students' pre and post-test diary entries emphasize the significance of evaluative language and appraisal devices in conveying interpersonal meaning, as well as notable progress in utilizing CONJUNCTIONS to establish logical connections and create structured recounts. Considerable progress has been made in enhancing their writing skills, and this development is essential for creating diary entries that effectively engage readers, provide insights into personal experiences, and convey emotions, attitudes, and assessments with precision and depth. Despite the improvements, the need for diversifying conjunction usage and refining tense consistency remains. The intervention contributed to enhancing the sophistication of their logical connections and overall writing skills.

4.2. Open-ended questionnaire
Each question of the open-ended questionnaire has been formulated with the intention to identify students' perception of the practicality of the genre-based pedagogy to foster writing skills in the production of a recount and students' perceptions of their own improvement and performance as a writer of a new genre in an English as a foreign language context. Although this is an open-ended questionnaire, the questionnaire is a yes/no question type. Because students were instructed to provide thorough justifications for their answers, a significant portion of them opted not to simply respond with a "yes" or "no" but rather offered only their answers. Consequently, the analysis was limited to organizing these responses into thematic categories.

The following themes and codes arose upon getting familiar with the data (students' perceptions) after reading and re-reading the answers of five students, coding the data by highlighting the information that seemed most relevant and aligned with the question, and later on, labeling the data to be presented in a table.

4.2.1. General genre structure recognition of a personal recount text
For question 1: Can I identify the general structure of a personal recount text?, the theme of the question was related to the overall structure and organization of the genre. When presenting the
modeling text and up to the joint construction stage of the intervention, there was an emphasis on structure recognition. Table 28 indicates that the two main categories that arose after coding was "Elements of the personal recount text", referring to all the structural elements and linguistic features in the personal recount genre. The other category is "Modeling text", which refers to the use of a modeling text and various other examples of the genre to introduce students to the personal recount text.

Table 28

General genre structure recognition of a personal recount text

<table>
<thead>
<tr>
<th>Theme</th>
<th>Coding</th>
<th>Quotes</th>
</tr>
</thead>
</table>
| General genre structure recognition of a personal recount text | Elements of the personal recount genre | Student 1: “la puedo identificar ya que me memoricé muchas de ellas.” (I can identify it now since I memorized many of them)  
Student 2: “ahora sí puedo” (Now I can)  
Student 3: “la verdad es que comprendo mucho mejor, aunque igual ya se harto inglés y fue fácil.” (The truth is that I understand much better, although I already know a lot of English, and it was easy)  
Student 4: “la puedo identificar facilmente la estructura general” (I can easily identify the general structure)  
Student 5: “porque lo repitieron tanto que me lo aprendí.” (Because they repeated it so much that I learned it) |
| Modeling texts | |

As shown in Table 28, in the "Elements of the personal recount text" category most students recognized the importance of knowing how to structure the text in order to write it properly, especially as it helped them to write sequentially and place the linguistic features corresponding to the genre smoothly. As mentioned in the table, scaffolding can be an effective strategy for learning facts, vocabulary, or formulas, especially in the early stages of learning a new genre. Student 1 indicates that they can identify structures because they have memorized them due to the exposure of various modeling texts. Another aspect to consider is the role of background knowledge. Student 3 mentions that they now have a better understanding of the elements of the personal recount genre, while also acknowledging the pre-existing knowledge of English, suggesting that their prior
language proficiency made the learning process easier. This perception emphasizes the ease of the learning process due to their prior knowledge or expertise in the subject.

In the "Modeling text" category, students stated how crucial was to have a modeling text and examples to analyze before they had to write their own text, as they noticed that the main objective of having that visual support and deconstructing the text was solely to guide them during the process of writing, as expressed by Student 5, who emphasizes the impact of repetition in their learning process, which has been successful for this student in understanding and retaining the information. A study carried out by Luu (2011) revealed that the majority of students acquired control over the essential elements of the necessary recount genre in terms of social objectives, linguistic features, and schematic structure, according to research results. These research findings align closely with the outcomes observed in the students who participated in the intervention. One of the reasons for this success was that students were given a specific assignment with a purpose that motivated them to write about issues that affected them (in this case, a diary entry where they could share personal experiences and infuse the text with emotion) and the emphasis was in the delivery of the structural knowledge. The more students were aware of how to organize the text so they could expand on their ideas easily, the better. This allowed the students' writing to take on a sense of direction and become successful.

4.2.2. Evaluation of the joint construction stage

For question 2: Was the group writing stage effective in giving me the necessary tools during the independent writing stage, it was noted that the question's theme was related to the overall evaluation of the joint construction stage, in which students noticeably participated the most during class. Table 29 indicates that the two main categories that arose after coding was "Effectiveness", referring to the practicality of the joint construction stage as a pivotal stage to learning and writing a personal recount text, and the other category is "Input", which refers to input provided to students through the modeling texts and practice previous to the joint construction. Table 29 shows the overall evaluation of the joint construction stage.

Table 29

Evaluation of the joint construction stage
<table>
<thead>
<tr>
<th>Theme</th>
<th>Coding</th>
<th>Quotes</th>
</tr>
</thead>
</table>
| Evaluation of the joint construction stage | Effectiveness | **Student 2:** “yo creo que sí fue efectivo porque se me hizo más fácil escribir.” (I believe it was effective because it made it easier for me to write)  
**Student 4:** “fue efectiva la etapa de escritura en general” (The writing stage was effective overall)  
**Student 5:** “fue efectiva porque me ayudó a entender cómo se forma el texto.” (It was effective because it helped me understand how the text is formed) |
| Input |            | **Student 1:** “al ver el ejemplo puesto por la miss supe cómo era la estructura de un personal recount text.” (Upon seeing the example provided by the teacher, I knew what the structure of a personal recount text was)  
**Student 3:** “igual fue fácil, entonces a veces se volvi un poco aburrido y quizás se puede hacer como con más juegos” (It was still easy, so sometimes it became a bit boring and maybe it could be made more engaging with some games) |

As shown in the table, in the "Effectiveness" category most students recognized the importance of participating in the joint construction stage to get more familiar with the text, as well as to provide a basis for writing that could easily be followed by them. The perceptions of the students collectively emphasized the effectiveness of providing examples to aid the understanding and application of a specific text structure, in this case, a personal recount. Based on these perceptions, it was understood that examples are a practical and concrete way to illustrate abstract concepts, making them easier for students to grasp and implement in their own writing. The positive responses from the students, such as improved understanding and ease of writing, indicated that this teaching method was successful in achieving its intended objectives.

