

**Improving writing in middle school through
computer assisted genre-based pedagogy**

Angely Estefani Martínez Jiménez

Eder Jaider González Chacón

Universidad del Norte

Maestría en La Enseñanza de Inglés

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of the Requirements to obtain the Degree of
Master of Arts in the Teaching of English**

Angely Estefani Martínez Jiménez

Eder Jaider González Chacón

Tutor: Norma Barletta Manjarres

Universidad del Norte

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Introduction

Nowadays, English is one of the languages which has grown in popularity. It has official status in many countries around the world, and it facilitates communication, cultural, and scientific exchanges among people from different countries. According to Graddol (2000), the number of people speaking English is growing, many companies are using English in their transactions, and more people are being required to learn this language for increasing their job or study abroad opportunities. The English language is essential to make agreements and open new trading and business opportunities with countries where English is the official, the business, or academic language.

All these changes are crossing boundaries around the world, including South America where English has been considered an important foreign language and a primary resource to obtain better opportunities. Thus, there is an increasing interest in enhancing the level of competence in English in Colombia, especially in young people. In Colombia, the National Ministry of Education (MEN) created the National English Program called “COLOMBIA Very Well!” (2015-2025) to promote the English learning, to improve the communicative competences, and to raise the level of English of Colombian students and teachers in public and private institutions.

The National English Program has three components to reinforce the level of English in Colombia and provide quality in the teaching of a foreign language. The first component is to provide more teacher training and pedagogical materials to carry out more communicative and effective classes with students. The second component aims at providing financial resources for higher education and professional careers related to the educational field in order to improve the teaching and learning practice in the language. The last component is to motivate workers to learn English as a foreign language to ensure more job opportunities for the Colombian people. All these

initiatives respond to general spirit of the General Education Law (Law 115, 1994) which in Article 21 states that schools must offer opportunities to learn a foreign language through conversations and reading elements in the classes. Additionally, Article 2 of The Law of Bilingualism (Law 1651 of 2013) proposes the development of communicative skills for understanding multiple readings, audios, videos, and developing writing, speaking, interacting correctly in a foreign language.

At the end of 2004, MEN adopted and implemented the Common European Framework for the teaching, learning and evaluating foreign language competences in Colombia. In 2006, MEN issued the “Estándares de competencia de lengua extranjera: inglés” and aligned the national standardized Saber test with this framework. Additionally, it has designed and implemented a series of pedagogical proposals such as “Bunny Bonita” and “English for Colombia”, and materials such as “My ABC kit” for primary students, as well as “English, Please!” for teachers and students from ninth to eleventh grades. More recently, the Ministry of Education has launched the Basic Learning Right of English. Transition to 5th Grade (MEN, 2016a), the Basic Learning Rights. Grades 6th to 11th (MEN, 2016b), the Suggested Curriculum Instruction. 6th to 11th Grades (MEN, 2016c) among other initiatives, all of which aim to provide equality in the education system in Colombia, and strengthen students’ education in the language.

All these documents were created to foster English language teaching and learning processes in teaching English as a foreign language at schools, and to identify what skills and objectives students should to achieve in each grade. The description of each level is provided in the following table:

Table 1

English Levels

Levels according the Common European Framework	Levels’ name in Colombia	Levels according to each grade
---	---------------------------------	---------------------------------------

A1	Beginner	From 1° to 3°
A2	Basic	From 3° to 7°
B1	Pre-intermediate	From 8° to 11°
B2	Intermediate	
C1	Upper intermediate	Higher education
C2	Upper	

English levels adopted by the Ministry of Education (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Guía 22.

By the year 2025, the Ministry of Education (MEN) will have reinforced the teaching and learning process of a foreign language, and will have improved the basic level (A1) in public and private schools. Eleventh graders should have reached B1+ level, and teachers should demonstrate competence at C1. The MEN has begun to implement a variety of strategies to improve students and teachers' levels such as: the incorporation of new technologies, native speakers teaching in public schools, exchanges with English speaking universities, agreements with international institutes among other initiatives.

On the other hand, there is a phenomenon called technology which has influenced interaction and communication processes. Also, it has been used as a resource in the educational field. Thus we have seen the increase of computer use by teachers in planning and carrying out more effective classes that motivate students to learn different topics and interact with peers. In the case of English teaching, computers are being incorporated in the classes for practicing the language through many resources that the Internet provides such as emails, blogs, wikis, chats, video conferencing, among others. Also, teachers can find a variety of authentic materials on the web. However, the contribution of technology to the improvement of language competences is not clear. Thus, it is not only imperative to include it in education institutions in creative and meaningful ways, but to study closely how it affects the teaching and learning processes.

Context of the Research

“La Enseñanza” School, the context where this research project was carried out, is also in need of more systematic efforts to help its students reach higher levels of competence. Colegio de la Compañía de María “La Enseñanza” is a private, catholic and female institution located in the northern part of Barranquilla with approximately 837 students from social strata 3, 4, 5 and 6; it corresponds to type A school calendar and offers elementary and high school levels. The chosen group to carry up this project was tenth grade. There was a first group conformed by 11 girls between 15 and 18 years old, classified as level A1 (basic) according to the Common European Framework and in the second year of the research project the group had 22 students. Despite being exposed to English teaching for over 10 years, still they had a basic English level. They are noisy, extroverted and cheerful girls. The students enjoy learning and feel more comfortable when they develop tasks involving oral skills (listening and speaking). However, difficulties have been evident in reading and writing skills.

The school was founded in 1941 as a boarding school in order to offer educational services to young women. It was inspired in the charism of St. Jeanne de Lestonnac. According to the educational project (2011) its mission is *“to offer a Christian humanist education which, from the perspective of the dialogue between faith-justice, faith-culture, faith-science and technology, has an impact on the integral upbringing of individuals and on the transformation of society”* (p.7). This mission is evident in all the aspects related to the school because the students are always prompted to promote justice, culture, science and technology in and out of the school.

The school intends to promote the discovery of values such as honesty, respect, tolerance, solidarity, justice, freedom, responsibility, simplicity, and gratuity; it aims at instilling attitudes that stimulate the students’ capacities and skills through the development of creativity, open and diverging thinking and to apply the education project beyond the school. In addition to this, it is

considered an education that goes beyond the classroom, seeking other opportunities to foster an integral education and the experience of interculturality. The school is open to any exchange program in which students could develop their skills in any field, including exchanges between different Company of Mary Centers to know different realities, to do voluntary work, to learn, practice and improve other languages. Moreover, in this school, students are offered enrichment activities which promote diverse practices such as faith sharing, cultivation of artistic sense, capacity to create and do research, enjoyment and care of nature, sport, and contact with other realities. The students participate actively in all these extracurricular activities. Some of the activities are provided by school teachers and teachers from others schools or universities. According to the education project (1997) this school provides “an education offered as a service through men and women educators who bear witness, by their word and life, to the values and principles we wish to inculcate” (p. 33). This is the reason why it is not easy to be a Company of Mary educator, it goes beyond a function; it is a way of transmitting life.

This school adopted the personalized education model which involves five main moments in the class: welcoming moment, contextualization, personal work, whole –class, group work and evaluation. Since these moments did not seem to enrich the language learning process in the students, the English department created a language project. This English project was designed with the aim of developing listening, speaking, reading and writing skills for students to comprehend general, personal, abstract and academic topics properly, according to their education level. In order to develop this project the school has selected ten English teachers following these criteria: experience, level of English, methodology, methods to teach, and values. Currently, in the English department, there are some teachers who have studied master's' degrees and specializations in the teaching of English language and in the education field. For the English instruction, the school proposes the Communicative Language Teaching (CLT) approach, six hours of English per week and classification of students according to their level: Basic, Intermediate and Upper-Intermediate.

For the classification, teachers took into account the results of a placement test and the opinion and criteria of the teachers who were with the groups the previous year. The purpose of the classification is the homogenization of the classes which allows teachers to plan attractive and interesting lessons that address students' age, level and needs.

Additionally, the school provides an English course on Saturdays, and it has an agreement with Cambridge University through which students will have the opportunity to take Cambridge English Exams (Movers, Flyers, Cambridge English Key (KET), Cambridge English Preliminary (PET) and Cambridge English: First (FCE). Through this agreement, the teachers receive some specialized training in which they are informed about the hot topics in the language teaching field.

Every Thursday, the English teachers have a 90 minute meeting, in which they organize all the events, make weekly announcements, share lectures, ideas, proposals to improve the level of English, and review the lesson plans. For the intermediate and upper-intermediate levels, the students have one weekly hour with a native speaker as a supplemental English course; in this hour they work on topics related to movies, videos, music and characters.

The assessment of each communicative skill is developed separately. Thus students obtain different performance indicators and grades because each skill has a different percentage value for the final assessment of the academic terms: Listening (20%), Reading (20%), Speaking (25%), Writing (25%), and there is an attitudinal grade (10%). In the attitudinal grade, teachers assess students' behavior and work during the lessons. The English program is considered a well-structured program at school, taking into account that in previous years, the classes used to focus on the learning of grammatical structures neglecting oral communication. However, the development of a variety of activities to improve all communicative skills have made the subject more attractive and interesting for the students.

The school provides teachers and students with the necessary equipment such as TV sets, tape recorders, CD players, DVD, dictionaries, access to technology room, Internet and multimedia

room. The use of technological resources facilitates the development of classes, motivates students, and facilitates teachers' lives because they can find a variety of authentic materials online for the classes. At "La Enseñanza" school, the textbook proposed is "Prepare" (Cambridge Press), and a website to complete the online workbook; it offers supporting extra material in the form of the teacher's resource pack, which contains printed activities and tests, DVDs, online workbook access, CD-ROMs and additional resources on the website. The book intends to address appealing topics to engage and motivate teenagers. However, results will be seen in the future because the series was implemented only very recently.

In the section below we will describe the needs identified in this context regarding the English language and connect it with research problem.

Needs Analysis

A needs analysis was implemented to obtain a diagnose of our context, and identify what difficulties students were facing in the learning process of the second language. To do the analysis, we applied these data collection techniques: a questionnaire, four classroom observations, two interviews, and five students' artifacts were analyzed. Firstly, we applied a questionnaire to the students, and its purpose was to gather information on target, learning needs and writing skill. The questionnaire was written in a simple, clear and familiar language (See appendix A).

The questionnaire was divided into three main parts. In the first part, closed-end questions and open questions addressed the importance of the English skills (speaking, writing, reading and listening) and students' preferences of the use of English. In the second part, the questions aimed at collecting information on students' learning style, interest, and needs. In last part, questions specifically addressed the writing skill, in which some questions focused on vocabulary, structure and academic papers. In addition to this, the use of ICT was included in the questionnaire since the

participants were teenagers and nowadays, the technology is an essential tool in any human being's life. The results were the following (See appendix B):

The questionnaire showed that students considered English essential to travel abroad and for academic purposes. Regarding the self-confidence of the learners, it is undoubtedly that the writing skill was not the one they felt comfortable with. On the contrary, the oral production and the reading comprehension were considered students' strengths and the most important for them were speaking and writing while attaching the least importance to listening and reading .

Surprisingly, learners were aware of the importance to be open to the language and that learning a second language depends on how committed they are to produce the language, make an effort and practice the language. Students considered that they learn more when they are involved in dynamic classes. Another aspect to highlight is that no one considered that being alone and discovering information by themselves are ways to learn. Also, learners found that the most difficult part is the structure of the texts. They found difficult to identify how many paragraphs an essay has or what the structure of a formal letter is. From the options that were placed in the questionnaire, the most important academic paper was the essay and it was chosen by the students as the most difficult to write in English. It takes more time to write an essay than a letter or a profile and probably it was one of the reasons why they chose this one. In addition to this, the structure of the essay depending on the type is complex and it takes time to do it right. Generally, writing has been an ordeal to the students. On the other hand, the use of web-pages or Internet to learn was reported and students selected that sometimes they use websites or surf on the Internet to learn or discover something, but 36% of the students said they do not use it at all.

During the observation process, we designed an observation format to describe aspects of our educational setting. In this observation format, a checklist was included and applied throughout the observation process (See appendix C). The following criteria were included: classroom tidiness, clarity of the class goals and how these are addressed (contextualization), motivation of the

students, pedagogical strategies used according to the characteristics of the group, attention to students' needs, materials and resources implemented in the class and how they were used, development of the topics (coherence, solvency, update), reflection pause (how it was conducted), wrap up and assignments, assessment and feedback and class evaluation. Additionally, the checklist included a rating scale which involved *yes* and *no*, and an extra section for comments, which allowed the observers to write descriptive notes about what the teacher and the students were doing in classes, the class development, methodology, material, students' behaviour and the way teacher provided students the scaffolding. In this observations we found some aspects that are listed as high points and low points. See the table below:

Table 2

Observation Analysis (2016)

High Point	Low Points
The use of English by teacher and some learners	Lack of communication among learners
Well-equipped classroom	Difficulties to express ideas
Motivation (Students and Teacher)	The use of Spanish by learners
Model of the text by the teacher	Lack of coherence and cohesion in the drafts
The use of ICT in the classroom (TV)	Difficulties to choose proper word choices
Feelings and problems are mentioned as a reflection part of the class.	Laziness to look up dictionaries

Thirdly, one interview was for teachers and another one was for students (See appendix D).

In the students' interview, there were twelve questions guided by a purpose which was to gather information about the English learning process at "La Enseñanza" school. In this way, the questions underscored the different aspect of the context such as school environment, school method, resources, English classes, English teachers, and personal information. On the other hand, in the

teacher's interview, there were fourteen questions related to the teaching process in the English classes. The questions addressed personal information, experience, English skills, resources, methodology and methods. In this interview, the vocabulary was more sophisticated and professional because the participants were teachers. The interviews were recorded, and notes were taken about important aspects. After the interviews were completed, we transcribed them, we did not edit any answer, and we provided authentic interviewees' words. The results of the interviews were the following:

As regards interviews, the one applied to the teachers showed that they complained about the students' problems in writing, especially when they are asked to write school papers such as essays, letters, reviews, and articles. According to them, their students did not recognize the structure of the texts, they did not connect the sentences using the appropriate linking words; they did not use correct punctuation, grammar structure, and vocabulary. This problem created frustration in students' learning process as well as teachers' teaching process.

The results of the students' interviews showed that the students who were in the basic level did not enjoy writing activities because they considered this type of activities boring. For that reason, the students prefer dynamic activities related to speaking and listening rather than writing papers. Also, it showed that the students are aware of the benefits, the importance and difficulties of learning a second language. One of the skills that was considered difficult to them was writing, especially recognizing and producing different types of texts. In this way, elements of writing the texts were barely recognized, for example, stages and texts' purposes, use of grammar structures, and vocabulary. Based on the previous information, we reflected and concluded that students need to know how to organize ideas in different types of texts. For example: essays, letters, story, reports among others.

On the other hand, five students' artifacts (essays) were analyzed by applying a rubric (See Appendix E). The rubric was designed and created under seven criteria which are title, thesis,

introduction, arguments, conclusion, organization, and lexicon/cohesion. Each criterion was given a score from 1 to 5 and then a final score was calculated. Below, we show the analysis of the the students'

Table 3

Students' Artifacts Analysis (2016)

	S1	S2	S3	S4	S5	Average
Title	5	3	4	3	1	3.2
Thesis statement	3	1	5	1	1	2.2
Introduction	3	4	3,5	1	3	2.9
Arguments	3	1	4,5	1	1	2.1
Conclusion	3	1	5	1	1	2.2
Organization	3	3	4	1	1	2.4
Lexicon/Cohesion	3	1	4	5	3	3.2
Total scores	3,2	2	4,3	2	1,6	2.6

As Table 3 shows, students used titles connected to their texts but not all of them were relevant or pertinent. The passing score per each criterion is 3.0 following the school grading scale. The analysis of the students' scores in each one of the criteria, we determined that students had difficulties at stating a thesis in their argumentative texts, writing the introduction, developing their arguments, and writing a suitable conclusion. Generally, the organization of their texts was not clear and sometimes, it was hard to identify a flow of the information when reading them. In addition, students could not use appropriate word choices according to the genre, which, in this case, was an argumentative text.

Writing is an important skill in the process of learning a foreign language and it is important to have access to services and to rights that the society should grant. Byrne (1988) proposed a list of reasons why to teach writing: not all the people learn in the same way, and some learners prefer to have the opportunity to read and write in the language before speaking; writing provides tangible

evidence that shows students progress in the language; writing activities allow to integrate other skills such as reading and speaking; writing provides a variety of activities and assessment opportunities which increase the use of language out of classes; writing is needed for formal and informal testing. According to Byrne (1988), the development of the writing skill can help learners to analyze how they use the language, what they need to improve through the teachers and peers' feedback, to know the structure and elements that a coherent text requires and how writing can be of great help for them in the process of learning a second language and its benefits.

Research Problem and Objectives

Writing is a difficult skill, and it becomes more so when people's texts or products are going to be read and evaluated by others. It involves emotion, feeling besides the use of rhetorical techniques (Sharples, 1999, as cited in English, 2011). Writers have to consider elements such as organization of text depending on the social purpose, the choice of lexico-grammar resources according to the register, the use of cohesive devices to achieve texture, as well as, punctuation and spelling problems among other elements. Writers have to recognize and use these elements in their compositions to produce sophisticated and coherent papers. It seems then that writing is a key skill to develop in second language learners, and yet it is by no means an easy skill to teach or a simple one to learn.

One of the most successful ways to teach writing is the Genre-Based pedagogy as developed by the Sydney School. It has proved to be especially relevant with disadvantaged population (Rose, 2012). So, this methodology was believed to be helpful in the context of this study where there are students who after a number of English courses at school have shown little progress.

On the other hand, technology is an important resource in the process of teaching a second language today. According to Hyland (2003) the use of technology has an important role in the process of teaching a second language; actually, computers have impacted the students' writings facilitating collaboration, communication and integration among them. Also, by using technology students have the opportunity to analyze other discourse communities by reading and reaching other audiences out of their range area, draft, edit, proofread, format and publish texts. Nowadays, technology has facilitated the writing development, providing tools to re-write texts in much easier and quicker ways, to collect information, to increase interaction and peer feedback. Hyland (2003) says that technologies facilitate composition and include features such as cutting and pasting, deleting and copying, checking spelling and grammar, importing images, changing format, and

printing to publish. In the development of this research, technology is a main tool used for the development of writing skill because with it students can work in their composition incorporating easier and quicker options for editing texts and sharing paper with partners to increase interactions, collaboration, and motivation. Computers are technological tools that enable users to foster interconnectivity, they are the way to bridge the gap between practitioners and experts in a community (Bloch, 2008).

The incorporation of computers in the language classroom may help students to improve the writing skill since it can be used as a resource to increase online interaction, raise students' confidence, engage and motivate them to write (Bloch, 2008). Also, using computers is likely to allow students to share their texts with others to receive peer or teacher feedback and online scaffolding from the teacher; students can use a variety of tools to edit their papers, and access information, read online texts and write much more easily and quickly. However, in this setting, as in many others, the mere availability of technology and its use in the classroom does not guarantee it will be meaningfully employed and that it will indeed contribute to the improvement of the writing skill.

For all the reasons mentioned above, we thought that the use of computers as mediation in the English classroom may turn out to be beneficial for the development of writing at La Enseñanza School. Moreover, we believe that the application of the genre-based pedagogy and CALL approach for the development of students writing in the 10th grade EFL classroom at “La Enseñanza” school, specifically with the less advanced students of this class may be beneficial. So we pose the following research question:

How does the application of a computer assisted genre-based pedagogy contribute to the development of students writing in the 10th grade EFL classroom at “La Enseñanza” school?

Objectives

General objective

Evaluate the implementation of a computer assisted genre-based pedagogy for the development of writing in 10th grade at La Enseñanza School in Barranquilla.

Specific objectives

- Analyze the perception of the students regarding the application of the CALL and genre-based approaches for the teaching of writing.
- Analyze the characteristics of the students' written argumentative texts after the application of the genre-based pedagogy mediated by computer.
- Identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills.
- Analyze the characteristics of the methodology as implemented in the context of the target institution.

Theoretical Framework

The purpose of this study is to analyze how the application of the genre-based pedagogy and the CALL approach contribute to the development of students' writing in the 10th grade EFL classroom at "La Enseñanza" school. This chapter describes the main concepts that will serve as theoretical basis for our study. We will initially briefly reviewing important approaches to writing: the product-based approach and process-based approach, but we will make a more detailed account of the genre-based approach to teaching writing, the theory of language and of learning behind it. Then, we will discuss the main principles of CALL.

Writing

Writing has been considered an important skill to teach, and for that reason there have been many approaches and views of the proper way to teach it. Children can acquire spoken language naturally but learning how to write is a conscious process (Harmer, 2004). Nowadays, being able to write and read - literacy - has been considered a "desirable skill" for whole communities, for example, rulers of church, workers, and bureaucratic organizations have made writing a vital skill. Writing has become a fundamental right and since one of the basic aims of education is to change or transform lives and communities, teaching and improving it is one of its main purposes.

In the context of foreign language education, most tests and assignments often rely on the learners' writing proficiency in order to measure their knowledge (Harmer, 2004). Language learners often complain about writing papers, considering it a waste of time; however, Harmer (2004) argued that "being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language" (p. 3). In this way, training language learners to write demands careful attention of teachers in order to provide writing sessions to their students that

include a variety of tasks and interesting topics that motivate students to write, improve the skill and compose effective texts.

According to Byrne (1988), writing is more than the combination of letters, just like speech is more than the production of sounds. When writing, people “produce a sequence of sentences arranged in a particular order and linked together in certain ways” (p. 1). Words have to be arranged to form coherent texts that require the use of punctuation, spelling, capitalization, organization and logical sequence of the information. Writers have to identify the degree of formality of the context and write in appropriate ways, to organize their ideas in a way that readers can understand them, and to incorporate strategies such as making notes, drafting, revising, and rewriting texts until they feel satisfied with their compositions (Byrne, 1988). An effective composition includes many aspects and writing elements that writers need to identify and learn how to use.

On the other hand, writing has a variety of meanings. For example, “(1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such an activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) an artistic composition; (6) a professional occupation” (Coulmas, 2013, p. 1). Writing is a way that people use to communicate with others besides speaking, listening, and reading; it facilitates people’s life helping them to acquire and improve the language through the composition of texts, putting into practice their knowledge and management of the writing skill.

In the writing classroom, a writer needs to have a plan and know the writing elements to write effectively. According to Tribble (1996) successful writers require information about important concepts of the subject; identify the social context, reader’s expectations; recognize and use aspects of language system; and use the appropriate plan for preparing written papers. Good writers include elements required to write adequate and strong texts. Besides, writers reread the information for identifying grammar, vocabulary, spelling and punctuations errors.

On the other hand, Aristotle (1987, as cited in Coulmas, 2013) shares his notion of writing as a representation of oral language. However, written language is quite distinct from oral language along a number of textual dimensions, and the process of its construction must be studied according to its own structural and rhetorical emphases. Grabe and Kaplan (1996) express that for understanding the nature of the writing, a model must be proposed. In other words, a model helps to obtain an understanding of how texts are constructed and to comprehend the nature of writing development. The teaching of writing has been studied for years by some authors who have proposed approaches to teach this skill. Below we will discuss three such approaches: the product-based approach, the process-based approach and the genre-based approach.

Product-based approach. The product-based approach is one of the earliest approaches to teaching writing. According to Brown (2001) written texts in this approach are measured by criteria that include content, organization, vocabulary, grammar structures, spelling and punctuation. Teachers assess students' papers focusing on grammar structures, style, vocabulary and organization (Gholami & Bazarmaj, 2013). Most of the time, the final product is what teachers assess, focusing on the correct use of grammar, vocabulary, spelling and punctuation. Analysing the writing elements teachers make decisions and provide a grade. Brown (2001) says that "compositions were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional" (p. 347). The product approach emphasizes on composing texts with a minimal grammar errors and students need to have enough input to use the adequate grammar structure and consider the audience. This approach emphasizes on the final results of the writing process which needs to be coherent; students follow a model provided by a textbook or the teacher, and create their written text (Nunan, 1999, as cited in Gholami & Bazarmaj, 2013). Modeling a text to students is an effective tool used in product-based approach. The teacher and students analyze

together important elements in the text, and deconstruct it. However, it can reduce students' creativity (Murray, 1980, as cited in Gholami & Bazarmaj, 2013). Students sometimes use the same information, text organization, grammar structures and vocabulary as in the model; they just edit some information and share it with the teacher; they do not investigate beyond that, and limit their knowledge repeating the model.

Process-based approach. According to Harmer (2004), writing has a process which “is the stages a writer goes through in order to produce something in its final written form” (p. 4). Writers include stages that make the writing of a text easier, they repeat the plan several times to control their written texts and make the necessary adjustments. According to Tribble (1996), writing as a process means basically following a cycle of writing activities which lead learners to the creation of ideas, collection of data and publication of a text. The cyclical process is a way that writers use to determine what ideas are strong and weak, what they need to continue working on to make a better text. Also, this cyclical process leads writers to generate new ideas, read more information and include new one that support their texts.

Writing as a process is less focused on the grammar and structure of a text; instead, it analyzes the purpose of language more closely. It allows learners to have more opportunities to organize ideas, select the appropriate language, share drafts, and edit information. Brown (2001) argues that it helps learner writers to understand their own composing process through the use of strategies for prewriting, drafting, and rewriting, and it allows learners to work at their own pace by being aware of the process itself.

This approach to writing places importance on the process that learners use to revise their papers, and it leads learners to discover what they desire to write on their papers. In addition to this, seeing or comprehending writing as a process gives teachers opportunity to provide learners feedback throughout the development of a process, and it is acceptable to be given by both teachers

and other learners who are involved in the same process. According to Brown (2001) personalized conversations between teacher and learners take place to provide comments and suggestions based on students' written texts.

According to Grabe and Kaplan (1996) in this approach learners have authorial "voice", use interesting topics, make a plan, provide multiple drafts and receive feedback from peers or the teacher, and focus learners' attention on the content and on the information to express ideas in the final product. The teacher can organize individual sessions to provide more effective feedback, and clarify students' doubts. Besides, learners can request the teacher for topics of their interest, and determine their plan to write their texts.

Faigley (1986, as cited in Ferris & Hedgcock, 2005) divided process writing into two categories: expressivists and cognitivists. Firstly, expressivists view composing as "a creative act in which the process- the discovery of the true self- is as important as the product" (Berlin, 1988, as cited in Ferris & Hedgcock, 2005, p. 5). Expressionism involves tasks that include self-discovery, personal voice, and individual's inner writer. Secondly, cognitivism involves cognitive and metacognitive strategies to solve problems such as planning, elaborating definitions, defining rhetorical problems, pre-writing, drafting multiple versions, revising texts, collaborating with others, having feedback sessions, and editing (Ferris & Hedgcock, 2005). Students make their own decisions, reflect and determine what they need to include on their texts, and involve strategies to organize their ideas and work. And in this approach, writing is "essentially learnt, not taught, and the teacher's role is to be nondirective and facilitating, assisting writers to express their own meanings through an encouraging and cooperative environment with minimal interferences" (Hyland, 2003, as cited in Ferris & Hedgcock, 2005, p. 6). Teachers do not provide too much input to their students because learners are expected to investigate and discover new knowledge; teachers guide and suggest them new ideas or information, engaging learners to write and create their own texts following teachers' instructions.

Grabe and his colleagues (1984, as cited in Grabe & Kaplan, 1996) after their research on writing presented some conclusions for the writing instruction in the process approach. Writing is a process of discovery; it includes pre-writing and rehearsal; students learn to write for an audience; students need to spend time on planning, prewriting, and rehearsal activities to improve their draft and produce a better text; students learn the importance of revising their texts by themselves and having control over these; students and the teachers need to be motivated to write, committed to writing and practicing writing in class and sharing their written products with others. Writing as a process involves and commits the students and the teachers to work together to write meaningful texts, study the type of audience that will read their papers, and create more authentic and sophisticated written texts.

Stages

Harmer (2004) suggested that the writing process has four main stages: planning, drafting, editing (reflecting and revising) and final version. First of all, planning is making decisions about what to write. There are different ways to conduct this stage, for example, making notes, jotting words, or simply planning all the ideas mentally. Harmer (2004) stated that when planning, writers need to experience three main issues. Firstly, they need to consider the purpose of their writing since this influences the text-type and the language they use as well as the information they select to include. Secondly, thinking about the audience influences the shape of writing and the choice of formal or informal language. Thirdly, planning requires close attention to the content structure of the text. In this issue, writers need to find the appropriate sequence of the facts, ideas, or arguments to be included in the text.

The second stage in the process, drafting is writing a written piece as a “draft”. This first written piece has the purpose to be amended for improvements. In this stage, more than one draft is accepted since editing is the next stage before the final version (Harmer, 2004). Students have the option to create multiple draft papers before presenting their final products. They receive teacher

and peers' feedback which is returned to them to edit their texts in order to present a stronger written piece.

The third stage, identifying what works or what does not - is part of what editing is. Changing ideas or moving paragraphs around is another way of editing. More experienced writers can focus on meaning and structure before proceeding to detailed features such as words and accuracy in grammar (Harmer, 2004). This stage also means the piece of writing is revised by other readers who could make helpful critiques or suggestions.

Finally, once the editing of the draft is done, it is pertinent to start writing the final version. It often looks different from the previous drafts because the writing process makes ideas change (Harmer, 2004). In this way, the writing process may be comprehended as a linear process.

Harmer (2004), however, clarified that the writing process is not a linear process. On the contrary, the writing process is considered a recursive process. This means that writers can often plan, draft, edit, re-plan, re-draft and re-edit. Tribble (1996) stated that this process must be considered dynamic and unpredictable since its sequences are not fixed and tight. In a writing process, it is common to make changes on a final draft because this process allows participants to look backwards and forwards at any part of its construction (Tribble, 1996). By paying close attention to this situation, Harmer (2004) suggested seeing the writing process as a process wheel. It is stated that the writing process can go in different directions and those decisions depend on the writer. The process only reaches the final part when the final draft is really the final one.

Teacher's role. In the process approach, teachers are expected to encourage learners to think about what they will write and guide them in different ways. For example, brainstorming, which is pairing or grouping the learners to generate ideas through discussion or guiding them to plan for a future task (Harmer, 2004). In this strategy, teachers encourage learners to think about what to say, the purpose of their writing, and their audience.

Teachers are also expected to encourage learners to revise and reflect on their drafts which leads them to better editing process. Harmer (2004) argues that collaborative writing is considered a good way to encourage learners to draft, reflect and revise. This collaborative writing facilitates responses, suggestions, and contributions in order to finish the product successfully.

On the other hand, knowing how to respond to learners' writing is relevant and those teachers who do not pay attention to this, could make the writing process be disturbed (Harmer, 2004). To avoid this, teachers should respond to students while they are writing. Harmer (2004) suggested having personalized discussions with learners about their draft, and making written comments on learners' drafts, especially if they are working on computers. In this way, teachers should be trained about how to use the software or website options to make comments on the paper online or by accessing each learner's computer directly. There are also some teachers who write out their own draft to show students how the text should be constructed. This is known as a reformulation. In this way, learners can compare their draft with the teacher's composition.

In this pedagogy, teachers can obtain students' commitment through peer responses, that is, students collaborate among themselves, providing suggestions and/or comments to their partners' texts. According to Harmer (2004), this strategy can be an alternative to teacher's feedback and it refreshes learner's perspective on the written piece. Using peer-response is a positive strategy to analyze how their partners write, and determine ideas that can be used in their texts in order to enrich their papers.

Genre-based approach. Martin and Rose (2007) defined genres as "staged, goal oriented social processes" (p, 5). Genres are considered as staged because their goals are usually achieved by completing a set of steps. The goal of the genre is fundamental and it is expected to be reached, otherwise it generates frustration to the writers. The social aspect of the genres is developed by the writer. For instance, when a writer starts writing, the audience is envisaged and this process helps

writer to shape the genre for the future readers. In other words, a genre has a purpose that needs to be accomplished and its goal is strongly connected to social aspects in which the writer thinks of the particular audience. Martin and Rose (2007) pointed out that genres are known as “text type” and each text type has a particular purpose. Each genre has specific patterns which structure the text itself. For example, to describe a species of animals in Science, a report is used. Its structure is basically a description of its parts, and it could include their classification. In school, each subject has its most used genres and they need to be included in the school curriculum (Martin & Rose, 2012). As Table 4 shows, genres are classified in accordance with their purposes (Martin & Rose, 2012).

Table 4

Classification of genres proposed by Martin and Rose (2012)

Genre	Purposes
Stories	Narrating a series of events to engage or inform readers (may be fiction or fact)
Text responses	Evaluating and interpreting a text (may be literary, visual or musical text)
Arguments	Arguing for a point of view, or discussing two or more points of view
Reports	Classifying and describing things of the natural or social worlds
Explanations	Explaining how and why events happen in the natural or social worlds
Procedures	Instructing how to do an activity such as a science experiment, maths operation, or technology procedure

Martin and Rose (2012) pointed out that since genres follow repeated and recognizable patterns they are a useful concept for students learning to write.

Genres can be grouped into a three different genre families which are: stories, factual texts, and evaluating texts (Martin & Rose, 2012).

Table 5 summarizes the genre families in the school context and the purpose of each genre.. Text may have more than one purpose but according to Martin and Rose (2012), the central purpose must be identified and this determines the genre. In this way, they group the genres into three main sets: stories, factual and evaluating texts.

In the set of stories, Martin and Rose (2012) included recount, anecdotes, exemplum, narratives and new stories. Each genre has its own characteristics, for example, a recount is basically constructed by recounted series of events while in a narrative the characters or participants usually resolve a complicating situation.

On the other hand, factual texts include autobiographical recounts, biographical and historical recounts. These previous recounts can be called 'histories'. For example, in an autobiographical recount, the writer recounts events related to his/her own life (Martin & Rose, 2012). In this set of actual texts, *explanation* make up another group related to causes and effects. Explanations are classified as sequential, factorial, and consequential explanations. For example, sequential explanations purpose is to explain a sequence of events.

Additionally, procedural texts are also in the set of factual genres. Martin and Rose (2012) pointed out that procedures, protocols and procedural recounts belong to the same genre family. They can be distinguished in this way; (a), procedures focus on experiments and observations, especially when technology is used to create things; (b) protocols highlight the things that we do not have to do in terms of rules and warnings; and (c) procedural recounts provide the steps of a procedure.

Finally, reports are part of this set of factual texts too. They are aimed to classify and describe things. In this way, there are descriptive, classifying and compositional reports.

In the set of evaluating texts, there are arguments (Martin & Rose, 2012). Arguments evaluate issues and point of views. In an argument genre, it is important to recognize how many points of view the paper argues. If it is one point of view, it is an exposition. If there are more than

one, it is a discussion. According to Rose (2012), genres can be distinguished by their organization and their recurrent local patterns, for example, the narrative stages (orientation, complication, resolution) or the exposition stages (thesis, arguments, reiteration) can help to make the distinction.

Table 5

Genre families (Martin & Rose, 2012)

Genre family	Genres
Stories	Recount Anecdotes, Exemplum Narratives New stories
Factual texts	Autobiographical recounts Biographical recounts Sequential explanations Factorial explanations Consequential explanations Procedures Protocols Procedural recounts Descriptive report Classifying report Compositional.
Evaluating texts	Expositions Discussions Personal responses Reviews Interpretations

According to Martin and Rose (2012), genres have to complete a series of steps to achieve their purposes. These steps can be easy or complex according to the genre. These steps are known as stages, such as Orientation, Complication, and Resolution stages in the case of a narrative. In order to work with these text types the approach that fits perfectly in the language teaching and learning process is the Genre-based approach.

The genre-based approach as proposed by the Sydney School was first developed by linguists and teachers who worked with disadvantaged groups of learners. This approach is widely

applied in the language teaching field (Herazo 2012; Derewianka, 1990; Martin & Rose, 2012).

According to Kress (1993) “genre is a useful term for understanding what texts do and how they do it” (p, 22). In this approach, grammar is seen as a meaning maker of social and cultural significance and genres are seen as providers for powerful basis of literacy pedagogy.

According to Burns (1990), the genre-based pedagogy is valid to be worked with spoken and written production. It consists of developing three main assumptions concerning language learning which are: learning language as a social activity, more explicit teaching to achieve better processes, and the teaching and learning cycle (Feez & Joyce, 1998).

Learning a language is a social task and it is the result of collaboration between the participants of the language learning process. In this collaboration process, language learners develop a way to make meaning, a technique to interpret and organize ideas and they become more knowledgeable about language (Feez & Joyce, 1998). This means that language learners can construct meaning by interacting with each other. Also, learners can improve some cognitive strategies such as interpreting and organizing ideas, concepts, and opinions which are required to improve a language.

According to Derewianka (1990), we are always developing language in every new situation we are experiencing. People learn through language and for that reason it is stated that language is one of the most important features in the learning process. In the process, people use the language and the more they use it, the more they comprehend how it works. The genre-based approach to language provides students with explicit knowledge about language. It considers interaction between participants of the language process as valuable scenery.

The genre-based approach to literacy was developed following the criteria of visible pedagogies proposed by Bernstein (1975) and the principles of sociocultural theory as put forward by Vygotsky (See section about Sociocultural Theory)

The genre approach analyses the audience, the subject matter, the organization of the text, and its purpose. This approach has similarities with the product approach, both of them analyze linguistic knowledge, emphasize that writing can vary, depending of the type of writing and the social context that involves the text (Flowerdew 1993, as cited in Badger & Goodith, 2000).

Other similarities among genre and product approach involves writing phases such as modelling; construction of a text by learners and teacher; and the independent construction of the text (Cope & Kalantzis, as cited in Badger & Goodith, 2000). On the other hand, the genre approach Dudley-Evans (1997) determines three stages: firstly, a model is presented and analyzed. In this stage, learners can analyze elements of the grammar, or the vocabulary; secondly, learners practice with different exercises; and finally, learners compose a short text. But this summary does not mention the essential feature that the learner produces the first text with the help of the teacher, who has to make a close scaffolding. This scaffolding is increasingly withdrawn to allow for more autonomy. These stages have similarity with the writing process approach.