In terms of the category of “input”, two students highlighted some key aspects of effective input during the intervention. Student 3 stressed the importance of matching the level of difficulty to the student's abilities and incorporating engaging elements such as games to enhance interest. On the
other hand, Student 1 emphasized the value of providing clear examples to aid understanding for the upcoming stages where they had to create their own text.

4.2.3. Student's writing confidence

For question 3: Do I feel more confident when writing a recount text knowing the structural and grammatical characteristics of this type of text?, it was noted that the theme of the question was related to the overall evaluation of the student's confidence in writing after the intervention, as well as the acquisition of new grammatical and structural knowledge to complement their writing. Table 30 indicates that the two main categories that arose after coding was "Confidence in writing", referring to the ways in which they feel more prepared to write their own text after the intervention, and the other category is "writing skills enhancement", which refers to the new tools students learned to help them structure their text in a more cohesive and coherent manner.

Table 30
Student's writing confidence

<table>
<thead>
<tr>
<th>Theme</th>
<th>Coding</th>
<th>Quotes</th>
</tr>
</thead>
</table>
| Student's writing confidence  | Confidence in writing         | **Student 2:** “No me siento mucho más confiado pero más que antes.” *(I don't feel much more confident, but more than before)*  
**Student 4:** “me siento más confiado y seguro al saber las características estructurales y gramaticales” *(I feel more confident and secure knowing the structural and grammatical characteristics)* |
| Writing skills enhancement    |                               | **Student 1:** “siento que no ayuda a la confianza pero sí al inglés.” *(I feel that it doesn't boost confidence, but it does help with English)*  
**Student 3:** “ya sé que hay que poner fecha, ordenarlo y todo eso.” *(Now I know that I need to put the date, organize it, and all that)*  
**Student 5:** “porque entiendo un poco más y ahora es más fácil.” *(Because I understand a
As shown in the table, in the "Confidence in writing" category most students noted that this intervention helped them to write better, yet not many of them see themselves as more confident. Overall, students recognize an increase in their confidence levels, though to varying degrees, reflecting a positive progress in their perception of their writing abilities. Student 2 stated "I don't feel much more confident, but more than before" recognizing that the intervention did not necessarily help them feel more confident as a writer, yet it did help them in their English skills. Notably, participation of the students in this study was generally positive. The success of letting students actively participate also has to do with their willingness to learn. Studies such as that of Abdel-Malek (2017) and Cheng (2022) conclude that learners' willingness to develop a skill influences their subsequent confidence as writers, since they are more aware of the process and rely on internal motivation. The aforementioned studies and the present study show that students who were engaged with the process had the tendency to have more positive results, hence higher confidence levels, while those who demonstrated a low attitude had a lower progress performance. Thus, encouraging authentic and important writing was crucial to developing a writing-rich atmosphere.

In the "writing skills enhancement" category, students perceived that writing a personal recount primarily contributed to their language skills, understanding of organizational elements (such as including dates and structuring), as expressed by Student 3; and overall ease in writing, as expressed by Student 1, establishing that writing a personal recount may not have boosted their confidence, but it did contribute to improving their proficiency in English. Another aspect drawn from this category was how writing a personal recount aided comprehension and easiness in the writing process, as stated by Student 5, who expressed that the process of writing a personal recount has increased their understanding, making it easier for them.

4.2.4. Enhancement of English writing skills

For question 4: How has learning to write a personal recount helped me improve my writing in English?, it was noted that the theme of the question was related to how students evaluate the use of genre-based pedagogy to foster their writing skills in English. Table 31 indicates that the two
main categories that arose after coding was "Use of verbs in past tense", which refers to the impact of writing in the past tense on the students' ability to learn and use past tense verbs, expand their vocabulary, and enhance their understanding of narrative organization of the text. The other category was "Language learning and grammar review", which focused on the students’ language learning experiences, particularly on the role of translation, grammar review, and the importance of specific language learning materials.

Table 31
Enhancement of English writing skills

<table>
<thead>
<tr>
<th>Theme</th>
<th>Coding</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of English writing skills</td>
<td>Use of verbs in past tense</td>
<td><strong>Student 1</strong>: &quot;me ayuda a aprender mejor los verbos en pasado&quot; (it helped me to learn verbs in past tense)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student 2</strong>: &quot;de la manera que me ayudaron a aprender más palabras en pasado y unir mejor&quot; (in the way that it helped me to learn how to write more verbs in past and connect ideas better)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student 5</strong>: “practicando el verb past y uniendo los acontecimientos o también evaluando todos los acontecimientos me ayudó bastante.” (Practicing the past verb and connecting the events or also evaluating all the events helped me a lot.)</td>
</tr>
<tr>
<td>Language Learning and Grammar Review</td>
<td>Student 3: “me ayudó a aprender cómo hacerlo en español también, traducíéndolo en mi cabeza” (it helped me learn how to do it in Spanish as well, by translating it in my head)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student 4: “El personal recount me ayudó a entender mejor las palabras que escribí en los distintos textos&quot; (The personal recount helped me better understand the words I wrote in the different texts)</td>
<td></td>
</tr>
</tbody>
</table>

The students were discussing how the learning materials and activities had helped them learn and review grammar, sentence structure, verb tenses (specifically past tense).
As shown in the table, in the "Use of verbs in the past tense" category most students noted that this intervention helped them not only to know that they had to retell a series of events using verbs in their past form but also to learn them and practice the use of the past tense in context. For instance, Student 2 highlighted how writing in past tense not only increased their vocabulary in the past tense but also enhanced their ability to structure and connect ideas more effectively. Student 5 also recognized the practice of past verb usage and structuring events in the past tense as a crucial aid in their learning process.