Badger and Goodith (2000) analyse similarities and differences among product, process and genre approach. The product approach does not emphasize on process skills. However, this approach recognizes the importance of providing linguistic knowledge about texts to learners, and understands the imitation as a way of learning. On the other hand, the process approach uses strategies similar to the ones proposed by the genre-based pedagogy, it is a cycle process that is repeated several times until writers are ready to present their final product. Unlike the genre pedagogy, the process approach does not give enough importance to the type of text and the reasons that writers have for composing; also, it does not offer to learners enough explicit input.

Finally, the genre approach provides meaningful interaction and participation of the students in all the stages since it implies a prepare stage, a task stage and an elaboration stage. Additionally, texts take place in a social situation with a particular purpose, and learning is conceived as a conscious process that involves imitation and analysis. These approaches can be adapted to have

more successful use. A model of process genre approach is proposed by Badger and Goodith (2000) for the development of writing. In the process genre approach, teachers should support students to identify the purpose of each text and important aspects of the social context, and know how to recognize the tenor (the type of audience), the field (the content), and the mode (written or oral). Besides, it implies becoming aware of the appropriate use of knowledge and skills which involve brainstorming, drafting, editing, redrafting and proofreading. The input that teachers provide depends on the specific characteristics of the learners, on the stage of development at which they are at the time of writing, their level of awareness of the features of the genre they have to write, the skills they have developed. Teachers have to be knowledgeable of the features of the target genre and they should get models from real life. In order to develop writing skills, teachers should demonstrate the processes involved in the writing process, and should make the teaching of these skills explicit, and learners need to know the type of sentence structure, vocabulary, and the appropriate organization of the type of text that they intend to compose.

Assessing Essays

One of tool used by teachers to assess their students' essays is a rubric. A rubric is "a scoring tool that lists the criteria for a piece of work, or what counts (for example, purpose, organization, details, voice, and mechanics are often what counts in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor" (Goodrich, 1997, p. 14). Teachers who implement rubrics to assess students written texts can identify students' weaknesses and strengths in the writing skill, and provide them a detailed feedback about their outcomes. There are two types of rubric: holistic or analytical traits rubrics (Cushing, 2002). Firstly, holistic rubric provides a single score based on the script which is judged by a scoring rubric. This type of scoring does not provide a complete diagnosis about a person's writing ability; and it does not distinguish aspects such as syntax, vocabulary, and organization. Secondly, analytical rubrics provide several

scores for a variety of writing criteria which usually analyze content, cohesion, organization, vocabulary, register, grammar. They provide detailed information and a more complete diagnosis of students' writing abilities.

Factors to consider in designing a scoring rubric are: (a) who is going to use the scoring rubric; (b) what aspect(s) of writing are most important, and how they will be divided up; (c) how many points, or scoring levels will be used; (d) how scores will be reported (Cushing, 2002). For assessing writing, it is more appropriate to know what language sub-skills will be assessed, to provide separate scales for grammatical accuracy and vocabulary use, determine the number of scales, know how the results will be interpreted and calculated. That is, it implies making important decisions to have an effective assessment process in order to identify students' strengths and weaknesses, what they need to improve in the writing skill.

Visible and Invisible Pedagogies

Visible and invisible pedagogies is a concept proposed by Bernstein and it is essential in the genre based approach. The basic difference between visible and invisible pedagogies is the manner in which criteria are transmitted and in the degree of specificity of the criteria. In Bernstein words, "[t]he more implicit the manner of transmission and the more diffuse the criteria, the more invisible the pedagogy; the more specific the criteria, the more explicit the manner of their transmission, the more visible the pedagogy" (Bernstein, 1975, p. 6). In the visible pedagogy, the relation and communication among teachers and students is strong, students receive a visible education in which teachers are providing to students the knowledge and guide they need.

On the other hand, in the invisible pedagogy, teachers are less visible. According to Bernstein (1975), there is a set of guidelines that he summarized: (1) implicit rather than explicit control over the student by the teacher; (2) reduced emphasis on the transmission and acquisition of

specific skills; (3) relatively free activity by the learner in exploring and rearranging an environment arranged by the teacher; and (4) use of many diffuse criteria to evaluate the pedagogy (p. 1).

The genre-based approach uses a visible pedagogy. A visible pedagogy is created by explicit hierarchy in which the teacher is more involved in the learning process of the students; there are frequent moments of interactions between the students and the teacher; at the initial stage, the teacher controls and guides learners and provides them the necessary tools, materials for the class, and this is how the pedagogy becomes more visible. This is considered necessary since not all students come to school with the same background. They have not been exposed to the same kinds of registers and genres. Expecting children to work out the understanding of new concepts, the development of skills or competences on their own, with little guidance and support, will only perpetuate inequalities in society.

Sociocultural Theory

Sociocultural Theory (SCT) was introduced by Lev Vygotsky, a psychologist who impacted with his ideas the field of psychology and education. Vygotsky's theory emphasizes on how the language is learnt through interaction and social activities which facilitate second language acquisition (SLA). Lantolf (2004) defines SCT as "a theory of mind ... that recognizes the central role that social relationships and culturally constructed artifacts play in organizing uniquely human forms of thinking" (pp. 30-31). In this theory, humans use a variety of cultural tools that lead them to have interactive activities, to develop human cognitive activities and to have spaces of interaction with their social environment. Key concepts of sociocultural theory are: mediation, internalization, private speech, imitation, and the zone of proximal development.

Mediation. Mediation is one of the main concepts of the SCT. In Vygotsky's theory, higher forms of mental activity in humans are mediated by symbolic artifacts (tools) that regulate cognitive process. Language is a fundamental mediational tool. It permits humans to interact. "Thus, not only

does language permit humans to interact symbolically with other humans, but as a consequence of this interaction, they develop the ability to gain control over and regulate their own thinking processes” (Lantolf, 2004, p. 16). Mediation helps learners to control and re-organize ideas using voluntary attention, planning, rational thinking, intentional memory, and learning; and leads them to have interaction with others, develops their thinking and gets knowledge.

In the SCT, learners take control of the cultural tools used in their environment, they analyze which tools can bring advantage for them and enrich their knowledge, and they regulate what they really need. Lantolf (2004) expresses that “the core concept of sociocultural theory is that the human mind is mediated” (p. 15). The mediation process integrates social interactive processes, human culture and cognition, and tools that help to regulate human development and thinking.

Regulation. Regulation is a form of mediation. Children can acquire language from other members, and they use the language, and regulate the linguistic part of the activities through the process of self-regulation. Lantolf and Thorne (2006) describe the three stages of regulation: object-regulation, other-regulation and self-regulation. Firstly, in object-regulation, learners are controlled by an object which helps them to develop their thinking. As an example, Lantolf and Thorne (2006) propose the following situation: children who have difficulties with simple addition in Math can use external objects such as blogs to practice and to regulate their cognitive activity. Secondly, other-regulation consists of explicit and implicit mediation that includes moments of assistance and scaffolding. In this stage, the teacher’s role is important because most of the time he/she is usually the one who guides his/her students. Finally, Self-regulation is focused on the development of activities through minimal or no external support. When activities are easy, students do not require teacher’s support, they just develop these by themselves. In this stage, students know when they need assistance, depending on how difficult or easy is the activity. Language is one of the tools that learners use as an object to regulate themselves, receive assistance from the teacher or partners; also, students can regulate themselves by means of objects such as the dictionary and the sample

texts involved used in the pedagogy such as stories, text responses, arguments, reports, explanations, procedures, among others. (Lantolf & Thorne, 2006). In the process of learning a second language, mediation is a process that is easy to identify because students require to regulate themselves and receive external assistance to control and improve the language, creating moments for interactions with peers and the teacher.

Language can be regulated through private speech, which communicates and mediates our mental activity. Vygotsky suggested that private speech does not need to be syntactically correct. Frawley (1997, as cited in Lantolf, 2004) points out that languages provide linguistic options to speakers for the development of mental activities such as “Oh!”, “Next”, “OK”, “Let’s see”, or “There”. These are common expressions used in private speech and social interaction, a person can ask him/herself questions and answer some questions. For self-regulation, it is necessary to work internalization.

Internalization. Vygotsky refers to internalization as higher forms of consciousness. Winegar (1997, as cited in Lantolf and Thorne, 2006) defines “internalization as a negotiated process that reorganizes the relationship of the individual to her or his social environment and generally carries it into future performance” (p. 31). Lantolf (2004) proposes internalization as “a concrete activity that unfolds as communicative process in which there is a shift from social dialogue to self- or private speech” (p. 20). He says that internalization is the process through which humans develop thinking. To facilitate this process, it is important to incorporate the language as a cultural artifact through which learners can negotiate with others. Vygotsky proposes the internalization as the connection of mediated concrete activity of humans with their mental activity.

Imitation. Fundamental to internalization is the process of imitation. Vygotsky states that “development based on collaboration and imitation is the source of all the specifically human characteristics of consciousness that develop in the child” (Vygotsky, 1987, p. 210). Other authors have exposed imitation as stimulus and mimicking. However, in human activity imitation is seen as

repetition, through which learners analyze and repeat what they really need for their understanding process. In the case of second language acquisition the imitation is a common process, sometimes students repeat common expression that teacher uses in the class, or imitate their classmates.

Imitations become the seeds from which later independent uses of language arise. It is not a mechanical repetition that implies saying or writing the same all the time. It is an initial stage from which higher level of learning results.

Zone of Proximal Development. The concept of Zone of proximal development (ZPD) has impacted the educational field. ZPD is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Vygotsky (1978) also focuses on what a person is able to do when doing alone activities or using someone else’s support, and incorporate cultural artifacts to achieve a goal. The concept of ZPD is related to how to scaffold or support students in the learning process. Each individual can do something with assistance and something without any support.

Today, the concept of ZPD has been expanded, and seen as a tool that includes mediation through collaboration, social interaction and the development of knowledge. According to Lantolf (2004) people who work together in groups are able to co-construct knowledge, collaborate with each other. In the ZPD, people construct knowledge, become a sociable person, and develop the ability to collaborate with others exchanging information. The teacher’s role is to explicitly help students to do what they cannot and adjust the support as students advance until their potential level.

Mediation, internalization, private speech, imitation, the zone of proximal development, are important concepts of SCT, which is a theory that has impacted positively the second language acquisition, and the core of genre-based pedagogy.

The language learning process is a set of scaffolded developmental steps which address certain aspects of language. The genre-based approach methodology is based on the ideas developed by Vygotsky and Bruner (as cited in Feez & Joyce, 1998). A model based on Vygotsky's proposal encourages teachers to support students in order to move through the ZPD to their potential level of performance. In doing so, the learning process is more effective (Feez & Joyce, 1998). It also involves initial intermental interaction between teacher and learner, and increasing internalization of the abilities and processes involved in reading and writing. This all happens in the teaching and learning cycle.

The Teaching and Learning Cycle

The teaching and learning cycle in the genre-based approach is a set of stages in which teacher and students gradually work in the construction of a type of text (Feez & Joyce, 1998). According to Herazo (2012) the teaching-learning cycle is a text-based instructional sequence that leads learners from joint to independent creation of meaning.

In the teaching cycle, teachers can incorporate different classroom activities which involve spoken and written tasks around the text-type or genre being taught. The teaching cycle can be started at any point but if the genre or text-type is being taught for the first time it is appropriate to work through all stages. Each stage of the cycle has a specific purpose and different activities in order to achieve the purposes. Depending on what students can do, stages can be ignored, for example, if students are familiar with the context, the first stage would be the modelling stage.

Firstly, building the context introduces students to the social context of an authentic model of the text-type being studied. Exploration of the cultural context is done by using the text-type, and the social purposes that the text-type achieves. Exploration of the register of a model text is developed based on what students need (Feez & Joyce, 1998).

Secondly, modelling and deconstructing the text allows students to investigate the structural pattern and language features of the text model. Also, it helps to compare the model with other examples of the text-type. In this stage, assessment of students is essential to diagnose how much time they need to spend with language features, and this allows identifying the type of activities that students need to comprehend each language feature (Feez & Joyce, 1998). In this phase, there is a detailed reading that is relevant to develop this stage properly. According to Rose (2014), teacher is in charge of preparing each student-teacher or teacher- student interaction carefully, so students or language learner always or most of the case respond or propose successfully. In doing this, the teacher is responsible preparing, focusing, affirming and instructing students within the detailed reading. These interactions should be followed sequentially to make students respond successfully. Rose (2014) conceptualized these moves in interactions as it follows: (1), preparing is when teachers give information to the learners to enable them respond successfully; (2), focusing is when teachers focus learner's attention on the text and in interaction it is usually led by asking questions; (3), affirming is when the teachers affirm students' responses or expressed ideas; (4) instructing is when teachers provide with more instructions within the detailed reading. Learners are also supposed to have their own moves in the interaction They are prompted to identify (words, phrases, features in the text) and propose (ideas, concepts from their prior knowledge or experience) during the detailed reading (Rose, 2014). Throughout these moves of teacher-student and student-teacher interactions elaboration by the teacher is relevant. Elaborations happen when teachers explain or discuss the topic or the students' experiences and proposed ideas. Also, it is relevant to carefully plan these interactions within the classroom.

Thirdly, joint construction of the text allows students to work on the construction of the text of the sample. In this stage, the teacher gradually diminishes the intervention, as students develop an independent skill to control the text-type (Feez & Joyce, 1998). In this stage, teacher asks, discusses and edits whole class construction and this can be done by using different activities, for

example, skeleton texts, jigsaw and information gap activities, small group construction of text, self-assessment and peer assessment activities.

Finally, independent construction of the text allows students to work independently with the text-type and at this point their performances are used for assessment. Then, students investigate on what they have learnt in the cycle. In doing so, other similar texts can be studied, and the repetition of the cycle can be developed (Feez & Joyce, 1998).

In contrast, Burns (1990) summarized the cycle in three stages which are modelling, joint negotiation of text and independent construction. Modelling involves discussion of the cultural and social purpose of the text-type. Then, examples of a model text are introduced to the students. At this stage, students and teacher discuss about the structure of the text and its distinctive language features. The joint negotiation stage involves students and teacher working on the construction of a text. This is followed by joint construction of another text by learners working together. The final stage is the independent construction but inside this, there are some steps included. This allows teacher and students to work together to revise the construction of the texts and then student work independently on the texts (Burns, 1990). Essentially, teachers scaffold the students thoughtout that final stage too.

In the context of Latin America, Boccia et al (2013) proposed a cycle consisting of four stages: building up subject matter knowledge, modeling or deconstruction, joint construction and independent writing. This cyclic frame guides the teaching of texts from an initial phase to the subject matter that students will be writing about, through an exploration of the text they are being asked to write, to the joint writing of a first sample text, and the final independent construction of the text. Since they work in the foreign language teaching context, they provide a number of principles for teaching and reinforcing that students need to cope with the genre. This may not be necessary in the teaching of reading and writing in the mother tongue, because students in the latter context have more linguistic resources.

Feedback in The Writing Skill

Teacher feedback provides opportunities to give instructions to students according to their needs through face-to-face dialogue and conferences, assisting students in their drafts, revising these, and giving suggestions or comments. Feedback brings potential benefits to the students' writing, encouraging them to analyze errors, make changes and re-write text. Ferris and Hedgcock (2005) propose several principles for providing written feedback for L2 student writers. Firstly, they considered that the teachers are not the only ones who can provide feedback to the learners since learners can obtain many benefits from peer-response and self-evaluation. Secondly, written feedback can be replaced by conferences, audiotaped or electronical feedback basing it on learners' learning styles. There are many ways of providing feedback through the teacher, students and using technology. Peer- response is a good strategy that teachers use in class to commit students to analyze their partners' texts, engage them to provide comments or suggestions, and use important ideas or elements to improve their written texts. Also, the incorporation of technology is a good tool to provide feedback and interact with students. .

Ferris and Hedgcock (2005) underscored that it is not appropriate for teachers to respond to every single error on students' drafts. In this way, it is recommended that teachers determine the most important issues to be treated. An issue caused by feedback is that some teachers appropriate students' text and for that reason they need to be aware of this and let students make their own decisions. Besides, teachers are responsible to encourage students and provide with constructive criticism.

According to Ferris and Hedgcock (2005), feedback should be an individualized process in which there is a friendly discussion or conversation between teacher and learners. Feedback is a way to respond to students' doubts and help them to correct errors, providing clear and personalized comments or suggestions that avoid offending or discouraging them.

Peer response in the writing skill. Peer response “is the notion of collaborative learning which derives from the social constructionist view... that knowledge is essentially a socially justified belief” (Carson & Nelson, 1994, as cited in Ferris & Hedgcock, 2005, p. 225). This means that peer-response is a way to collaborate and interact with partners through oral and writing feedback. Students can make second language acquisition easier using the language to interact, exchanging comments or suggestions about their written texts.

Ferris and Hedgcock (2005) summarized and explained some advantages of the use of peer-response such as students’ involvement in active roles that facilitate their learning process and communication; consideration of new ideas based on their peer reactions; engagement to improvise talk with teacher and peers; variety of feedback, and understanding of what is well done and what is not; development of critical skills to analyze and revise written texts; and confidence in analyzing peers’ strengths and weaknesses in writing. Also, peer-response brings positive outcomes to those students who revised their partners' drafts because they can get better scores (Hedgcock & Lefkowitz, 1992, as cited in Ferris & Handgcock, 2005). However, peer feedback has been criticized by Leki (1990, as cited in Ferris & Hedgcock, 2005) because students may provide weak comments, and they may be unkind in their suggestions about their partners’ writing; students can feel insecure about the validity of peer-response or may have difficulties to understand their partners’ ideas. To avoid the previous problem, teacher should “design a peer review sheet specifically for each peer review section” (Mittan, 1989, as cited in Ferris and Hedgcock, 2005, p. 237). In this way teachers can provide students tools to give effective feedback. Throughout our experience as teachers, we have found that most of the time learners prefer teacher’s feedback which is more appropriate, strong and clear because most students do not feel confident with their partners’ feedback due to the lack of training.

Technology in the Writing Class

In the 1980s, computers became available, teachers and researchers felt enthusiasm to incorporate word processing and other computer-based writing tools to facilitate students' writing and to improve final products, making the writing process easier and enjoyable, reducing students' anxiety and changing their attitude towards the learning of an L2 (Ferris & Hedgcock, 2005). Ferris and Hedgcock (2005) investigated the effects of technology on ESL writer's process, proposing some benefits and disadvantages of computer-assisted writing which are explained in the following table:

Table 6

Benefits and disadvantages of computer-assisted writing

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ● Increased motivation to write and revise being enjoyable and interesting. ● Increased the amount of words. ● Increased collaboration (teacher-student and student-student) in the computer writing lab. 	<ul style="list-style-type: none"> ● Increased anxiety due to lack of familiarity with hardware or software. ● Unequal or limited student access to computers. ● Limited student typing and/or word processing abilities. ● Subversion of individual student writing processes (some prefer pen and paper; some are distracted by writing in a lab setting). ● Increased student focus on surface features of texts because corrections are so easy.

Note: Information taken from Ferris and Hedgcock (2005, p. 347)

Computer-based writing has affected the writing process: planning, revision, and collaboration. Ferris and Hedgcock (2005) found that planning in a word processor spends less time, and leads writers produce longer texts, interaction and collaboration can increase among teacher-student, and student-student. Besides, the use of word processor provides many applications that students can use to analyze their texts and check spelling, style, grammar, insert comments and

corrections into students' papers, identify double words, capitalization errors, and the correct use of punctuation marks (Ferris & Hedgcock, 2005).

Synchronous Vs Asynchronous writing. Hyland (2003) highlights two hypertext environments for the teaching and learning of writing through a word processor. The first is Synchronous writing, in which students can communicate in real time, having an online discussion using chat sites which involve participants at their computers at the same time, sharing information. Conferences between student-student or between students-teacher in a "virtual environment" encourages interaction, and provides online teacher feedback. On the other hand, asynchronous writing is another hypertext environment, in which students communicate in different time. In this environment, it is not necessary that students use their computers at the same time, which give them the opportunity to collect information, edit, delete unnecessary parts in their texts, discuss ideas with their classmates, and look for unknowing vocabulary. Email is an effective medium for exchanging information, cultural aspects, and collaborate in different projects with others (Davis & Thiede, 2000, as cited in Hyland, 2003).

The Internet is an effective source for the development of communication and the writing skill. According to Bloch (2008), integrating technology and Internet into writing classes requires the development of other skills in both sides teachers and students. For example, evaluating what they find, following links from one side to another, and understanding visual images related to the text. Since teachers are responsible to teach in the classrooms, they are increasingly demanding higher levels of technological skills. Otherwise, the lack of this skill and of access to the Internet, or inadequate support could negatively affect students' performances. To respond to all of this, CALL approach seems to be the one of the most suitable approaches related to language learning.

CALL Approach

Chapelle and Jamieson (2008) defined computer assisted language learning (CALL) as “the area of applied linguistics concerned with the use of computers for teaching and learning a second language” (p. 1). The use of CALL involves a variety of platforms that have been created to facilitate the language learning process. Since the 1970s, CALL has been widely recognized in second language learning and foreign language education and for this it was formally incorporated into TESOL. According to Bloch (2008), many teachers have been involved in CALL, wanting to design their own computer programs or software. Several institutions around the world use technologies and computer aid to help students to learn a second language.

According to Chapelle and Jamieson (2008), many teachers find that computers enrich their pedagogies because these can help expand input and revise the understanding of how language learners become more proficient in a language. However, computers do not have a pedagogy or philosophy of teaching and learning, so teachers should not make computers control their decisions in the teaching setting.

CALL activities should be designed or selected in terms of the teacher’s philosophy and the students’ learning needs. Chapelle and Jamieson (2008) selected CALL activities based on three main assumptions about language, the learner, and the teacher which are: “Learners need guidance in learning English. There are many styles of English used for many different purposes. Teachers should provide guidance by selecting appropriate language and by structuring learning activities.” (p. 3). Under these assumptions, there are many aspects to be highlighted for example, the development of learner autonomy guided by the teacher so that students become able to choose what and how they need to learn. In addition, integrating CALL into the language classroom provides more opportunities to empower teaching strategies focusing on different areas of language development since “CALL provides individualized interactive instruction unmatched by what can be provided in the classroom” (Chapelle and Jamieson, 2008, p. 6).

CALL activities can focus on presenting information, guiding learners, providing practice or assessing learning process. Under CALL terminology, those activities can be found as drills, tutorials, and tests (Allessi and Trollip, 2001 as cited in Chapelle & Jamieson, 2008). Other CALL activities incorporate electronic dictionaries, wikis, blogs, online word-processing and spreadsheet, and email into the English language teaching and learning.

CALL materials allow language learners to work at their own pace. Chapelle and Jamieson (2008) highlighted that this is possible because “CALL can tailor instruction specifically to individual learners” (p. 7) and language learners can have individualized interaction since they interact with the computer. In a CALL writing or reading activity, for example, a language learner can click on a specific word and use an online dictionary to obtain the meaning of the word. Using online tools is helpful because language learners can use them without limitations. Learners can control the amount of interaction through the task or activity. According to Warschauer 1996 (as cited in Chapelle & Jamieson, 2008), these interactions between learners and computer often occur by completing any writing task or activity, and these written interactions direct or guide learner’s attention to the most relevant linguistic features in less time than oral language.

Chapelle and Jamieson (2008) stated that CALL materials usually offer explicit language learners instructions in order to make them more knowledgeable and skilled. For example, CALL tutorials or an online model of a text are usually have explanations and controlled and semi-controlled practice. There are some CALL materials that are designed for presenting grammatical points and they tend to be similar to how they can be found in a textbook. Learners might find it more dynamic because it might have animations or immediate feedback allowing learners to be aware of how well they have performed. In this way, students can decide to continue having more practice on the CALL materials or to continue on something else.

CALL has been enriched by the Internet and more uses in other areas of language learning and teaching have been found. Chun and Plass (1997, as cited in Bloch, 2008) identified four main

attributes of the use of the Internet that are beneficial to the language learning and teaching field: the availability of authentic materials, the possibility to communicate through networking, multimedia, and the nonlinear organization of knowledge. In this way, Internet is a world of endless opportunities and a challenge for teachers and students because background knowledge is required to work properly with technology. For example, years ago a word processing software would allow users to type text but nowadays, an online word processing like Google Doc allows users to write cooperatively and they can receive immediate feedback about spelling and grammar just to name a few features. According to Chapelle and Jamieson (2008), if students or language learners learn to use the kind of feedback provided by this type of CALL tool, they could expand their possibilities to learn.

The truth is that CALL tools are not used isolated but they are placed in a collective system. All technologies should be considered interconnected and integrated. For instance, learners may be able to write a draft on a computer, use a word-processing online to be reviewed by teachers or classmates, use programs to improve their grammar usage, and then publish the paper on a blog or personal web site to obtain a wider audience (Bloch, 2008). Using technologies as a package can make students understand the practicality in their real tasks.

According to Bloch (2008), the current computer networking has impacted on how learners and teachers send their papers. In this collective system of technologies, one of the promising parts is the drafting in which the learners exchange the paper easily by using their computer with Internet connection.

Viewing technologies as a system in L2 writing skills may update or change the way writing is taught, and how learners understand and see the writing itself. This situation is a challenge for both, teacher and students. The teacher has to select the appropriate technologies which can be included in the collective system harmoniously in order to be used effectively. The most difficult part of these collective systems is that the technologies are not usually designed to be part of this

type of systems, especially in teaching settings, so teachers and institutions need to be aware of the effects and consequences before they apply them (Bloch, 2008).

CALL and Writing

In the language teaching and learning field, writing is an important skill because it is used in everyday communication and for academic work at different levels, for example, writing e-mails, reviews, school papers, essays and reflection papers to name just a few. School, colleges, universities and teachers want to help language learners become more effective writers. According to Chapelle and Jamieson (2008), “effective writing is valuable for language acquisition” (p.95). It seems that when CALL writing materials when focused on learners’ needs, can increase their abilities to communicate in written language in an efficient way.

Effective written communication requires language learners to think about the audience and purpose of the writing. This makes writers select the most appropriate language. The type of reflection that writers involve themselves with when writing is fundamental in the language development. In CALL, there are many designed tasks and activities that have been involved in writing instructions. Chapelle and Jamieson (2008) proposed six strategies for using CALL in the writing classroom in order to make it more valuable for second-language acquisition: (a) selecting appropriate writing texts as models; (b) choosing CALL activities that teaches genre as well as linguistic knowledge and strategies; (c) teaching learners how to benefit from interaction with and feedback from the computer; (d) creating opportunities to expand knowledge of English through writing and to write for real audience; (e) including explicit evaluation; and (d) helping learners develop their writing strategies.

First of all, Chapelle and Jamieson (2008) pointed out that choosing the most appropriate model texts for ESL students demands careful attention because those models must contain examples of the language within the genre-text itself. This means that if students are asked to write

a review, they can see examples of the expected written work, so that they identify the main aspects of the genre. Needless to say, teachers must be careful at selecting the model texts in CALL activities according to the students' level, age, interest, needs, likes, dislikes among others.

Paltridge 2001 (as cited in Chapelle and Jamieson 2008) stated that making students analyze the model texts allows them to understand the genres easily and therefore and to learn how to write them. Also, teachers can search for CALL activities or programs that fit students' needs and level. For example, there are some websites that provide graded materials in order to be applied to the right level. However, the teachers' role is fundamental because teachers must provide helpful guidance to make learners identify the most relevant elements of the model texts.

Secondly, Chapelle and Jamieson (2008) pointed out that the ideal achievement for students is to learn how to write particular genres by highlighting the language and the functions of the genres. For instance, students who are in the process of writing an application letter, should not spend time thinking of how to write the opening in a polite way. This element must be provided by the teachers using the model texts explicitly. Teachers must use CALL programs that highlight the used forms in specific type of writing. In addition, using CALL allows both teachers and students to find examples of genres, so that they can use them to identify any pattern of the most common grammatical structure used within them.

Thirdly, learners should be taught how to benefit from the interaction and feedback provided by the computer (Chapelle & Jamieson, 2008). When language learners establish a relationship with the computer, they can obtain different types of feedback and help. The most demanding part is to find the most appropriate software that allows learners to work on spelling, grammar, and computer word typing (Chappelle & Jamieson, 2008). There are softwares that provide language learners with immediate help and feedback as they write. This type of help can be easily found on a simple word processing software. For example, learners often have issues to come up with the word they want to write, so software developers have created programs like *WordQ* that are focused on providing

immediate help by giving word choices as they type on the word processing software. Other softwares, like *My Access*, provide learner feedback at precisely the time when they need it.

On the other hand, there are two main aspects that are usually enriched by using CALL activities which are: expanding students' knowledge of English and interacting among learners and other people outside the classroom (Chapelle & Jamieson, 2008). This means that language learners can work with their computers to put their ideas into English or produce in different ways such as writing e-mail messages, writing comments on a website or creating documents with a word processing program. These CALL activities are enriched when there is more participation of current and new learners in the community or outside of it.

Swain (1985 as cited in Chapelle & Jamieson, 2008) considered that writing is essential for the language development because it generates opportunities for producing "comprehensible output". This means that the development of the writing skills contributes to what a language learner can produce by using the language. According to Chapelle and Jamieson (2008), CALL gives learners new opportunities to write to real audiences. For example, using pen pal exchanges in which students send messages to other friends outside their countries. Sometimes, these pen friends provide peers with feedback about the politeness of their language, word choices, and grammar. These interactions work well for the writing, especially with teachers' guidance.

In the field of CALL, explicit evaluation is easily recognized in the activities. According to Chapelle and Jamieson (2008), "explicit evaluation refers to a score that is given to inform learners about the quality of their writing" (p.115). This type of evaluation can be provided by other students, the teacher, or the computer. The evaluation comes with strong and weak points, but its main goal is to motivate language learners to write by focusing on the quality of the language. Cheng and Watanabe (2004 as cited in Chapelle & Jamieson, 2008) pointed out that the role of assessment in the language learning process is essential. For example, when language learners are

informed about revision or evaluation of their writings, they are more likely to plan their time and pay more attention to their own language.

According to Chapelle and Jamieson (2008), students improve their writing skill when teachers help them to understand how their writing is evaluated. This means that teachers need to make clear evaluation rubrics to present it to the learners and carefully select programs that evaluate students' writing. Language learners can revise their papers after the computer programs before submitting papers to the teacher.

Additionally, writing strategies must be developed by language learners to improve their writings. According to Chapelle and Jamieson (2008), teachers should help students develop strategies for writing well. For example, assessing the audience, planning, and evaluating the goals are communication strategies that should be developed by lower-level L2 writers. In addition, strategies to self-evaluate their writings are essential for language learners. Language teachers should select or design CALL activities that focus on the development of those writing strategies.

All the previous ideas were integrated in the approach to writing proposed in this study. A review of what has been done so far in the field of foreign language teaching and learning of writing was done to have a wider vision of the application of the theories in Colombia and other countries. In the next section, we present the state of the art in which we summarized the some research studies related to our research.

State of The Art

In Colombia, writing has called the attention of a number of researchers who have developed studies in different education levels such as primary, secondary, and universities. After reviewing Colombian indexed journals in the field of applied linguistics, a number of studies focusing on the writing skill were found. In the last 10 years, researchers have carried out studies in writing

strategies, learning methodologies to writing, and technological resources as applied in the teaching of writing.

In the field of learning strategies, Caicedo (2016) studied how using cooperative learning fosters the development of adolescents' English writing skills. In order to do it, she developed an action research whose purpose was to improve students' social performance and enrich their academic performances through cooperative learning. Also, in this study, Caicedo (2016) analyzed the role of cooperative skills/work in the improvement of students' writing skills. Basically, this research aimed at finding out what happens to students' writings when they are engaged in cooperative learning. She chose four seventh grade courses, and they were divided according to their academic level and learning style into nine groups of four learners, each student with a different cooperative role. In the development of the study, Caicedo (2016) planned three different lessons during three months. The activities involved written activities and these were assigned to each group. At the beginning, students had difficulties to understand and implement their roles within the group and assumed such role as a part of the entire cooperative process.

This study highlighted that positive interdependence decreased progressively in the two groups. In other words, students understood what they had to do in each role. According to Caicedo (2016) during the evaluation process, self-evaluation was productive, and also learners considered it as a useful tool to improve their skills. Learners recognized writing as a process when they were writing their papers and they were open to receive feedback from the group. In her study, Caicedo (2016) concluded that cooperative learning and writing skills worked simultaneously to improve several academic and personal skills.

Another study related to the collaborative learning used to teach writing was proposed by Díaz (2011) who studied peer editing as a pedagogical strategy to promote collaborative assessment in EFL students' writing process. The research was carried out in a public school located in Bogotá with a group of 38 students from ninth grade. The research objectives were to analyze how peer

editing influenced ninth grade students' writing in the context of an EFL class in a public school and what type of relationships students built during the peer editing process. This study was supported by theories such as writing as a process, peer editing, socio-cognitive constructivism, the concepts of the Zone of Proximal Development (ZPD) and scaffolding as a strategy to construct written text in English. The methodology used was qualitative and descriptive-interpretative, and the instruments used for collecting data were field notes, video recording and students' artifacts (writing drafts). The results showed that students were engaged in collaborating with peers in editing sessions providing the linguistic scaffolding. Also, students applied thinking strategies such as noticing and explaining to identify errors and provide comments or suggestions to their partners, and built relation with others members of the class.

The application of the genre-based approach has been investigated by several researchers. Chala and Chapetón (2013) explored the role of activities related to the genre-based approach in argumentative essays with a group of high intermediate level students of English in the Bachelor of Arts in Modern Languages program at Pontificia Universidad Javeriana with a group of 15 students in sixth semester. The participants' age was between 17 and 23. The researchers wanted to find out the role of a set of genre-based activities in the creation of argumentative essays when writing is understood as a situated social practice. It was a qualitative action research project which had questionnaires, semi-structured interviews, class recordings, and students' artifacts (written texts) as data. The results showed that genre-based activities for the construction of essays encouraged students' confidence, increase the interaction among the students and teachers. Also, students were aware of the process of scaffolding peers to reduce linguistic errors in their texts, drafting and redrafting, generating new ideas, correcting and improving their texts. Also, it was found that the act of writing was an opportunity for being involved in social issues, and to build relationships with the audience, establish a relation with their texts, supporting these with solid arguments and expressing ideas freely.

In the endeavor to demonstrate the implications of technology for teaching and learning composition in a language, some studies have been developed. Ochoa (2014) studied the use of a virtual room to enhance writing skills in the EFL class. This study aimed to demonstrate how students shaped their writing skill in English through the use of a virtual room. In order to develop this study, an action research was carried out in a Colombian private school with six ninth graders who were selected from thirty two students. Three students were female and three were male, their age ranged from 13 to 15 years old. In doing so, Ochoa (2014) chose interviews, student's artifacts, and journals to collect data. The study was developed while completing eleven workshops which were focused on text writing. According to Ochoa's study, the virtual room enriched vocabulary to express ideas. This was a relevant finding because vocabulary is an essential aspect for learners to be able to share their opinion, express their feelings and thoughts more meaningfully. The virtual room also engaged students in writing. Ochoa (2014) implemented the use of wiki, chat, and forum and concluded that these technological tool helped students to practice and foster their writing skill in a cooperative and interactive way.

In the genre perspective, Yasuda (2011) studied genre-based tasks involving foreign language writing in order to develop writers' genre awareness, linguistic knowledge, and writing competence in novice FL learners. It was a genre-based writing course that incorporated email-writing tasks. In doing so, Yasuda (2001) guided the study with these questions: how do college-level Japanese EFL writers develop their genre awareness, linguistic knowledge and writing competence in a systematically designed genre-based writing course that incorporates email-writing tasks? This study was developed with seventy Japanese undergraduate students within a fifteen-week English writing course at a private scientific university in Japan. Yasuda (2011) chose the following techniques: surveys, interviews, and the e-mails written at the beginning and the end of the semester. This study concluded that the use of genre-based pedagogic task created a salient link between form and function. In the development of Yasuda's research, students were provided with

an initial framework for production. Students expressed that they acquired previous knowledge that helped them to improve substantially since the very beginning of the semester.

Methodology

This study was intended to provide a detailed analysis and interpretation of data after implementing the genre-based pedagogy mediated by computer for the teaching of writing at La Enseñanza School. Since it addressed a human problem approached in a richly descriptive and inductive way, it could be considered a qualitative study. Creswell (2014) defined a qualitative approach as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). In other words, qualitative practitioners tend to focus on understanding how experiences are interpreted by people, how those experiences construct their world and what meaning people give to those experiences (Merriam, 2009). Additionally, Efrat and Ravid (2013) described a qualitative approach as a study of natural events and situations at schools which allowed us to understand “how students, teachers, parents, and administrators make sense of their educational experience” (p. 40). This means understanding about students and teachers’ experiences at school, and to be familiarized with the situations that affect students’ development of writing skills to propose the necessary change and make decisions to find possible solutions to our problem.

Following Creswell's (2014) criteria for identifying qualitative studies, this paradigm was more suitable for this particular study because our approach is participatory, with open-ended questions and texts produced by participants, etc. Also, we wanted to reflect on what was affecting our students’ writing skill. The idea of working in the same setting where we work made the implementation of the research and the interaction with students easier; we gained their trust, and this made us more familiar with problematic situations inside the classroom that affect students’ learning and the development of the writing skills in the second language.