In the "Language Learning and Grammar Review" category, students focused on the importance of incorporating translation, grammar review, and appropriate learning materials in language learning, particularly for reinforcing key grammar concepts and facilitating understanding of a new language. For instance, student 4 states that they highlight the importance of understanding the meaning of the words used when writing in their language learning process. They pointed out that they can now identify areas where their word choice might have been ineffective or where they used words incorrectly. This helps them expand their vocabulary and improve their ability to choose the right words in future writing, as well as gain an improved contextual awareness that can enhance their ability to use words effectively in different situations. Similarly, Student 3, who emphasized the use of translation to aid in language learning, acknowledged the importance of reviewing past tenses and irregular verbs, indicating an understanding of key elements in grammar that are essential for effective communication.

The results of the open-ended questionnaire reveal various insights of different categories. In discussions about elements of personal recount text, students emphasized the importance of understanding text structure, aiding sequential writing and smooth integration of linguistic features suitable for the genre. The orientation stage was particularly highlighted as significant. In terms of modeling text, students emphasized the value of having examples to analyze before constructing their own recounts, enhancing their understanding of the genre and guiding their writing process effectively. Overall, the findings emphasize the positive impact of genre-based pedagogy on students' writing skills and their perception of the learning process.

4.3. Summary of the Thesis Chapter

This chapter presented findings from analyzing students' compositions (pre/post-test), their perceptions (open-ended questionnaire), and discussing these results. In summary, data from the
analysis showed that during the pre-test students’ writings reflected a lack of knowledge of the genre and evaluative resources to appraise events and characters, hindering depth and engagement in the text. During the post-test, students demonstrated significant improvement in organizing events logically and using external logical connections. The recounts showed enhanced structure, grammar, and more effective conjunction usage compared to the pre-test.

Regarding use of external-logical connections in the pre-test, most students used conjunctions, but they were repetitive and lacked variety. The use of sequential connection devices in the recount text facilitated a smoother flow of ideas. Incorporating language features overall made the recount text more engaging and expressive of emotions related to the events. In summary, evaluative language not only helped students to convey the emotions and judgments of characters but also facilitated the assessment of events, contributing to a broader understanding of the context. Logical conjunctions played a crucial role in developing the field, especially when discussing environmental topics, and in maintaining a clear chronological order in recount texts. These improvements were essential because it allows readers to distinguish between different events, which is a key aspect of this genre.

Some insights from the open-ended questionnaire highlighted the importance of using examples for understanding and applying text structures, especially in personal recounts, resulting in effective learning. Students stated that the examples were particularly valued for facilitating comprehension and guiding text creation. Writing personal recounts improved the students’ language skills, organizational understanding, and overall writing ease for students. Some students stressed the importance of translation, grammar review, and suitable learning materials to reinforce grammar concepts and aid understanding.

Overall, students emphasized the positive influence of genre-based pedagogy on their writing skills and the learning process. They stressed the importance of understanding text structure and highlighted the value of modeling text with examples to construct recounts effectively.
Chapter 5: Conclusion

In this action-research study, it was concluded that contextualized explicit language instruction was essential for students to acquire the linguistic tools they needed to produce a recount text. One of the main goals of this research was to examine the effects of explicit language instruction and learning through the use of a genre-based pedagogy, which was selected since it offers the most extensive set of instructions to integrate lexicogrammar and text production, promote communicative usage, participation in class by fostering active learning. Therefore, it can be concluded that a genre-based approach improves students' writing performance, awareness of the text types, and knowledge about how a text functions in a given context. Upon reviewing the data and analyzing the results, the following points explain the implications of GBP to this intervention, as well as the limitations and challenges of this study, and provide some insights for future research.

5.1. The effectiveness of GBP in writing a personal recount text

The present study addressed the effectiveness of using a genre-based approach in the EFL classroom to teach students how to write a personal recount text, more specifically a diary entry, at a private school in Santiago, Chile.

The research questions were (1) How effective is a genre-based pedagogy in enhancing students’ written skills to produce a personal recount text with a social purpose? (2) To what extent does the implementation of a genre-based approach enhance students' understanding of the structure of a personal recount text?, and (3) How do students perceive their experience with a genre-based approach? In this regard, it could be noted that using a GBP helped students improve their writing skills, especially when writing a personal recount. The study revealed that this approach enhanced the content and language resources of their writings, in various levels of improvement as students used a wider variety of lexicogrammatical options, incorporated new vocabulary by expanding the language options for effectively writing the genre, and were able to establish different logical relations. These improvements underlined the potential of GBP in fostering a more refined and comprehensive approach to recount writing, aligning with the objectives set forth in this study.
In the evaluation of students’ writing skills through pre and post-tests, it was evident that their proficiency in employing evaluative language and appraisal devices was initially varied. During the orientation phase, most students struggled to provide explicit evaluations of the day, resulting in less engaging diary entries. Similarly, the recount phase presented challenges, with students demonstrating limited use of evaluative language and appraisal devices. However, the post-test results revealed significant progress. Students improved in setting a positive tone during the orientation phase, enhancing reader engagement. Moreover, most of the students demonstrated a more effective use of evaluative language, incorporating emotions, judgments, and appreciation into their recounts. This is key for the personal recount genre, since the audience is able to see characters’ perceptions and feelings and how they reacted to events, which is important for achieving the social purpose. While individual variations in progress were observed, in general, their development led to more engaging, expressive, and reflective diary entries, highlighting the significance of evaluative language in interpersonal writing.

In the analysis of conjunction usage to enhance text cohesiveness and to relate events one to another, students in the pre-test exhibited varying proficiency levels in introducing the day, often with unclear structures and missing essential elements such as dates and greetings. Nevertheless, they frequently employed additive conjunctions, contributing to a smooth flow of ideas in recounting events and to keep adding information about the field. The pre-test also highlighted challenges related to inconsistent verb tense usage, predominantly relying on present tenses for past events, which affected overall coherence. Following the intervention, students demonstrated improvements in the post-test. They effectively introduced the day and adhered more to past tense usage. Notable progress was seen in incorporating a wider range of conjunctions, particularly time conjunctions such as *after* and *then*. Through these resources the events unfolded in time sequences, crucial for the genre.

Their writing became more coherent and cohesive as a result, making the recount text easier for the reader to grasp and follow, and helping students to add layers of meaning and to build the field of the recount, which in turn helped them achieve the social purpose of the text. Moreover, since students were more familiar with the video content and its characters, the substance of their texts improved. They enriched their writings with more expertise and detailed information, and were able to produce a recount with a clear purpose, well structured and with the necessary language choices.
5.2. Evaluation of the Teaching-Learning Cycle

The use of the teaching-learning cycle proved to be effective during the study. This four-stage cycle allowed students to understand writing as a process, allowing them to become better writers by getting more scaffolding and guidance towards their independent constructions. It is thought that students can develop their writing abilities by exploring and imitating various types of modeling texts (Uday, 2019), thus by following a teaching-learning cycle, a guided process that emphasizes the process rather than the finished result, students are expected to take part in a process of text creation. In the building the context stage, students were introduced to the social context of an authentic diary entry. The teacher guided students in understanding the background, function, and general elements of the genre, and they had the opportunity to relate themselves to the writing of a personal recount by talking about past experiences writing in a diary entry. This gave the learners the practical foundations of the text. Up until now, the role of the teacher has been essential during the first two stages, building the context and deconstruction of the text, since it is the teacher who presents the model text, uses scaffolding strategies, and provides greater guidance during the introduction to the genre. According to Paltridge (2001), it is the teacher who guides the production process of the text based on a purpose, a task that has to decrease as the intervention progresses in order for students to develop autonomy. Since the teacher intervened mostly during the analysis of the modeling text, the teacher is the one who helps to transition to being able to work collaboratively and then independently in the following stages, which was notorious during the application of this study. After reviewing my own teaching practice following the intervention, now I can better facilitate my students' development, helping them become more self-reliant and proficient writers while offering appropriate support when needed.

Later on, in the deconstruction of the text stage, the students were able to explore the structural pattern of the genre and its language features (by explaining why processes are written in the past tense, noticing how and when to use CONJUNCTIONS, discussing the role of the writer and the audience, comparing the model text with other examples, among others), which helped them to construct the text by deploying its different elements and their purposes. In the joint construction stage, the whole class worked collectively to understand the features of the recount genre and complete the writing assignment. Finally, in the independent construction, when composing a
personal recount text, the majority of the students demonstrated independence. After the action-research was completed (post-test), the majority of students achieved high scores on the writing text as they understood that each step was important to take, even if it implied making mistakes, drafting, rearranging the text, and adding depth to their discourses.

5.3. Limitations

A limitation during the analysis was the rubric. Although this tool was highly effective in assigning the correct scores, it did not take into account the breakdown of conjunctions in the tables to analyze each student in the orientation part of the logical-semantic section. The rubric indicator required students to introduce the day of the recount and do so using the past simple tense, which was not a problem for assigning scores. However, the rubric did not consider the analysis of conjunction usage in this particular section, resulting in all students being assigned a score of 1 point in both the pre-test and post-test for this aspect.

Given the outcomes obtained using this specific methodical design, it can be said that the methodology selected was effective in achieving the goal of this investigation. However, it should be mentioned that the intervention's application required several adjustments due to the timing of each step, particularly during the joint building and independent construction phases, and given the time allotted for the intervention. While the students' prior awareness of certain elements facilitated the process and allowed for a more targeted focus on newer concepts, the limited depth of awareness regarding the students' background knowledge required adjustments to the intervention plan during its implementation. Therefore, it is crucial to highlight the importance of researchers having comprehensive knowledge about the sample they are working with. While it is possible to conduct a GBP intervention with minimal contextual information, as in this case, it is advisable to possess a thorough understanding of the intervention's context for optimal and effective implementation.

Since writing skill mastery is a process, students require frequent opportunities for practice. Writing training demands sufficient time as it should be conducted regularly. Given that the study was conducted in five 40-minute classes, there were limitations in adequately explaining each topic and providing ample practice time for the students. Therefore, for future applications, careful consideration of time constraints should be an integral part of the planning process to ensure a more comprehensive and effective implementation.
One notable limitation of this study comes from the adaptation of the genre-based pedagogy to a new school context. Originally, this genre-based pedagogical intervention was designed for a specific educational environment, and due to a change of context in a short time the methodology had to be adjusted to suit the unique characteristics and dynamics of the new classroom setting. Due to time constraints prior to the intervention, a comprehensive observation of the class was not feasible. Instead, planning was primarily informed by informal comments from some students and input from another teacher who taught a parallel class following a similar curriculum. While this provided valuable insights, it may not have fully captured the specific needs of this particular group of students. As a result, the procedures to teach transitivity, external logical connections (ideational meaning), periodicity (textual meaning), and the appraisal system (interpersonal meaning) included in the original planning had to be adjusted. Some students already exhibited proficiency in certain elements, leading to a more focused emphasis on external logical connections and the appraisal system. Consequently, the analysis had to be adjusted to align with this shift in focus.

Another limitation pertains to the sample size used for analysis. While the study originally involved 18 participants, data collection issues, including data from some students that was lost, led to the inclusion of only five participants. This reduced sample size may affect the generalizability of these findings.

Furthermore, the incorporation of a book into the curriculum posed additional challenges. The necessity to integrate reading activities into the intervention was not part of the initial plan but was introduced due to curricular requirements from the school. Consequently, the action research cycle experienced some disruptions. The text produced during the independent construction stage, which was intended for evaluation as part of students' grades, could not be retained for analysis. To solve this problem, an extra instance had to be introduced to prompt students to create another text, which could be used as a post-test. The content of this post-test was derived from a video source, mirroring the approach taken in the pre-test, to uphold uniformity across the source media. This adjustment was intended to align with the principles of a genre-based approach, which emphasizes the role of context and source media in genre analysis (Bazerman, 2004).

5.4. Suggestions for further research

A genre-based pedagogy is advantageous for students learning to compose more complex texts, as shown by the findings drawn above. These conclusions of the study imply that GBP may be useful
to develop writing in a foreign language environment as Chile, and appealing to the needs of our context. This research offers a structured planning and model to use when instructing EFL writing in the Chilean setting, which is its main contribution to the field of EFL teaching in the country. Therefore, EFL teachers in Chile that need to improve their students' writing skills may base this study. The genre-based approach to compose a personal recount has some limitations in this research because of the method design and tools used. Time constraints strain the continuity of the content and could affect students' understanding and performance in the personal recount text. Due to this, the first suggestion is to plan carefully the number of sessions and time for each to teach the necessary content.