Action Research

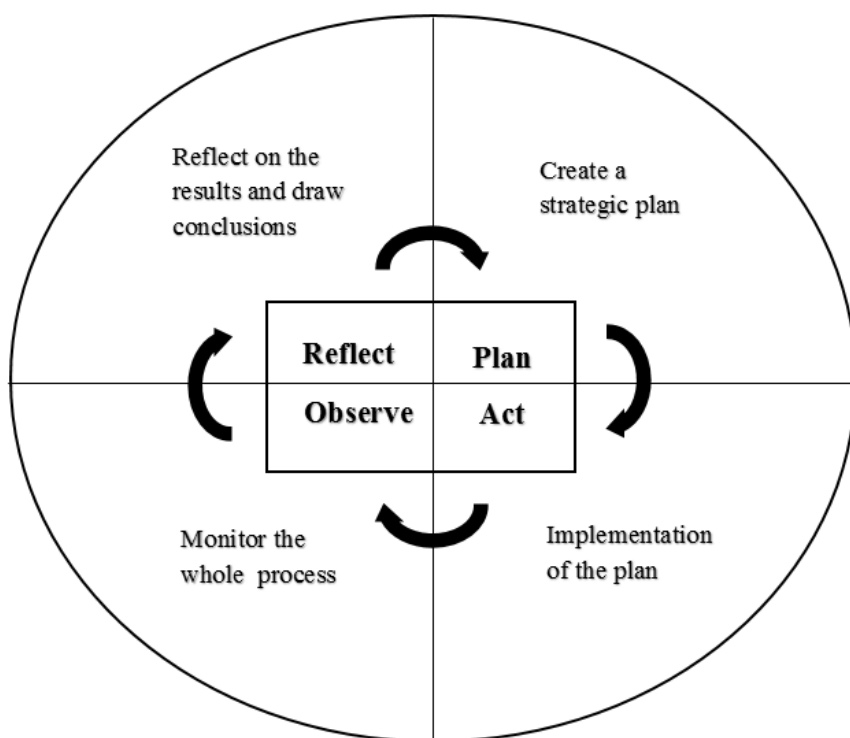
In this research, the qualitative method used was action research. Action research is defined as a “small-scale intervention in the functioning of real world and a close examination of the effects of such intervention” (Cohen & Manion, 1994, p. 186). Also, it is seen as a process in which researchers study problems inside a specific context, they evaluate, improve and conduct decisions and practices (Corey, 1953 as cited in Cohen & Manion, 2007). Besides, Kemmis and McTaggart (1992 as cited in Cohen & Manion, 2007) argued that action research is focused on planning, acting, observing and reflecting carefully and rigorously. Additionally, it is a systematic inquiry that is “conducted by teachers, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the local level” (Wiersma & Jurs, 2009, p. 13). This approach is designed to improve, innovate, change or develop teachers’ practice. It is focused on broad questions and issues that might impact teaching, learning, and schooling (Klein, 2012). In other words, this is a research developed by teachers for themselves, to gather information about a specific issue, identify needs, and provide a plan for improving. According to Klein (2012), action research is a practicable way for teachers or anyone involved in the broad field of education to examine a situation and image what might happen.

School, communities, organizations are natural setting in which action research is usually applied. Action research is a methodology which is appropriate for different contexts when “specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted onto an existing system” (Cohen & Manion, 1994, p. 194). We considered that action research was a suitable procedure for working in our setting because it (1) is collaborative, participatory, formative, empirical, dialogical and methodologically eclectic; (2) is practical for problem solving; (3) understands complex situations; (4) uses feedback in the cyclical process; (5) conducts decisions and practices; (6) seeks to improve human actions; (7) includes evaluation and reflection; (8) contributes to the educational field and improves its practice; and (9)

tries to be emancipatory (Cohen & Manion, 2007). Action research could help us to improve practice in our setting, collect, discuss, evaluate, and act in order to solve problems that affect students' writing skills.

Zubber-Skerritt (1996) proposed a model of emancipatory action research in which she involved a cyclical process: plan, act, observe and reflect. We adopted it to our research : “(1) strategic planning; (2) implementing the plan (action); (3) observation, evaluation and self-evaluation; (4) critical and self-critical reflection on the results of (1)–(3), and making decisions for the next cycle of action research” (p. 96). (See Figure 1).

Figure 1
A model of emancipatory action research



Note: Source adapted from Zuber-Skerritt (1996, p. 96)

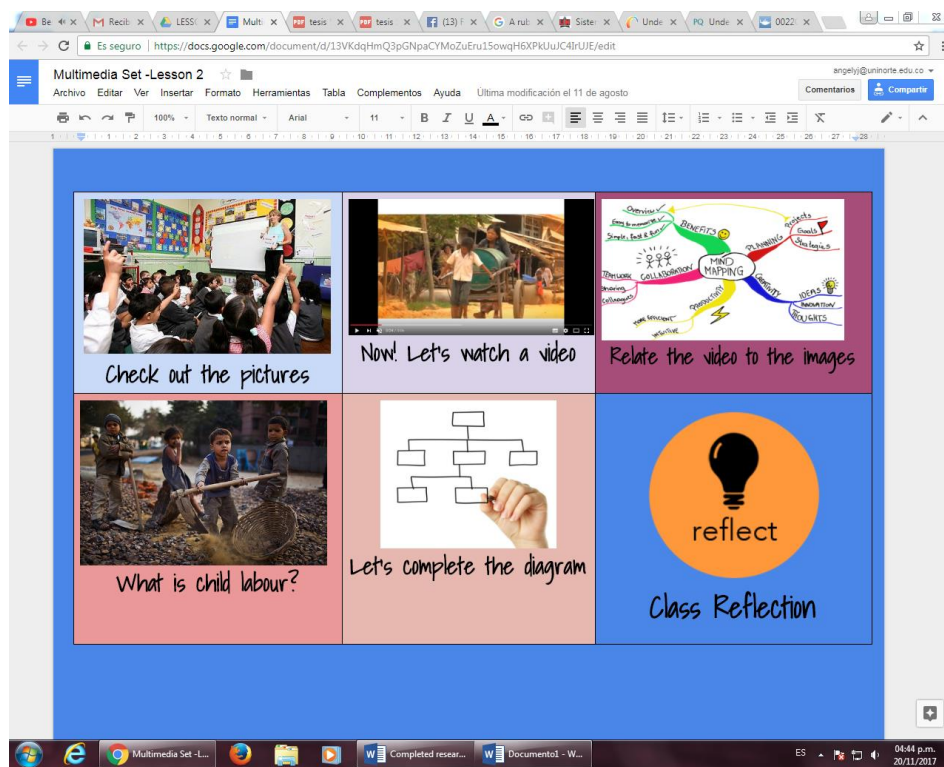
We considered that this model was adequate to carry out in our setting, but since this model was not developed in the education field, so we enriched it with Hartwig's work (2004) about the action research steps. According to Hartwig (2014), firstly, planning is related to problem analysis,

and the strategies that are used to carry out the planning itself. The plan construction is considered flexible, this means that the flexibility of the plan allows researchers and participants to predict and deal with other problems or issues. Secondly, acting is related to the implementation of the strategic plan. This phase is the action but it must be deliberate and controlled, or in other words, it is the transformation of the ideas into action. Thirdly, observing involves monitoring and evaluating the previous step - “the action” - and its changes or impacts on the participants. All the observed behaviours must be reported or documented. Finally, reflecting focuses on evaluating the results. In other words, conclusions about the practice or the theories are written as well as the plan about the cycle of improvement. All of these final strategies or sub-steps must be based on the findings. Next, we discussed each phase with its descriptions and sub-phases of our research study.

Planning. To carry out the planning step, a needs analysis was developed to understand situations that were affecting students’ writing. This was done through the implementation of a questionnaire, four classroom observations, two interviews (one for teachers, and the other for students), and the analysis of five students’ essays of ten grade students of beginner level. After collecting and analyzing the data, we concluded that students’ weaknesses were in the writing of argumentative texts as we described in the introduction and the research problem. Additionally, in this phase, we carried out a planning of the intervention based on the design of a unit with seven lesson plans to develop student writing of argumentative texts (See Appendixes F: Child labour Unit, and Appendix G: Lesson plans). The unit topic was ‘Child labour’ since we considered that this is a worldwide problem and Colombia is making moderate advancements against this issue. Also, it was a way to make students reflect upon diverse sub-topics such as poverty, children’s rights, education rights, the opportunities that an educated person obtains, and risks that children are exposed to. Throughout this implementation, CALL activities were included into each phase of the genre-based approach to writing. The whole unit was developed in the computer lab in seven two-

hour lessons, 100 minutes each, for a the total of 14 hours observed and video-recorded. All the activities proposed required the use of computer and an online word-processing software (Google Docs), each lesson of the unit was placed in a Multiset (See Figure 2), each multiset was personalized with the students' name. In the Multisets, we included activities such as slides, videos, mind map, reading texts, reading worksheets, and graphic organizers, tasks for writing as joint and independent construction in which the students have to click on the pictures to work the activities proposed (See Appendix G: Materials – Unit Child Labour). During the development of the unit, we expected to collect the data and analyze them in order to write a research report with the findings, and possibly recommendations for further research on this field.

Figure 2
Design of the Multiset (Unit Child Labour- Lesson 2)



Acting. In this phase, the plan was totally implemented, and the data were collected through the implementation of class observations, interviews, students' and teacher's journal, and students' artifacts. Firstly, seven classes were observed, video-recorded, and transcribed; students' work and class interaction were analyzed. Secondly, an interview was implemented at the end of the

implementation of this study to two students, these were audio-recorded and transcribed. Through these, we could determine students' personal impressions about the intervention to improve the writing skill combining CALL and genre-based pedagogy. Thirdly, the students' journal consisted on reflecting and evaluating their own process by answering questions in the Multisets which had a part for the reflection process; each reflection was personalized with the students' name, students described how the lesson, teacher's methodology, resources and/or the use of the computer helped them to strengthen the writing skill, the effects and experiences using computers to write argumentative texts; also, they could evaluate classes, and recognize weaknesses and strengths in classes. On the other hand, the teacher's journal was a reflection that he wrote about each class taking into account positive and negative aspects of the implementation. Finally, students' jointly and independently constructed artifacts were collected in order to analyze their achievements in essay writing. In this part, a rubric was used to assess students' written texts (See appendix E)

Observing. While and after applying Child Labour unit, we needed to collect data to monitor and reflect about what happened in the intervention. According to Merriam (2009), "data are nothing more than ordinary bits and pieces of information found in the environment" (p. 85). Based on the focus of our action research, we decided to choose the following data collection techniques: observations, interviews, students and teacher's journal, and students' artifacts.

Firstly, observation is defined as "the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest" (Johnson & Christensen, 2008, p. 211). Also, Efrat and Ravid (2013) stated that observation is based on looking at events, people, and how the interaction occurs between teacher and students. This tool led researchers to observe students' work, behaviour and reaction for each activity proposed, class development, teacher's management of the topic, and students' behaviour in class, and classroom atmosphere, and understand what is happening in the classroom.

In summary, there were two characteristics that made us choose observation as one of the data collection techniques. First, observation was considered a firsthand encounter with the problematic situation and the participants. Secondly, observation is a natural behaviour, we needed to focus on observation as a research tool; so, it must be systematic, it must address a research question, and it should produce trustworthy outcomes or data. Since our research question is about *How the application of the computer assisted genre-based pedagogy will contribute for the development of students writing in the 10th grade EFL classroom at “La Enseñanza” school*, we considered that we needed to observe the participants developing the proposed activities of the intervention.

Secondly, interview is defined as a “data-collection method in which an interviewer (the research or someone working for the researcher) asks questions of an interviewee (the research participant)” (Johnson & Christensen, 2008, p. 203). Also, interview is the development of a conversation carried out by two or more people, researchers ask questions to students, teachers, parents, administrators they share information, points of view, ideas about a topic (Efrat & Ravid, 2013). In other words, interviewing is a process in which more than one person is involved, researcher and participants; both engaged in a conversation led by research questions. According to Merriam (2009), “the main purpose of an interview is to obtain a special kind of information” (p. 88). This means that by applying interviews, we wanted to know what the participants thought about the methodology of combining genre-based pedagogy and CALL, the resources used by the teacher, and students’ perception in general.

There are different types of interviews but the one developed for this research study was semi-structured interviews. Merriam (2009) stated that in semi-structured interviews, the wording of the questions is more flexible and it allows the researchers to combine types of questions. We considered that this type of interview was the most appropriate instrument to carry out this process

because it allowed us to obtain more detailed information about participants' beliefs, thoughts, knowledge, feelings, and motivation in the class.

Thirdly, students' journals is an effective tool for teachers. According to Meltler (2009) students' journals "provide information similar to homework to the teacher, in that teachers can gain a sense of students' daily thoughts, perceptions, and experiences in the classroom" (p. 112). Teachers can request their students in each class to reflect and write about what they learnt, what they would like to learn, what they like/dislike by having them answer a set of questions designed by the teacher. Analysing students' notes, teachers can make adjustments, or repeat activities that students prefer during the class. On the other hand, the teacher's journal helps teachers to reflect on students' work, and determine how successful or unsuccessful classes are, and make comments to enrich the methodology in future applications.

And finally, students' artifacts which involve students' work produced in classes (Efrat & Ravid, 2013). According to Klein (2012), these are participant-generated products that can usually be found in the setting itself, in this case in a classroom. Sometimes, these artifacts are included in portfolios which lead students to have their papers organized. In this particular case, all of the students' written production were saved in a Google Doc file.

Reflecting. After implementing the Child Labour Unit, making class observations, interviewing students, making entries in the teacher's and students' journals, and collecting jointly and independently constructed essays, we analyzed the data. Table 7 discriminates how the data collected helped achieve the objectives.

Table 7

Methodological Research Process of Computer assisted genre-based pedagogy

Objectives	Instrument	Comment
1. Identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills.	Interviews	Two interviews at the end of the implementation were audio-recorded (two students).
	Observations	

		Seven classes were video-recorded and transcribed. A software (Atube Catcher), was used to keep track of the students` interaction in the computers.
2. Analyze the perception of the students regarding the application of the CALL and genre-based approaches for the teaching of writing.	Students` journal	Every day after the class: some questions to reflect and evaluation students own process were share in a Google Docs each lesson-
	Teacher`s journal	Teacher wrote his own reflection for each class.
	Interviews	Two interviews at the end of the implementation were audio-recorded (two students).
3. Describe the characteristics of the students` written argumentative texts after the application of the genre-based pedagogy mediated by computer.	Students` artifacts	Application of a rubric to Students` jointly and independently constructed essays.
4. Identify the characteristics of the methodology as implemented in the context of the target institution.	Observations	Seven classes were video-recorded and transcribed. Interactions were analyzed

Consent

According to Cohen, Manion and Morrison (2005), in recent years, there has been a growing awareness of the common ethical issues involved in the social sciences in terms of research and investigations. There are ethical issues with regards to the methods and how research obtain valid and reliable data. Each stage of the research is an engine of numerous ethical problems since that it is the nature research itself especially that one dealing with human beings. For example, ethnic differences in intelligence, producing high level of anxiety, covert observations, emotionally disturbed adolescents, highly personal information of a sensitive kind and published in a manner that causes embarrassment to the participants. Thus, it is important to follow solid principle of ethical procedure, that is informed consent.

Diener and Crandall (1978, as cited in Cohen, Manion, & Morrison, 2005) defined informed consent as the procedure in which an individual decide whether to be part of a research or investigation previously informed of facts that would be apt to change their decisions. Informed consent is strongly supported by the necessity of obtaining the consent and cooperation of a target setting, for example, subjects, organizations or institutions interested in assisting research. Around the world, the informed consent has gained importance and it is considered an essential element since participants must be protected. In requesting this consent, participant will know that their participations or involvements are totally voluntary (Cohen, Manion and Morrison, 2005).

As Cohen, Manion and Morrison (2005) underscored there are a set of principles regarding informed consent: (1) competence; (2) voluntarism; (3) full information, and (4) comprehension. Competence is conceptualized as individuals being responsible and mature to make correct decision when they are provided with important information about a research or investigation. Voluntarism is willingness of individuals to be part of a research after being informed about it. Full information is basically making participants or individuals fully informed about the development of the research and comprehension is assuring that the participants comprehend their roles into research.

Based on the previous ideas, we decided to follow the main principles of the informed consent to start our research. This process was divided into two stages. Firstly, we discussed with the principal the research itself. The principal agreed verbally and requested us to have the consent format for both administrators and students (See Appendix Q). Also, he requested to have a copy of the forms in his office. So, we proceeded to inform students about the research and we explained them each of the stages of the research. Students were curious about the research itself and asked many questions regarding the video-recording process and the grading process. All the students signed the consent forms and these were placed in the principal's office.

Results and Discussion

This section is focused on the findings of the analysis of the data collected throughout the implementation of the “Child Labour Unit” developed following a computer assisted genre -based pedagogy consisting of seven lessons. First, seven lessons were recorded, transcribed and analyzed. Second, two interviews to students were also recorded, transcribed and analyzed. Third, the students’ and the teacher’s journals were analyzed and interpreted. Finally, jointly constructed and independently constructed students’ artifacts were assessed through the application of an argumentative text rubric designed by us (See Appendix E). The initial analysis was done by the researchers and then triangulated with the tutor. After the categories were identified and defined, it was applied to the rest of the data

Observations Analysis

The objectives of class observations were to identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills, and identify the characteristics of the methodology as implemented in the context of the target institution. During the observation process, seven lessons were recorded, transcribed, and analyzed, the teacher's and students’ turns were entered into tables (See Appendix J Classroom observations). After analysing the observations, four macro-categories were identified: (1) computer assisted language learning, (2) genre pedagogy, (3) teacher’s role, and (4) student’s roles, which represented the participants’ emerged behaviour. Each one of these macro-categories has categories that contain subcategories (See Appendix I Classroom observation categories). Then, we identified the recurrent categories, tallying the frequency that each category appeared lesson by lesson (See Appendix H).

Computer assisted language learning categories. Computer assisted language learning category involves two categories: Technological Instructions and Technical Problems. Throughout the implementation of the Child labour unit, technological instructions were recurrent when the teacher explained students how to manage the online word-processing software (Google Docs) and gave them technological instructions for writing and management of the online word-processing software to work the activities proposed. Besides, Repetition of Technological Instructions and Personalized Technological instructions are part of this category. Repetition of Technological Instructions happened due to the fact that some students did not understand what they had to do, and requested clarification to the teacher who repeated them instructions and information using simple phrases and common vocabulary based on students' English level; also, it happened due to the fact that for the majority of students it was the first time they used the online word-processing software, so the teacher repeated technological instructions especially when students wanted to save the document following the steps for saving a word document, and explained them that Google Docs saves automatically while writing. Additionally, Personalized Repetition of Technological Instructions were given to specific students who asked the teacher to explain and give them more details about the activities. On the other hand, the technological problems category involves Technological Inconveniences and Solving Technical problems. The technological inconveniences involved were due to the software previously installed on the computers to record student computers' screens individually (Atube Catcher). The program was not installed on all the computers, so the computers that had the program were slower than the rest, so this made students ask the teacher to help and solve their technical problems. Most of the time, technological inconveniences were resolved when teacher provided general technological instructions, or repeated technological instructions to the whole class. The teacher also gave personalized technological instructions to some students that asked for help during the use of the technological resource.

Below, definitions and examples of categories related to computer assisted language learning are shown:

Tech instruction. This category states the directions and guidelines related to computer and softwares provided by the teacher during the “Child Labour” unit. In the analysis of seven observations, it was seen that the recurrence of this category decreased with the development of the unit. For example, in lesson one, Tech Instruction appeared 22 times and in lessons 5 and 6 Technological Instructions were heard only 4 times during the lessons. This clearly shows how the students were trained throughout the use of the technological tool.

Observation [1]		
57.	T: Give me one second. I want you to open. I want you to open your gmail account. So, on your gmail account, I sent! I sent a file. I want you to open that file, please. Do it right now.	Tech instruction
58.	S: what is the...	
59.	T: the password is- For this portal cautivo, you are going to use mine or if you want use informatica.	
60.	S: What is that?	
61.	T: the password is... It's info2015	
62.	S: Eder, ¿cuál son los números para poner la arroba?	
63.	T: Alt+64	
64.	S: Yes	

Repetition of tech instructions. This category states the instructions to use technology were provided repeatedly. This repetition was seen in 3 lessons out of 7, due to the fact that students did not pay attention to the first explanation provided by the teacher.

Observation [1]		
294.	T: Oh, that's really sad. Ok, so, now girls, now this is what we are gonna do. I want you to close the slides, just the slides, so you back to the lesson on the computer please, close the slides, and close the slides, not the lesson, where you see the lesson. So, in the lesson I want to tell you that we are going to watch a video, liste, we are going to watch a video. We are going to watch that video once, when we watch that video then you are going to click on the next picture. The video is on the second one, ok? The one that says “watch children's rights”. So, you are going to watch that video, I want you to plug your earphones to watch the video, ok? If you don't have earphones you watch the video without them but it's better that you plug them, ok? Please.	Tech instruction

295.	S: repeat please!	
296.	T: Listen, remember. I'm going to repeat. In this video you are going to listen to 5 children, they are talking about children's rights.	Preview content of video
297.	S: Children's rights?	Comprehension check
298.	T: Yes, children's rights. You are going to know a little bit about it. It's a short video.	Affirm Announce new activity
299.	S: What is rights?	Request clarification
300.	T: You are going to know... we are going to answer that question after the video, ok? But I want you to watch that video. When you click on the video and then you are going to click ok the next that says "think and answer". We are going to see that and then we are going to watch the video again, ok? Ok, please do it right away.	Repetition of tech instructions
301.	T: Ok girls! (<i>T walks around the classroom helping students with connection issues.</i>)	
302.	T: When you finish the video you click on... you go back to the lesson and then you click on "think and answer". I want you to read the questions that you have there and then watch the video again.	Repetition of tech instructions

Personalized Tech instruction and Personalized Repetition of Tech Instruction. These two categories show when students needed personalized guidelines due to the fact that some students wanted to clarify what they had to do, and other students did not understand the activity instructions. For instance, sometimes students did not pay attention to teacher's' instructions and they wanted the teacher to repeat the instructions in a more personalized way. This means that teachers had to approach students' seat in order to provide them with the personalized technological instructions. Based on what we analysed, this category appeared especially when students were facing issues related to the use of the software or the computer itself.

Observation [1]		
320.	T: Ok now, click on "think and answer"	Tech instruction
321.	S: Eder!	
322.	T: All of you need to answer there. You go back to your lesson, think and answer (T helps the student to find "think and answer". You are answering at this point, right?)	Personalized repetition of instruction

323.	S: Eder when I write there and...	Tech inconven
324.	T: Ah don't worry because that's just for the space...	Personalized tech instruction

Tech inconvenient. This category states that the use of technology and softwares leads to situations or issues that make the instructions or lessons less productive. In the analysis, this category was rarely seen in lessons. For example in lesson 1, it appeared 4 times but in lesson 6, it was only one.

Observation [1]		
93.	S: I don't know what happens to my computer.	Tech inconven
94.	T: Let me help you. Can I see? Please	
95.	S: Can I go to?	
96.	T: What? Noo no leave it on.	
97.	S: Nooooo	
98.	T: It's... (<i>T is working on S' computer</i>)	Solving tech inconven
99.	S: Ok	
100.	T: Ok	
101.	S: Gracias	
102.	T: So, let's continue. Let's wait	

Genre-based pedagogy categories. Genre pedagogy involves the following categories: modelling, previewing, contextualizing, explanation and deconstruction. These are all strategies for scaffolding students' learning. Firstly, modelling was employed by the teacher to exemplify how to provide examples, ways of answering and describing pictures; previewing is related to those situations in which the teacher anticipated information to students about the content of videos and assigned readings; contextualizing is a way to familiarize the students with the topic, and argumentative texts; explanation was given by the teacher to clarify information about an argumentative text, its purpose, organization of the text and stages' function. Finally, deconstruction

means the teacher analyzed with students parts of an argumentative text and together they interpreted and explained the information contained in each one of the stages. Below, examples and a more detailed definition of categories related to genre-pedagogy are shown:

Modelling. This category refers to those occasions when the teacher provided an example of the language and then students had to use the language in order to perform an activity. This category applies also to how the students were involved in the study of the structural pattern and language features of the argumentative text through the models that teacher used to explain the genre structure on the TV set, as students observed the slides from their computers. The assigned activities were aimed at making students comprehend each language feature of the text to make them be more knowledgeable about the genre explicitly scaffolded by the teacher.

Observation [1]		
313.	T: [...] you are going to tell me if this is true or this is false. (<i>T is pointing at the TV screen</i>). So, how do you answer? I'm gonna tell you how do you answer, look, pay attention. So, according to the first kid, children need protein, water and food, so you write the answer here, next to it. (<i>T types on his computer the answer "true" to show an example to the girls</i>)	Modelling the procedure of language
314.	Ss: aahhhh ya!	

Previewing. This category refers to all those situations in which the teacher provided students with information about the content of a text (visual or written) before actually facing it. This was meant for students to have a better understanding of videos and assigned readings, and helping them cope with the coming tasks. Below, there are excerpt of lesson one in which this category was observed.

Observation [1]		
296.	T: Listen, remember. I'm going to repeat. In this video you are going to listen to 5 children, they are talking about children's rights.	Preview content of video
297.	S: Children's rights?	Asking for confirmation
298.	T: Yes, children's rights. You are going to know a little bit about it. It's a short video.	Affirm Announce new activity

Observation [3]		
90.	T: Once upon a time, there was a kid like this kid that read an article that kid read an article in a magazine, in a magazine that was about farming, when that kid read the article on that magazine, the article was stating that “Many farm kids want to live in the city”. So, imagine, a little farmer, a little kid that live in the farm, that little kid read an article that was saying that...	Preview content of the text Prepare to read
91.	S: They prefer live in the city	Propose
92.	T: Exactly. Many farm kids want to live in the city. Probably, that little kid felt really offended because he is a farmer, a little farmer, and he is a kid, and he considers that not many children from the farm want to live in the city.	Ev + Preview content of the text Prepare to read

Explaining. Explanation is a category that shows all the scaffolding provided by the teacher to clarify information about the genre (the argumentative text), its purpose, organization of the text and stages’ function. Paltridge (2001, as cited in Chapelle & Jamieson 2008) stated that making students analyze the writing model allows them to understand the purpose and stages of the genre, and to learn how to write them. This was seen when the teacher shared slides that contained an essay, and explained it to students stage by stage. Below, there are two excerpts from some lessons in which the category was highlighted.

Observation [3]		
106.	T: We are talking that the little kid states a point of view that was many farms want to live in the farm. So, when you are writing an essay, an argumentative text is important to have an introduction, arguments, evidences and you have to have a conclusion that restates the thesis. For example, if you state I like chocolate, I enjoy chocolate or I am happy when I am eating chocolate.	Explaining the stages on argumentative-exposition text
Observation [3]		
119.	T: No, the arguments are the supporting ideas that are going to support the thesis statement, Ok. But, these arguments need to have evidences that you need to include to support the arguments	Ev- Explaining purpose of stages of argument exposition text
120.	S: Arguments	Propose

121.	T: Arguments, and evidences related to the arguments, If you say is better to study in La Enseñanza, that is your argument, if you say like that.	Explaining
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Teacher's role. Teacher's role involves the following categories: instructions, feedback, evaluation, preparation, elaboration, focusing, explanation, provide, eliciting, reading and verification. Since these categories are expressed or evidenced differently, some sub-categories emerged from them. Basically, in the "Child labour" unit, Instructions were given at the beginning of each lesson and when teacher announced new activities. During each lesson, teacher frequently repeated instructions and gave personalized instructions to students who asked for clarification, and specific information; Feedback was used to correct pronunciation, and grammar errors. Personalized Instructions were given to students during their jointly and independent text constructions and it made the teacher had personalized conversations with specific students that requested his help. The teacher took advantage of these moments to check students' writing, give comments and suggest them to edit or delete specific information in their texts. According to Brown (2001), personalized conversations between teacher and learners are an option to provide feedback to students' written texts. In this research, writing support was crucial; the teacher guided students, and helped them to identify the ideas that were not clear and what needed to be edited in their texts. In developing the writing skill, feedback is a personalized process in which the teacher focuses on each written text, and discusses with students specific details of their texts. Ferris and Hedgcock (2005) express that feedback is used to respond to students' doubts, correct errors, and provide personalized comments or suggestions.

In the categories related to the teacher's role, Evaluation was incorporated to give students positive or negative comments regarding what they were doing and affirm information expressed by them. Preparation took place when the teacher previewed content and activated background information, preparing students to read, write, and to interact and participate in classes. According to Rose (2014), the teacher is responsible for preparing students in the reading and writing lesson,

and engaging them in the classroom interaction through the preparation of questions that elicit students' further thinking. In this way the students will be able to respond to the teachers' questions, proposing and identifying ideas from the texts. During the implementation of this research, Elaboration is a category that contains a set of sub-categories since it was evidenced in different ways during the lessons. Basically, this category was evidenced when the teacher elaborated on student's participation and answers by using students' ideas and the pieces of information that they proposed to provide more detailed information about the topic. Focusing is what the teacher did when he asked students specific information, mechanics of writing, cohesive devices and meaning of lexical items in the texts. Rose (2014) proposed focusing as a way to draw the learner's attention on a specific feature or part of the text by asking specific questions. Explanation was another category. The teacher explained lexical and grammar items, cohesive devices and parts of argumentative texts. An important role played by the teacher was that of provider. He provided background information, lexical items needed in class, further explanation, and expansion of information. Eliciting described moments when the teacher engaged students to give more information about the topic, develop their critical thinking in order to answer the teacher's questions. Reading was evidenced when the teacher read the chosen text or examples; verification was used to check students' progress and understanding after they requested specific information. The teacher usually verified what students were asking before answering. Below, examples of the different teacher's roles are shown:

Observation [1]		
107.	T: So, listen carefully. I want you to pay attention to me at this point of the class. [...] You are going to see a set of pictures. I am going to show you a picture. I mean some pictures, a set of pictures and you should say aloud what you can see in each picture. How are you going to answer? Very simple. You are going to use the following phrases. The following phrases are: In the picture, or in the photo, or I see and then you tell what you can see.	Activity instructions Modelling answer
108.	S: Eder	
109.	T: I am going to give an example. I am going to give an example. Or another way, you can say, it seems, it seems... it seems that there is... whatever it is or there are... when you see the picture.	Modelling answer

According to the previous excerpt of observation 1, the teacher requested students' attention before giving the instructions of the activities. This is common during the whole unit since these students paid little attention during the lessons. To catch their attention, the teacher made use of a simple and clear language to make himself understandable. The teacher used a strategy of asking himself questions to provide students with way of understanding the instructions.

Observation [4]		
22.	T: So, girls! The text that I want you to open is the one that you have here, this one! (<i>T is using the computer to show students the file</i>). When you open it, if you open it you will see this text, ok I want you to see that one because I gonna be reading with you together, and I will be explaining you ok, so.	Tech instruction Activity instruction
23.	T: For example, here, I want you to focus on the first part. At the very beginning, which is the title: "An urgent call to stop child labor" as you can see that is the title, so if you see the title "An urgent call to stop child labor" In the title, there is one word that means immediate. What is that word that means immediate in the title?	Activity Instruction Focusing: Specific questions
24.	S: Stop?	Propose
25.	T: Stop? Nooo	Ev-
26.	S: Urgent	Identify
27.	T: Urgent! That's it. This is the word that means immediate. Immediate call or an urgent call to stop child labour. It means that we need to stop child labour now. I mean stop it as soon as possible. Ok, so I want you Chin! Can you read the first sentence of the text please?	Affirm Lexical item expansion
28.	S: Childhood is the time...	Read aloud text
29.	T: Wait wait Girls! LISTEN! We need to read together at the same time. So, keep in mind what Chin is reading	Repetition of instructions

In this previous excerpt from observation 4, it is clearly seen how the teacher gave the instructions for the activity and repeated the same instruction later since students were not following the activity as previously explained. Repetition was an important element in the lesson, especially when relevant factors were being violated during the development of the activities.

Observation [3]		
152.	T: Yes, you were reading, continue.	

153.	S: (reading) We usually go home right after school to work on the farm and help our parents. We have to milk the cows, feed all the animals, drive the tractor in the fields, fix...	Read aloud text
154.	T: Fix fences	Pronunciation corrective feedback
155.	S: (reading) Fix fences, help with watering the crops, or any other kind of farm work. All these things keep us busy and out of trouble.	Read aloud text

In this excerpt, the teacher gave the student pronunciation correction feedback since some of them had problems to pronounce certain words of the assigned texts. This feedback did not seem to make students feel bad about reading aloud because they continued reading.

Observation [5]

12.	T: Ok. We have been talking about child labor, we have been talking about argumentative texts, how it is structured, and all of that, right? We have been talking about all this issues and yesterday some of you were writing some thesis about that, for example, you mentioned that the government should be more involved in this situation, to stop it and all of that. But, there are many other theses or ideas or points of view about child labor, for example, look this one: Child labor is an illegal act. (<i>T is reading from the TV screen</i>) that is an opinion, right? And also is a fact because there are laws that forbid this kind of situations. Also, we can say that: child labor is against the nature. (<i>T is reading from the tv screen</i>) Why? Because you know that children shouldn't be working because they are not prepared, physically the body is not prepared to work, so that's why it says is against the nature.	Prepare: activating background info Prepare to write
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The excerpt above from observation five shows that the teacher prepared students by activating their background information based on the previous lessons. Basically, he summarized what students had been doing during the previous classes and reminded students of the activities they had completed. Interestingly, the teacher used previous students' contribution to picture a better idea of the activities. We highlight the importance of using this strategy since these students seemed to respond positively to this type of contextualization before doing the activities.

Observation [4]

67.	T: Yeah valuable! In the second sentence, there is a word that means valuable. What is that word?	Affirm Focusing: lexical item
68.	S: Protective?	Identify
69.	T: Protective! No... valuable. Something that is valued	Ev-Lexical item explanation

69.	S: In the second....	
70.	T: In the second sentence...	
71.	S: Precious!	Identify
72.	T: Precious excellent! Precious means that is valuable. That's is valued that's very important. Is childhood very important?	Affirm Ev+ Lexical item explanation Focusing: Specific questions

As it can be seen in the previous excerpt from observation 4, we could see exactly what the teacher did to catch students' attention to a specific word. This type of turn in the interaction called focusing allowed students to identify language features in the assigned text. Also, we evidenced how these students reacted towards the teacher's questions. Most of the time, students identified an answer and the teacher affirmed what the students proposed. This type of affirmation was frequently aligned with positive evaluation.

Observation [5]

75.	<i>(Ss continue working, T walks around the classroom verifying students' work)</i>	
76.	S: Eder, actualmente.	SRLI
78.	T: Currently, currently	TPLI
79.	S: Eder, ciertamente	SRLI
80.	T: Certainly	TPLI
81.	S: Eder, how do you say costumbre?	SRLI
82.	T: Costum	TPLI

Based on the previous excerpt, we could see how students frequently requested for lexical items (SRLI) to elaborate their answer or to write ideas. SRLI happens when students need some lexical items to complete an idea or an elaboration in order to contribute in the class. This was usually followed by the teacher providing the lexical items requested by the students. TPLI happens

quite often during the beginning and the final lessons of the unit. At the beginning, when students were exposed to the topic of the unit and at the end, when they had to write or express their ideas or thoughts about it. This evidenced the lack of lexical items related to the topic child labour, but the teacher was attentive and provided lexical items (TPLI) responding to students' requests immediately.

Observation [7]		
227.	T: Like to play in the park, talk with friends, right? But if they start to work in a?	Expanding Eliciting further thinking
228.	S: Temprana edad	Propose
229.	T: In an early age. They what? What happen if they start working?	TPLI Eliciting further thinking
230.	S: They don't have time to...	Propose
231.	T: Good, they don't have time to do what?	Ev+ Eliciting further thinking
232.	S: To study.	Propose
233.	T: Exactly, they don't have time to study	Ev+

As it can be seen above, this entry from observation 7 shows how the teacher made students think and provide with more information related to the topics. This process was made by making students propose a plausible answer out of their previous knowledge. When the teacher did this, students reacted by proposing their ideas or concepts to what the teacher usually responded with a type of evaluation (positive or negative). We highlight this strategy of eliciting because it allowed students to be more involved in the development of the lesson, and the teacher was very attentive to students' elaborations since they needed a continuous support or help to elaborate more complex ideas or concepts. In the next part, there are the descriptions and explanations of more students' reactions and behaviours during the development of the unit.

Student' roles categories. Student' roles includes categories such as reading, requesting, development of task, and verification. Reading happened when students were reading aloud

examples, answers and texts. Requesting involves students asking for unknown words, for help when they were having technological inconvenients, and for clarification when they wanted the teacher to repeat activity instructions or specific information about the topic or argumentative text structure; also, students requested the teacher to revise their joint and independent constructions during lessons 5, 6 and 7. Development of tasks was related to students' answering the teacher's questions, giving more description, proposing ideas, and identifying specific information in the assigned texts. Verification was used by students to check what the teacher had told them, what they had heard and they repeated what the teacher had said and waited for the teacher's reaction to confirm. Below, examples and comments of students' categories are shown:

Observation [3]		
174.	T: What does it mean this argument? (<i>T points at the TV screen</i>)	Request specific info
175.	S: because the farm kids want that their parents lead them to do things.	Provide description
176.	S: According to past the time, they do things. I don't know.	

This entry from observation 3 shows how students provided descriptions about some part of an argumentative text. Some of them were very well-developed but others were limited as it is presented in the turn 176. When students did not know what to say, they waited for the teacher to expand or elaborate their ideas better.

Observation [2]		
310.	T: Ok, now! I want you to tell me what you understood about the video. Ok, so... so let's listen first to Danna and then to Valentina, then to... who else wants to share...what you understood about the video. Ok, let's listen to Danna first. Danna!	
311.	S: I can appreciate on the video that the girl works and I said you that she don't... she doesn't want to work. She wants to make money to help her family and she wants to go to the school but she doesn't because...no...No...SHE WANTS TO BE A TEACHER but she doesn't because she doesn't go to the school ehhh her mom said that... her mother or her mom... her mom said that...	Task: provide answer
312.	T: when she was crying...	