In terms of findings, it should be noted that some students used “graduation” devices to emphasize evaluative language. The use of graduation in students' samples is seen as contributing to the expression of interpersonal meanings, but it was not analyzed in the current study. As a result, it is suggested that future research could delve deeper into this aspect to gain a better understanding of its significance and implications.

Additionally, teachers must receive more writing training, particularly in the use of innovative and contextualized methodologies, such as genre-based pedagogy. It is suggested that educators base on books written by subject-matter specialists and/or supplement their learning with data available on official sources. Moreover, teachers should also support, guide, and design suitable teaching and learning activities for each stage under the realms of genre-based pedagogy.

Lastly, it is advised that future researchers conduct a similar study to extend the study's results on various grades and proficiency levels and to include more instances of collaboration, particularly while reviewing and editing the text students are producing. It is also important to consider approaches for involving lower-proficiency students in their learning process through instances of peer feedback and self-evaluation. Teachers are expected to assist students in making connections between writing in the classroom and in the outside world as one of the objectives of this methodology is to increase students' autonomy, knowledge of the writing process, and awareness of social conventions surrounding writing through emphasizing the aims of the genres they are writing. Activities and genres should also be well matched to students' levels of proficiency and academic expectations in order to enhance their written production skills and their learning experience as a whole.
References


Appendix A: Pre-test

Activity: Writing a diary entry

In this section you will write a diary entry in English following a prompt given by the teacher. Before you start writing please follow the instructions below:

1. You are going to watch a video about a day in the life of Barbie.

In this video, "Barbie: A Day in the Life", it shows us what a day in the life of Barbie is like. Take notes in your notebook about what happens during the day you describe (in English or Spanish), remembering to include: people, places, times, actions, etc.

Prompt: It is the end of the day and you decide to write in your diary before going to bed. Write a diary entry as if you were Barbie recounting what happened during your day.

Link to the video: [https://www.youtube.com/watch?v=76z9g_4oZSO](https://www.youtube.com/watch?v=76z9g_4oZSO)
Appendix B: Post-test

Activity: Writing a diary entry

In this section you will write a diary entry in English following a prompt given by the teacher. Before you start writing please follow the instructions below:

1. You are going to watch a video about a day in the life of Greta Thunberg.

![Image of Greta Thunberg]

**About Greta Thunberg:**

Greta Thunberg is a Swedish climate youth activist who sparked an international movement to fight climate change beginning in 2018. With the simple message "School strike for climate" handwritten on poster board, Thunberg began skipping school on Fridays and protesting outside the Swedish Parliament. Thanks to social media, her actions have spread and influenced millions of young people all over the world to organize and protest.

*Source: https://www.biography.com/activist/greta-thunberg*

In this video, "A Day in the Life of Greta Thunberg", it shows what a day in the life of Greta Thunberg is like. Take notes in your notebook about what happens during the day you describe (in English or Spanish), remembering to include: **people, places, times, actions, etc.**

*Link to the video: https://www.youtube.com/shorts/112ogykKQaI*

**Prompt:** It is the end of the day and you decide to write in your diary before going to bed. Write a diary entry as if you were Greta Thunberg recounting what happened during your day.
# Appendix C: Linguistic features handout

**Text: The Diary of a Young Girl by Anne Frank**

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Class: 6th</th>
<th>Date: _______ October 2022.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>Sunday, June 14, 1942</td>
<td></td>
</tr>
<tr>
<td>On Friday, June 12, I was awake at six o'clock, which isn't surprising, since it was my birthday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Record of events</strong></td>
<td>But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining room, where Moortje (the cat) welcomed me by rubbing against my legs. A little after seven I went to Daddy and Mama and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Daddy and Mama I got a blue blouse, a game, a bottle of grape juice, which to my mind tastes a bit like wine (after all, wine is made from grapes), a puzzle, a jar of cold cream, 2.50 guilders and a gift certificate for two books. I got another book as well, Camera Obscura (but Margot already has it, so I exchanged mine for something else), a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candy and a strawberry tart from Mother. And a letter from Grammy, right on time, but of course that was just a coincidence. Then Hanneli came to pick me up, and we went to school. During recess I passed out cookies to my teachers and my class, and then it was time to get back to work. I didn't arrive home until five, since I went to the gym with the rest of the class. (I'm not allowed to take part because my shoulders and hips tend to get dislocated.) As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterward they all danced around me in a circle and sang &quot;Happy Birthday.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
**Language features**

**Structure:** doer/senser/sayer + action or process + participant/object/situation + (time/place)

<table>
<thead>
<tr>
<th>Verb groups to express different aspects of our experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doing verbs</strong> What we do</td>
</tr>
<tr>
<td>did - made - went - ran - walked - bought - arrived - danced - cooked - ate - played.</td>
</tr>
</tbody>
</table>

**To be/feel:** happy - sad - angry - excited

<table>
<thead>
<tr>
<th>Types of conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addition</strong></td>
</tr>
<tr>
<td>and, besides, as well as.</td>
</tr>
<tr>
<td><strong>Different:</strong> instead of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of attitude</th>
<th>Examples of explicit values</th>
<th>Type of attitude</th>
<th>Examples of explicit values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affect</strong></td>
<td>Positive (feel good)</td>
<td>Negative (feel bad)</td>
<td></td>
</tr>
<tr>
<td>Am I happy/unhappy?</td>
<td>Happy, laugh, love, hug</td>
<td>Sadly, misery, dislike</td>
<td></td>
</tr>
<tr>
<td>Am I secure/insecure?</td>
<td>Reassure, trusting, together</td>
<td>Frighten, tremble, fearful</td>
<td></td>
</tr>
<tr>
<td>Am I satisfied/dissatisfied?</td>
<td>Engaged, attentive, impressed</td>
<td>Bore, empty, embarrassed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Judgment</strong></th>
<th>Positive (admire)</th>
<th>Negative (criticize)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social esteem</td>
<td>Lucky, fashionable, powerful, intelligent, skilled, brave</td>
<td>Unfortunate, odd, weird, weak, insane</td>
</tr>
<tr>
<td>Social sanction</td>
<td>Truthful, genuine, frank, good, just, kind, noble</td>
<td>Dishonest, manipulative, bad, corrupt, cruel, evil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Appreciation</strong></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>To talk about people.</td>
<td>Did I like it?</td>
<td>Good, lovely, enjoyable, funny, entertaining, beautiful</td>
</tr>
<tr>
<td>Reaction</td>
<td>Well-written, well-drawn, imaginative, effective, manicured</td>
<td>Simplistic, hard to follow, too detailed, untidy</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>Was it well constructed?</td>
<td>Challenging, meaningful, worthwhile, unique, relevant</td>
</tr>
<tr>
<td>Valuation</td>
<td>Was it worthwhile? Was it significant?</td>
<td></td>
</tr>
</tbody>
</table>

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## Appendix D: Writing assessment rubric

<table>
<thead>
<tr>
<th>Social purpose of the stage and lexico-grammatical characteristics</th>
<th>Indicators</th>
<th>4 Points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase one: Orientation</strong>&lt;br&gt;(Background Information)</td>
<td>Logical elements&lt;br&gt;(Ideational Metafunction)</td>
<td>The day is <strong>properly</strong> introduced using past tense to refer to the day of the recount (e.g. today <strong>was</strong> a good day).</td>
<td>The time of the recount is <strong>somewhat</strong> introduced to refer to the day of the recount. The verb tense used is not correct.</td>
<td>The time of the recount included in the text is <strong>misleading</strong>. The verb tense used is not correct.</td>
<td>The time or date of the recount included is <strong>not</strong> stated.</td>
</tr>
<tr>
<td></td>
<td>Evaluation&lt;br&gt;(Interpersonal Metafunction)</td>
<td>Evaluative language to evaluate the time or day of the recount is used <strong>correctly</strong> when introducing the day, a character or situation.</td>
<td>Evaluative language to evaluate the time or day of the recount is used but incorrectly. When introducing a character or situation it is somewhat used (if required).</td>
<td>Evaluative language to evaluate the time or day of the recount is used incorrectly. No evaluation of characters or situation if descriptive (if required).</td>
<td>Evaluative language to evaluate the time or day of the recount is <strong>not</strong> used nor when referring to day. There is no evaluation in case the author introduces a character or a situation.</td>
</tr>
<tr>
<td><strong>Phase two: Sequence of events</strong>&lt;br&gt;(Events in chronological order)</td>
<td>Logical elements&lt;br&gt;(Ideational Metafunction)</td>
<td>All verbs written in the sequence are in the past tense. Conjunctions are used to structure the text in a logical sequence <strong>properly</strong> when required.</td>
<td><strong>Most</strong> verbs written in the sequence are in the past tense. 2 or 3 errors are made when using external conjunctions to structure the text in a logical sequence or misses to include conjunctions when required.</td>
<td>Few verbs in the sequence are in the past tense. 4 to 5 errors are made when using external conjunctions to structure the text in a logical sequence or misses to include conjunctions when required.</td>
<td>Verbs are not written in the past tense at all. 6 or more errors are made when using external conjunctions to structure the text in a logical sequence or misses to include conjunctions when required.</td>
</tr>
<tr>
<td></td>
<td>Evaluation&lt;br&gt;(Interpersonal Metafunction)</td>
<td>Evaluative language is used to set the tone in the development of the story. Ideas or actions are aligned with the events <strong>at all times</strong>.</td>
<td>Evaluative language is used to set the tone in the development of the story. Ideas or actions are aligned with the events <strong>most of the time</strong>.</td>
<td>Evaluative language is used to set the tone in the development of the story. Ideas or actions are aligned with the events <strong>few times</strong>.</td>
<td>Evaluative language is <strong>not</strong> used to set the tone in the development of the story. Opinions or evaluation of actions are not aligned with the events.</td>
</tr>
</tbody>
</table>

_________________________ out of 16 points
Appendix E: Consent letter for students

ASENTIMIENTO INFORMADO PARA PROYECTO DE INVESTIGACIÓN EDUCATIVA

Has sido invitado/a a participar de un proyecto de investigación titulado “A genre-based approach to teaching personal recount writing to 6th grade EFL students in Chile”, en el cual se le pedirá que lea las siguientes preguntas y para luego decidir voluntariamente si desea participar en este. Los resultados de este proyecto serán presentados con fines académicos y con posibilidad de publicar en el futuro.

¿Cuál es el propósito de esta investigación?

El propósito de esta investigación es realizar una intervención con estudiantes de 6to básico para mejorar habilidades escritas en un texto narrativo sobre una experiencia personal usando una pedagogía basada en un genre-based approach.

¿En qué consiste su participación?

En caso de aceptar, su participación consistirá en responder un cuestionario con preguntas abiertas sobre sus percepciones ante tareas escritas en sus clases de inglés y en la creación de tres textos en inglés.

¿Cuánto tiempo durará su participación?

Su participación será de 6 sesiones durante el horario regular, por lo tanto cada sesión consistirá de aproximadamente 40 minutos.

¿Qué beneficios puede tener su participación?

Al participar en esta investigación, usted estará contribuyendo a identificar problemas actuales que tengan los estudiantes de 6º básico con respecto a sus habilidades escritas en inglés. Al aportar sus experiencias y percepciones usted permitirá que el colegio Saint George’s College pueda buscar soluciones prácticas para la resolución de los problemas identificados.

¿Es obligación participar? ¿Puede arrepentirse después de participar?

Usted NO está obligado/a de ninguna manera a participar en este estudio. Si accede a participar, puede dejar de hacerlo en cualquier momento sin repercusión alguna con el colegio Saint George’s College. Esto tampoco le inhabilita de futuras participaciones en proyectos similares.

¿Qué pasa con la información y datos que usted entregue?
Toda la información derivada de su participación será manejada y almacenada bajo estricta confidencialidad por la investigadora, teniendo acceso a ella sólo los profesionales vinculados al proyecto, o agencias supervisoras, y únicamente con fines de investigación. Los resultados de este estudio serán difundidos mediante reportes, publicaciones académicas u otros medios, siempre con el resguardo de su anonimato.

¿Podrá conocer los resultados del estudio?

Usted tiene derecho a conocer los resultados finales del estudio. Si está interesado/a, puede solicitar esta información a través de correo electrónico y recibirá un informe resumen con los resultados agregados.