313.	S: when she was crying the mom said that I don't want my daughter work in ahhh in ahhhh... Wait! Wait (<i>s was opening the mind map</i>) in a brick factory. I want to she go to the school and do the activities that the children do.	Task: provide answer
314.	T: ok	Ev+
315.	S: crying to the girls, crying to... In the video, said that she woke up at 6:00 a.m. and	Task: provide description

Observation [3]

60.	T: About what topic?	Preview content of the text
61.	S: Farm	Propose
62.	SS: About the farm	
63.	S: The life in the farm	
64.	T: The farm, ok. Do you think about those magazines of farming, farm. Do you read them?	Eliciting description
65.	SS: No	
66.	T: Who read that? I mean who read magazines about farming? Who?	
67.	S: Farmers	Propose
68.	T: Farmers, excellent Andrea. Farmers if they want to know information about farming, they will read farming magazines. Who else? Only farmers?	Ev + Eliciting description
69.	SS: Yes	Propose
70.	S: A grandma	
71.	T: Maybe a grandma	Affirm
72.	S: I have...	Propose
73.	T: You have a magazine about farming	

As it can be seen above, students reacted to teacher's questions by proposing ideas or concepts. The teacher reacted by affirming students' ideas. In this entry, students' ideas were limited, for example, in the turn 72. Most of the ideas expressed by the students were based on their own experiences. As it is stated by Rose (2014), when students propose, they use elements or ideas from their own experiences. Mostly, students responded successfully and were affirmed by the teacher.

Observation [3]		
156.	T: Ok, look at this part, we usually go home right after school to work on the farm. So, what is that? Remember the argument, what is that?	Focusing: specific info
157.	S: He works in the farm after the school.	Identify
158.	T: Exactly, these are support ideas of this (<i>T points at the TV screen</i>). Ok, he says we are busy, by we are busy doing what? We usually go home right after school to work on the farm and help our parents, that's why he is busy, because he helps his parents, we have to milk the cows, feed all the animals, drive the tractor in the fields, fix fences, help with watering the crops, or any other kind of farm work. All these things keep us busy and out of trouble. That's why they are really busy.	Ev+ Provide further explanation

This excerpt from observation 3 shows how students identified some elements in the text (an argumentative text). This type of interaction or reactions was previously driven by the teacher when he focused students' attention on a specific part of the text. This was usually made by answering a direct question related to the text. For example, in the turn 156, the question was "what is that?"

The most recurrent subcategories. To identify the most recurrent subcategories in each one of the lessons it was necessary to count the subcategories lesson by lesson. A table was designed in an Excel document in which the macro-categories with the categories and subcategories were placed and numbered; this document gives specific information about how many times each subcategory was used in each lesson (See Appendix H). Counting the subcategories let us have a broader interpretation of data, and identify which categories were more prevalent in each lesson. In the table below, we presented the recurrent subcategories:

Table 8

The Recurrent Categories into the Application of CALL and Genre-based Pedagogy.

Macro-categories	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Comp Assis Lang	Tech instruction	Tech instruction Repetition	Tech inconven	Repetition of tech instruction	Personalized tech instruction		Tech inconven
	Tech inconven	of tech instruction					

Learn		Tech inconven					
Genre Pedag	Modelling the use of language Modelling answer		Modelling the use of language Modelling example Preview content of text	Modelling description			
Teacher' role	Affirm TSNE Eliciting description Eliciting answers Eliciting further thinking Request specific info Recast	Activity instructions Affirm Elaborate on student's participation Focusing: lexical item lexical item explanation Eliciting description Eliciting further thinking Recast	Repetition of instructions Ev + Affirm Prepare to read Focus on the mechanics of writing Request specific info	Pronunciation corrective feedback Ev + Affirm Focusing: specific info Focusing: lexical item Lexical item explanation Provide further explanation Expanding Eliciting further thinking Read aloud	TPLI	Repetition of instructions Provide further explanation.	Personalized instruction Ev + TPLI
Student's role	SRLI Request clarification Provide answer Propose Emotional reaction	SRLI Provide description	Read aloud text Request clarification Propose Identify	Read aloud text Propose Identify	Request clarification SRLI	Request clarification	SRLI Request clarification Ask for help

After analysing the frequency of subcategories, we can say that in lesson one, technological inconveniences were identified recurrently; students requested the teacher to help them and they constantly received technological instructions by the teacher who gave them more information about the use of the technological resource. Modelling the use of language and modelling answers were recurrent in this lesson because the purpose was to contextualize students with the most common children's rights. The teacher shared with the students slides, a video and a text related to the topic. Students had to solve some activities around the video and the text during which it was necessary for the teacher to model for students the language they were supposed to use, sharing

with them how to describe the pictures, to provide information about the video, and ways of answering the activities. Some expressions used by the teacher to model ways of answering were: *In this picture, I see or there are... or It seems...*; the most recurrent categories identified in the teacher's role were affirm, TSNE (Teacher supplied needed expression), eliciting description, eliciting answer, eliciting further thinking, request specific information, and recast. Affirm was identified when the students answered questions or proposed ideas, and the teacher used some of the following expressions *yes! Exactly! Ok, yeah! Great! True, right? That's correct!* TSNE was used when the teacher supplied needed expressions requested by students, for example unknown words that students did not know how to say in English. Most of the time, the teacher elicited descriptions, answers and further thinking from the students, asking them specific questions related to the pictures, video and the children's rights. The teacher used recast several times to complete students' ideas without interrupting the flow class.

On the other hand, when we analyzed students' actions, we noticed that the repeated categories were SRLI, request clarification, provide answer, propose, and emotional reaction. SRLI was used when students asked the teacher how to say specific words in English; students requested clarification about the use of the technological resource, for example: how to save information and place the sign (@); also, they asked the teacher to clarify information about children's rights, specific parts in the reading, and explain them activity instructions. During this lesson, students proposed their own ideas, answered activities and the teacher's questions, and expressed emotional reaction when the reading "Charles' rights" was introduced. Some of their expressions were: *that is so sad or It is a sad story*. This suggests that the topic touched students' feelings.

In lesson two, the most recurrent categories were technological instructions, repetition of technological instructions, and technological inconvenient. Since the purpose of the lesson was to continue contextualizing students, slides with pictures, a video, a mind map, and a text about child labour were shared during the class. The teacher provided technological instructions for each one of

the activities, and repeated several times technological instructions to the students due to the fact that they were speaking when the teacher was giving them instructions and they did not know what to do in some activities. In this lesson, the students continued having technological inconvenients because of the program installed in some of the computers to record their individual work.

After analysing the teacher's role in this lesson, the most frequent categories were: activity instructions, affirm, elaborate on student's participation, focusing on lexical item, lexical item explanation, eliciting description, eliciting further thinking, and recast. The teacher provided activity instructions to introduce each activity in this lesson and explained students what they had to do; he continued affirming what students said as a way to engage them to participate and express their ideas; he sometimes elaborated his interventions on students' ideas; focused students on specific lexical items in the text; explained students the meaning of the lexical items that they requested to be defined; elicited further description and thinking about the topic child labour and the activities proposed in this lesson.

Regarding students' actions in this lesson, the recurrent categories were SRLI (student request lexical item), and Provide Description. Students continued requesting for unknown lexical items, and provided description of the topic and activities when the teacher requested them or when they wanted to share their ideas.

In lesson three, the purpose of the lesson was to continue contextualizing students with the topic of child labour, prepare them to read and deconstruct an argumentative text called "The farming life for me". In this lesson, technological inconvenients continued to happen in the same frequency as in previous lessons. The teacher modelled the use language, particularly he taught how to use linkers and modelled examples with these; he previewed the content of the text and prepared students to read the argumentative text. He repeated the instructions when students requested clarification and help; he provided students with positive evaluation and affirmed when they participated in class; he focused students on recognizing stages of an argumentative text and its

purpose, he explained them the text structure and requested them specific information related to the text.

As far as students' recurrent actions is concerned, they were engaged in reading aloud a text; they requested clarification about the information and structure of the text; they also proposed ideas, identified specific information as well as specific lexical items when the teacher asked them to focus on these.

In lesson four, the purpose of the lesson was to contextualize and prepare students to read an argumentative text called "An urgent call to stop child labour" and to collaboratively write a list of thesis statements related to the topic of child labour, choose a thesis statement and write two arguments in a document shared with the whole class. The recurrent categories were repetition of technological instructions to construct the thesis statements and arguments with the evidences collaboratively; the teacher modelled the writing of an argument and the information that they could include in their arguments. He gave pronunciation corrective feedback to students when they were reading the text aloud and made pronunciation errors, but he also provided positive evaluation and affirmed what students said when they correctly expressed their ideas or answered questions. The teacher focused students' attention on specific information and lexical item in the text, explained lexical item providing students with the meaning of specific words that they requested; provided further explanation about each one of the activities that students had to do; expanded the content of the topic and the text with more detailed description and examples; elicited further thinking asking students specific questions related to the topic; and sometimes teacher read parts of the text aloud as well as students' thesis statements and arguments to express comments or suggestions.

On the other hand, the most frequent students' roles were reading aloud text, proposing and identifying. The students proposed new ideas based on the text during the joint construction of the thesis statements and arguments; they identified specific information and lexical items in the text as requested by the teacher.

In lesson five, the purpose was to jointly write an argumentative text. The introduction and the thesis statement were made basically by the teacher but the students managed to introduce some variations based on their ideas or writing styles. After writing the introduction together, students had to write two arguments and support them with the necessary evidences in pairs; finally, they had to write the conclusion and reiterate the thesis statements in it, and also give an appropriate title to the text. The recurrent categories based on the teacher's role were personalized technological instructions, and TPL. Student' roles were SRLI (Student request lexical item) and request clarification. In this lesson, students were focused on jointly writing an argumentative text and they requested the teacher's help just when it was necessary; most of the time they requested a specific words in English, and clarification about the topic, structure of the text, and why they were sitting far from their partner if they had to write the text in pairs. Consequently, the teacher explained them that it was not necessary to be sitting next to their partner or in front of the same computer due to the fact that Google Docs allows to work from the distance, regardless of the place where they are, and work simultaneously on the same document. CALL materials allow language learners to work at their own pace, and "provides individualized interactive instruction unmatched by what can be provided in the classroom" (Chapelle & Jamieson, 2008, p. 6).

In lesson six, the purpose of the class was to implement the rubric to assess argumentative texts, and continue with their joint writing to make the necessary adjustments in their texts taking into account the rubric criteria. In that lesson students also started writing an argumentative text individually.

The recurrent categories based on the teacher's role were Repetition of Instructions, and Provide Further Explanation. Most of the time, students requested clarification about the rubric and the organization of the text. On that day, students asked why they could not continue working together thus trying to negotiate with the teacher the organization of the activity. The teacher explained them that after jointly writing, they had to write an argumentative text individually to put

into practice what they learnt. The teacher repeated several time instructions and provided further explanation in order to clarify students' doubts.

In lesson seven, the purpose of the class was to continue working on the independent construction of the argumentative text, and to analyse the rubric criteria to make the necessary adjustments in the texts. The recurrent category based on the technological resource was technological inconvenient due to the program installed; personalized instruction, Ev+, and TPLI (teacher provides lexical item) were the most frequent teacher's role. Students requested lexical items, requested clarifications, and asked for help. During the text construction, the teacher provided personalized instructions to those students who requested help and clarification about the text structure; positive evaluation was given to students when they shared their constructions and requested the teacher to evaluate their progress; lexical items were always provided when students requested them.

Interviews Analysis

The objectives of the interviews were to identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills, and to analyze the perception of the students regarding the application of the computer-mediated genre-based approach for the teaching of writing. Two interviews were carried out, recorded, transcribed, and analyzed (See Appendix L). The interviews were carried out in the library and made in Spanish since we wanted to obtain more detailed information about students' perceptions of using computers to write an argumentative text; the interview consisted of twelve questions which were designed in advance (See Appendix K). The categories that emerged from the analysis of the students' perceptions of the methodology are presented in the table below:

Table 9

Categories that emerged from the analysis of the students' perceptions in the interviews.

Combination of CALL and genre-based pedagogy (Students' perceptions)	
<ul style="list-style-type: none"> • Methodology characteristics: -Dynamic -Focused on technology -Focused on writing skill and argumentative text structure <ul style="list-style-type: none"> • Advantages -Language correction -Automatic saving -Collaborative work -Increased participation -Concentration and motivation -Different space and understandable teacher's instructions 	<ul style="list-style-type: none"> • Difficulties -Writing introduction-arguments -Lack of vocabulary <ul style="list-style-type: none"> • Ev+ -Methodology -Topic (Child labour) -Resources used by the teacher -Online word-processing software <ul style="list-style-type: none"> • Identify -Stages of an argumentative text -Connectors

The analysis of the interviews to the students led to conclusions regarding methodology characteristics, advantages and difficulties associated to the methodology, aspects that are positively evaluated and perception of learning achievements.

Methodology characteristics. The students interviewed stated that the methodology used by the teacher was dynamic, focused on technology and favorable to everyone, not just for a few. They felt it as new and as applicable for other classes.

Interview [1]

S1: Bueno, he notado mucho la diferencia porque salimos como de lo habitual que era estar en el curso, de trabajar, de los papeles, y me pareció... de verdad me sorprendió mucho porque no pensé que llegaras a tocar una metodología de ir todos los jueves y viernes un bloque de clase a informática para pues cambiar la metodología y hacer algo más dinámico. Me gustó mucho, sentí que no solo me favoreció sino que le favoreció a muchas personas. Y pues no se, me parece que es una metodología nueva y que se podría implementar en diferentes grados. [...] salir de lo habitual, a pasar a algo más dinámico, más no se mas metodológico, más tecnológico.

Advantages. This category identifies the advantages that students perceived through the use of computers to write argumentative texts. They acknowledged that computers help them to correct language, and work collaboratively. They valued the possibility of simultaneity, because the software allows to write at the same time, and it was not necessary to wait for the other person to

finish writing. They also perceived enhanced participation compared to other conventional classes. Ferris and Hedgcock (2005) highlighted similar advantages, saying that a word processing software provides many applications that students can use to analyze their texts and check spelling, style, grammar, insert comments and corrections into students' papers, identify double words, capitalization errors, and even check the correct use of punctuation marks. In the interviews, students recognized that Google Docs saves their work automatically which was positive because they would not lose information if they have a technological inconvenient; also, they noticed that concentration and motivation to participate increased in each one of the activities. Bloch (2008) expressed that the use of computers in the language classroom may help students to improve the writing skill due to the fact that students can have access to a variety of resources to improve their writings which can raise students' confidence, engage and motivate them to write.

Interview [1]

S1: [...] el computador te brinda como la oportunidad que si escribes mal una palabra, osea te lo corrija en cierta parte, te lo subraye y te dice que está mal y das click izquierdo, y te aparece que está mal escrito y te sale la palabra correcta [...]

S1: [...] fue muy bueno el trabajo colaborativo porque se podían plasmar ideas enseguida, mas no esperar que una escribiera y después escribiera la otra y después se le olvidaba la idea [...] que el trabajo colaborativo fue muy bueno, me sentí muy bien en todas las lecciones [...].

S1: [...] Entonces mi participación, fue muy buena. Creo que realizaba todo a tiempo, lo único como que a veces, si no terminaba era como una reflexión que creo que no termine, pero me pareció que mi participación se aumentó, si me gustaba participar al principio más que todo porque eran cosas en general [...]

Interview [2]

S2: Colaborativamente como la actividad que tuvimos en parejas, bueno la verdad que eso me parece que es una buena herramienta para que las dos estudiantes, puedan ayudarse mutuamente, eh ya.

S2: Mi participación aumentó muchísimo más porque me aclaró, lo que sería eh eh yo tenía una dificultad que era mi vocabulario y con estas actividades al momento de saber identificar, no solo por sus significados, sino por la conexión que tenía con el texto, en este caso las oraciones, en eso me ayudó, en la participación.

S2: [...] sentí que estas clases me hacían concentrarme, me motivaba que yo hiciera algo para esta clase.

Difficulties. This category identified difficulties that students noticed during the implementation of the Child labour unit, aimed at writing argumentative texts. Difficulties were associated with the writing of introduction and arguments but also with the lack of vocabulary to

express their own ideas. This coincides with the observations because students often asked the teacher to provide specific words in English. When students had difficulties to express ideas, the teacher regulated their language. Lantolf and Thorne (2006) proposed three stages of regulation: object-regulation, other-regulation and self-regulation. In our setting, we could notice object-regulation and other-regulation. Firstly, in object-regulation, learners were controlled by an online word-processing software which helped them to correct writing mistakes when they were involved in their joint and independent writing. Secondly, other-regulation was identified when the teacher assisted and supported students in each one of the activities; guiding was constantly in each one the lessons due to students' difficulties.

Interview [1]

S1: De identificar no, de escribir, de pronto los argumentos. Pues porque tenía la idea del argumento pero después de pronto no tenía idea del segundo argumento, entonces trataba como que de buscar un tema o una idea que conectará mucho con la tesis [...]

Interview [2]

S2: Reforcé mucho porque se me complicaba mucho lo que era la introducción, porque podría tener la tesis pero no sabía cómo argumentar o sea profundizar para que no sea solo una oración.

Ev+. Under this category we identified what students valued positively during the seven lessons. S1 (student 1) stated that the methodology was not focused on working on paper and expressed that she liked to work in the computer lab. In this excerpt, it can be seen how she expressed that idea using her native language in interview [1]. Also, the topic selected to carry out the project (Child labour-Interview 1) was given a positive evaluation. Students appreciated the resources used by the teacher such as slides with ideas highlighted, videos, readings, diagrams, online word- processing software, and mind map. Student 2 referred to the importance of these resources as help to cope with the structure of essays.

Interview [1]

S1: Eh mmm. El momento cuando subrayabas, cuando yo veía el televisor y veía lo que tenías subrayado. Que por ejemplo, cuando comenzamos hacer el primer argumento, siempre iba del computador al televisor [...] los diagramas [...] Osea me pareció más que todo lo del computador, los diagramas y las actividades.

S1: Me gustó mucho Google Docs.

Interview [2]

Interviewer: ¿las estrategias usadas por el docente te han ayudado a comprender mejor como un ensayo está estructurado?, recuerda que el docente utilizó división por párrafos, colores, palabras resaltadas, tratar de leer con las estudiantes al mismo tiempo para ir clarificando palabras o ideas que no estaban claras.

S2: Si me ayudó mucho al momento de identificar, y saber profundizar un poco más lo que es mi vocabulario, al momento cuando uno quiere expresar una idea y no sabes cómo, me ayudó mucho en la estructura de esos ensayos o textos

Interviewer: ¿Cómo te has sentido usando el computador y Google Docs para trabajar la unidad Child Labour?

S2: Pues al principio fue extraño y diferente porque yo no estoy acostumbrada, pero me sentí motivada y más cómoda para hacer estas actividades.

S2: Las diapositivas cuando pusimos en común y el profesor estaba presente ayudándonos a identificar las diferentes partes de estos ensayos o textos.

Identify. These categories represent moments of the interview when students remember or realize what they learned during the lessons such as the stages of an argumentative text, and connectors to link ideas to write more coherent ideas and organized texts.

Interview [1]

Interviewer: Ah ok ¿Las estrategias usadas por el docente te han ayudado a comprender mejor como un ensayo está estructurado? Recuerda que en este caso el docente utilizó gráficos para que entendieras como el texto argumentativo está estructurado, también usó diapositivas con colores para identificar argumentos, los linkers y todo ese tipo de cosas ¿sientes que eso te ayudo a entender un poco más esa estructura o no?

S1: [...] me ayudó mucho ya que un argumento no solo es una idea y describir la idea sino tener como unas evidencias o unos ejemplos que puedan soportar esa idea. Entonces, aprendí más que toco como que cuando uno empieza, por ejemplo first, o cuando era en segundo argumento, secondly or por ejemplo decías for example, decías como que de acuerdo con las investigaciones realizadas tatatatata. Y si aprendí como que tú subrayaste mucho cuando se trataba de la primera palabra, first, cuando subrayaste, le ponías color a la idea del argumento, cuando explicabas esa idea, y cuando tenías ejemplos de esa idea. Entonces fue muy bueno.

Teacher' and Students' Journals

The objective of teacher and students' journal was to analyze the perception of the students regarding the application of the CALL and genre-based approaches for the teaching of writing.

Student' journal analysis. All the students were asked to complete a table with a set of questions in each lesson. We provided students with some thought-provoking questions to make them reflect about their experiences and perspectives towards the methodology and the

technological tools used during the “Child labour unit”. To guarantee the collecting of the reflections, these were saved on a personalized Google Document in which students could see all the reflections made throughout the unit (See Appendix M). Students were asked to answer the questions in Spanish. This allowed us to obtain their perspectives expressed in their native language since we believed it was easier for them. At the end of the unit, we managed to collect the journal entries from 22 students though not all of them made entries daily. In each lesson, students answered 7 different sets of questions (See table 10).

Table 10

Student Journals Questions per Lessons

Lesson	Questions
Set of questions in lesson 1 and lesson 2	<ul style="list-style-type: none"> • What did you learn today? • How much did the computer help you to understand the lesson? • How much did the teacher help you to understand the lesson? • What difficulties did you have to understand the lesson?
Set of questions in lesson 3	<ul style="list-style-type: none"> • Did you understand the text? • What part of the text was difficult? • What else do you want to know? • What activity of the lesson helped you to understand the knowledge? • How did you feel using computers? • What did you learn today? • How much did the teacher help you? • How much did the computer help me?
Set of questions in lesson 4	<ul style="list-style-type: none"> • Did the slides help you to understand the content of the class? (divisions by paragraph, colors, questions formulated by the teacher) • How did the online word-processing software help you to develop the activities in the class? • What did you learn about essay today? • How much did the teacher help you to understand instructions, activities and the topic of the class? • Did you find useful to write the thesis statement, arguments and evidences collaboratively? • How much did the computer help you to participate in the lesson? • What difficulties did you have in the class?

Set of questions in lesson 5	<ul style="list-style-type: none"> • What part of the text was difficult to write? • How did you feel writing a text collaboratively? • What did you find useful in the lesson? • Did you find the online word-processing useful to write collaboratively? Why? Why not? • How much did the teacher help you? Justify your answer. • How much did the computer help me? Justify your answer. • What difficulties did you have in the class?
Set of questions in lesson 6	<ul style="list-style-type: none"> • How did you feel implementing the rubric to evaluate your classmates' essays collaboratively? • What part of the text was difficult to write? • Did you feel motivated using the online word-processing to write in the class? Why? • Do you consider that you can write better using the online word-processing software instead of a pencil and a paper? • How much did the teacher help you? Justify your answer. • What difficulties did you have in the class?
Set of questions in lesson 7	<ul style="list-style-type: none"> • How did you feel implementing a rubric to evaluate your classmates' essays? • Did you feel motivated using the online word-processing software (Google Docs.)? Why? • How did the online word-processing software (Google Docs) help you to improve your writing? • How much did the teacher help you? Justify your answer. • How much did the computer help me? Justify your answer. • Do you consider that the computer help you to be more concentrated in the class? Why? • Did you find Google Docs useful to write? Justify your answer

Table 11 contains all the questions that students answered during the reflection time after each lesson. Students had their personalized journal in a Google Doc file and they completed the reflection lesson after lesson. All the questions were in students' native language (Spanish) since we wanted them to provide as much information as possible in their answer.

In this section, we aimed to analyse the student's perception regarding the application of the CALL and genre-based approaches for the teaching of writing. So, we analyzed students' entries from their journals and we pointed out that there are different point of view regarding the combination of CALL and genre-based approaches for the teaching of writing. In the first place, it seems that the use of technologies into the writing class has a great influence within the teaching and learning of a second language. Students mentioned that the use of computer helped them to

understand the lessons better and do the activities faster. For example, in these entries from students 1, 2 and 9 of journal 1:

Journal [1]

S1: en entender y hacer las cosas más rápido.

S2: el traductor me ayudo en algunas palabras.

S3: entenderlo mucho mejor.

S4: Fue una herramienta útil.

It seems that having accs to Internet in their computers enables students to access to websites to translate unknown-words and this could lead to a better understanding of the lessons as well as making time more valuable for the students since they finished their activities in less time. Also, they considered that the computer is a useful tool within the language class.

Besides, students highlighted the importance of the feedback provided by the computer regarding spelling and grammar structure in some cases. Chapelle and Jamieson (2008) pointed out that one of the benefits from computers within a writing classroom is the interaction with the feedback from the computer.

Journal [5]

S15: mucho porque es más fácil hacerlo e computador que a mano a parte que cada una corregía lo que tenía que corregir y se guardo todo

Journal [7]

S2: bastante ya que había algunas palabras que no sabía escribir y las buscaba o este me corregía automáticamente

Journal [2]

S22: Más que el computador es la individualidad al trabajar.

In the previous entries from journals 5 and 7, students evaluated computer feedback positively as well as the option of saving automatically. Based on this, we stated that students are pleased to receive computer feedback and they recognize the usefulness of that option. The possibility of immediate computer feedback prompted students to recognize their errors and be more autonomous in correcting them. Additionally, students considered that the computer made them feel good because it was a way to be more concentrated and motivated to do the activities. According to Tribble (1996), good writers require concentration to focus on the most relevant elements of the writing.

Journal [3]

S21: me ayudó a concentrarme y tener motivación al realizar las actividades.

In this particular group of students, the concentration during the classes seemed to be a distractor for the lessons and using the computers made them be more focused on the activities and instructions. Concentration is crucial when writing since it requires attention to important elements. Thus, being more concentrated on the computer was positively evaluated by the students. Ferris and Hedgcock (2005) argue that incorporating technologies into the writing classroom impacts students and teacher promoting greater motivation because writing become easier, more interesting, and more enjoyable. In some entries from journal 6, some students mentioned how incorporating a word-processing software helped them to do the activities in less time and how it helped them to be more motivated since it was a fun way to work.

Journal [6]

S17: sí porque es una herramienta muy divertida.

S18: sí porque como ya dije antes es más fácil realizar una actividad si usas Google Docs.

S19: sí porque nos ayuda en cuento la “facilidad”.

We consider that including the computers and the word-processing software impacted student writing lessons positively. Students were more focused on the activities and those one who had problems to finish activities, managed to complete them.

On the other hand, students’ perception of their teacher during the application of the CALL and genre-based methodology surfaced in the journals. For example:

Journal [1]

S7: El profesor fue muy claro al momento de indicarnos lo que debíamos hacer y respondió todas las dudas que presentamos en el proceso.

S15: Mucho porque iba explicando paso a paso a medida que avanzamos en la actividad.

Journal [2]

S15: Mucho porque cuando hizo la hizo paso a paso explicando todo.

S14: Me ayudó a comprender mejor la lección.

S22: Hicieron un texto y explicar totalmente el significado de este y siempre está socializando y respondiendo las preguntas que se presenten.

S21: fue claro en las instrucciones por lo tanto no fue necesario adquirir su ayuda.

According to these entries from journal 1 and 2, the teacher helped significantly, especially when they had difficulties or needed more explanation or clarification to not disturb the understanding of the lesson. Also, students remarked his clarity to provide with the instructions or steps that lessons required. This clarity seemed to reduce the number of request for teacher’s help.

This is aligned with Hyland's ideas (2003, as cited in Ferris & Hedgcock, 2005) that the teacher's role is to facilitate, assist writers to express their own ideas or meanings led by the encouraging and cooperative atmosphere within the classroom without too many teachers' interventions. In the same way, some students mentioned that teacher explained the lesson completely. Lantolf and Thorne (2003) pointed out that in the first stages, teacher's role is important since he/she is in charge of all the guidelines provided to the students. This means that the teacher's role is to explicitly explain or help students to complete their activities or understand the lesson and the interventions can be adjusted while the lessons are being completed and also based on students' improvements. (Lantolf, 2004). This teacher's role was explicitly evidenced until the last lessons of the unit, for example:

Journal [6]

S2: bastante, esta clase si me prestó atención

S7: El docente estuvo pendiente de ayudar y responder las dudas de todas las estudiantes.

S14: bastante ya que siempre estuvo atento a la explicación que le pedía

S18: bastante ya que el me asesoraba sobre lo que tenía que hacer y en que me había equivocado

Journal [7]

S8: Bastante, en las ideas que quería expresar me ayudò mucho

S9: me ayudó en todas y cada una de las clases, no me quedó duda alguna de que lo hizo bien y se supo explicar muy bien para desarrollar todas estas actividades que hicimos

S13: Lo suficiente para saber cómo estaba llevando a cabo mi trabajo.

According to entries from journals 6 and 7, the teacher paid close attention to students, especially when they were writing their argumentative texts or expressing their ideas. He was attentive to answer and clarify students' concerns and questions. In some cases, the teacher helped them to write their thesis statement, or to organize their ideas while writing the text. Also, some corrections were provided by the teacher. When students had problems or doubts, he was ready to explain and make them understand. This means that he clarified students' mistakes and doubts and he guided them to correct their mistakes.

Teacher' journal analysis. The teacher kept a journal in which he wrote an entry per lesson (See Appendix N). The entries were written after the lessons were taught. The teacher wrote his entries in English and he wrote about what he did and what happened during the lesson. This journal was written in the teacher's school planners and then it was transcribed to a Google Docs.

The analysis of the journal led us to identify a set of important elements regarding the application of CALL and Genre-based methodology in the writing classroom. The teacher's opinion and perception varied since there were seven different lessons. Firstly, the teacher valued that students followed his instructions or guidelines regarding the available technologies in the classroom. But, he considered that students took too much time to organize themselves in the computer lab and due to this fact, he was forced to shorten the activities and he felt disappointed to have late students in this class. These situations impacted the lesson itself since the class was stopped many times to provide instructions and guidelines to those students. In his journal, the teacher reflected upon the planned time for the activities and he stated that it would be better to have more time to complete the lessons. Also, he stated that in the first lesson, he spent too much time fixing tech issues and for a next time, it would be supportive to have an IT agent in the computer lab to help students with the issues and the teacher would not be forced to stop or delay the class was evident in the following entry from the teacher's journal:

Teacher's journal [1]

[...] I valued that students could follow my instructions regarding the used technologies within the classroom. However students took more than the expected time to organize themselves, the activities were shortened and they needed them to complete them faster. It was disappointed to see students arriving late at classes and this situation delayed the class instructions since I had to repeat or give personalized instructions to those late students. [...] I would like to have more time to do the planned activities and not push them to complete them in a rush also I would like to have an assistant in the computer lab to help me with the emerged technologies issues since my knowledge regarding technology can be limited depending on the range of the issue. Due to the fact that I had to stop the lesson many times to fix problems, my explanations were shortened. Next time, I would definitely request a complete check for the computer lab to prevent issues related to connection or hardware.

Based on the analysis of the teacher's journal, we state that students participated more than usual; however, students needed constant support from his teacher. When students felt limited, the teacher was attentive to help them with the needed expression or lexical item. Also, the teacher expanded or elaborated students' ideas to make students acquire more information. In terms of students' computer skills, the teacher considered that his students were able handle the softwares and hardwares and they only requested the teacher's help when the issue solutions were out of their knowledge. In the second lesson, the teacher remarked that the Internet connection worked better.

On the other hand, students at La Enseñanza School do not wait for the teacher's instructions if they consider they have the required knowledge or are able to do the requested task. This became evident when the teacher realized that some students were not following the text while he was reading. This affected the proper development of the class since not all the students were doing the same activity and they requested different things. In the following entry, we can read how the teacher expressed this in the journal of lesson 2:

Teacher's journal [2]

Generally, students organized themselves in less time, it was one student used her own laptop to develop the activities of the lesson. Students participated actively and I was basically giving them the lexical items that they need to express themselves better. I noticed that students felt limited while elaborating their ideas because they did not know how to say some words and that's why I was really attentive to what they asked and said. In terms of the used resources, I valued the importance of the mind map since it helped them to understand the video after that they expressed their ideas better and students' computer skills were quite good to handle the activities. Internet connection was better and students had less issues in terms of the use of technologies. When I read aloud with the students, some of them were following me but there were others who wanted to read the text by themselves. I know that my students are not used to read together and for that reason some did not wait for me. Besides, I had to tell them to complete the text alone because of the time. In a next opportunity, I would like to have more time and arise students aware of the importance of reading together and do the activities at the same time.

Sometimes, the teacher's perception of the application was almost completely based on the students' lack of attention. It seems that the methodology itself was highly affected by the students' lack of attention. Especially when he repeated the instructions more than usual and it made him spend too much time in certain activities. So, the timing of the planned lesson was adjusted during the lesson. Again, it seems that following a step by step lesson was fairly difficult to the students. However, it is important to highlight the active participation of those students who did follow the lesson step by step. Actually, these might have been the students who did need the scaffolding offered. It allowed them to focus on the content itself better and acquire what they need to take from the lesson. Below is how the teacher wrote it in the journal:

Teacher's journal [3]

In this lesson, lack of students' attention required me to repeat instructions more than usual. Some students complained about the slow performance of their computer but I knew it was because of the installed program to record their screens. While I was explaining the text with the slides, students were concentrated but still there were others who did not wait for my instructions and for those who did, their participation was significantly high. During the reading aloud with the students, sometimes I had to stop them to provide with pronunciation feedback. I felt good because students participated actively even those who are usually quiet. I tried to encourage students to participate by using positive evaluation when required. In this lesson, I had less tech issues and the lesson was delayed less than the previous ones. In a next time, I would like to raise students awareness of paying attention to the instructions and the active listening since my

repetition was caused by students' lack of attention. Also, during the modelling part, some students were focused on other activities of the lesson but the ones who focused on that part, asked questions and requested my elaboration to make it more understandable.

Additionally, the teacher underscored the elaboration he offered after the students' participation to make them think further or to affirm their proposed ideas. Sometimes, the teacher's interventions were required to make the lesson more understandable. In lesson 3, the teacher stated that he would like to do a preparatory activity to raise students' awareness of the importance of paying attention within the writing classroom. In the next lessons, the teacher stated that he did talk to the students about the importance of listening and following the instructions correctly since lesson 4 itself required more attention to the features of the text. It seems that they were slightly better and their proposed ideas were always correct.

Teacher's journal [4]

[...] I told students about the new text and I started reading aloud with them. At the very beginning of this, students were really attentive and some of them answered correctly to my questions during this phase. Some of them made mistakes but I used those comments to make them realize other things of the reading itself. While students and I were reading aloud, I emphasized on organization of the ideas and how the linkers helped to make the reading flow [...].

[...] I valued that students were more focused and they could have significant participation. [...] the slides helped me and students to follow the structure of the text and it allowed me to go back easily. [...] using colour-code to explain the slides was helpful to make students recognize the ideas better and faster. it was good to see students using metalanguage that I provided. [...], students reacted badly to the joint construction on the Google Docs file since they were surprised that they were all on the same document. I was upset but I managed to make students reflect upon the proper usage of the online tool. Finally, they understood how to work on the file without deleting or modifying someone else's ideas. I regretted not preparing students to the new feature of Google Docs, I was naive to believe that they would act normally to that feature.

For the second strand of teacher's journal 4, it was evidenced that the teacher had some difficulties to introduce the collaborative work feature of Google Docs to the students since the students reacted badly and they were not mature enough to use the feature properly. In order to mitigate possible negative perceptions, the teacher made students reflect upon the collaborative work, behaviours and relationships between peers while working collaboratively. Also, the teacher concluded that it is required to have a pre-session to pre-teach or prepare students to write collaboratively on Google Docs.

Teacher's journal [5]

[...], I assigned pairs and I previously shared the document with the different pairs. I reminded students that it was not necessary to work next to the mate because Google Docs allows them to work together on the same document. When I read the pairs aloud, some students showed or expressed resistance but I did not change it

and I told them that the document was already set and shared. I constructed the introduction with the students and we all used the same introduction but students were allowed to make adjustments. While students were writing, I was walking around the classroom and I was verifying progress as well as clarifying some doubts. It was necessary to highlight the importance of working collaboratively and still some students asked me to work on one computer per pair [...].

According to the previous entry from the teacher's journal 5, we concluded that working collaboratively is not always welcome since the teacher had to handle students who showed resistance. This situation shows that the group activities must be carefully planned especially based on students' empathy. In this way, resistance will not be expressed or it will not delay the class.

Teacher's journal [6]

[...] rubric was new to the students but they managed to use it by following my instructions. I valued that they understood the idea of applying the rubric. However there were some students who did not pay attention to my modelling and for that reason they did not know how to use it. I think that one modelling is not enough to apply a rubric. In a next opportunity, I would apply the rubric to at least two argumentative texts. So, they will be able to see the application in more example before applying it to their own texts. I noticed that students are not mature enough to apply a rubric since they were too generous and they scored themselves high. I changed some grades with them.

When I showed a list of thesis statements to the students, they still lacked of the vocabulary related to the unit itself since they asked me about that. I was attentive to their questions but I regretted not giving students extra activities about the vocabulary before jumping to the individual construction. In the lack of vocabulary, the usage of online dictionaries was important but it was difficult to control the use of translators to translate all the sentences instead of some words. I consider that this lesson was affected by the absenteeism since there were some students who did not know how to start organizing their ideas. I suggested the class to create the table to organize their ideas in a better way. In a next time, I would practice the use of a table to organize ideas, so they know how to do it before writing the draft.

The previous entry from teacher's journal shows that the teacher recognized the importance of the students' being familiarized with the rubric. As Goodrich (1997) stated, the rubric helps teachers to analyze students' work through a list of criteria. So, students managed to understand the scores taking into account each criterion and rating scale. Students need time to feel familiarized with the rubric. It is clear that one modelling is not enough to train students to do it accurately, especially when the students are introduced to it as a new element into their writing classes. On the other hand, when students were asked to write independently, the teacher pointed out that the methodology was highly affected by the absenteeism since those who missed one or two previous lessons had problems to start writing. According to Feez and Joyce (1998), the independent construction of the text enables language learners to work or in this case write by their own. But, in this target group, they seemed to have problems to understand or they lack needed linguistic resources, especially vocabulary related to the unit, so their independent construction was affected

by this situation and they constantly requested the teacher's help. In response to this, the teacher regretted not giving more previous activities related to the lexical items commonly used in this topic or needed for writing their argumentative texts. This situation is also evidence in the teacher's journal 7 (See excerpt below).

Teacher's journal [7]

[...] I valued that some students did not need to wait for my help to write their text. I had to handle with those students who missed the previous classes, those students affected the others who were focused on their independent construction since they requested their peer helps. In this lesson, I felt that students needed more support with their lexical items and others were using the Google translator inappropriately. Also, students wanted my support by asking me for reading their paragraphs or ideas. In a next time, I would like to control the use of the Google translator since I noticed that some students just translated their text by writing them in Spanish and then translated into English. Also, students seemed to have problems to organize their ideas to write the arguments, so more modelling in terms of constructions of the arguments is required before making them face this final phase. Also, time was limited to the school schedule since it was Friday and the time class was shortened. For this last phase more time would be better in a next opportunity, especially for those disadvantaged students.