¿A quién puede contactar para saber más de este estudio o si le surgen dudas?

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a la investigadora responsable Abigail Ortega. Su email de contacto es abigailortega@uc.cl.

Después de haber recibido y comprendido la información de este documento y de haber podido aclarar todas mis dudas, otorgo mi consentimiento para participar en el proyecto:

Escriba una cruz (X) en el cuadrado si:

Aceptar participar

No acepto participar

Nombre de participante:
RUT o pasaporte:

Firma participante

Fecha: ______________________

Nombre de la investigadora:
Francisca Abigail Ortega Gárate

Fecha:
Appendix F: Consent letter for legal guardians

PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
FACULTAD DE LETRAS

Programa de Magíster en Lingüística Aplicada al Inglés como Lengua Extranjera

CARTA DE CONSENTIMIENTO INFORMADO PARA PROYECTO DE INVESTIGACIÓN EDUCATIVA

Estimado apoderado(a):

Por medio de la presente me dirijo a usted con el fin de solicitar su colaboración en el desarrollo de una actividad curricular correspondiente al curso Trabajo Final de Graduación del Magíster en Lingüística Aplicada al Inglés como Lengua Extranjera de la Pontificia Universidad Católica de Chile. Esta investigación se titula “A genre-based approach to teaching personal recount writing to 6th grade EFL students in Chile” y se llevará a cabo por Abigail Ortega, profesora de reemplazo en el nivel 6to del colegio Saint George’s College.

Este documento pretende informarle a usted los detalles del estudio y solicitarte su consentimiento informado para que su pupilo/a participe en él.

Objetivo de la investigación:
Investigar sobre la efectividad de un enfoque centrado en el proceso de escritura y producción de textos narrativos en idioma inglés.

Yo ____________________________________, apoderado/a del/la estudiante ____________________________________, acepto de manera voluntaria que se incluya a mi pupilo/a como sujeto de estudio en el proyecto de investigación denominado: A genre-based approach to teaching personal recount writing to 6th grade EFL students in Chile, entendiendo que:

- Mi estudiante no enfrentará ninguna consecuencia si no acepta participar en el estudio.
- La participación de mi estudiante no tendrá un impacto en las evaluaciones o actividades que han planeado para la clase.
- No tendré que pagar ni cobrar nada por participar en la investigación.
- Los datos recopilados gracias a la participación de mi estudiante serán tratados con estricta confidencialidad, entiendo que su identificación será reemplazada por un
código (ejemplo: Estudiante 1, Estudiante A) y la selección de este código será en orden aleatorio.

- Si algún problema con el proceso de enseñanza-aprendizaje de mi estudiante se vuelve evidente como resultado de su participación, recibiré asesoramiento al respecto.
- Puedo pedirle al investigador principal que me proporcione nuevos datos sobre el estudio en cualquier momento.
- El compromiso puede ser abandonado por mi alumno si lo considero necesario. Aunque la investigadora correspondiente no me lo pida, tengo la opción de hacerlo en la carta de revocación correspondiente si lo considero necesario.

Nombre y firma del apoderado/a

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a la investigadora responsable Abigail Ortega. Su email de contacto es abigailortega@uc.cl.
Appendix G: Screenshot of the open-ended questionnaire, presented to the students in a PowerPoint Presentation.
## Appendix H: Pre-test and post-test analysis transcriptions

**Students’ samples to analyze (pre and posttest)**

**Interpersonal metafunction (Affect - Judgment - Appreciation)** · **Ideational metafunction (Addition - Comparison - Time - Consequence)**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>Hello my friends, ¿How are you? That a day of my life in my Dream house,</td>
<td>Sunday eight of october of 2022&lt;br&gt;Dear Bambino&lt;br&gt;Today are a <strong>good (positive)</strong> day</td>
</tr>
<tr>
<td><strong>Recount of events</strong></td>
<td>at 9:00 I woke up <strong>and</strong> dressed. <strong>Later</strong> that open the blinds with my voice <strong>because</strong> my house is <strong>magic (positive)</strong>, ¡is so <strong>nice (positive)!</strong>. 30 minutes later at 9:30 like it saturday I slip the stars to go <strong>to</strong> prepare a smothie <strong>and</strong> eat a pancakes with blueberries with my family. at 10:00 play piano with my dog, his dont play so <strong>good (negative)</strong> but is <strong>ok (positive)</strong>. at 11:00 walking in the beach <strong>and</strong> jump in my trampolin, I jump so <strong>up</strong>.</td>
<td>The last day I woke up <strong>and</strong> had breakfast at 7:00 am, at 8:00 am I made posters and flyers of the climate change, at 10:00 am I like went for a walk allways I finish so <strong>thirsty (negative)</strong> and <strong>tired (negative)</strong>, at 11:00 am I worked on speeches for lunch I met with world leaders, Malala is my <strong>best friend (positive)</strong>, I met with her, at 4:00 pm I walked dogs at 5:30 I had family dinner, at 7:00 pm I hung with my family <strong>after that</strong> at 9:00 I relax <strong>and</strong> read a book, Don Quijote de la mancha is so <strong>good (positive)</strong> <strong>and</strong> at 10:00 I went to sleep.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>Barbe Day</td>
<td>Dear diary this is a <strong>great (positive)</strong> day</td>
</tr>
<tr>
<td><strong>Recount of</strong></td>
<td>9 am: ay wake up to the bet and hun</td>
<td>I wake up in 7:00 in 7:10 im in the</td>
</tr>
</tbody>
</table>
| events | down to the cortins. 1 pm: ay play the piano. 9 pm: ay jump in the yumping bed. 3:30 pm ay am gon to the sea 10:00 om: ay goes to the mi boyfriend house. 10:30: ay gou to my friends parti with my boy friend. 10:40 ay slip a litel bet. | kitchen to go to the breakfast in 8:00 i make much posters and very much flyer in 10 i am go on a walk in 11:00 i work in my speaches is it very important (positive), 12:30 i had lunch with my famyly is very funny (positive) lunch with my family in 1:00 pm then i am met the world leader of the hole world. In 4 i go to walk with my dogs. my dogs are very funny (positive), crazy (positive) and strong (positive) i love (positive) walk my dogs i love to trampolining and got to the beach of |}