We highlighted that those students who did not miss any class and that were attentive to the teacher's instructions could were able to write their text by themselves and the teacher valued this situation. The constant help by some seemed a necessary step required before complete independent construction. According to Burns (1990), there is a set of steps that have to be followed to lead the independent construction, for example, a careful teacher's revision of students' draft before they work independently. It seemed that one teacher in this phase was not enough since almost all the students needed that teacher's revision. Another option to approach this situation could be adjusting the timing per lesson and assign turns to have a more organized revision process.

Students' Artifacts

The objective of analysing jointly and independently constructed students' artifacts was to describe the characteristics of the students' written argumentative texts after the application of the genre-based pedagogy mediated by computer. In lesson five, students were asked to jointly write an argumentative text based on the topic "Child Labour" using an online word-processing software to facilitate the text construction, and following the genre structure. Harmer (2004) states that writing has a process, especially stages that determine the text organization, and that writers have to follow

them in order to produce a cohesive text in which all parts are clearly articulated and help fulfill the text purpose, giving students a structure to follow. After providing background information about stages of an argumentative text, students started writing one such text on the Google documents. On the next lesson, the students continued working in pairs taking into account the rubric criteria to make the necessary adjustments and present the final version to the teacher. The table below shows the students' scores of 10 jointly written texts.

Table 11

Joint-students' artifacts results

	SS1	SS2	SS3	SS4	SS5	SS6	SS7	SS8	SS9	SS10	Average
Title	5.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	5.0	4.4
Thesis	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Introduction	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Arguments	4.0	4.0	2.0	3.0	4.0	5.0	3.0	3.0	3.0	4.0	3.5
Conclusion	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	5.0	3.8
Organization	3.0	5.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0	5.0	3.6
Lexicon/cohesion	3.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	5.0	3.8
Total scores	4.0	4.4	3.6	3.7	4.1	4.4	3.7	3.7	3.7	4.7	4.0

Note: Students were divided into pairs. SS1 means pair 1.

As can be seen, the average grade for this jointly constructed text is four, which is rather a good grade. According to Ferris & Hedgcock (2005), the use of word-processing makes the writing of texts easier and enjoyable, because students' anxiety can be reduced due to the fact that they can improve their writings using online resources to identify and correct errors, and share a better final text with the teacher.

After applying the rubric, and assessing each one of the texts (See Appendix E), we observed the following features. All the texts followed the structure of an argumentative text: there was a title, an introduction, a clear thesis statement, arguments, and a conclusion (See Appendix O-

Students' jointly constructed-artifacts). Firstly, all the writings had a title that was connected with the text, four groups were scored in 5.0 and six groups were scored in 4.0. Examples of the titles:

- SS1: The difficult life of some children (Score: 5.0)
- SS4: The best future for the children (Score: 4.0)
- SS7: Children in our society (Score: 4.0)
- SS9: Children should not be forced to work (Score: 4.0)

Secondly, most of the introduction and the thesis statements were written by the teacher. In this part, the groups could make their own adjustment to the paragraph, changing ideas and the thesis statement if they wanted. However, all the groups wrote the same introduction and thesis statement and they were usually scored 4.0; only pair three proposed a different thesis statement which was *We think that the government need to do something to fix this situation (SS3-Score: 4.0)*.

The example proposed by the teacher was:

Last week, we learnt that every single child in this world must be protected. In this way, there are some organizations that focus on the children's rights, for example: UNICEF or Children International Foundations. We understood how important it is to make sure that the children's rights are followed. Today, we were realized that your son works in a flower company and we think that this is wrong. So, it's essential that children spend more time learning than working.

Thirdly, most students wrote two arguments. However, only one group scored 5.0, four groups got 4.0, four groups got 3.0 and one group obtained 2.0. Those that obtained 3.0 included only one argument, and the group that obtained 2.0 used an argument that did not support the thesis statement. Examples of students' arguments:

SS2

First of all, in the school the children learn new things, meet people and make friends. The children learn because in the school they have teachers who teach them how to live, their rights, values, how socialize, subjects, etc.

Secondly, children are not ready to work, they do not have the physical capacity to work. The children are small and fragile so you have to be constantly aware of them, they have a lot of energy, a small portion of force and reach a certain speed. Nevertheless, although that the children have these skills their body are not prepared to experience a strong work because that would make their bodies try to function as the body of an adult and they could have a collapse. (Score: 4.0)

SS3

First of all, in our city we can find a lot of children working in the street and they are not working for them they work for their mothers who do not want to work. For examples, big companies are hire them and force them to work in difficult activities and they do not pay them fairly.

Second, currently 168 million child victims of child labor in the world, children are not having a good life style. This big problem is given predominantly because the government promise a good live for the people in need, but the government is so corrupt and no made promise valid and more people have a bad good for this reason. (Score: 2.0)

SS4

First, the children are the future of the world and for that reason they need to learn. In this way, it is very important to highlight that children need to learn first than to work. They need to prepare for assimilating the world. A lot of children can't do that because they need to work because they want to support their parents because possibly have a problem in their house.

Secondly, the school is very important for the children, because they need an education to face life. A lot of children steal their childhood because their parents sometimes don't have money for support as life because some cases have a lot of brothers or their parents don't work. (Score: 3.0)

SS6

First, the child's need pass your time in the school because is important for your development, the child's shouldn't work but this not is important for society, except for the company's that i mention like a unicef. All child's need play, learn new things and not work like a adult. if the child's work lost the childhood, waste time to play, time with your family and friends, and the most sad is that parents agree that they childrens work.

Second, they are not ready to work at such a young age. The children's need bases, to have knowledges, improve your learning. Need to pass stages, do not be an adult ahead on time. In any case that when they are bigger, they want to get a job, that is the one that they like, but no because they are bound to have responsibilities that even not them like. (Score: 5.0)

Fourthly, all the texts included a conclusion. However, not all the grades were the same, one group got 5.0, six groups got 4.0, and four groups got 3.0. The students who got three included a new argument in the conclusion. Examples of conclusions:

SS1

In conclusion, for that reason it is important that the children study and prepare to the future, because the children are the future in the world, and all the children have the right to have a good education, a good life, this simply means that have a good childhood where give the base of life. (Score: 4.0)

SS3

In conclusion, children need more time learning that working. Because to have a future they have to learn to defend themselves in the environment in which they live. (Score: 3.0)

SS10

In conclusion, it is important that your son has time for learning than working because he needs to study and be someone in this world, the work is taking away his childhood. Your purpose is to take care of your son, teach him how to defend himself from all those things that are in life, teach him how to grow, and put him away from dangerous situations. (Score: 5.0)

Fifthly, the organization of the texts was appropriate, it included linkers or cohesive devices to identify the major sections. The scores were the following: two texts were scored 5.0, two texts obtained 4.0, and six were scored in 3.0 due to the fact that some ideas were not adequately integrated, and relations between some parts were not clear.

Finally, regarding the lexicon and cohesion, only one text received 5.0, because it had adequate choice of lexical items and grammar; six texts scored 4.0 because they included grammar

Conclusion	1.0	4.0	4.0	3.0	1.0	1.0	1.0	3.0	2.6
Organization	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	2.9
Lexicon/cohesion	4.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	3.7
Total scores	3.3	3.4	3.3	3.7	3.1	3.0	2.6	3.3	3.4

In the independent construction, seventeen texts were analyzed (See Appendix P). When students finished, the teacher asked them to apply the rubric to make the necessary adjustment to their drafts, and present final papers. According to the scores and average determined in the table above, we can conclude:

First, sixteen texts had a title. However, not all the titles were connected with the context of the text, and one text did not have title so its score was 1.0 in the title criterion. Additionally, some titles were not written in a correct way. The rest of the titles were scored in 3.0 (3 students), 4.0 (10 students) and 5.0 (3 students). Examples of the titles are shown below:

- S1: Children need to study not work (Score: 4.0)
- S5: Children are our future (Score: 5.0)
- S9: Education in the children of Colombia (Score: 3.0)

Second, we analyzed the introductions and thesis statements proposed in the students' texts. We concluded that most of the introductions were related with the text content. However, some introductions did not have clear or relevant information. We noticed this in the scores assigned: 1.0 (1 student), 3.0 (6 students), 4.0 (seven students), and 5.0 (1 student). See examples of some students' introductions below:

S2: A lot of children are working in the streets because they parents don't want to and they force their children to work and don't give the education they need, they deserve holding book not bricks for that reason we need to stop child labour. (3.0)

S7: Recently I learnt about the children rights and a situation that is causing many bad things to them that is called child labour. Child labour is when children work and there are many reasons for children to work or families to force children to earn money. But, I think that parents need to understand the importance of education and this important for the future. So, by giving children good education, this country will be better. (Score: 4.0)

S8: Many times we forgot the importance of the children in the future. The children need to learn for help the planet. Today's children are tomorrow's future! (Score: 1.0)

S13: Childhood is the important time for a child, because they really begin to live and experience new beautiful things like feel excited for a new toy and want to go play with them. In this period, children can also

spend their time in the school learning and socializing with others children .But the parents sometimes force the children to work and I consider that children are too small to earn money. (Score: 5.0)

In the two examples above, we highlighted the thesis statements. Most of the thesis statement were coherent, showing relation with the text content. This information was noticed in the scores: 3.0 (5 students), 4.0 (7 students), and 5.0 (5 students). Below, more examples of thesis statements:

S1: Children are the future of the country, let them grow! (Score: 5.0)

S9: Child labour is an illegal act (Score: 4.0)

S12: understand the ability of children and let them do what they want to do! (Score: 3.0)

Third, writing good arguments was not easy and this was evident in students' scores: 3.0 (16 students), and 4.0 (1 student). Taking into account that students' had to write two arguments, we noticed that for students it was easy to identify the first argument. However, finding a suitable second argument was not easy and most of the time, it was not related with the thesis statement, having as a consequence the identification of just one arguments in the majority of texts. Below some examples of students' arguments are presented:

S4

First of all, the parents need to take awareness that the education is a right. Their children's needs to go to school and learn things that help them in a future, because this place is where the base of life is given. Unfortunately the parents don't realize the responsibility that they have and make their children work instead of giving them an education, because they only think in money. Secondly, the government needs to get more involved in the education system. They have to prioritize the education before a lot of things that aren't as important as this. For example the people to work in the government, need to take into account the politic and study more the education. The government have to make sure that the education system is actually working because that's where the future of the country starts. (Score: 3.0)

S12

First of all, when the children start working and they failed, they think that they are not useful for anything. You can't said a fish,run because it's impossible, but the animal can swim, right? But never understand that if we take away the opportunity to do something that he wants. I think that the childhood it's essential for the growth, in that time supposed they parents are teach or instruct your kids but what happen if they work and the "boss" say that they are not useful for anything, they are stupids kids and more things, for a child it's so difficult to understand the words that they listen, really they think that are no useful and there is when happen a differents bad decision. They need someone that get away all those dangerous things. Secondly, the school help us defined the objectives that we want in a future. Always we need a base to prepare us, for example first learn walk and then we can run, it's the same in the school. The children need study for know they really wants. the school teach values, general knowledge, interaction with other kids, etc. although listen so simple it's very important, when you go out of school you take the first mature decision for choose your career, in the correct way of course in other hand, the situation where the child start work, they exposed the children a unknown world and almost they suffer damage because dont have the opportunity than other children to go a school and discover the things that they really wants. (Score: 4.0)

Fourth, after analysing students' conclusion, we noticed that students had difficulties when making the conclusion part, and this was reflected in their scores in this stage: 1.0 (5 students), 2.0 (1 student), 3.0 (6 students), and 4.0 (5 students). These scores were due to the fact that some conclusions included a new argument, were not clear, not connected with text or did not reiterate the thesis statement. Below, some conclusion examples are shown:

S2

Every human being has it's ages which comes with stages, and each one of them should be enjoyed and burn as the time passes, without hurrys, so when they get older they are mature enough to take care of themselves and maybe others. (Score: 2.0)

S3

Finally, we need to do something to help this children that are in this situation, we need to save the future of the world, a lot of children in this time are working in the street or steal and kill people just for money, we need to give them a better education a better family and place to grow and with this they can be what they want and have a better place to life went they grow. (Score: 4.0)

S7

In conclusion, the children need to value their rights, have someone to support them, to defend them. It is not necessary to make children work, is not healthy for them. The parents need to take awareness and think that the children are a very important part of the world especially our country, and all the children need to have a good childhood, make friends and a beautiful life when they are adult remember a beautiful period in their life. (Score: 3.0)

S8

Many times we forgot the importance of the children in the future. The children need to learn for help the planet. Today's children are tomorrow's future! (Score: 1.0)

S12

In conclusion, it's important meet the ability of the children and listen them when they want to do are dreams reality because like people who feel the cruel situation in the world, we must make a difference and change that with little things, the children need people who protected them, who take care them, who help them and really are a few person who wants the change, so it's now, we can't stole the dreams of the child's.

Fifth, most of the texts were well organized. However, some ideas and parts of the texts were not connected. This is evident in students' scores in the organization criteria in the rubric; the score distribution was as follows: 1.0 obtained by 1 student; 3.0 by 15 students, and 4.0 by 1 student.

Finally, we analysed lexicon and cohesion in the texts, obtaining as a result that most most of the lexical and grammar choices were adequate, because the errors did not hinder comprehension. However, some ideas were not easy to understand and required a better

construction. In this criterion, students' scores were the following: 3.0 obtained by 5 students and 4.0 by 12 students.

After analysing students' independent written production, we conclude that students had difficulties in writing the conclusion, and the texts organization. Some essays did not have a strong conclusion that reiterated the thesis statement; also, some texts presented a new argument in the conclusion part. Additionally, the texts' organization was not well clear because some ideas and parts of the texts were disconnected. According to the grading scale at La Enseñanza School where passing score is 3.0, we determined that 15 students passed obtaining more than 3.0, and just 2 students did not get a good grade.

Comparing the jointly constructed text and the individually constructed one, students' scores were better at the joint-construction stage due since all got a better grade, and all the students passed. In the independent construction stage two students did not receive a passing grade.

In the needs analysis done with the group the year before the implementation of the computer assisted genre-based pedagogy, we assessed five students' independent artifacts. As a result, students' difficulties were in the construction of the thesis statement, introduction, arguments, conclusion and text organization and just three from five students got a passing grade. Then, after designing our Child Labour unit, which combined genre-based pedagogy and CALL, and implementing it in our setting, using the necessary scaffolding strategies, we could notice that students' scores were better in their second independent writings. Students' scores in the thesis statement, introduction, and arguments were better. However, their difficulties continue being in the text organization and conclusion. In the second writing, fifteen out of seventeen got a passing scores.

Conclusion

After analyzing all the data collected, we recognize positive effects in the writing of argumentative texts in tenth grade students at La Enseñanza School after the combination of the genre-based pedagogy and CALL. The following are the conclusions of this research according to each objective:

1. *Analyze the perception of the students regarding the application of the CALL and genre-based approaches for the teaching of writing.* The students' perception regarding the application of CALL and genre-based approach for the teaching of writing was identified through the analysis of the teacher's and the students' journals, as well as from the interview to the students. It is clear that the students consider that the methodology was dynamic, helped them to increase participation, concentration and motivation. Also, it led them to develop collaborative work and understand teacher's instructions; the online word-processing software facilitated language correction, and let them work from different spaces. Students made a positive assessment of the methodology, the topic (Child Labour) and the resources used by the teacher, which facilitated the understanding of the text structure, the identification of stages and purpose of an argumentative text, and the use of the online word-processing software during the implementation of the Child labour Unit.

2. *Analyze the characteristics of the students' written argumentative texts after the application of the genre-based pedagogy mediated by computer.* After analyzing students' joint and independent artifacts, we can describe the characteristics of the students' written argumentative texts after the application of the genre-based pedagogy mediated by computer. In general, students wrote better texts than the students the year before. The texts had titles that were connected with the text. All the texts had an introduction, though some introductions could have included more background information. The difficulties were evident in the writing of arguments, conclusion, and

the text organization because some parts of the text and ideas were not connected. Also, there was evidenced in each lesson the lack of vocabulary. On the other hand, the joint construction got a better score than the independent writing; the collaborative work seemed as a positive aspect to develop writing skill.

3. Identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills. The analysis of the interviews and observations led us to identify the benefits and difficulties of combining the application of CALL and the genre-based pedagogy for the development of writing skills. The benefits were that students could search specific information about the topic our using online resources, and support their argumentative texts with more detailed information; they recognized the online word processing software as an effective tool to work since they managed to write from the distance and collaboratively, and they learnt to handle it. The benefits identified in the observations analysis have relation with some of the advantages proposed by Ferris and Hedgcock (2005) related to the use of a word processing to improve writing skill. They recognized that a word-processing software increases classroom collaboration Also, students recognized the global structure of an argumentative text with the scaffolding provided and the online resources that the teacher used to contextualize the topic and introduce the structure of the text to prepare students to read and write. Another benefit was the way in which the teacher used the genre-based pedagogy and CALL to focus students' attention on specific information in the text, and elicit further thinking in the students. According to Ferris and Hedgcock (2005), a word-processing software increases consciousness of writing as process. Students recognized the importance of following the genre structure, took advantages of the teacher's comments and the rubric criteria to edit their drafts and improve their writings.

On the other hand, the difficulties were technological inconvenients due the program installed to record individual work in some computers; some students were not mature enough to work on writing activities that include the participation of the whole class. This behaviour was evidenced when some students deleted information that other students had written. Additionally, some students' behaviour was not appropriate in class due to the fact that they accessed Internet to pages not requested by the teacher to open. Bloch (2008) also warned that in teaching settings, teachers and institutions need to be aware of the effects and consequences before they apply technology in classes.

Repetition of instructions was permanent because of students' lack of attention and familiarity with the online word-processing software used in class. This became evident when students repeatedly requested the teacher to repeat technological instructions and provide them with personalized technological instructions. Ferris and Hedgcock (2005) recognized that word-processing softwares can increase anxiety in students due to the lack of familiarity. However, the teacher knew how to manage the situation, and provided instructions when students requested them. It is evident that scaffolding was crucial in this methodology.

4. Analyze the characteristics of the methodology as implemented in the context of the target institution. After analyzing the observations, we can identify the characteristics of the methodology as implemented in the context of the target institution. We determined that our methodology is visible. According to Bernstein (1975), the visible pedagogy requires a more involved teacher in the learning process of the students. In this pedagogy, interactions among the students and the teacher are frequent; the teacher supports students, and provides them the necessary tools, and materials for the class. Taking into account Bernstein's ideas, we could say that in the research the teacher's pedagogy is visible due to the scaffolding provided to the students during the unit implementation, the teacher provided to students the knowledge, and guided them in

each one of the activities, providing the necessary material and support. In the genre-based approach, visible pedagogy is an important element. The teacher conducted classroom interactions when he prepared, focused, elicited students to propose and identify. In Vygotsky's sociocultural theory, interaction is a key element to learn a language, especially when it happens within the zone of proximal development, involving students in the ZPD giving them the appropriate support during each (1978). In our research, ZPD was a key element, the teacher's role was to provide the necessary scaffolding to the students in order to achieve different tasks, and to master difficult activities during the application of Child labour unit. The characteristics of the methodology as implemented in tenth grade at La Enseñanza School based on the teacher's and students' role are:

The teacher:

- Assuming responsibility for students' learning and working hard to contextualize students, preparing them to read and carry out joint and independent write.
- Providing models of language use and deconstructing the sample text students were meant to write later.
- Solving students' problems with the technological tool.
- Providing constant technological instructions, and personalized instructions.
- Elaborating specific questions to develop students' thinking and engage them to propose and identify information during the lessons.
- Providing explanation and expansion of the topic.

Giving feedback and scaffolding students.

The students:

- Requesting help and clarification.
- Listening to teacher's instructions and following them.
- Using technology for producing the target genre

Finally, considering factors such as students' lack of attention, we can recommend more time for the application of the unit, and repetition of the teaching and learning cycles in the writing skill. Additionally, the use of technology requires permanent support to avoid technological disruptions, it was noticed when the teacher stopped the class to help students with technological inconvenients; and genre-based pedagogy requires a lot of preparation to select the texts to be modelled, plan lessons, design the materials, contextualize and model texts to students, prepare the script to be used for the modeling and deconstruction part with specific questions that engage students to be focused on the reading, lexical items, parts of the text, preparing them to read, and make the joint construction and independent writing. CAGBP is a valid option for teaching writing in the target context due the fact that the students responded to the tasks proposed by the teacher, recognized the purpose and stages of an argumentative text. The technology seems to affect learning positively since the students recognized the online word-processing software as a tool that increased their motivation, participation and concentration in class.

To assist the development of students' writing skills, computer is a recommended tool. Google Docs might be one of the online word-processing softwares to develop writing skills, specially during the joint construction stage due to the fact that students can work from the distance. Additionally, the genre-based pedagogy is an effective approach to teach writing since through this approach, students can learn different genres, their purposes and structures. Additionally, with the implementation of this pedagogy, the teacher prepares students to read and also to jointly and independently write texts, through modelling and deconstructing genres. Also, the teacher can incorporate the teaching of the genre selected to be taught in class by carefully preparing questions based on specific information, focusing on parts of the texts and lexical items, eliciting information from students to develop their thinking, making them propose their ideas and identifying specific items in the text. The computer assisted genre-based pedagogy is a recommended methodology to

be implemented in the teaching of the writing skill since, judging from this experience, using this methodology students can feel motivated, concentrated and participate more in class.

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Appendixes

Appendix A: Questionnaire Format



Colegio de la Compañía de María
La Enseñanza - Barranquilla

Purpose: To gather information on target, learning needs and writing skill of tenth grade students of Colegio de la Compañía de María Barranquilla.

Grade: _____ Date: _____

1. What are your expectations of this English course?

2. Do you feel motivated to learn English as a second language? Why? /Why not?

3. What do you need English for?
 - a. Academic purposes (enter university; apply for scholarship, requirement for career)
 - b. Traveling, going on holiday, being able to communicate in a foreign country.
 - c. Social purposes, status, chatting online, meeting people.
 - d. All of these
4. Who do you need to use English with?
 - a. Teachers and classmates
 - b. Friends
 - c. Coworkers and superiors
 - d. Other. Who? _____
5. How do you feel more comfortable using English?
 - a. Reading
 - b. Writing
 - c. Listening
 - d. Speaking
6. How do you feel less comfortable using English?
 - a. Writing
 - b. Reading
 - c. Speaking
 - d. Listening
7. Rank the following skills from 4 (The most important) to 1 (The least important): Writing, reading, speaking and listening.

4: _____

3: _____

2: _____

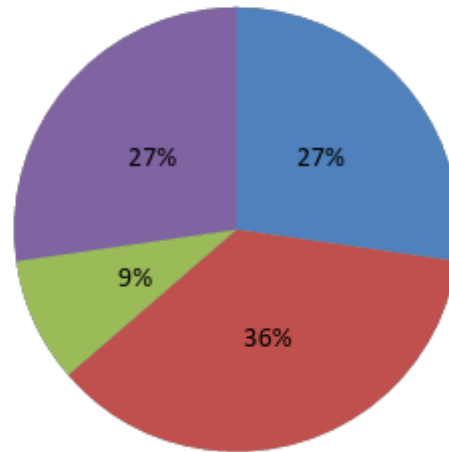
1: _____
8. What resources or support would you like to have during your English classes?

9. When do you think you learn best?
 - a. When you see or use pictures or images.
 - b. When you sign or use sound
 - c. When you speak or write
 - d. When you are involved in dynamic activities
 - e. When you are with other people or in groups
 - f. When you are alone and discover information yourself

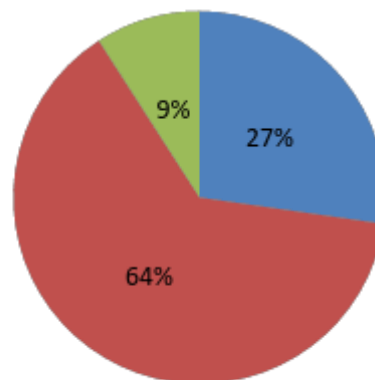
10. What kind of activities are you interested in?
-
11. Writing in English is...
- a) Easy
 - b) Difficult
12. When you are writing in English, the most difficult part is...
- a) Vocabulary
 - b) Structure of the text
 - c) Ideas
13. From this list choose the most difficult paper to write in English:
- a) Letter
 - b) Postcard
 - c) Essay
 - d) Story
 - e) Profile
 - f) E-mail
14. How often do you use web-pages to learn something?
- a) Always
 - b) Sometimes
 - c) Rarely
 - d) Never
15. Could technology tools help you to improve in your writing skill?
- a) Yes - b) No c) No idea

Appendix B: Questionnaire Results**3. What do you need English for?**

■ Academic purposes ■ Travelling ■ Social purposes ■ All of these

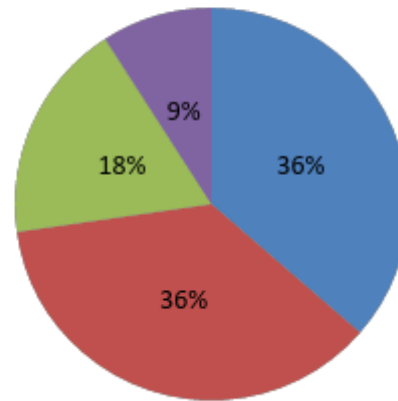
**4. Who do you need to use English with?**

■ Foreign people ■ Teacher and classmates ■ Everyone ■ Co-workers or supervisors



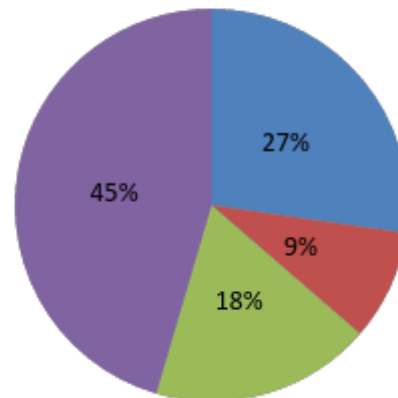
5. How do you feel more comfortable using English?

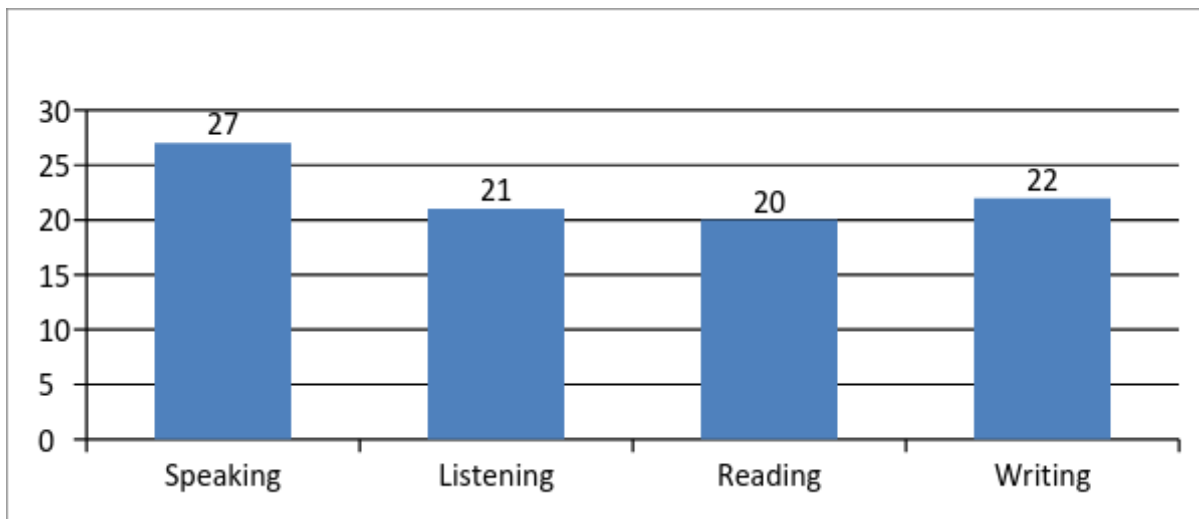
■ Listening ■ Speaking ■ Reading ■ Writing



6. How do you feel less comfortable using English?

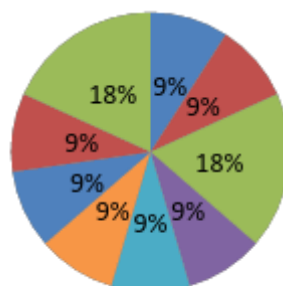
■ Writing ■ Reading ■ Speaking ■ Listening





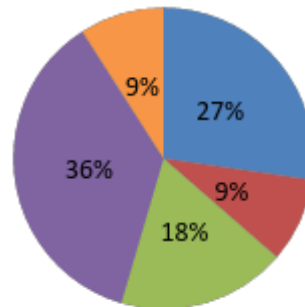
8. What resources or support would you like to have during your English class?

- More vocabulary and listening activities
- People who can speak English all time and a place to practice it
- Willingness
- Dictionary
- More dydactic classes
- An English enviroment
- More commitment
- Live in another city
- Nothing



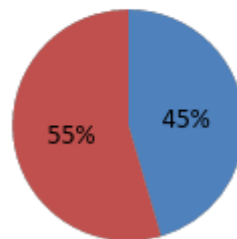
9. When do you think you learn best?

- When you speak or write
- When you see or use picture or images
- When you sing or use sound
- When you are involved in dynamic activities
- When you are with other people or in a group
- When you are alone and discover information by yourself



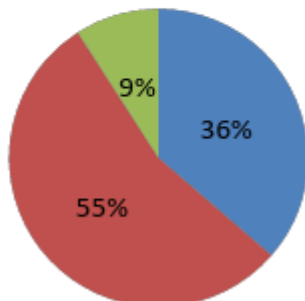
11. Writing in English is...

- Easy
- Difficult



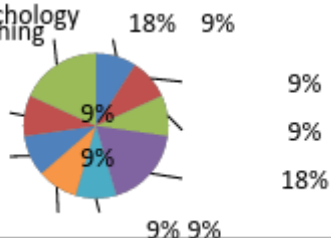
12. When you are writing in English, the most difficult part is...

■ Vocabulary ■ Structure of the text ■ Ideas



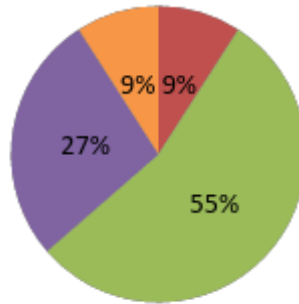
10. What kind of activities are you interested in?

■ Graphic design or medicine
 ■ Singing and dialogues
 ■ Art
 ■ Dancing
 ■ Speaking
 ■ Kitchen
 ■ Reading
 ■ Psychology
 ■ Nothing



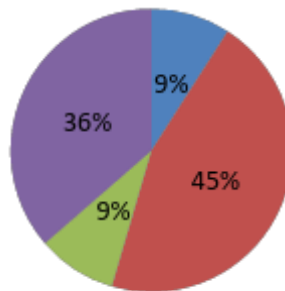
13. The most difficult paper to write in English...

■ Letter ■ Postcard ■ Essay ■ Story ■ Profile ■ E-mail



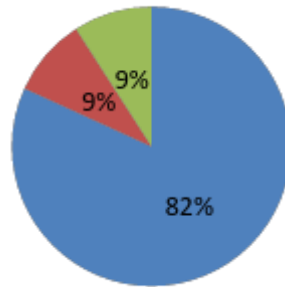
14. How often do you use webpages to learn something?

■ Always ■ Sometimes ■ Rarely ■ Never



15. Could technology tools help you to improve your writing skills?

■ Yes ■ No ■ No idea



Appendix C: Observation Format



Orden de la Compañía de María Nuestra Señora
PROVINCIA DEL PACÍFICO
| Order of the Company of Mary Our Lady

Teacher's Name:	
Group:	Subject:
Date:	Personalized Education Moment:
Level:	Objective:

1. CLASS OBSERVATION			
Classroom Tidiness:			
Clarity of the class goals and how they are addressed (Contextualization):			
Motivation of the topic:			
Pedagogical strategies used according to the characteristics of the group. Attention to students' needs:			
Materials and resources implemented in the class and how they are used:			
Development of the topics (coherence, solvency, update)			
Reflection Pause (how is it conducted):			
Class atmosphere and students' behavior:			
Wrap up and assignments:			
Assessment and feedback. Class evaluation:			
2. SPECIFIC OBSERVATION			
Teacher's behavior	Observer's analysis	Students' behaviors	Observer's analysis
3. OBSERVATION CHECKLIST			
Objectives:		Observer:	
Classroom	Yes	No	Comments
Is the classroom lighted enough?			
Is there enough room for the number of students?			
Are the chairs well-organized for the class?			
Does it have good ventilation?			
Task	Yes	No	Comments
Are the planned tasks appropriate for students' English level?			
Are the tasks related to the topic?			
Do these tasks motivate the students?			
Are the tasks appropriate for students' age?			
Is it required to use specific material?			

Is it required to use ICT?			
Does the task involve more than one skill?			
Teacher	Yes	No	Comments
Does the teacher give clear instructions?			
Does the teacher provide students with some kind of stimulus for their performance?			
Does the teacher regard students as individuals?			
Does the teacher apply any activity addressing different learning styles?			
Does the teacher seem motivated toward teaching English?			
Is the teacher's language appropriate for students' level?			
Does the teacher have a good personal relationship with students?			
Students	Yes	No	Comments
Do they follow the teacher's directions?			
Do they perform every task they are asked for?			
Do they seem to enjoy the activities?			
Do they have the textbook?			
Do they use a notebook?			
Do they seem to like working individually?			
Do they look anxious or nervous when they have to speak English?			
Do they seem to like reading activities?			
Do they seem to like speaking activities?			
Do they seem to like reading activities?			
Do they seem to like listening activities?			
Do they have a good relationship with the teacher?			
Do they ask questions?			
Do they suggest ideas for the class?			

Appendix D: Students' and Teacher's Interview Formats

Students' Interview

Purpose: To gather information about the English learning process in Colegio de la compañía de Maria "La Enseñanza" Barranquilla.

1. How old are you?
2. First of all, tell me about your experience here at the school.
3. And what about your English classes since the first year of school?
4. Have you enjoyed your English classes?
5. At the school we work with personalized education, tell me how you notice this methodology in the English classes?
6. From all the skills in English (Speaking, Writing, Listening and Reading) can you rank them based on the importance?
7. How do you notice this in the writing activities?
8. Tell me about some activities related to writing.
9. When you are writing in a second language you feel forced or free?
10. At your age, what topics do you consider the most interesting for writing activities?
11. Do you use technology in your daily life? If yes, tell me what you use/ if not, provide me with the reason.
12. Have you used technology to learn or search about something?

Teacher's Interview

This interview is created to gather information related to the teaching English and writing activities. This information is for research purpose. If it is required it would be a follow-up interview.

1. Tell me how you learnt English...
2. Tell me about your experience in teaching English
3. Which skill is your favorite one to teach? Why?
4. Generally speaking which skill students at school should improve as soon as possible?
5. Do you like teaching writing?
6. How often do you write in English?
7. What do you usually write?
8. Could you tell me how you teach students the proper writing register for a specific paper for example a letter, an essay or postcards just to name a few.
9. How do you motivate your students to write in English?
10. Could you describe me shortly a usual lesson about writing
11. La Enseñanza School believes in and follows the personalized education; could you tell me how you have adapted this strategy or methods in your writing activities with the students.
12. How do you usually warm up for writing activities?
13. Which criteria do you follow to evaluate the final papers?
14. Have you ever used ICT to teach or develop any writing activity? Which one? Why not?
15. Have you ever searched about any ICT to improve your writing lessons?

Appendix E: Argumentative Text Grading Rubric

	5.0	4.0	3.0	1.0
TITLE	It is connected with the content	It is connected with the text but it may not be 100% grammatically correct	It is barely connected with the content	No title
THESIS	There is a clear thesis statement and it is coherent with the text	There is a thesis statement but it is not clearly stated	The thesis is not clear and/because it lacks coherence with the text	There is no thesis
INTRODUCTION	Well developed introductory paragraph contains adequate background and relevant info	There is an introduction and it has relation with the text.	The introductory paragraph is not clear or the information it contains is not pertinent	No introduction.
ARGUMENTS	There are two coherent arguments and both have sufficient evidence and are developed in separate paragraphs.	There are two arguments that support the thesis is but only one is well developed with sufficient evidence	Only one argument can be distinguished and it is not well developed.	There is not arguments or they don't support the thesis
	The text is well organized and it uses words, phrases and clauses to link the major sections. It creates cohesion, the relationships among its main stages and phases (thesis, arguments,	The text is well organized and it often uses words, phrases and clauses to link the major sections. It creates cohesion, and the relationships among its main aspects (thesis,	Ideas are well organized. However, some ideas were not adequately integrated. Sometimes words, phrases, and clauses to link the major sections of the text are missing. Some parts	Most ideas are disconnected, and inadequately linked. The essay rarely uses words, phrases, and clauses to link the major sections of the text. It lacks of

ORGANIZATION	examples, and details.) are clear Excellent flow.	arguments, examples, and details.) are mostly clear. Good flow.	are not cohesive, or the relationships among the main aspects (thesis, arguments, examples, and details.) are not clear Inadequate flow at some points.	cohesion and and it does not clarify the relationships among its main aspects (thesis, arguments, examples, and details.) Weak flow
CONCLUSION	There is a strong conclusion that reiterates the thesis there is a conclusion that reiterates the thesis. There may be a personal evaluation of the issue or a general recommendation. No new arguments are introduced	The thesis is reiterated but there is a new argument in the conclusion	There is not a clear conclusion or the conclusion is not well connected with the thesis or the text.	No conclusion
LEXICON/ COHESION	Adequate lexical choice and correct grammar construction. Adequate register	Lexical and grammar choices are mostly adequate. Errors do not hinder comprehension	Grammar and lexical choices sometimes hinder comprehension.	Very difficult to read

NOTES: Sentences and/or paragraphs plagiarized 1.0

Appendix F: Child Labour Unit- Lesson Plans

COLEGIO DE LA COMPAÑIA DE MARIA “LA ENSEÑANZA” BARRANQUILLA 10TH GRADE ENGLISH PROGRAM IMPROVING WRITING IN MIDDLE SCHOOL THROUGH GENRE-BASED PEDAGOGY AND CALL	
NUMBER OF UNIT: 1	GRADE: 10th
GOALS: Target Goal: Development of reading and writing skills. Learning Goal: Development of metacognitive writing strategies. Human Goal: Development of peer work.	
Unit 1: Child Labour	
Objectives: By the end of the unit, students should be able to... Reading Competence: -Read and understand texts related to the topic child labour (essays, descriptive reports, short stories) -Identify stages and specific linguistic features in an argumentative text (introduction, thesis statement, arguments, evidences and conclusion) -Identify evidences used to support arguments. -Understand the relationship between sentences or parts of text where linkers are used. Reading Strategies: -Understand and recognize descriptive report, and argumentative texts. -Develop confidence in inferring the meaning of unknown words by using contextual clues. -Identify the relationship between clauses or fragments of argumentative texts. -Use graphic organizers to represent the information of texts. Writing Competence: -Write argumentative essays in a coherent and cohesive way. -Express and exchange positions in a written way after reading and seeing pictures or videos related to the topic Child labour. -Use metacognitive strategies such as brainstorming, drafting, and editing.	

- Write an argumentative text including an introduction, a thesis statement, two arguments, and a conclusion.
- Use the correct linkers to express the relationship between sentences and parts of text.
- Use a rubric to assess partners' essays and own texts.

Technological Competence:

- Use an online word-processing software to write individually and collaboratively in the construction of argumentative texts.

Content:

- Recognize stages and linguistic features of an argumentative text and use them in the construction of a text regarding Child labour.

Genre and Text	Linguistic features	Strategies	Evaluation
Descriptive reports Essays	-Use simple present to express habitual facts. -Use past tenses to recount events that happened in the past. -Use future tenses to express future events or facts. -Use modal verbs to suggest possible resolutions to a problem, to express obligation, recommendation and advice. -Use specific words to connect ideas and express relations between them. -Use phrases to express opinion.	Modelling Analysis features of the text Deconstruction Joint-construction Independent construction Reading strategies	Teacher's feedback Grade (1.0 to 5.0) (Rubric) Peer feedback

Child Labour Lesson Plans

The Lesson Plan 1

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Understand and recognize features of a descriptive text.
- Develop confidence in inferring the meaning of unknown words by using contextual clues.
- Find specific information through scanning.
- Use an online word-processing software to write individually.
- Express cause-effect relations using *because*.
- Express contrast using *but*

Assumed knowledge: Answer questions (yes/no questions, information questions), expressions to share opinions, reading strategies (some experience with scanning and guessing meaning from the context), and recognize some features of a narrative text, present simple, past tenses, future tenses, modals verbs and linkers. Ability to understand short videos.

Material/Resources: Google Doc (powerpoint presentation, video from Youtube, reading worksheet, students' journal)

Class stage	Objective	Activities students will perform and teacher's procedure	Material/Resources	Allowed Time
Beginning (1) <i>Contextualization</i>	Describe pictures using common expressions and known words	<p>T greets Ss and calls the rolls.</p> <p>T presents to Ss some pictures about children's lives.</p> <p>T shows a sample picture and a model description. Then, Ss say what they can see on each picture.</p>	<p>Attendance list</p> <p>GoogleSlide: Children's rights.</p>	<p>5 minutes</p> <p>15 minutes</p>
	Understand general idea of a video and understand specific information in it.	<p>T tells students that they are going to watch a video about five children answering questions about children's rights.</p> <p>Ss open a file on Google Doc and click on the video section about children's rights and watch the video by completing a online writing worksheet (True or</p>	<p>Video about children's right.</p> <p>Google Doc: Online Worksheets</p>	15 minutes

	<p>Infer the meaning of unknown words and demonstrate comprehension of a descriptive text by completing a worksheet.</p>	<p>False), and answering which children's rights on the video are violated in Colombia. T verifies students' answers asking them these in an oral way.</p> <p>T tells Ss that they are going to read a text. T says what the text is about: it's about a boy who does not live in a house like most of us do. The text describes what the boy does every day, what he has or what are his possessions, what he eats, what happens when the police catches him. T says that each paragraph has a particular type of information.</p> <p>On the same Google file or doc, Ss click on the reading section and T reads the text (descriptive text) with Ss by helping them to understand the content.</p>	<p>Descriptive text: Charles's rights</p>	<p>45 minutes</p>
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		<p>Basically, the structure is: prepare, question, elaborate</p> <p>Ss are asked to resolve comments on the text by guessing the meanings of a set of unknown words by using contextual clues. They complete a set of exercises.</p> <p>Firstly, they complete a table by matching the definitions of six words (run away, look after, buy, because, make enough money, and). T checks with Ss the answers of the first exercise and helps to expand Ss' knowledge .</p> <p>T shows them a list of Children's rights. T reads each right and makes sure Ss understand what each right means.</p> <p>Secondly, Ss justify five statements according to the reading using '<i>because</i>', and identify which rights</p>	<p>Children's rights.</p>	<p>10 minutes</p>
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Reflection	Reflect upon the class and write about it	<p>Charles does not have (based on the children's rights list previously presented).</p> <p>T models them with an example: <i>Charles lives with about twenty other boys in an old wagon because his parents were killed. He does not have the right to to have a family.</i></p> <p>Thirdly, Ss complete a table to compare Charles's life with their lives, including family, education, food, shelter, etc.</p> <p>Finally, Ss write five sentences expressing contrast using <i>But</i>. They need to compare their lives. T models the first sample.</p> <p>Students reflect upon what they did on the lesson by writing a journal. They</p>		
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		<p>answer a set of questions: T reads each question and makes sure Ss understand them. Ss must write the answer in their first language (Spanish).</p> <ol style="list-style-type: none">1. What did you learn today?2. How much did the computer help you to understand the lesson?3. How much did the teacher help you to understand the lesson?4. What difficulties did you have to understand the lesson?	<p>Googledoc. Students' journals.</p>	<p>10 minutes</p>
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The Lesson Plan 2

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Understand and recognize features of a descriptive report (identification and description)
- Develop confidence in inferring the meaning of unknown words by using contextual clues.
- Find specific information through scanning.
- Use a graph to organize information.
- Use an online word-processing software to write individually.

Assumed knowledge: reading strategies: scanning, guessing meaning from context, diagram completion. Listening comprehension skills.

Material/Resources: Google Doc (pictures, video, powerpoint presentation, worksheet)

Class stage	Objective	Activities students will perform and teacher's procedure	Material/Resources	Allowed Time
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<p>Beginning (1) <i>Contextualization</i></p>	<p>Describe and compare pictures using common expressions and known words</p>	<p>T greets Ss and calls the rolls.</p> <p>T shows a few pictures and Ss are asked to share with their classmates what they can see in the pictures that are on the slides. Ss compare two pictures per slide.</p>	<p>Attendance list</p> <p>Google Doc with pictures (GoogleSlides: Children play in the park and school and Children work)</p>	<p>5 minutes</p> <p>15 minutes</p>
<p><i>Contextualization</i></p>	<p>Understand general idea of a video and answer information related to it.</p>	<p>T tells Ss that they will watch a video about a poor family and two little girls who work in order to help their parents, and explains what the video is about through a mind map with pictures. T makes sure they understand the vocabulary related to the next video.</p> <p>T reminds them to keep in mind the vocabulary while watching the video.</p> <p>Ss click on the video section and watch a video with subtitles about child labour.</p>	<p>Mind map to be checked while they are watching the video.</p> <p>Google Doc with video with subtitles (Youtube: World vision child labour. Time: 3:06) Link 2:</p>	<p>20 minutes</p>

<p><i>Preparing to read</i></p> <p><i>Detailed reading</i></p>	<p>Infer the meaning of unknown words and demonstrate comprehension of a descriptive report by completing a graph.</p>	<p>T tells Ss that they are going to read a descriptive report. T opens a slide doc. T walks students over the whole text, making a preview of it.</p> <p>Firstly, T says that in the introductory paragraph, there is a definition about an issue against children's rights. T makes sure Ss understand which one it is (Child labor). Also, in the introductory paragraph, there are sentences that explain the cause and effect: why children are kept out of school, the distance between rich and poor countries; T asks Ss which word here means distance?. Additionally, there is a sentence that describes the conditions of</p>	<p>Slide doc (Teacher only)</p> <p>Google Doc with an article (Website: Children labour education project.)</p>	<p>50 minutes</p>
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Elaboration	Reflect upon the class and	<p>the work of these poor children; T asks to Ss which three words describe these conditions?</p> <p>Secondly, T and Ss read about its characteristics and places where this issue happens.</p> <p>Thirdly, T and Ss read about the different industries involved in the development of Child labor. Throughout the reading together process, T helps them to guess the meaning of a set of unknown word by asking them questions.</p> <p>Finally, Ss complete a labelled graph about Child labour on Google Doc using the previous text.</p> <p>Students reflect upon what</p>	<p>Labelled graph about child labour.</p> <p>Google Doc with the student's journal.</p>	
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Reflection	write about it	they did on the lesson by writing a journal. They answer a set of questions: 1.How do I feel using computers? 2. What did I learn today? 3. What difficulties did I have to understand the text? 4. How much did the teacher help me ? 5. How much did the graph help me to understand the text? 6. How much did the computer help me to understand the text ?		10 minutes
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The Lesson Plan 3

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Identify the stages in an argumentative text (Introduction, thesis statement, arguments, evidences and conclusion)
- Identify evidences used to support arguments.
- Understand the relationship between sentences or parts of text where linkers are used
- Use a graph to organize information.

Assumed knowledge: reading strategies (scanning, guessing meaning from the context), meaning of linkers.

Material/Resources: Google Doc (powerpoint presentation, worksheet)

Class stage	Objective	Activities students will perform and teacher's procedure	Material/Resources	Allowed Time
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<p>Beginning (1) <i>Contextualization</i></p>	<p>Understand the purpose of an argumentative text. Recognize features of an argumentative text and analyze and deconstruct it.</p>	<p>Teacher greets students and calls the rolls.</p> <p>T shows Ss a set of picture about magazines focused on farmers and rural areas. T tells Ss that “Once upon a time, there was a kid that read an article about farms and cities. The article said that “Many farm kids want to live in the city”. The little farmer kid read the article and felt offended and decided to write back a paper saying the opposite.” T reminds Ss that this kid is writing to the magazine to demonstrate that they are wrong and to make her point about this issue.</p> <p>Ss click on reading section called <i>The farming life for me</i>. T tells Ss that since this kid is trying to demonstrate an opposite idea, he needs to write his arguments and evidences on a paper. This type of text is considered an argumentative text. T explains to Ss the purpose and stages of the text (introduction, thesis statement, arguments and evidences and conclusion).</p>	<p>Attendance list</p> <p>GoogleSlide: The explanation (Teacher) argumentative text, the stages, and the modelling text <i>The farming life for me</i></p>	<p>5 minutes</p> <p>55 minutes</p>
<p><i>Prepare to read</i></p>				

<p><i>Deconstruction of the text</i></p>		<p>T and Ss read the introduction line by line. T tells Ss what the purpose of the intro is. Then, T reads the first argument and the evidences (personal experiences). Afterwards, T reads the second argument and evidences (personal experiences) and Ss read the next paragraph while identifying the arguments and evidences. Finally, T reads to Ss the conclusion while telling them that the purpose of the conclusion is to reiterate the thesis statement. T highlights the reiteration on the text.</p>		
Elaboration	Use a graph to organize information of an argumentative text	T tells Ss that they are going to represent the information of the previous text on a graph. T elicits pieces of information that need to be included on the graph.	Graph: The Farming life of me	10 minutes
	Identify linkers to connect ideas	T shows to students linkers identified in the text such as <i>and, in fact, first, second, or, at the same time, in addition, finally</i> . And asks students to identify when they can use	HotPotatoes exercises on a Google Site (School account)	20 minutes

Reflection	Reflect upon the class and write about it	<p>these words reading the examples in the text. T shows ss more linkers and when they can use them (<i>On the other hand, however, because, firstly, / secondly / thirdly, then, in conclusion</i>)</p> <p>Ss click on practice section. They complete different types of exercises (Matching, Jumble sentences)</p> <p>Students reflect upon what they did on the lesson by writing a journal. They answer a set of questions:</p> <ol style="list-style-type: none"> 1-Did you understand the text? 2-What part of the text was difficult? 3-What else do you want to know? 4-What activity of the lesson helped you to understand the knowledge? 5-How did you feel using computers? 6-What did you learn today? 7-How much did the teacher help you? 8-How much did the computer help you? 	GoogleDoc with the student's journal .	10 minutes
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The Lesson Plan 4

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Identify the stages and linguistic features of an argumentative text (Introduction, thesis, arguments and conclusion)
- Use a graph to organize information.
- Understand the relationship between sentences or parts of text where linkers are used.
- Use an online word-processing software to plan a text collaboratively.
- Write an argumentative paragraph with the help of the teacher.

Assumed knowledge: Answer questions (yes/no questions, information questions), reading strategies (scanning, guessing meaning from the context), and recognize features of an argumentative text, present simple, past tenses, future tenses, modals verbs and linkers.

Material/Resources: Google Doc (powerpoint presentation, writing worksheet)

Class stage	Objective	Activities students will perform and teacher's	Material/Resources	Allowed Time
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		procedure		
<i>Prepare to read</i>	Recognize features of an argumentative text and analyze and deconstruct it.	<p>Teacher greets students and calls the rolls.</p> <p>Ss click on reading section called “<i>An urgent call to stop child labour</i>”, T explains to students it is an argumentative text that highlights the necessity to stop child labour, let children live their childhood doing things that children do at their age, and protect them from risk situations. This text presents arguments and evidences, information that they can obtain in each one of the paragraphs. T asks Ss to work in pairs and click in a graph to identify stages of the text (introduction, thesis statement, arguments and evidences and conclusion)</p>	<p>Attendance list</p> <p>Google Doc: Text: Child labour</p> <p>Teacher’s explanation about the argumentative text.</p> <p>Labelled graph: <i>An urgent call to stop child labour.</i></p>	<p>5 minutes</p> <p>50 minutes</p>

<p>Joint construction</p>	<p>Be more familiar with the the thesis statements, arguments and the evidences that support the the thesis.</p>	<p>by completing the graph. Then, T and Ss read the text paragraph by paragraph, and asks ss to share the paragraph and sentences that are part of each stage while T tells them what is the purpose of each paragraph.</p> <p>T and Ss make together a list of possible thesis for an argumentative text in a Google Doc. Then, the whole class choose one thesis statement, and think about two arguments and evidences to support the thesis statement, and write the information on the Doogle Doc together with the teacher for the first argument, more independently for the second</p>	<p>Google Doc: Thesis statements list</p> <p>Google Doc: Joint construction (thesis statement, arguments and evidences)</p>	<p>35 minutes</p>
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Reflection	Reflect upon the class and write about it	Ss reflect upon what they did on the lesson by writing a journal. They answer a set of questions: 1. Did you find useful to write the thesis statement, arguments and evidences collaboratively? 2. What did you learn today? 3. What difficulties did you have in the class? 4. How much did the teacher help you to understand the lesson? 5. How much did the computer help you to participate in the lesson?	GoogleDoc with the student's journal .	10 minutes
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The Lesson Plan 5

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Write arguments and support them.
- Plan an argumentative text collaboratively.
- Use metacognitive strategies such as brainstorming, drafting, and editing.
- Use linkers to express relationship between sentences or parts of text.
- Use an online word-processing software to write collaboratively in the construction of an introduction, body paragraph and a conclusion.

Assumed knowledge: recognize features of an argumentative text, present simple, past tenses, future tenses, modals verbs and linkers.

Material/Resources: Google Doc/ Google Slides

Class stage	Objective	Activities students will perform and teacher's procedure	Material/Resources	Allowed Time
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<p>Middle <i>Joint-construction</i></p>	<p>Work collaboratively in the construction of an introduction, a body, and a conclusion in an argumentative text.</p>	<p>Teacher greets students and calls the rolls.</p> <p>T presents a set of slogans to Ss. T makes Ss focus on the slogans about education and child labour. T tells them that they have the opportunity to send a paper to a mother/father that has a child working in the industry of cutting flowers in Medellin -Colombia. T tells that they need to convince that family with their arguments to stop that situation. T starts writing the introduction and asks Ss to open a shared file to continue writing the introduction in pairs (previously shared with the Ss and T). T reminds them the models showed in the previous sessions.</p> <p>Each group continues</p>	<p>Attendance list</p> <p>Slide of Slogans (teacher only)</p> <p>Google Doc: Shared file with the whole class:</p>	<p>5 minutes</p> <p>85 minutes</p>
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Reflection	Reflect upon the class and write about it	<p>working in the writing of the body and conclusion collaboratively. Volunteers read their text. T shares some comments and suggestions. Ss make the necessary adjustments.</p> <p>Students reflect upon what they did on the lesson by writing a journal. They answer a set of questions:</p> <ol style="list-style-type: none">1. What did you learn today?2. What part of the text was difficult to write?3. How much did the teacher help you?4. How much did the computer help you?5. How did you feel writing a text collaboratively?6. What did you find useful in the lesson?7. Did you find the online word-processing useful to write collaboratively?	GoogleDoc with the student's journal .	10 minutes
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The Lesson Plan 6

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Use a rubric collaboratively to assess an argumentative text.
- Use the stages and linguistic features of an essay (Introduction, thesis statements, arguments, conclusion).
- Write arguments and support them.
- Identify and use linkers to connect ideas and write information coherently.
- Use an online word-processing software to write individually an essay.

Assumed knowledge: Answer questions (yes/no questions, information questions), express opinions, reading strategies, and recognize features of an argumentative text, present simple, past tenses, future tenses, modals verbs and linkers.

Material/Resources: Google Doc (powerpoint presentation, worksheet)

Class stage	Objective	Activities students will perform and teacher's	Material/Resources	Allowed Time
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		procedure		
Middle <i>Joint construction</i>	Analyze the whole class construction implementing a rubric in order to assess the essay.	Teacher greets students and calls the rolls. T asks Ss to read the text written in last session individually. Then, T shows them the rubric, and reads criterion by criterion. T assesses the first part of the text and then T and Ss assess the text collaboratively.	Attendance list Google Doc: Argumentative text grading rubric . (Teacher only)	5 minutes 30 minutes
End <i>Independent construction</i>	Work independent in the construction of an argumentative text.	T asks students to write an argumentative text by themselves using Google Doc. Each student opens a file on Google Doc and share the file with the teacher. T presents a set of statements (slogan list about child labour) and students choose one to write the text. T checks	Slogan list : child labour Students' Google Doc file shared with the teacher.	50 minutes

Reflection	Reflect upon the class and write about it	<p>progress on Google Doc. Students should be able to brainstorm ideas for writing their essay.</p> <p>Students reflect upon what they did on the lesson by writing a journal. They answer a set of questions:</p> <ol style="list-style-type: none">1. What did you learn today?2. What part of the text was difficult to write?3. How much did the teacher help you?4. How much did the computer help you?5. How did you feel writing a text individually?6. What did you find useless in the lesson?7. Did you find the online word-processing useful to write?	GoogleDoc with the student's journal .	15 minutes
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The Lesson Plan 7

Teacher's name: Eder J. González Chacón.	Unit/topic: Child labour
Grade: 10th	Subject: English
Level: A2	Area: Humanities
Average age of the students: 14-17	Number of the students: 14
Allotted time: 100 minutes	Quarter: 3

Goal: Development of writing skill

General objective: By the end of the unit, students will be able to write argumentative essays in a coherent and cohesive way.

Specific objective: By the end of this lesson, students will be able to...

- Use a rubric to assess their partners' essays.
- Use the stages and linguistic features of an essay (Introduction, thesis, arguments, and conclusion).
- Use metacognitive strategies such as brainstorming, drafting, and editing.
- Use an online word-processing software to write individually an argumentative text.

Assumed knowledge: Answer questions (yes/no questions, information questions), express opinions, reading strategies, and recognize features of an argumentative text, present simple, past tenses, future tenses, modals verbs and linkers.

Material/Resources: Google Doc (powerpoint presentation, worksheet)

Class stage	Objective	Activities students will perform and teacher's procedure	Material/Resources	Allowed Time
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<p style="text-align: center;">End</p>	<p>Work individually in the construction of an argumentative text.</p>	<p>Teacher greets students and calls the rolls.</p>	<p>Attendance list</p>	<p>5 minutes</p>
<p>Independent construction</p>	<p>Work individually in the construction of an argumentative text.</p>	<p>Ss check comments given by the teacher, and they edit and continue working in the construction of their argumentative text. T checks progress on Google Doc.</p>	<p>Students' Google Doc file shared with the teacher.</p>	<p>50 minutes</p>
	<p>Analyze students' independent work implementing a rubric in order to assess the essay.</p>	<p>Ss click on the feedback section in which they find a rubric to evaluate argumentative texts. T asks them to work in pairs and apply the rubric to the text that was written by them. Finally, Ss analyze their scores, texts and make the necessary adjustments individually.</p>	<p>Google Doc: Argumentative text grading rubric.</p>	<p>30 minutes</p>
	<p>Reflect upon the class and</p>	<p>Students reflect upon what they did on the lesson by</p>	<p>GoogleDoc with the</p>	<p>15 minutes</p>

Reflection	write about it	writing a journal. They answer a set of questions: 1. What did you learn today? 2. What part of the text was difficult to write? 3. How much did the teacher help you? 4. How much did the computer help you? 5. How did you feel writing a text individually? 6. What did you find useless in the lesson? 7. Did you find the online word-processing useful to write?	student's journal.	
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Appendix G: Materials – Unit Child Labour**Lesson 1**

https://docs.google.com/document/d/1ZJoctQ0H5C_p1o7s7GRDIn2UesvWbsloQEnkNdWHpNE/edit?usp=sharing

Lesson 2

https://docs.google.com/document/d/1BHwl0PgYnUpn-XEmgrddFFKKN5NNUYx_0uy5c3xB4k/edit?usp=sharing

Lesson 3

https://docs.google.com/document/d/1sK_fxJZoKo0GAqLtP6lOn3aZh7VoiTv0PjEf6rREBwg/edit?usp=sharing

Lesson 4

<https://docs.google.com/document/d/1bYInKwZok1JxoK1wZYXXIK1cte6iFr0rTz15GJYzztA/edit?usp=sharing>

Lesson 5

<https://docs.google.com/document/d/1Ztf1PHwLUnI3uvk-owI6W943vHt952SL-iCNAJls/edit?usp=sharing>

Lesson 6/7

<https://docs.google.com/document/d/1C6PF03EUncoCSXXiNgduNq0PfhEGH6aoYRpfBgfx4vk/edit?usp=sharing>

Appendix H: Summary of Observation Categorization

CATEGORIES	L-1	L-2	L-3	L-4	L-5	L-6	L-7
COMPUTER ASSISTED LANGUAGE LEARNING							
<i>TECH INSTRUCTION</i>							
Tech instruction	23	12	6	8	4	4	0
Tech management	1	0	0	0	1	1	1
Personalized tech instruction.	1	2	4	0	5	0	2
Repetition of tech instruction	2	4	0	0	0	4	0
Personalized repetition of tech instruction	2	0	4	0	0	0	0
<i>TECH PROBLEM</i>							
Tech inconven	4	6	5	2	2	1	5
Solving tech inconven	1	1	2	1	0	1	1
GENRE PEDAGOGY							
<i>MODELLING</i>							
Modelling description	1	3	5	10	1	0	0
Modelling the procedure of language	4	2	4	1	0	0	0
Modelling example	2	1	4	1	2	1	0
Modelling answer	8	5	5	1	2	0	0
Modelling rubric usage	0	0	0	0	0	3	0
<i>PREVIEWING</i>							
Preview content of text/video	2	2	5	0	0	0	0
Preview stages	0	0	0	1	0	0	0
Preview content of stage	0	0	2	0	0	0	0
<i>CONTEXTUALIZING</i>							
Provide context info for writing	0	0	0	0	1	0	0
Contextualize	0	0	1	1	0	0	0
Eliciting info next stage	0	0	0	0	0	0	3
Building the field	0	0	1	1	0	0	0
Stating social purpose of the text	0	0	1	0	0	0	0
Provide background info about stage of text	0	0	0	1	1	0	2
<i>EXPLANATION</i>							
Explaining the stages on argumentative expository text	0	0	3	0	0	0	1
Explaining purpose of (a) stage(s)	0	0	4	0	0	0	0

Explain global organization of text	0	0	0	0	0	1	0
Explaining purpose of stages of argumentative exposition text	0	0	4	0	0	0	0
Explaining argument	0	0	1	0	0	0	0
Explaining the title's purpose	0	0	0	0	0	1	0
DECONSTRUCTION							
Deconstruct conclusion	0	0	0	1	0	0	0
OTHERS							
Announce following stage	0	0	0	1	0	0	0
TEACHER'S ROLE							
INSTRUCTION							
Activity instructions	2	9	2	5	4	6	2
Personalized repetition of instruction	9	1	0	0	0	0	0
Personalized instruction	4	2	2	0	2	1	15
Repetition of instructions	1	2	8	2	3	9	1
Announce new activity	2	2	2	0	0	1	0
Regulative discourse	1	4	3	2	1	3	2
FEEDBACK							
Pronunciation corrective feedback	3	0	2	5	0	0	0
Grammar corrective feedback	0	1	0	0	0	0	2
Lexical item feedback	2	0	0	0	0	0	1
Provide feedback	0	0	0	0	0	1	1
EVALUATION							
Ev +	5	2	8	8	1	2	10
Ev -	2	0	2	1	0	0	0
Affirm	11	14	18	38	7	6	2
PREPARATION							
Prepare to read	2	3	7	3	0	0	0
Prepare to write	0	0	0	0	3	0	0
Prepare: activating background info	0	1	0	0	1	0	0
ELABORATION							
Elaborate on student's participation	4	10	1	1	0	0	0
Elaborate answer	0	1	0	0	0	0	0
FOCUSING							
Focusing: Asking for expansion	1	2	1	2	0	0	0

Focusing: Specific questions	0	0	0	1	0	0	0
Focusing: Specific info	4	7	6	15	2	4	3
Focus on cohesive device	0	0	1	6	1	0	0
Focusing: lexical item	3	6	2	10	0	0	0
Focus on the mechanics of writing	0	0	5	1	1	0	0
EXPLANATION							
Lexical item explanation	1	9	2	7	0	2	0
Grammar item explanation	0	1	2	0	0	0	0
Cohesive device explanation	0	0	2	0	0	0	0
T asks SS to explain a part of the text	0	0	0	1	0	0	0
PROVIDE							
Provide background info	0	0	0	2	0	2	0
TPLI (Teacher provides lexical item)	1	2	3	2	6	1	9
Provide further explanation.	1	0	4	21	2	12	2
TSNE (Teacher supplies needed expression)	21	7	4	1	0	0	0
Expanding	0	0	5	14	2	0	2
ELICITING							
Eliciting description	15	15	3	0	0	0	0
Eliciting answers	5	4	2	1	0	0	0
Eliciting further thinking	20	21	5	13	1	0	6
Eliciting term	0	0	0	0	0	0	2
Eliciting for using cohesive device	0	0	0	1	0	0	3
Request specific info	12	1	9	0	0	0	0
READING							
Read aloud	4	2	2	8	2	1	1
Read examples	1	0	0	0	0	0	0
Ask SS to read	0	0	3	3	0	0	0
VERIFICATION							
Verify progress	4	5	2	0	1	0	0
Checking understanding	0	0	2	0	0	0	3
OTHER							
Recast	15	8	2	7	0	1	0
Prompt	2	0	1	2	0	0	0
Power display	0	0	2	1	1	1	3

STUDENT'S ROLE							
READING							
Read aloud text	1	0	14	19	0	0	0
Read example aloud	2	0	0	0	0	0	0
REQUESTING							
SRLI (Student requests lexical item)	24	10	7	3	8	1	9
Request clarification	26	8	10	7	12	14	10
Request permission	1	2	1	2	0	2	3
Ask for help	1	7	5	1	1	0	17
Ask for confirmation	4	3	0	0	0	0	1
Asking for specific info	2	3	0	0	0	0	0
Asking for revision	0	1	0	0	0	0	10
DEVELOPMENT OF TASK							
Provide description	7	19	2	0	0	0	0
Provide answer	21	9	2	0	0	0	0
Propose	11	8	23	39	2	1	6
Elaborate description	7	1	0	0	0	0	0
Identify	1	7	12	27	1	4	3
VERIFICATION							
Dealing with metalanguage	0	0	1	1	1	2	0
OTHERS							
Emotional reaction	7	1	0	0	0	0	0
Resistance	0	1	1	1	1	2	2

Appendix I: Classroom Observation Categories

Computer Assisted Language Learning	Genre Pedagogy	Teacher's role	Student's role
<p>TECH INSTRUCTION -Tech instruction -Tech management -Repetition of tech instruction. -Personalized tech instruction. -Personalized repetition of tech instruction</p> <p>TECH PROBLEM -Tech inconven -Solving tech inconven</p>	<p>MODELLING -Modelling description -Modelling the procedure of language -Modelling answer -Modelling example -Modelling rubric usage</p> <p>PREVIEWING -Preview content of text/video -Preview stages -Preview content of stage</p> <p>CONTEXTUALIZING -Provide context info for writing -Contextualize -Eliciting info next stage -Building the field -Stating social purpose of the text -Provide background info about stage of text</p> <p>EXPLANATION -Explaining the stages on argumentative expository text -Explaining purpose of (a) stages -Explain global organization of text -Clarify function of stages of argumentative exposition text -Explaining first argument -Explaining the title's purpose -Announce following stage</p> <p>DECONSTRUCTION -Deconstruct conclusion</p>	<p>INSTRUCTION -Activity instructions -Personalized repetition of instruction -Personalized instruction -Repetition of instructions -Regulative discourse -Announce new activity</p> <p>FEEDBACK -Pronunciation corrective feedback -Grammar corrective feedback -Lexical item feedback -Provide feedback</p> <p>EVALUATION -Ev + -Ev - -Affirm</p> <p>PREPARATION -Prepare to read -Prepare to write -Prepare: activating background info</p> <p>ELABORATION -Elaborate on student's participation -Elaborate answer</p> <p>FOCUSING -Focusing: Asking for expansion -Focusing: Specific questions -Focusing: Specific info -Focusing on cohesive device -Focusing: lexical item -Focusing on the mechanics of writing</p> <p>EXPLANATION -Lexical item explanation -Grammar item explanation -Cohesive device explanation -T asks SS to explain a part of the text</p> <p>PROVIDE</p>	<p>READING -Read aloud text -Read example aloud</p> <p>REQUESTING -SRLI (Student requests lexical item) -Request clarification -Request permission -Ask for help -Ask for confirmation -Asking for revision -Asking for specific info</p> <p>DEVELOPMENT OF TASK -Provide description -Provide answer -Propose -Elaborate description -Identify</p> <p>VERIFICATION -Dealing with metalanguage</p> <p>OTHERS -Emotional reaction -Resistance</p>

		<ul style="list-style-type: none"> -Provide background info -TPLI (Teacher provides lexical item) -Provide further explanation. -TSNE (Teacher supplies needed expression) <p>EXPANDING</p> <p>ELICITING</p> <ul style="list-style-type: none"> -Eliciting description -Eliciting answers -Eliciting further thinking -Eliciting term -Eliciting for using cohesive device -Request specific info. <p>READING</p> <ul style="list-style-type: none"> -Read aloud -Read examples -Ask SS to read <p>VERIFICATION</p> <ul style="list-style-type: none"> -Verify progress -Checking understanding <p>OTHER</p> <ul style="list-style-type: none"> -Recast -Prompt -Power display 	
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Appendix J: Observations Categorization

Ss: Students

S: Student

T: Teacher

XXX: (Not possible to be understood)

Use of capitalization: (High level voice)

(...): ten seconds or more have elapsed

Italics: These are comments by the observer

Observation Transcript 1

Lesson 1			
		Regulative discourse	Class instructions
1.	(Students were waiting for the door to be opened)		
2.	T: Ok girls, come in.		
3.	S: Ya podemos entrar.		
4.	T: Hurry up		
5.	T: Hurry up, please		
6.	T: remember where to sit		
7.	S: ¿puedo sentarme donde yo quiera?		
8.	T: You know where you have to sit. I will tell you where (...)		
9.	T: ok Valerie here, Borelly here (T is pointing some computers) Hurry up, please.		
10.	S: Estás grabando.		
11.	S: hay dos cámaras.		
12.	(students are coming in)		
13.	T: Look for your place. Hurry up.		
14.	T: Sit down.		
15.	T: No, that's not your place. Look for your place, please.		
16.	S: Eder (<i>as if asking where she should sit</i>)		
17.	T: I will tell you where you are. Let me show you. (<i>T is presenting a slide with the assigned computer per student</i>)		
18.	S: Eder, No		
19.	T: Valerie, Daniela Rincón, after that Valerie Danna Andrea Nathalia Ching Valentina		
20.	S: Here, ok		

21.	T: Nathalia Ching then Valentina.		
22.	S: Salinas.		
23.	T: Valentina Salinas is next to Andrea Mestre, then Luisa and then Adriana.		
24.	T: Paula, you are there, the last one there.		
25.	T: Juliana, you are here. In this line.		
26.	T: So, we have here, Nathalia Ching		
27.	S: Here.		
28.	T:Lara		
29.	S: Aquí		
30.	T: Here		
31.	S: I am calling Lara		
32.	T: That's your place. Where is it?		
33.	T: Angela		
34.	S: Here		
35.	S: I'm here		
36.	S: Arriba		
37.	T: ok perfect, Who is missing?		
38.	T: Rincón		
39.	T: Valentina Lopèz.		
40.	S: I have a problem.		
41.	T: What? What is the problem?		
42.	T: ok let's start simple girl, I... give one second		
43.	S: my computer do not have this.		
44.	T: Give me one second		
45.	S: Eder		
46.	T: Give me one second.		
47.	S: The computer?		
48.	T: Yes		
49.	S: don't have... don't have.		
50.	S: How do you say puerto para los audífonos?		

51.	T: (T approaches the student's computer) Ah no no, choose another computer. You can choose this one.			
52.	S: My computer has...			
53.	T: Yeah, yeah. It's right here.			
54.	S: El mio tampoco.			
55.	T: So, girls. Now I want you			
56.	S: a gmail?			
57.	T: Give me one second. I want you to open. I want you to open your gmail account. So, on your gmail account, I sent! I sent a file. I want you to open that file, please. Do it right now.	Tech instructions		
58.	S: what is the...			
59.	T: the password is- For this portal cautivo, you are going to use mine or if you want use informatica.			
60.	S: What is that?			
61.	T: the password is... It's info2015			
62.	S: Eder, ¿cual son los números para poner la arroba?			
63.	T: Alt+64			
64.	S: Yes			
65.	S: ¿Con que sale la @?		Request clarification Tech instruction	
66.	S: ¿Cuál es la contraseña?			
67.	T: The password is info2015			
68.	T: Ok, it's very important ehhe ehhe...			
69.	T: You're late. Ok that's fine.			
70.	S: Eder			
71.	S: Yo voy donde ella.			
72.	T: Spanish is contamination girls. So, if you do not remember your place. That's your place. So, <u>I sent you a document. I want you to open that document.</u>	Tech instruction		
73.	S: Tú vas al lado de Estefania.			
74.	S: Eder			
75.	T: Where are you, Daniela? Next to Borelly. Vale! There! Luisa Adachi here. There. Ok Did you all open the Google document?			
76.	S: Nooo!			

77.	T: Ok! It's slow. Ok Don't worry. You have to open that document. Some of you have it in English and some of you have in Spanish. It says Abrir documento. On your gmail account. I sent it there yes!	Tech instruction
78.	S: Repeat	
79.	T: ok! So, all of you are there?	
80.	S: Yes	
81.	S: No	
82.	S: Yes	
83.	T: (<i>T is walking around the classroom and checking students' computer screen</i>) Ok let me see. Ok yes you are there. Open it please. Open it please. Open it.	Tech instruction
84.	S: Can I sit next to Latorre?	
85.	T: Ok ok. I think that you already opened that.	
86.	T: Ok. Let's continue.	
87.	S: Wait	
88.	T: Ok, so	
89.	S: Eder but wait	
90.	T: Ok open. Did you open? Did you open it? Yes. Did you open it? Who is missing to open the document? Click on here, lesson one. So, lesson one. Yes. Yeah I know what it's your case.	Tech instruction
91.	S: Eder	
92.	T: What is missing? The one that is missing (<i>T is talking to one student</i>)	
93.	S: I don't know what happens to my computer.	Tech inconven
94.	T: Let me help you. Can I see? Please	
95.	S: Can I go to?	
96.	T: What? Noo no leave it on.	
97.	S: Nooooo	
98.	T: It's... (<i>T is working on S' computer</i>)	Solving tech inconven
99.	S: Ok	
100.	T: Ok	
101.	S: Gracias	
102.	T: So, let's continue. Let's wait	

103.	S: No		
104.	T: Change the computer. This is better. So, today the class ...we are going to start. Give me one second. Give me one second. Let me open it on my computer. Cormane! Spanish is contamination.		
105.	T: Ok, so		
106.	S: metete en mi correo		
107.	T: So, listen carefully. I want you to pay attention to me at this point of the class. Pay attention to it. To me, sorry. You are going to see. Girls, please. You are going to see. Valentina. What are you doing, Vale, please? You are going to see a set of pictures. I am going to show you a picture. I mean some pictures, a set of pictures and you should say aloud what you can see in each picture. How are you going to answer? Very simple. You are going to use the following phrases. The following phrases are: In the picture, or in the photo, or I see and then you tell what you can see.	Activity instructions Modelling answer	Pictures description
108.	S: Eder		
109.	T: I am going to give an example. I am going to give an example. Or another way, you can say, it seems, it seems... it seems that there is whatever it is or there are... when you see the picture.	Modelling answer	
110.	S: What is seem?	Requests clarification	
111.	T: Example: it looks like it's that. That's the meaning of seem. Ok, so, look at this example. This is an example. Pay attention to this example because in this way we are gonna be doing the activity. So, if you click on the first slide, it says check out the slides. Click on there. I want you to click on there. You are going to see this (<i>T is pointing on the TV screen</i>) Don't try others, just check this. What do you see in this picture? Danna, can you read this, please?	Lexical item explanation Modelling example	
112.	S: In this picture, I see two children. They are playing with a ball. They are at school or in a park. There are adults that supervise.	Reads example out loud	
113.	T: Supervise	Pronunciation corrective feedback	
114.	S: Supervise them.		
115.	T: ok, in this picture... I told you to use "in this picture". Remember that you can say: In this picture, I see or what is the other option?	Modelling the procedure of language	
116.	S: it seems...		