<table>
<thead>
<tr>
<th>Student 3</th>
<th></th>
<th><strong>Stages</strong></th>
<th><strong>Pretest</strong></th>
<th><strong>Posttest</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>my barbie day on saturday 11/10</td>
<td>1/11/1900</td>
<td>Dear Diary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>this day was so productive (positive)</td>
<td></td>
</tr>
<tr>
<td>Recount of events</td>
<td>my sister staycie woke-up and open the blink at 9:00 I down the stairs and make me a shake with avocado honey and blueberry, on saturdays my family eat pancakes for breakfast. after the breakfast at 10:30 I played the piano and sing my little dog like to hear the show at 11:00 I jump up on te trampoling or got to the beach of</td>
<td>I woke up at 7:00 and dress-up so sleepy (negative) then I got in the kitchen to make my breakfast. After I made posters and flyers to the save of this planet at 8:00 am the posters are biutifool (positive) a colored. Then I went for a walked. At 11:00 am I worked in speeches for the pepole, Then I had lunch with my family was so funny</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Malibu to meditate.

At 2:00pm I like (positive) to read today I read harry potter and my sister and me love's (positive) the saga today I read 2 hours.

At 4:00pm after the dinner that are delicious (positive) I need to put me some make-up because I have a fashion show so I pur blush, mascara, and glitter I like (positive) the pinck so I choose a long dress pinck with pink shoes the fashion show are so nice (positive) Nikki is good (positive) disaigner I like (positive) so much her costums and I go to my dream house and slept.

(positive), After I met world leaders at 1:00 pm. At 4:00 om I walked with my dogswhen the parck. After at 5:30 pm I had family dinner was delicious (positive) and hung with my family. At 9:00pm I relaxed and read Then I went to the bed at 10pm.

this day was so productive (positive) but funny (positive)

Bye Dairy

---

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Dear diary</td>
<td>Today is 24th October 2003</td>
</tr>
<tr>
<td></td>
<td>This is my day sart with</td>
<td>Dear Dair</td>
</tr>
<tr>
<td>Recount of events</td>
<td>Wake up Today is Saitrday is 9</td>
<td>Today I woke up in 7:00 pm and I had the breakfas, then is 8:00 I made potsers and flyers after is 10:00 am went walked I felt ery happy (positive) and then I worked on speeches. At 12:30 pm I had lunch once finished the lunch I met with world leaders, with Malala (positive) at 1 pm after I walked with my pets and at 5:30 pm family dinner finished dinner then hungout with family at 7:00 pm after relaxed and read at 9 pm lastly wnt in my bed at 10:00. This day I feelt so happy (positive)</td>
</tr>
<tr>
<td></td>
<td>get dress is 9:30 a hab breakfast eat smoothies and pancakes a play piano and sing the new song she la d a 11:00 am a go to the jarden so jump in trampolin i want go to beach a go to home a read a boock a 4:00 go to wash my face, a make up and go to fashion show and finish my day.</td>
<td>This is one day in my life.</td>
</tr>
</tbody>
</table>
## Student 5

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Saturday, may 12th</td>
<td>October 21st, 2022</td>
</tr>
<tr>
<td></td>
<td>Hi diary</td>
<td>Dear diary:</td>
</tr>
<tr>
<td>Recount of events</td>
<td>today I woke up at 8:15 and I fed my dogs and my cat, after that I played video games for around 3 hours then we had a big breakfast also I usually go to scouts but today I didn't because there wasn't. then we do a family time activity for example go to the cinema or play port games exetera. then we had lunch for around 3:00 aroun 6:00 then Y play basketball until 7:00 after that sometimes we do a movie kigth we have dinner and to bed.</td>
<td>Today I woke up at 7 am and then I had my favorite (positive) breakfast scrambled eggs with bacon and french toast. Then at 8 am I made posters to protect natura, at 10 am I went for a walk and the day was beutiful (positive) at 11 am. I worked on speches until 12:30 and I hadlunch at 1:00 meet with world leaders. At at 4:00 pm I walked the dogs and at 5:30 we had a family dinner and we finished 7:00 after that we played board games until 10:00 pm and I went to bed.</td>
</tr>
</tbody>
</table>
Appendix I: Students' perceptions transcriptions (final questionnaire)

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Question</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>la puedo identificas ya que me memorize muchas de ellas.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>al ver el ejemplo puesto por la miss supe como era la estructura de un personal recount text.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>siento que no ayuda a la confianza pero si al ingles.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>me ayudo a aprender mejor los verbos en pasado.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 2</th>
<th>Question</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ahora si puedo</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>yo creo que si fue efectivo porque se me iso más facil escribir.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No me siento mucho más confiado pero más que antes.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>de la manera que me ayudaron a aprender más palabras en pasado y unir mejor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 3</th>
<th>Question</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>la verdad es que comprendo mucho mejor, aunque igual ya se harto ingles y fue facil.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>igual fue facil, entonces a veces se volvi un poco aburrido y quizas se puede hacer como con mas juegos.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ya sé que hay que poner fecha, ordenarlo y todo eso.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>me ayudó a aprender como hacerlo en español tambien, traduciendolo en mi cabeza.</td>
<td></td>
</tr>
</tbody>
</table>
### Student 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>la puedo identificar fácilmente la estructura general</td>
</tr>
<tr>
<td>2</td>
<td>fue efectiva la etapa de escritura en general</td>
</tr>
<tr>
<td>3</td>
<td>me siento más confiado y seguro al saber las características estructurales y gramaticales</td>
</tr>
<tr>
<td>4</td>
<td>El personal recount me ayudo a entender mejor las palabras que escribi en los distintos textos</td>
</tr>
</tbody>
</table>

### Student 5

<table>
<thead>
<tr>
<th>Question</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>porque lo repitieron tanto que me lo aprendí.</td>
</tr>
<tr>
<td>2</td>
<td>fue efectiva porque me ayudo a entender como se forma el texto.</td>
</tr>
<tr>
<td>3</td>
<td>porque entiendo un poco más y ahora es más fácil.</td>
</tr>
<tr>
<td>4</td>
<td>practicando el verb past y uniendo los acontecimientos o también evaluando todos los acontecimientos me ayudo bastante.</td>
</tr>
</tbody>
</table>