117.	T: it seems... exactly. In this picture, I see TWO CHILDREN. So, as you can see here, there are two children.	Modelling the procedure of language
118.	S: but children is not a children.	
119.	T: They are like... We don't know the age but they are still children. So, what are they doing here?	Eliciting description
120.	S: they are playing.	
121.	T: They are playing with what?	Eliciting further thinking
122.	S: With a ball.	
123.	T: With a ball. Excellent. They are having fun. Do you think they are having fun?	Affirm Ev+
124.	S: Yes.	
125.	T: Yes right. They look like. Where do you think they are are? According to this, they are at...	Eliciting description
126.	Ss: at school or in a park	
127.	S: at school	
128.	T: but here it says that they are at school.	
129.	S: How do you say Monja?	SRLI
130.	T: Ah! Nun!	TPLI
131.	S: there is a nun.	
132.	T: No, I think that that's another country. What do you think?	Ev- Eliciting further thinking
133.	S: Eh aja	
134.	S: Yes, but (...)	Propose
135.	S: She is in the...	
136.	T: in the Emirates?	TPLI
137.	S: Yes	
138.	T: Probably...exactly. Can you see those are adults? They are supervising them. Ok, look at how you need to answer when I show you the pictures and how you are going to say. In this picture I see or there are... I'm gonna be asking you question with the next... with the next... picture. What do you see in picture? Borelly, What do you see in this picture?	Modelling the procedure of language
139.	S: In this picture, I see the three children and cooking.	

140.	T: Do you see three children or four children?	Eliciting further thinking
141.	Ss: FOUR	
142.	T: Where is the other one? Behind.	
143.	S: yeah but it is not enfoc... How do you say enfocar?	SRLI
144.	T: It's not... it's not clear there right?	TSNE
145.	S: There.	
146.	T: In the picture, but there are four. They are cooking. You said?	
147.	T: Yes. Where do you think they are?	Eliciting description
148.	S: ME!	
149.	S: Prepare a salad.	Elaborate description
150.	T: What?	Eliciting further thinking
151.	S: In the lobby.	
152.	T: Where?	Eliciting further thinking
153.	S: In the lobby.	
154.	T: They are preparing a salad.	Recast
155.	S: Veg... Veg... Vegetales	
156.	T: Do you think that they are having fun?	
157.	Ss: Yes	
158.	T: Because they are cooking, they look happy. Don't you? They are happy.	Modelling description
159.	S: Noooo. I think that it's an activity for the school.	
160.	T: Ok, it's an activity for the school. Hey I have one question. Adriana please cell phone. Do you think this can happen at school?	
161.	Ss: YES!	
162.	S: In United States, It's an extracurricular. How do you say extracurricular?	SRLI
163.	T: Enrichment activities.	TSNE
164.	S: No, here in Barranquilla, there is a school that they... Yes...	
165.	T: Enrichment activity. Ok next. Valentina please.	

166.	S: How do you say gastronomía?	SRLI
167.	T: Gastronomy. What about in this one? Mestre? What do you see in this picture?	TSNE Eliciting description
168.	S: Two.	
169.	T: Mestre Mestre.	
170.	S: Two children.	
171.	T: How many? Two children.	
172.	S: Four	
173.	S: Six	
174.	S: Five	
175.	T: But the ones that are here. You can see.	
176.	S: Two.	
177.	T: Do you think they are in Colombia?	
178.	Ss: NOO	
179.	S: Yes	
180.	T: Where do think they are?	Eliciting further thinking
181.	S: In Africa	
182.	T: Maybe	
183.	S: In La Guajira.	
184.	T: Do they look that have a good social stratum?	
185.	Ss: No	
186.	T: No. This is a school?	
187.	Ss: YES!	
188.	S: maybe	
189.	T: Why?	Eliciting further thinking
190.	S: because the children are sad and the school	Propose
191.	T: Yes, the school	
192.	S: it's bad.	Emotional reaction
193.	S: I see two children that are paying attention at this moment.	Provide description

194.	T: they are....	Eliciting description
195.	S: It's a... the books, no there is no a book	
196.	T: But they don't have books or do they have books here?	
197.	S: No	
198.	T: It's like a little board. Sánchez, please. They are paying attention to whom? Do you see if they are paying attention?	
199.	S: Yeah.	
200.	S: I think that the children are sad	Provide description
201.	T: They are sad? That is a very important thing. <u>Why do you think they are sad?</u>	Eliciting further thinking
202.	S: Because of the expression of... I think that, in spanish, how do you say "ida", está como ida.	
203.	T: They are like thinking about something else. Do they look tired?	
204.	S: Yes.	
205.	T: Valery what do you think, do they look tired? Do you think that they look tired? Like (<i>T mimes "someone being tired"</i>).	Request specific info
206.	S: Ahh, no.	
207.	T: No, Just sad	
208.	S: Yes	
209.	T: Ok, we don't know why?	Eliciting further description.
210.	S: No, they are happy to be there because they are studying but it's the situation previous to that.	Provide answer
211.	S: or maybe they are paying attention to the person that is talking with her.	Provide answer
212.	T: Ok, it makes sense. Ok. What about this one?	
213.	S: me, me, me	
214.	T: Ok, what do you see in this picture?	
215.	S: I see children from a different country and she... she see the computer at... the computer	Provide description
216.	T: Ok.	
217.	S: but this computer it's not real	Propose
218.	T: This computer it's not real? It's a toy computer?	Recast

219.	Ss: Yes!	
220.	Ss: No!	
221.	S: Maybe it's a computer for children	Elaborate description
222.	T: Probably it's a computer designed for children, yeah, that's true, that's excellent. Is she concentrated?	Recast Affirm Ev+ Eliciting further thinking
223.	Ss: Yes!	
224.	T: Ok, yeah, she looks like she is having fun with that computer because she is smiling. Sánchez, please. Ok, so, what do you see in this picture?	Eliciting description
225.	Ss: A family	
226.	S: Me! (<i>S raises her hand</i>)	
227.	T: Ok, Ching	
228.	S: I see a family	Elaborate description
229.	T: you see a family?	
230.	Ss: No, a doctor.	
231.	S: I wanna say. I see... no cállate..	
232.	T: Please, what is that?	
233.	S: I see a doctor and she is "acompañada"	Elaborate description SRLI
234.	T: She is with...	TSNE
235.	S: Her mom.	
236.	T: Ok, she is with the doctor and she is with her mom. Ok. What about this one?	Eliciting description
237.	S: No	
238.	T: ah ok, I'm sorry. It's this one. What can you see here?. Sanchez, sanchez.	Eliciting description
239.	S: In this picture I see the father with your baby.	Provide description
240.	T: With his baby.	Lexical item feedback
241.	S: With his baby.	
242.	T: Excellent.	Ev+

243.	S: And the love that he is... how do you say "amoroso"?	SRLI
244.	T: With love.	TSNE
245.	S: He sees with love	
246.	T: Ok, lovely eyes. Ok, do you think he is from this country?	Request specific info
247.	Ss: No!	
248.	T: Why not?	Request specific info
249.	S: In the "rostro"	SRLI
250.	T: In his face	TSNE
251.	S: In his face he has characteristics	Elaborating description
252.	T: features	Lexical item feedback
253.	S: of (...)	
254.	T: Ok, probably. Yes, Ching	
255.	S: I see a children, he has a problem or como se dice	Elaborating description SRLI
256.	T: How do you say...?	
257.	S: How do you say "desnutrición"?	SRLI
258.	T: Oh really, do you think that they are in innutrition?	TSNE Eliciting description
259.	Ss: No!	
260.	S: xxxx	
261.	T: Ok, let's continue with this one. What about this guy?	Eliciting description
262.	S: That he is in the school and her name is Bryan	Elaborating description
263.	T: What's his name?	
264.	Ss: Bryan!	
265.	S: He is the Bryan!	
266.	Ss: Hahahaha	Emotional reaction
267.	T: Hahaha, ok, ok, ok. How old do you think this guy is?	Eliciting description
268.	S: 5	
269.	S: 6	

270.	S: 7		
271.	S: 14		
272.	T: Is he a teenager or a child?	Eliciting answer	
273.	Ss: a child	Propose	
274.	T: a child, ok, ok, that's important. Ok, what about here? What is happening here? What can you see Laura?	Affirm Ev+ Eliciting description Focusing: asking for expansion	
275.	S: They fight	Elaborate description	
276.	T: They are fighting?	Eliciting further thinking	
277.	S: Yes		
278.	T: Who are they? They are what? They are teenagers, children...	Eliciting further thinking	
279.	S: Children	Identify	
280.	T: they are children?	Eliciting further thinking	
281.	S: in the middle of the teenager and children	Propose	
282.	T: ok, in the middle of teenagers and children. What do you think Pertuz?	Eliciting further thinking	
283.	S: Children		
284.	T: They are children?	Eliciting further thinking	
285.	S: Yes		
286.	T: They are children. or in the middle		
287.	S: and, and, he is como	SRLI	
288.	T: He is like...	TSNE	
289.	S: Stop the... the... como que tregua, como que ya	SRLI	
290.	T: He doesn't want to fight	TSNE	
291.	S: And the other one		
292.	T: And the other one is the one who	Eliciting description	
293.	S: Punch in the face	Elaborate description	
294.	T: Oh, that's really sad. Ok, so, now girls, now this is what we are gonna do. I want you to close the slides, just	Tech instruction	Watching a video

	the slides, so you back to the lesson on the computer please, close the slides, close the slides, not the lesson, where you see the lesson. So, in the lesson I want to tell you that we are going to watch a video, liste, we are going to watch a video. We are going to watch that video once, when we watch that video then you are going to click on the next picture. The video is on the second one, ok? The one that says "watch children's rights". So, you are going to watch that video, I want you to plug your earphones to watch the video, ok? If you don't have earphones you watch the video without them but it's better that you plug them, ok? Please.		
295.	S: repeat please!		
296.	T: Listen, remember. I'm going to repeat. In this video you are going to listen to 5 children, they are talking about children's rights.	Preview content of video	
297.	S: Children's rights?	Asking for confirmation	
298.	T: Yes, children's rights. You are going to know a little bit about it. It's a short video.	Affirm Announce new activity	
299.	S: What is rights?	Request clarification	
300.	T: You are going to know... we are going to answer that question after the video, ok? But I want you to watch that video. When you click on the video and then you are going to click ok the next that says "think and answer". We are going to see that and then we are going to watch the video again, ok? Ok, please do it right away.	Repetition of instructions	
301.	T: Ok girls! (<i>T walks around the classroom helping students with connection issues.</i>)		
302.	T: When you finish the video you click on... you go back to the lesson and then you click on "think and answer". I want you to read the questions that you have there and then watch the video again.	Repetition of instructions	
303.	Ss: Cormanes		
304.	S: Yo no fui		
305.	T: Cormanes, please. (<i>T took her cell phone</i>) at the end of the class. Ok, are you watching the video, right?		
306.	Ss: Yes!		
307.	T: When you watch the video then you go to the next, you go to the lesson, don't close the video, go back to the lesson and then you click on think and answer and then you read the questions there.	Repetition of instructions	
308.	S: And when I read the... I need to answer?	Request clarification	

309.	T: And then you need to answer but you watch the video as many times as you need, ok? So you can repeat the video and repeat the video as many times as you need (<i>T is talking to one S</i>).	Personalized repetition of tech instruction	
310.	S: Ya lo vi!		
311.	T: I already watch it.	Recast	
312.	S: I already watch it.		
313.	T: Ok, now go back to the lesson, click on “think and answer”, read the questions. So, now I’m gonna show you here... when you watch the video girls, when you watch the video then you click on here. When you click on here you are going to find a set of questions in which you have to answer true or false. Listen, according to the first kid, so according to what the first kid on the video said you are going to tell me if this is true or this is false. (<i>T is pointing at the TV screen</i>). So, how do you answer? I’m gonna tell you how do you answer, look, pay attention. So, according to the first kid, children need protein, water and food, so you write the answer here, next to it. (<i>T types on his computer the answer “true” to show an example to the girls</i>)	Modelling the procedure of language	Task: answering True/ False according to the video Activating background information about children rights Socializing
314.	Ss: aahhhh ya!		
315.	S: If I just the “T”?	Request clarification	
316.	T: Ok, that also works. Ok, do it in that way.		
317.	S: Eder, here!		
318.	T: Did you watch the video?	Verify progress	
319.	S: Yes		
320.	T: Ok now, click on “think and answer”	Tech instruction	
321.	S: Eder!		
322.	T: All of you need to answer there. You go back to your lesson, think and answer (T helps the student to find “think and answer”. You are answering at this point, right?	Personalized repetition of instruction	
323.	S: Eder when I write there and...	Tech inconven	
324.	T: Ah don’t worry because that’s just for the space...	Personalized tech instruction	
325.	S: I can erase this?	Request clarification	
326.	T: Yes.		
327.	T: Ok, girls! (<i>T is walking around the classroom</i>)		

328.	T: Sanchez, you need to watch the video and then you have to say if this is true or false.	Personalized repetition
329.	S: Aja. (<i>S is pointing at the second part of the questions</i>)	
330.	T: Then, I will explain that	
331.	S: Eder I have a question, I can begin saying "I think that"	Ask for help
332.	T: Yes, I think that...	Affirm
333.	S:xxxx	
334.	T: Well if you want that would be better, do you want it?	Eliciting further thinking
335.	S: xxxx	
336.	T: Ah ok!	
337.	S: ¿Cómo hago yo?	Request clarification
338.	T: Let me check. xxxx. Juliana, <u>did you watch the video?</u>	Verify progress
339.	S: Yes!	
340.	T: ok, answer. Can we continue to check the first part? You need more time, ok.	
341.	S: Eder!	
342.	T: Do kids have the right to protection from harm? The opposite	
343.	S: xxxx	
344.	T: Exactly. Ok, when you complete that, when you complete...	Affirm
345.	S: xxxx	
346.	T: Fourteen	
347.	T: Ok girls!	
348.	T: like to see the second part, just what you consider that you know. Remember... what do you think are the children rights? I mean the children have the right to have a name for example, they have the right to eat.	Model answer
349.	S: to eat food	Propose
350.	T: The little boys and girls there in the video, they talk a little bit about some of the rights, so you have an idea.	Prompt
351.	S: ¿puedo investigar?	Request permission
352.	T: Yeah! You can search there...	Affirm

353.	S: Eder... Eder...	
354.	T: Yes.	
355.	S: xxxx	
356.	T: T, yes. You can place T. Ok, so let's check. Ok, let's do it together and you are checking at the same time. Borelly, the first one.	Provide further explanation Focusing: specific info
357.	S: Me, me.	
358.	T: According to the first kid... what you already placed.	Focusing: specific info
359.	S: According to the first kid, children need protein, water and food, it is true.	Provide answer
360.	SS: It's true!	
361.	T: This is true, ok. Ching the second one.	Affirm
362.	S: According to the second kid, some people only need food twice, twice a week. ehhe, I agree	Provide answer
363.	T: Is it true?	Eliciting answer
364.	SS: False	Provide answer
365.	T: Why is it false, Danna?	Eliciting further thinking
366.	SS: Some people only need...	
367.	S: She says that some people only need food once in two days.	Elaborate description
368.	T: Exactly. Excellent! It's false. The third one, according to the second kid, everyone should have the right to eat food and drink water.	Affirm Ev+ Read example
369.	SS: true	Provide answer
370.	T: Excellent! it's true	Affirm
371.	S: According to the third kid, education is not important because it does not guarantee a job.	Provide answer
372.	SS: False.	
373.	S: False	
374.	T: Great! That is false, ok. Cormane, the last one.	Affirm
375.	S: According to the fourth kid, children need to be protected from harm, it is true.	Provide answer
376.	T: True, right. Children need to be protected from harm. You don't want them be bad, you want children be better, right. That's very important, they have that right to be	Affirm Request specific info

	protected. So, girls, I want you reflect a little bit, I want you to mention and see what you know, which children's rights have been not followed or they have been violated in Colombia. I mean, Do you think here in Colombia they have the right to have a name, or to eat, or to drink?	
377.	SS: Yes	
378.	SS: No	
379.	T: Where, where does it happen?	Request specific info
380.	S: in La Guajira.	Provide answer
381.	T: What happens in La Guajira, Valentina?	Eliciting further thinking
382.	S: Water, food	Provide answer
383.	T: They don't have food	Recast
384.	S: And water	
385.	T: They don't have water to drink. Ok, so I want you to type that, following what happen here in Colombia, in La Guajira, for example they don't have food. I watched the news yesterday and I saw there were families looking for food in the garbage.	
386.	S: ¿Como se dice corrupción?	SRLI
387.	T: Corruption.	TSNE
388.	S: Corruption of the gover...	
389.	T: Because of the corruption of the government. That what you are going to write here, write your ideas. I want you to type there your ideas.	Tech instruction
390.	S: no entiendo	
391.	S: I don't understand	Recast
392.	T: the idea of the rights, the children's rights that you consider here in Colombia have been violated.	Repetition of instruction
393.	S: Ah, ok	
394.	T: Which ones have not been followed, in general?	
395.	S: ¿Qué derechos tienen los niños en Colombia?	Ask for confirmation
396.	T: It's a background information. Ok, so can you do it please?	
397.	S: Eder	

398.	T: Yes. You don't understand right? Children have the right to live, to eat, to drink, to have values, to have protection. Do you think that here in Colombia do they have that?	Personalized repetition of instruction
399.	S: No	
400.	T: The ones that you consider that they don't have here in Colombia, I want you to write those, write those that have been violated.	Personalized repetition of instruction
401.	S: Eder!	
402.	T: That they don't have here in Colombia, that they don't have here in Colombia Andrea, please.	Personalized repetition of instruction
403.	S: Eder, ¿como se dice corrupción?	SRLI
404.	T: Corruption	TSNE
405.	S: Eder, finished	
406.	T: You finished? Let me check... ok... ok... ok. Hey, which rights do you consider that children don't have here in Colombia?	
407.	S: Ah, ya se cual	
408.	S: xxxx	
409.	T: Child labour is a problem, trabajo infantil. Do they have to work? Do children need to work?	Elaborate on student's participation
410.	SS: No	
411.	T: But in Barranquilla, you see children working.ok... Sánchez	Elaborate on student's participation.
412.	S: Ehhh, I don't understand.	Request clarification.
413.	T: Ok, let me help you. Tell me the one that you consider that have been violated, the ones that you consider that children don't have.	Personalized repetition of instruction
414.	S: Ok	
415.	T: Type about that.	Personalized instruction.
416.	T: Keeps working girls! (...)	
417.	T: Ok, now just mention them. Now, that you have the information there, I want you to mention them. (<i>T approaches a student</i>)	Personalized instruction.
418.	T: Ok, let's start with Andrea Mestre. (Another S raised her hand). Ok, Ching.	

419.	S: The right not work	Provide answer.
420.	T: That's right! The right to not work, they don't need to work. But, do they work here in Colombia? Do you think that children work here in Colombia?	Ev+ Elaborate on student's participation. Eliciting further thinking
421.	SS: Yes	
422.	T: They work here in Colombia?	Eliciting description
423.	S: In the street	Propose
424.	T: Ok, in the street. Give me some examples about the rights that have been violated here in Colombia.	Elicit answers
425.	S: The education	Propose
426.	T: That's correct! Education. Do all the children have the right to be educated here in Colombia?	Ev+ Affirm Request specific info.
427.	S: No	
428.	S: Quality	
429.	T: The quality	
430.	S: Protection	
431.	T: Protection from harm, they don't have protection. Some of them don't have protection.	Modelling answer
432.	S: Eder, how do you say pasa eso?	SRLI
433.	T: It happens	TSNE
434.	S: Me. The right to have a family, some children live in the street.	Provide answer
435.	T: Ok, some children don't have a family, and they need to have that right. You have the right to have a family.	Elaborates on student's participation
436.	T: Ok, girls, now I want you close that one and move on to the next station. It saves automatically, you don't need to save information, it saves automatically. You just close and this is already saved.	Tech instruction
437.	S: Are you sure?	Request clarification.
438.	S: close?	
439.	T: Yes, you are working with Google drive. Don't close the lesson, we continue on the lesson.	Tech instruction
440.	S: The next picture?	Request clarification.

441.	T: Now, wait, wait, girls listen, we are going to read a text.	Announce new activity	Understanding and reading a text
442.	S: No, I don't like it.	Ev-Emotional reaction.	
443.	T: This is a short text. This is going to talk about a child, the name of this child is Charles. So, we are going to read a little bit about Charles. In this text, you are going to find information about who Charles is, you are going to find information about what Charles does.	Preview content of text	
444.	S: How can I know that?		
445.	T: We are going to find information about it. (T closes S' previous activity, S looks worried) Don't worry it is saved, it save. Don't worry. Ok, i want you to click on this document, on this one (T points the TV and the document that SS have to open), you are going to fine Charles's story.	Technology management	
446.	S: And then what I have to do?	Request clarification	
447.	T: And then, we are going to read together.	Personalized instruction.	
448.	S: Can I close?	Technology management	
449.	T: Yes, the previous one, but the lesson no.		
450.	S: What I have to do?	Request clarification.	
451.	T: Ok, we are going to read together, ok. Close that one that information is saved automatically. We are going to read this text (T points the TV) about Charles. I want you to read the first paragraph. Can you all at this point read the first paragraph carefully? Read the first paragraph, the first paragraph, please. Follow the instruction.	Repetition of instruction. Technology management	
452.	S: I read?	Request clarification.	
453.	T: Yes, read by yourselves.	Personalized instruction.	
454.	S: Senyange is the last name?	Request clarification.	
455.	T: Yes, Charles Senyange is the last name. There are some words that have a link, if you click on that link, it would send you to... look up that word that is here (T points at TV) old wagon, if you click on it, it will open you a picture. So, you can see what is an old wagon.	Tech instruction	
456.	S: Eder, but all the reading?	Request clarification	

457.	T: Ok, girls I want you to read here the first paragraph. <u>Did you read it?</u>	Verify progress
458.	SS: Yes.	
459.	SS: No, wait... wait a moment	
460.	S: Eder, ¿cómo cierro?	Tech management
461.	T: Just close it, close it, and it is saved automatically.	Tech instruction
462.	S: Are you sure?	Request clarification.
463.	T: Completely sure, I created that, don't worry.	
464.	T: So, ok, Borelly, can you read? (<i>another S raises her hand</i>) ok, Ching, listen to Ching.	
465.	S: Hi! My name is Charles Senyange and I am 12, nearly 13. I live with about twenty	Read aloud
466.	T: Other boys in an old wagon.	Pronunciation corrective feedback
467.	T: Old wagon	
468.	S: Old wagon in the railway yard in Kampala, a city in Uganda. I have (...)	
469.	S: to live there because my parents were kill, kill	
470.	T: Killed	
471.	S: Killed by soldiers soldiers three years ago and I ran away and hid here.	
472.	T: In that first part of the paragraph, you have the information about Charles. If I ask you at the beginning, you know the writer was writing about Charles, what you know at this point about Charles?	Focusing: specific info Request specific info
473.	S: He is twelve years old.	Provide answer
474.	T: He is twelve years old.	Affirm
475.	S: The name?	
476.	T: What is his name?	Request specific info
477.	SS: Charles Senyange.	Provide answer
478.	S: And he lives in an old wagon.	
479.	T: Why does he live like that?	Request specific info.
480.	S: Eh hh, his parents were killed.	Provide answer
481.	T: His parents were killed	Affirm

482.	S: and he lives in an old wagon.	Provide answer
483.	T: Old wagon, ok. We know that. Only in this paragraph, we can find information about his profile. Ok, in the next paragraph, can you read the next paragraph, please.	Prepare to read Focusing: specific info
484.	S: Me!	
485.	T: Well, but read it by yourselves.	
486.	S: Ok! (<i>Ss are reading</i>)	
487.	T: Did you read it? María de Los Angeles did you read it? the second paragraph, Sánchez did you read it?	Verify progress.
488.	S: No!	
489.	S: It is a sad story.	Emotional reaction
490.	T: Is it a sad story Danna?	
491.	S: It is a so sad story.	Emotional reaction
492.	T: True.	T affirms
493.	T: Can you read the second paragraph, please?	
494.	S: Ok! (<i>Ss continue reading and T walks around</i>)	
495.	S: Eder!	
496.	T: Yes.	
497.	S: Come here.	
498.	T: If you click on old wagon, you will see the picture about what is it? I mentioned it. Ok, look at that.	Personalized Repetition of tech instruction
499.	T: Ok, so I have a question after reading the second one, does Charles sleep on a bed?	
500.	S: No!	Request specific info
501.	S: He sleeps in a cardboard box	
502.	SS: In a cardboard box	
503.	S: She sleeps in a small bed but she...	
504.	T: He	
505.	S: Sorry!	
506.	S: On the floor	
507.	T: He sleeps on the floor	
508.	T: Ok, now I want you to read the whole text, you are going to find information about the relationship between Charles and the police. I want you tell me. Can you read	Prepare to read Focusing: specific info

	all the text? And find the information about the relationship between Charles and the police...	Instruction	
509.	SS: Ok! (<i>Ss work in silence</i>)		
510.	T: when you read it, I want you to start the exercises that are there.	Instruction	
511.	T: You are doing great (<i>T walks around the room</i>)	Ev +	
512.	T: Good job. I want you to do the exercises.	Ev +	
513.	T: Keep it up (<i>Ss continue reading</i>)	Ev +	
514.	T: Don't speak in Spanish over there. Dayana, you are reading, ok I want you to do the exercises		
515.	S: Yes! (<i>SS continue reading while T walks around the room</i>)		
516.	T: Laura, are you reading?	Verify progress	
517.	S: So sad	Emotional reaction Affirm	
518.	T: It is a sad story about Charles		
519.	S: xxxx		
520.	T: Is not enough, work, work.		
521.	S: What is the meaning of...?	SRLI	
522.	S: xxxx		
523.	T: Of what? exchange for benefic	TSNE	
524.	S: Obtain	Ask for confirmation	
525.	T: Obtain. What is the meaning of what?		
526.	S: Troubles	SRLI	
527.	T: Problems, problems. Trouble means have problems	TSNE	
528.	SS: xxxx		
529.	T: At this point that you finished girls, I want you to... when you finish reading	Instructions.	Task: Matching words with the correct definition
530.	S: xxx		
531.	T: Really what?		
532.	S: Stressful. He has a positive mind of the future, he wants to go out but not	Further description	
533.	T: Now, take this text and look at the underline words, and match with the correct meaning.	Focusing: lexical item	

		Instruction
534.	S: The red	
535.	T: The red one, six. So, you are going to match them with the list.	Recast Personalized repetition of instruction
536.	S: and the relation with the police, the police don't like, don't like he because they don't do things good.	Provide description
537.	T: They make troubles.	
538.	S: Maybe the police thinks that he can... how do you say robar?	SRLI
539.	T: Steal	TSNE
540.	S: Steal, but he says that he wants to go to school when he was younger.	Provide description
541.	T: Ok! (<i>T walks around the room</i>)	
542.	T: Ok, so, ready over, so	
543.	S: Esperate.	
544.	S: Wait	Recast
545.	S: I haven't finished.	
546.	T: Now, girls	
547.	S: Eder!	
548.	T: One more minute, one more minute to start doing. You can start doing Danna, I mean you start in this task.	Personalized Instructions
549.	S: I have a question for you	Request clarification
550.	S: Eder, Eder, Eder... come here please.	
551.	S: In that point, I don't know...	
552.	T: Is the word matched with the meaning that has this one, a verb that means obtain in exchange for payment.	Personalized repetition of instruction
553.	S: Ahhh, ok. I put for example A...	
554.	T: Ok, let's do together, let's do it together. Ok, pay attention. In the text, look at the underlined red words and match with the correct meanings. What are the red ones in the first paragraph?	Activity instruction Focusing: lexical item Request specific info

555.	S: <u>run away</u>	Ask for confirmation	
556.	T: Yes, run away. In the third paragraph is <u>look after</u> . In the next one, earned. In the next one, <u>and</u> . In the next one, <u>because</u> , and in the next one is make enough money. What you are going to know is to match these definitions that are write here with, you are going to match them with the words... For example: run away, what is the meaning of run away?	Affirm Focusing: lexical item Repetition of instructions. Request specific info	
557.	SS: A two words verb that means escape from a place, person, or situation.	Provide answer	
558.	T: escape from a place, person, or situation		
559.	T: Sánchez and Cormane		
560.	S: cambíame de puesto, Comane habla mucho		
561.	T: <u>Run away</u> is B. You place B there	Model the exercise.	
562.	S: Ok		
563.	T: Ok, that's what you have to do with the rest.		
564.	S: Ok! (<i>T walks around the room</i>)		
565.	S: Eder!		
566.	T: (<i>one S approaches the teacher</i>) Ok, today here. I gonna change you next class.		
567.	S: Ok! (<i>T walks around the room</i>)		
568.	S: Eder, one question.		
569.	T: ok, one question		
570.	S: ear	SRLI	
571.	T: is earn. There is a mistake in that one, is earn. With N here, ok	TSNE	
572.	T: sit there. Ok, now girls simple. Let's check it together. Now, that you complete that. Now, we are going to read five statements, complete them according to the reading. For example: Charles lives with about twenty other boys in an old wagon because his parents were killed. That's the reason why he is living with those people, because explains, ok. Charles sleeps on the floor of the wagon because...	Instruction Model answer	Completing sentences and providing reasons
573.	S: He likes that		
574.	S: Because he doesn't have a place where to live.	Provide answer	

575.	T: He doesn't have a family, he doesn't have a place to live.	Recast
576.	S: Hay gente que le gusta dormir en el piso	
577.	S: He doesn't have a ...	
578.	T: A bed	
579.	S: A house	
580.	T: He doesn't have a house, he doesn't have a bed.	Recast
581.	T: Open your e-mail account	Tech instruction
582.	T: Charles often picks up loose bananas from the floor because...	Modelling answer
583.	S: He don't have money	
584.	T: He doesn't have money to pay for food. So, I want you to type that because that is the answer. We are finding the reason, ok.	Recast Instruction
585.	T: The police don't like boys like Charles because...	
586.	S: Because the police think that boys make troubles.	Provide answer
587.	T: Exactly, good. The police think that Charles makes troubles, the police think that. ok, complete it, please.	Ev + Recast
588.	T: Ok, Charles does not like Naguro because... Charles does not like Naguro because...	
589.	S: Because the treat.	Provide answer
590.	S: Eder, may I go to the bathroom?	Request permission.
591.	T: To the bathroom, yes	
592.	T: Ok, Charles prefers working than going to school because...	
593.	S: He likes the life in the wagon.	Provides answer
594.	T: Ok, when you finish that part, we continue. This is very simple, this is about...	Instructions
595.	S: Eder, wait	
596.	T: Ok.	
597.	S: You are so fast.	
598.	T: Ok, girls but you need to work faster.	
599.	S: ¿Como se dice...?	
600.	T: How do you say....?	Recast

		SRLI	
601.	S: How do you say estar en problema?	SRLI	
602.	T: Make trouble	TSNE	
603.	S: Why he don't like go to school.	Ask for specific info	
604.	T: Read and you will find it		
605.	S: (<i>S reads aloud</i>) I was younger and that's where I learnt to speak English.		
606.	T: (<i>T approaches one S</i>) What do you think?	Eliciting further thinking	
607.	S: I think it is this (<i>S points at the computer</i>)		
608.	T: Yes, because he thinks that work is better.	Affirm	
609.	S: Eder come.		
610.	T: Yes		
611.	S: He thinks that it is better.		
612.	T: Ok, so. Now, this is about..		
613.	S: Wait		
614.	T: I gonna explain you and you continue. This about contrasting Charles' life and your life.	Personalized repetition of instruction.	Contrasting Charles' life and students' life
615.	S: Ay Eder, that is so sad	Emotional reaction.	
616.	T: Yeah, yeah		
617.	S: Eder, how do you say platanito en Inglés?	SRLI	
618.	T: Platanito is a Colombian snack, so. You can say "platanito"	TSNE	
619.	T: Charles is twelve years old, I'm 27 years old. How old are you?	Modelling example Eliciting description	
620.	S: Fifteen		
621.	T: You are fifteen, how old are you?	Eliciting answer.	
622.	T: Fourteen. ok, you write there I'm ... years old.		
623.	S: I live in a house	Provide description	
624.	T: Yes	Ev +	
625.	S: I live in a house		
626.	T: You live in a house		
627.	T: Or in an apartment, ok		

628.	S: Ok.	
629.	S: Eder, why prefer working than going to school?	Asking for specific info
630.	T: Here, I like my life... working in the market, it's a lot better than going to school.	
631.	S: Es mejor?	
632.	T: Yeah, because he's saying that is better, can you see?	TPLI
633.	S: Because he said that is better?	
634.	T: Yes, he said that is better. So, he picks up loose bananas from the floor. I have lunch at the cafeteria, I have breakfast at home, I have dinner at home. Can you see the difference?	Modelling answer
635.	S: Eder, how do you say "estan"?	SRLI
636.	T: They are	TSNE
637.	S: ¿Que hay que hacer aquí?	Request clarification
638.	T: Ok, compare Charles' life and your life. Charles is 12 year old, you are?	Personalized repetition of instruction Prompt
639.	S: 15	
640.	T: He has one pair of shorts, one short and a pair of shoes. I have a lot of clothes.	Modelling answer
641.	S: ¿cómo se dice "edificio"?	SRLI
642.	T: Apartment, flat, building.Ok. When you finish doing that table about Charles' life and your life you are going to say, for example: Charles is 12 years old BUT (that is the opposite), but I am 27 years old. Charles is 12 years old but... (<i>T points at a student</i>)	TSNE Modelling answer
643.	S: I am 15 years old.	
644.	T: Comparing by using the word "but" to connect the two sentences. Ok?	Instructions.
645.	S: Eder. Her?	
646.	T: Hair?	Pronunciation corrective feedback
647.	S: No, his name, his es de mujer.	
648.	T: Ah ok, yes, her name.	
649.	S: Eder, sit down please. I'm confused because I don't see the... the... o sea, no se hacer eso	Request clarification

650.	T: Don't use Spanish.		
651.	S: I don't have the vocabulary		
652.	T: It's there, you only need to read. That's not the answer, you need to read. This information is your information, how old are you?	Eliciting answer	
653.	S: Eeehhh, 15		
654.	T: Ok, you know how to place a number here... I'm 15 years old.		
655.	S: Oh, ok, thanks.		
656.	T: Ok, your welcome.		
657.	S: ¿Cómo se dice "mucho"?	SRLI	
658.	T: Many. Many what? Ok, many pair of shorts. So, with the table you contrast the information. Charles picks up bananas from the floor but I have food at home, I have food in the cafeteria here at school, you see?	TSNE Modelling answer	
659.	S: It's the same but I use "but" I...		
660.	T: Exactly, you make the contrast. Ok, when you finish that we are done with the activity, then girls it's a time to reflect. What does it mean? We are going to reflect about what we did today, and you are allowed to use Spanish, I want you to use Spanish in the answer, in the questions that you are going to answer. It's about the lesson, ok? You are going to write the answer in Spanish, do it in Spanish because in Spanish you will tell more information. When you finish all the activities of the sentence, then you close that, it's saved automatically, remember? And then you click on "reflect and think". In that reflection part you have 4 questions. Answer in Spanish and try to be very specific, I mean try to tell me all that you consider it's important to know.	Tech instructions	Reflection part
661.	S: Eder, ¿lo cerramos y ya?	Request clarification.	
662.	T: Yes, did you complete the sentences using but?	Verify progress.	
663.	S: Yes!		
664.	T: Ok, close it. Now, reflection time. In the lesson one...	Tech instruction	
665.	S: ¿podemos responder en español?	Request clarification.	
666.	T: Yes, in Spanish. Please, in Spanish.	Instructions.	
667.	T: Close that and then go to the reflection part. Where is the reflection part? is the next one here, reflect. (T is pointing on the tv screen) and then you open this document, one, two, three, four questions. It's very	Tech instruction	

	important that you answer those questions. Ok so, The lesson is completed when you complete all the questions.	
668.	S: Ayuda!, ayuda!	Request clarification.
669.	T: Help, help	Recast
670.	S: ¿Por qué no se corre?	Tech inconven
671.	T: Wait, wait.	
672.	S: ¿Por qué no se pone abajo?	Tech inconven
673.	(T is fixing an issue on the student's computer)	
674.	S: Eder, ¿esto va a algún lugar?	Request clarification.
675.	T: No, that's for me. Try to be very specific. Try to be very specific, try to complete the information. So, Maria de los Angeles, please complete all of them. eeehhh Pertuz?	Instructions.
676.	S: And that?	Request clarification.
677.	T: That one don't worry for that one. I want you to go to reflect and then you are going to do that.	
678.	S: xxxx	
679.	T: xxxx.	
680.	T: Now, reflect. I want you to answer in Spanish. really? really?	Instructions
681.	S: I finished.	
682.	T: Yes, because it's very important for me	
683.	S: Eder, mira ¿así? look	
684.	T: Now... excellent... now you close here and go to reflect. You see?	Tech instruction
685.	T: Four questions... because I need you to answer in Spanish.	
686.	T: Here... finish that.	
687.	S: I finished	
688.	T: Ok, now, the second part.	
689.	S: Eso ya lo hice.	
690.	T: If the lesson one is finished, you continue with lesson two.	
691.	T: xxxx	

692.	S: Como asi que hay una second lessons?	
693.	T: We have seven lessons.	
694.	T: Try to write more. Try to give me more information about what really happened.	Further information
695.	S: Eder, that is a good answer?	Request clarification.
696.	T: Whatever you consider and you place there it's ok. Here	Personalized instructions.
697.	S: Thanks	
698.	T: The first one. You only have to focus on lesson one. It's in Spanish, so you can answer it.	Instructions.
699.	S: Eder, the computer... the computer no...	Tech encoven.
700.	T: The computer what? It's not charging?	Recast
701.	S: Ah ya.	
702.	T: Now it's working. Try to write as much as possible.	Personalized instructions.
703.	T: In Spanish, in Spanish, ok?	
704.	S: Eder, ¿la lección dos también?	Request clarification.
705.	T: What? No, lesson one because we only cover lesson one.	
706.	S: xxxx	
707.	T: Charles is 12 years old BUT I'm 15 years old. Can you see?	
708.	T: Ok, if you finished you can close it. If you finished the questions, all the questions you can finish, excellent. Only four questions in Spanish you can answer.	Tech instruction
709.	S: Eso no, verdad?	
710.	T: No, only the first one. Ok, if you answered the first one, that's it.	
711.	S: Eder, come.	
712.	T: Yes!	
713.	S: Like that?	
714.	T: Yes. Ok, and then you log out from that, I mean your Google account and I will check all the answers, ok? I will check all your answers. And I will see your work or not.	Tech instruction

Observation Transcript 2

Lesson 2			
1.	S: May we come in?		Regulative discourse Class instructions
2.	T: Ok, that's it, come in.		
3.	Ss: Hi!		
4.	T: Hi. Remember your place, don't forget where you have to sit. Try to log in, you know with your password. If your computer is not working, try to find another one, ok?	Tech instructions	
5.	S: Hi, Eder!		
6.	T: Hi. Remember that you have to open your gmail account, as usual.	Repetition of tech instructions	
7.	S: Gmail?	Request clarification.	
8.	T: Gmail, yes, gmail.	Affirm	
9.	S: Mi mouse no se sale Eder!	Tech inconven	
10.	T: Your mouse is not working? Let me help you (<i>T is helping the student with the mouse</i>)	Recast	
11.	S: My place		
12.	T: Your place. That one. (<i>T is pointing at her place to sit</i>). One recommendation, the volume of your voice when you are talking at the same time it's kind of really hard to understand, so, speak when I give you the turn to speak, ok? That's very important to keep in mind. Ok let's see who is here. Natalia?	Regulative discourse	
13.	S: Here		
14.	T: Andrea?		
15.	S: Está en el baño.		
16.	T: She is in the bathroom, ok. Angela.	TSNE	
17.	S: Here		
18.	T: Laura?		
19.	S: Here		
20.	T: Andrea (<i>T is pointing at the pc where Andrea is going to work</i>)		
21.	S: No, ella cambió, ese no funciona		

22.	T: Ahh ok, that one didn't work. Soleibe do you want to work here?	
23.	S: Yes	
24.	T: Ok. Maira?	
25.	S: Here!	
26.	T: Valentina?	
27.	S: Here	
28.	T: Juliana?	
29.	S: Here	
30.	T: Salinas?	
31.	S: Here.	
32.	T: Salinas, please, not facebook today, we are gonna be focused. Open your gmail account, please.	Personalized repetition instruction
33.	T: Ok girls, the first thing that I want you to do is to open your gmail account. When you open your gmail account you will realize that I sent another lesson there that is the lesson 2 about the unit, ok? So, I want you to open that right now please, did you get it?	Tech instruction
34.	Ss: Yes	
35.	Ss: No	
36.	T: The lesson 2 because you already did the lesson 1	Repetition of Instruction
37.	S: Eder?	
38.	T: Yes, is it working?	
39.	S: Sí, pero está muy lento.	Tech inconven.
40.	T: Yes, it's that one, stay there please. Let me show you what is the one that I want you to open.	Tech instruction
41.	S: Oh, I can see my name there	
42.	T: Yes, yes. this is personalized, that's why you see your name there.	
43.	S: O sea que son diferentes?	
44.	S: Es que no se como hablar inglés, soy como bruta.	
45.	T: Please, please. Roman late, sit here please.	
46.	S: Eder?	

47.	T: Give me one second please, I'm gonna be there, don't worry.		
48.	T: Wait! (<i>T is setting his computer to show the students what they have to do</i>).		
49.	T: I want you to open the first picture	Tech instruction	
50.	S: One moment, please		
51.	T: The first option that you have there. You will see a set of pictures and then I will show you how we are gonna discuss about it. Just give me one second because my computer doesn't have connection and I don't know why. Ok, It's working.	Activity instruction	Building the field, modelling language
52.	S: Eder, este computador no funciona	Tech inconven	
53.	T: This computer is not working (<i>T is writing that sentence on the board</i>). Choose another one.	Recast	
54.	S: Eder		
55.	T: Give me one second		
56.	S: Share knowledge?		
57.	T: Yes, knowledge (<i>T is touching his head</i>)		
58.	S: Conocimiento?	Asking for confirmation	
59.	T: Yes, knowledge.	TPLI	
60.	S: Si? conocimiento?	Asking for confirmation	
61.	T: Yes. Ok girls, listen, it's not time to be talking about other subject, it's time to be focused on the class. Focus on the class girls. Ok, today as I told you we are going to continue working on the unit that we started the last class, ok? So, when you open on the first picture... when you open on the first picture... Alais? open your file, lesson 2. Are you there?	Activity instructions	
62.	S: Yeah		
63.	T: Let me show you which is the one, no, that is not the one, sorry (<i>T is looking at his computer the lesson</i>). Ok, this one is the one that we are gonna be working today, ok? the blue one. So, when you click on here "check out the pictures" if you click on here, it will open this presentation, ok? so, this presentation it's only to look at the slides, ok? It's very important to know. So, we are going to see a set of pictures and I want you to look at them carefully, the following pictures the idea is to compare them, we are going to see different pictures and we are going to compare them. For example, here is an example, look, how many pictures can you see in this first slide?	Tech instruction Activity instruction Focus: specific question.	
64.	Ss: Four	Identify	

65.	T: Four pictures, right? so, look at how you can compare them. In the first picture that is this one (<i>T is pointing at the picture on the TV screen</i>) I can see children studying at the school and a teacher explaining and sharing knowledge with them, right? that is the information that you can see here in that picture, right? Instead in the third picture or in the picture number three that is one, two, three (<i>T is pointing at the third picture on the TV screen</i>) I can see children working in different activities.	Affirm Ev+ Modelling the procedure of language	
66.	S: In the three pictures below		
67.	T: Ohh yeah, sorry. In the three pictures below that are located here (<i>T pointing at the pictures</i>) thanks Danna. They are working in different activities, so, can you see how different these pictures are from the first one? so, that's why the idea is to compare them.	Modelling the procedure of language.	
68.	S: Eder!	Ask for help	
69.	T: Is working?		
70.	S: No!	Tech inconven	
71.	T: It's not working, try the one that was using Soleibe	Solving tech inconvenient	
72.	S: Ahí voy yo		
73.	T: No, Adriana is here, ah ok. This one?		
74.	S: No!		Ask for help
75.	T: Try that one, or the other one that is at the end		
76.	S: Ninguno funciona		
77.	T: Try that one, you haven't tried that one		
78.	S: Eder		
79.	T: Yes!		
80.	S: Y si no funciona donde trabajo?		
81.	T: I'm going to give you another one.		
82.	S: Yo traje laptop		
83.	T: Oh you have your laptop here?, but you don't have internet, the wifi		
84.	S: Puedo trabajar en el?	Request permission.	
85.	T: Yes, try to.		
86.	S: Ok.		
87.	T: Ok, look who I want you to do this. I want you to talk to the person that you have next to you.	Activity instruction	

88.	S: Eder, instead?	SRLI
89.	T: Instead, like the opposite, like on the other side. Ok, so I want you to talk to the person next to you for one minute and I want you to compare both pictures, can you see? Picture number one with picture number two, picture number two with picture number three, picture number three with picture number one, so you are going to tell, well in the picture number one I see four children that are working but or instead in the second picture I see only one child that is working, so try to compare that, ok? I'm gonna be giving you 2 minutes to do that with the person that is next to you.	TPLI Activity instruction Modelling description
90.	S: Compare?	Resistance
91.	T: Yes, compare	
92.	S: Ok.	
93.	T: You need to talk with the person that is next to you to compare the pictures, ok?	Repetition of instruction
94.	S: Eder, come please	
95.	T: Yes	
96.	S: xxxx	
97.	T: Yes. Are you comparing? I don't listen	Verify progress
98.	S: Estoy diciéndole	
99.	T: Ok	
100.	S: Ok. <i>(T walks around the classroom checking that students are comparing the pictures)</i>	Verify progress
101.	T: So, when you finish the first one you can continue comparing the rest.	Activity Instruction
102.	S: xxxx	
103.	T: xxxx	
104.	S: When we finish the second pictures I need to... ah ok	Request clarification.
105.	T: You continue comparing with the next one.	
106.	S: Here?	
107.	T: Yes.	
108.	S: ¿Con quien voy a trabajar?	
109.	T: With Pertuz, ah she is with another one, with me.	
110.	S: xxxx	
111.	T: Keep working. <i>(T is working with an student: 1 minute, 12 seconds)</i>	

112.	T: Ok, listen, may I have your attention, please? All your attention? May I have your attention? I have one question for you. Is it really hard to pay attention for you? Ok, let's compare the second one, I need two students that tell me something about each picture.	Regulative discourse
113.	Ss: Eder (<i>Ss are raising her hands</i>)	
114.	T: Danna the first one, and then Charris, and then Natalia, ok.	
115.	S: But I have a question, I say you we or me?	SRLI
116.	T: Try to say it in the way you want. ok?	
117.	S: We can see in the three pictures that... in the picture with (<i>S is pointing at the picture on the TV from her seat</i>)	Task: provide description
118.	T: That's it. (<i>T is pointing at the picture she is talking about</i>)	
119.	S: That... the picture have a few of children that... and... and... that children flying a kite.	Task: provide description
120.	T: Ok.	
121.	S: And her... their expression, expressions are happy.	Provide description
122.	T: So their expressions look like they express happiness.	Elaborate on student's participation
123.	S: Yes. And the first and second picture I can... we can see a children, their expressions are sad and xxxx.	Elaborate description
124.	T: Ok, they look ... they look lost	Recast
125.	S: Yes, lost. and I, we think that, that children it's not necessary to work in the streets.	Task: provide description
126.	T: Ok, so you consider that they don't need to work?	Eliciting answer
127.	S: Yes. in the streets.	
128.	T: Ok, the second one, there, Charris or Ching	
129.	S: Bueno	
130.	T: Well	Recast
131.	S: Ok, in the first part? no..	
132.	T: In the first, second, third, fourth (<i>T is pointing at each picture</i>)	
133.	S: Third, I can see a... a... girl sleep in the street because her don't have a house, and in the first picture I can see a children	Provide description
134.	T: A child because is only one	Grammar corrective feedback

135.	S: Yes, a child, sleeping in your house and in your bed	Provide description
136.	T: In his.	Corrective grammar feedback
137.	S: And in the other picture I can see a... ¿como es?	SRLI
138.	T: A child	TSNE
139.	S: A child	
140.	T: When is one "child", when is more than one "children"	Grammar item explanation
141.	S: Yes. her don't have a... shoes and xxxx	
142.	T: Ok. Angela we were talking about this, Angela...	
143.	S: Me!	
144.	T: Ah ok, Charris.	
145.	S: First part of the... one	
146.	T: In the first? (<i>T is pointing at picture number one</i>)	
147.	S: Yes	
148.	T: Ok, in the first picture.	Focusing: Specific info
149.	S: Yes, ahhh, a boy.	Task: propose
150.	T: Yes, there is a boy.	Affirm
151.	S: And a table, and I think that he sells food.	Task: provide description
152.	T: He sells food. You see that he is selling food.	Affirm
153.	S: Yes	
154.	T: Ok, the second one, please?	
155.	S: a boy, have food, and table and a house.	Provide description
156.	T: Ok, so, which house belongs to, for example, do you think that this house belongs to this? (<i>T is pointing at picture number two and then picture number one</i>).	Eliciting description
157.	Ss: No.	
158.	S: The second house with the first.	
159.	T: The second house with the first picture.	Affirm
160.	S: Yes.	

161.	T: And this house belongs to? (<i>T is pointing at picture number two</i>)	Focusing: Asking for expansion	
162.	S: The third		
163.	T: Ok. This one, who wants to compare?		
164.	S: Me.		
165.	T: Ok, Sanchez.		
166.	S: Ok, in the first picture I see a family.	Provide description Recast	
167.	T: Ok, you see a family		
168.	S: And two culture different		
169.	T: Two different cultures.		
170.	S: Como digo como diferentes estratos	SRLI	
171.	T: They have different social stratum. Ok, so you said they have different cultures, it means that they life in different countries?	TSNE Focusing: specific info	
172.	S: And with different clothes		
173.	T: They are wearing different clothes	Elaborate on student's participation	
174.	S: And their expressions are different	Provide description	
175.	T: Ok so, which one is happier?	Focusing: specific info Propose Eliciting further thinking.	
176.	S: The first.		
177.	T: The first one or the second one?		
178.	Ss: The first		
179.	T: The first one is happier. Which one do you think has more money, the first one or the second one?		
180.	Ss: the first one.		
181.	T: ok, excellent, good job. So, now I'm gonna show you and I want you just to pay attention to me because I'm gonna tell you a little bit about...	Ev +	Preparing to watch the video: Activate background knowledge; provide language
182.	S: cierro esto?		
183.	T: the slides, just the slides, not the lesson. You can close this one but you can not close this (T is showing at the students what they need to close on his pc) Ok, look at this	Tech instruction	
184.	S: I don't understand		
185.	T: ok, if you open not the second one, you open the third one, the one that says "relate the video to the images"	Personalized Instruction	

186.	S: ah ok	
187.	T: when you open this one you will see, how do you call this?	Eliciting term
188.	S: a map?	
189.	T: like a mind map. Ok, so,look at this picture. This picture is a boy or a girl?	Recast Ask specific info
190.	Ss: a girl	
191.	S: wait	
192.	T: Ok, a girl	
193.	S: eder, es una locura, espérate	
194.	T: ok, let's wait, don't worry, I'm gonna be explaining and you can see on Alais' computer, please. Ok, this is a girl, how old do you think this girl is? Like the age?	Solving tech problem Eliciting answer
195.	S: 8	
196.	S:10	
197.	S: 7	
198.	T: Ok, let me tell you that this girl lives in this country that is called "Cambodia". Where do you think Cambodia is located?	Prepare: activating background info
199.	Ss: Africa	
200.	Ss: Asia	
201.	T: Asia? can you look on Google where is Cambodia located?	Elaborate on students' participation Focusing: specific info
202.	Ss: Asia	
203.	T: in Asia, ok. Cambodia is located in Asia. Look at this, this food is typical food from there, do you think that this is a country that has a lot of money or not?	
204.	Ss: No	
205.	T: no? It's a poor country?	
206.	Ss: yes	
207.	S: if I see the girl I think that...	
208.	T: ok, if you see the girl you think what?	
209.	S: I think that is... not is the best	
210.	T: ok, so it's not about the country, probably it's about the economic situation of this girl's family, probably. Ok, do you think that this girl goes to a school?	
211.	Ss: Yes	
212.	S: yes, because she has a shirt that...	

213.	T: like an uniform, yes		
214.	S: xxxx		
215.	T: Ok, so, let me tell you that it says that she wants to go to school, if I say she wants to go to the school do you think that she is a student?		
216.	Ss: no		
217.	S: no, because she wants to go...		
218.	T: probably she doesn't go to the school, probably she doesn't have like money to go to the school but she wants to go to the school. So, why? Because she wants to be...	Modelling answer Eliciting answer	
219.	Ss: a teacher		
220.	S: you can see in the picture, the... the picture of her, the back of her the conditions are poor.	Task: provide description	
221.	T: yes, the condition are different?		
222.	S: yes		
223.	T: Ok, look, she pulls a cart. Do you know what is a cart?	Focusing: lexical item	
224.	S: carretilla!		
225.	T: exactly, look at the picture that is here, look at that, what is she doing? She is pulling a cart and it is heavy. Do you think that a girl that is a 7 or 8 or 10 years old have the condition to pull a cart that is heavy? What do you think?	Ev +	
226.	Ss: no!		
227.	S: she can		
228.	T: She can? Could you do it?		
229.	S: No, I can't because I don't have "la costumbre"?		
230.	T: I'm not used to that	Recast	
231.	S: I'm not used to that		
232.	T: ok		
233.	S: xxxx		
234.	T: She doesn't want to work?	Eliciting answer	
235.	S: but she need a... the money to her or her family	Provide description	
236.	T: Ok, probably her family need money and she needs to help to get the money.	Modelling description	
237.	S: Yes!		

238.	T: Ok, do you know what is a brick? This is a brick, like a block, this is a brick (<i>T is showing the image of a brick</i>). So, the cart is heavy because she is carrying a lot of bricks, because she works in a brick company, in a brick factory. So the bricks are the one that we use to build buildings, malls, and all that, right? So, Do you think that working in a company, a big company, is really well paid?	Lexical item explanation Preview content of video	
239.	Ss: no		
240.	T: why not?		
241.	S: because if she don't go to the... school because she don't have money.	Provide description	Activating prior knowledge through a classroom discussion
242.	S: she is not prepared		
243.	S: work as a "obrero"		
244.	T: a what?		
245.	S: obrero		
246.	T: a worker	TSNE	
247.	S: xxxx		
248.	S: And because...		
249.	T: if they are not prepared they don't receive a good salary.	Modelling answer TSNE Provide description	
250.	S: exactly, and the age of that girl is...		
251.	T: the age of that girl is not		
252.	S: is not according to...		
253.	T: it's not according to a person who works		
254.	S: in a company to pull cart		
255.	T: Well, we are going to know more about this girl, and that's why I want you to watch now the video that is about this girl, and now you know information. If you want you can keep the mind map open and also at the same time watch the video, so I want you to use your earphones to watch the video. You can relate the information we already talk about it, it would be better for you to understand the video,ok? Can you please now go to the video, now watch the video and listen to the video. Just listen to the video, here (T is helping a student to find the video).	Announce new activity Tech Instructions	Task: watch the video
256.	S: Eder this computer is not working	Tech inconven	
257.	T: this computer is slow but wait.		
258.	S: is not working		
259.	T: Is not working? ahh the earphone output it's not working		
260.	S: in the last class eh hh		

261.	T: this one didn't work?		
262.	S: aja		
263.	T: Ok, can you share with Alaiz and you both listen?		
264.	S: xxxx		
265.	T: so, you don't have. I have extra earphones here but this one only works one side		
266.	S: mi computador no sirve		
267.	T: your computer, my pc	TSNE	
268.	S: my pc is not working		
269.	T: it's not working? Are you sure? Why not?		
270.	<i>(T is helping the student)</i>		
271.	T: On the video, you will know more information about that		
272.	<i>(T is walking around the classroom while students are watching the video in silence)</i>		
273.	T: Don't activate the subtitle in Spanish.		
274.	S: Eder!		
275.	T: In English, not in Spanish.		
276.	S: Eder!		
277.	T: Yes		
278.	S: Come here, please		
279.	T:xxxxxxxxxx		
280.	S:xxxxxxxxxx		
281.	T:xxxxxxxxxx		
282.	S:xxxxxxxxxx		
283.	T: Did you watch it?	Verify `progress	
284.	S: Yes!		
285.	T: Did you understand it?		
286.	S: Yes		
287.	T: Did you watch the video? <i>(Asking another student)</i>		
288.	<i>(S nodded)</i>		
289.	T: Did you close it? <i>(Referring to the youtube website)</i>		
290.	T: Ok, so!		

291.	S: Wait a minute		
292.	T: Wait a minute! Ok, let's wait one more minute, the idea is to share what you understood about... about the video.		
293.	T: Did you understand it?		
294.	S: Yes! What is the meaning of oppressed?	SRLI	
295.	T: OPPRESSED! When you feel forced to do something.	Lexical item explanation	
296.	S: Learn to do good, seek justice		
297.	T: That's a bible message.		
298.	S: and this? (<i>S is pointing a word on the screen</i>)		
299.	S: Viuda.		
300.	T: that's ahh...		
301.	S: but when...		
302.	T: what?		
303.	S: and plead is the same that defend.	SRLI	
304.	T: Pretty much! It's like a synonym.	Lexical item explanation	
305.	S: and rescue...		
306.	T: yeah.		
307.	T: This is from the bible. It's a bible message.	Eliciting further thinking	
308.	S: Isaiah...Isaiah...	Propose	
309.	T: Girls, silence please.		
310.	T: Ok, now! I want you to tell me what you understood about the video. Ok, so... so let's listen first to Danna and then to Valentina, then to... who else wants to share..what you understood about the video. Ok, let's listen to Danna first. Danna!		Building the field
311.	S: I can appreciate on the video that the girl works and I said you that she don't.. she doesn't want to work. She wants to make money to help her family and she wants to go to the school but she doesn't because...no...no...SHE WANTS TO BE A TEACHER but she doesn't because she doesn't go to the school ehhe her mom said that... her mother or her mom... Her mom said that...	Task: provide answer	
312.	T: when she was crying..		
313.	S: when she was crying the mom said that I don't want my daughter work in ahhh in ahhhh... wait! Wait (<i>s was opening</i>)	Task: provide answer	

	<i>the mind map</i>) in a brick factory. I want to she go to the school and do the activities that the children do.	
314.	T: ok	Ev+
315.	S: crying to the girls, crying to... In the video, said that she woke up at 6:00 a.m. and	Task: provide description
316.	T: Really early right? to work!	
317.	S: to 6:00 p.m	
318.	T: Wow. She works a lot!	
319.	S: and she pulls a cart to 100 and 150 pounds.	Task: provide description
320.	T: Anything else you would like to add..	
321.	S: but Danna said it... she said..	
322.	T: Yeah! But I would like to listen to another person too.	
323.	S: Upps!	
324.	T: can you say something that probably you consider really sad on the video, for example?	Eliciting description
325.	S: No... I don't know...	Modelling answer
326.	T: She needs to work to make money, Charris?	
327.	S: No, repeat!	
328.	T: What is it? Tell me something something that you consider that it's really sad... for example, it's really sad to see this girl what? working	
329.	S: Eder, please come here	Ask for help
330.	T: Yes!	
331.	T: ok any other student that want to share? Charris! I want to listen to you. Ching?	
332.	S: Ehh it's sad ehh because the situation of the millions the children ehh no have a money ehh y les toca trabajar	Provide description
333.	T: and they have to work... continue...	TSNE
334.	S: and they have to work and that's it.	
335.	T: so, this girl has to work a lot right?	Eliciting description
336.	Ss: Yes!	
337.	T: because her family doesn't have money and that's really sad! I think that seeing this girl working is really really sad.	Modelling answer Emotional reaction

338.	S: but in the...		
339.	T: and awful you know!		
340.	S: she can't go to school and she wants to study.	Provide description	
341.	T: Yeah! It's really sad that she can't go to the school and she wants to go. Can you see? There are many people that want to be at school like this and you have this opportunity and that's a lot!	Ev + Recast	
342.	S: in the beginning of the video, there are some letters (<i>referring to words</i>) that said that a lot of children have to work because other choices.	Provide description	
343.	T: That's true, they have to work because they don't have an option. I mean, they don't have a choice. They only need to do it to be alive, to eat, to do all that, you see? For a simple piece of bread, and you have a lot of that, I mean you should be thankful to be here and to be having this quality of education. That's very important to keep in mind because not everyone has that opportunity. Ok, so, very good. Now girls, I'm going to read a text to you, I'm gonna be reading the text with you together and I'm gonna be asking you questions but I need you to follow exactly what I'm reading ok? In order to understand the text better.	Affirm Modelling example Announce new activity	
344.	S: the text are here?		Reading a descriptive report Deconstruction
345.	T: Yes, the text is this one that is right here (<i>T is showing the text from the tv screen</i>) look at this. What is child labor? So, we are going, we are going to... to read a text together that is a descriptive report. Basically, in the first part of that text, we are going to find a definition of child labor, so this one (<i>T is opening the text on his computer to be seen on the tv screen</i>). In the first part of this text it's a descriptive report because here we are going to find first a definition, then if you scroll down you will be able to see the characteristics of child labor, then there is a question that is answered here. Where does must child labor occur? Where does must child labor happen? So, basically it's gonna be talking about the countries in which child labor is happening. So, we are gonna be knowing a little bit about that, then we are gonna be informed about the industries in which child labor is really common. There are many industries, so they are gonna be focusing on the ones that... that child labor it's really common there. Ok, so, everyone is having this one opened?	Preview content of text	
346.	Ss: Yes		
347.	T: right? All of you are there (<i>T is seeing students on the document</i>) I can see here these animals. Each of these animals represents you. So, what is child labor? In the first sentence, at the very beginning you can see that is said: Child labor is work that harms children or keeps them from attending school. Here we see the definition of child labor, what is the definition of child labor? Who can read that definition aloud?	Prepare to read Focusing: specific info	
348.	S: xxxx		

349.	T: In the text, exactly there in the first sentence we can see a definition, what is the definition of child labor?	
350.	S: work that harm a child...	Identify
351.	T: Is there, I just read it	
352.	S: xxxx	
353.	T: Child labor is work that harms children or keeps them from attending school. That is the definition of child labor, in other words, it's a work that doesn't allow you to go... I mean, allow children to go to students, right? That's very, very... sad. Ok, in that first sentence there is one word that means work, in that sentence, what is the word? It's a synonym of work. In the first sentence there is a synonym of work, what is that word?	Affirm Prepare to read Focusing: lexical item
354.	S: the... what?	
355.	T: There is one word, listen! Listen! Alaiz you are not reading. In the first sentence there is one word that means "work"	Focusing: lexical item
356.	S: harms?	Propose
357.	T: no	Ev -
358.	S: work	
359.	T: no, but not the same word.	Ev -
360.	S: I don't know	
361.	T: the meaning of the word that I want you to look at is "work". What does it mean? What is that word?	Repetition of instruction
362.	S: Labor	Identify
363.	T: Labor! That's the word!	Affirm
364.	S: I said that!!!	
365.	T: I didn't listen to you	
366.	S: ah ok, ok	
367.	T: So, labor means work. Labor is a synonym of work. Ok? So, there is one word in the first sentence that means damage, to damage.	Elaborate on student's participation Focusing: lexical item
368.	S: Harms?	Identify
369.	T: Harms, excellent, harms. So, harms means damage, like, like injure physically, like ppsshhh, when you harm someone, can you see? So, look at the definition of child labor. Child labor: Child labor is work that harms children or keeps them	Affirm Ev+ Lexical item explanation

	from attending school. Does child labor allow children to go to school?	Elaborate answer Focusing: lexical item
370.	Ss: no	
371.	T: no, because child labor keeps them away from school, ok? They don't let them go.	Modelling answer
372.	S: harm is the same to fight?	Request clarification
373.	T: no, damage or injure,	
374.	S: ok	
375.	T: let's continue. Around the world	
376.	S: Eder, what is the meaning of "keeps"?	SRLI
377.	T: prevent, prevent	Lexical item explanation
378.	S: the meaning of what?	
379.	T: Keep means prevent in that case, or hold that is another meaning. But in this case when you say keep them from attending to school it prevents them that they go to school. So, that's the definition. So, Around the world and in the U. S., growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. So, there in the second part it's telling that is child labor only happening in the USA?	Read aloud Elaborate on student's participation Focusing: Specific info
380.	Ss: No	
381.	T: No, around the world, right? And why? Why is happening? In the second sentence you can see why is happening?	Affirm Ask specific info Focusing: Asking for expansion
382.	S: because growing gaps between rich and poor	Identify
383.	T: It's growing gaps, there is a distance, right? Gap means distance, between?	Elaborate on student's participation Focusing: Specific info
384.	Ss: Rich and poor	Identify
385.	T: Rich and poor. That distance between rich and poor is growing up. It's increasing. Grow means increase. So, if the distance is increasing, it means that there will be people that	Affirm

	are gonna be really really rich and there will be people that will be really really poor. So, that's the distance that it's happening and the ones who are really really poor, they are forced to work because they need to eat, they need to pay for clothes, they need to pay for whatever they need.	Elaborate on student's participation
386.	S: The poor or rich?	Request clarification
387.	T: The poor ones, obviously. Ok, The International Labor Organization estimates that 215 million children between the ages of 5 and 17. So, what is the age in which children usually need to work?	Elaborate on student's participation. Prepare to read Focusing: specific info
388.	Ss: Five and seventeen	Identify
389.	T: five and seventeen! (<i>T continue reading on the tv screen</i>)... currently work under conditions that are considered illegal, hazardous , or extremely exploitative.	Affirm Read aloud
390.	S: What is the meaning of illegal?	SRLI
391.	S: Illegal!	Propose
392.	T: That's not legal	Lexical item explanation
393.	Ss: NOOOOO (<i>They answered sarcastically</i>)	
394.	T: hahahaha, that's the meaning! Ok, here in this sentence (<i>T is pointing at the sentence on the tv screen</i>), in the third sentence "The International Labor Organization estimates", here there is a word that means at this time, at the present, what is that word?	Elaborate on student's participation Focusing: lexical item
395.	S: What?	Request clarification
396.	T: Here there is one word that means at the present	Focusing: lexical item
397.	S: At the present?	Request clarification
398.	T: At the present, like now	Lexical item explanation
399.	S: Currently?	Propose
400.	T: Currently, excellent!	Affirm Ev +
401.	S: It's the same to actually?	Propose

402.	T: No, it's not the same. Actually is another meaning. In Spanish when you say "actualmente" you have to say "currently"	Ev- Lexical item explanation	
403.	S: And actually?	SRLI	
404.	T: Actually is not that. Actually is like a fact.	Lexical item explanation	
405.	S: Actually in spanish?	SRLI	
406.	T: "De hecho"	TPLI	
407.	S: Actually?	Request clarification	
408.	T: Yes. Ok, Underage, so there is one word there that means that is someone that is not an adult. You are underage, right? Underage means that.	Affirm Ev+ Focusing: lexical item Lexical item explanation	
409.	S: Under 18 years old	Propose	
410.	T: Here someone from, from, from... here in Colombia someone is considered underage when you are below 18 years old.	Elaborate on student's participation.	
411.	S: Eder, below es que tiene menos?	Asking for confirmation	
412.	T: Yes, exactly. Ok, I want you now girls, I want you to read by yourselves all the text, and when you read the text, I want you to look at here (<i>T is opening the file on this computer to show it to the students on the TV screen</i>) "Let's complete the diagram" when you open this, you will find a diagram with different colours, one, two, three and four. In the first diagram you see here that it says "child labor is" what do you have to include there? Child labor is?	Affirm Ev+ Tech instruction Activity instruction	Task: complete the diagram
413.	S: Work that...		
414.	T: You need to include a definition. When it says "It's characteristics are" what do you have to put here? Only characteristics. There is one section, the second section of the text is that one. Here "It's common in these countries" so, I want you to place the countries according to the text that are considered important, I mean, where is common to see child labor.	Activity instructions	
415.	S: I didn't pay attention		
416.	T: When you finish reading all the text, you are going to complete this diagram with the information that is asking in each one, ok?	Repetition of instruction	

417.	S: Is common in these countries?		
418.	T: yes, you mention the countries in which you can see child labor, ok?		
419.	S: yes.		
420.	S: I can copy and paste?		
421.	T: yes, you can copy and paste.	Tech instruction	
422.	S: Eder, se me borró		
423.	T: write it.		
424.	<i>(T is walking around the classroom while Ss are reading and completing the diagram. Some of the Ss are having problems with their computer, so T is helping them)</i>	Tech inconven	
425.	S: I have a question to the industries	Ask for help	
426.	T: Yes!		
427.	S: is industries or manufacturing	Request clarification	
428.	T: Industries.	Provide answer	
429.	S: Ok		
430.	S: for example?	Asking for specific info	
431.	T: Industries are like agriculture, manufacturing... that's an industry because the activities that you can find in that industries are picking bananas, cut flowers ...	Modelling description	
432.	S: xxxx		
433.	T: It's part of that culture.		
434.	S: xxxx		
435.	T: When you complete it, you close it.	Tech instruction	
436.	S: Eder, come here	Ask for help	
437.	T: Yes!		
438.	S: I close and that's it?		
439.	T: that is saved. <i>(T is talking to one student)</i>	Personalized tech instruction	
440.	S: Ok		
441.	T: If you, I mean like, if you finish completing your graph I want you to go to the last part. The last part of the lesson, let me show you, remember girls that when you close the graph it saves automatically, you don't need to worry about it. When you complete the graph you have to go to "reflect", in the	Tech instruction Activity instruction	Reflection part

	reflect part you have to scroll down because you don't need to answer lesson 1, you need to scroll down to lesson 2. When you arrive you start answering the questions. Girls, it's very important that you answer in Spanish and it's very important that you try to reflect more into what you learned, ok? So try to include that information, ok? It's very important.	
442.	S: Terminamos?	
443.	T: ok, wait	
444.	S: ¿Y esto que hago? ¿ya lo puedo cerrar?	Request permission
445.	T: Wait... yes, close it.	Personalized tech instruction
446.	S: Eder	Ask for help
447.	T: did you answer the questions of the reflection part? I'm gonna check it, remember, it needs to be there.	Regulative discourse
448.	S: Eder	
449.	T: Ok, show me. The lesson, make sure to answer the lesson 2, here. Lesson 2 Adriana.	Verify progress Personalized tech instruction
450.	<i>(T is walking around the classroom to make sure students are in the reflection part of lesson 2)</i>	
451.	T: There are some students that are still working, so... Andrea did you finish?	Regulative discourse
452.	S: Yes	
453.	T: Show me your graph and your reflection part	Verify progress
454.	S: Ah eso si	
455.	T: Girls there are students that are still working, Pertuz? Ok, when you finish the reflection you can close that and turn off your computer. Remember to complete your reflection, it's very important.	Tech instruction
456.	S: Eder, it says no... guardar?	Ask for help
457.	T: just leave it like that.	Personalized tech instruction

Observation Transcript 3

Lesson 3

1.	T: Hello, good morning, come in girls. Hurry up!		Regulative discourse Class instructions
2.	T: Come in. Hi, how are you? Remember your places.		
3.	T: You have to turn the computers on right now.	Technology instruction	
4.	T: Ok, girls. Look for your places, please. We start in a few minutes, open your e-mail account. Julia, please. Sánchez, please.		
5.	T: Remember your place. Look for your place.		
6.	S: ¿Quién tiene cargador?		
7.	T: Hurry up		
8.	T: Look for your place, open your e-mail account. Yesterday, I sent you the lesson 3. Remember don't use the cellphone in class. That means that if you are using it, I will ask you in a polite way to give it to me.		
9.	S: Sigo sin firmar eso.		
10.	T: Ok, I tell you. If you want to have problems. Ok, let's have problem together. So, you will see.		
11.	S: Eder, me duele la cabeza.		
12.	S: Hi, school pack		
13.	S: I have a question, what's my final grade?		
14.	T: That is not the grade for the accreditation		
15.	S: Este, no has mandado nada.		
16.	T: Open your e-mail account. Let me know if you receive the lesson	Technology instruction	
17.	S: This computer is slow.	Tech inconven	
18.	T: Ching, please. For this class is very important to follow instructions at the same time that we are doing because, if you do something in advance probably you are gonna do it wrong. It's important that you complete all the things in the way that I tell you to do it.	Regulative discourse Power display	
19.	S: Excuse me (<i>One S comes in</i>).		
20.	T: Ok		
21.	S: I have a question.	Ask for help	
22.	T: Yes, what is the question? Open lesson number 3	Personalized tech instruction	
23.	S: What is it? (<i>S points the computer</i>)	Request clarification	
24.	T: Don't worry		
25.	S: The computer is slow	Tech inconven	

26.	T: Ok, don't worry		
27.	S: Eder	Ask for help	
28.	T: Yes		
29.	S: Look (<i>S shows to the teacher something on the computer while T types the password</i>)	Solving tech inconven	
30.	S: Eder	Ask for help	
31.	T: Yes, you need to drink water, ok		
32.	T: Do you open your e-mail account. Are you all there?	Verify progress	
33.	S: We need to wait for Daniela		
34.	T: These ones are working. What about this one? is not working? (<i>T points some computers</i>) choose other one. Ok, give me one second while I login here. (...) Ok, one second.	Solving tech inconven	
35.	T: Keep mind girls that on the board, you have some key phrases that you can use if your computer is not working properly, if you need me, you can use for example, help, come here Eder or if the computer is not on, something like that, these are the phrases that you can use. (<i>T is point the white board</i>)	Regulative discourse	
36.	S: How do you say peinar?	SRLI	
37.	T: Brush	TSNE	
38.	S: Brush my hair		
39.	S: Hi		
40.	T: Angela, you are late		
41.	S: Estaba con Conchi.		
42.	T: Ok, take your computer, open your e-mail account and be ready to start.	Personalized repetition	
43.	S: Eder, is slow	Tech inconven	
44.	T: Ok, take it easy, don't worry		
45.	S: How do you say atentado?	SRLI	
46.	T: Why?	Request specific info	
47.	S: Barcelona	Provide answer	
48.	T: Yeah. Terrorist attack.	TSNE	
49.	T: One second, I'm opening here my...		
50.	T: Ok, so when you open your e-mail account, when you open your e-mail account, open your lesson number 3,	Tech instruction	Describing pictures

	you are going to see this multiset, the one that you see there. Ok, I want you girls to go to the first one. When you open the first one, you will see this picture. Are we all here? Yes, You are there, right.		Building the field
51.	T: Ok, girls one question for you what is this? What do you think these are?	Eliciting answer	
52.	SS: Magazines	Propose	
53.	T: These are what?	Elicit answer	
54.	SS: Magazines	Propose	
55.	T: Are they magazines?	Elicit answer	
56.	S: No		
57.	SS: Yes		
58.	T: Yes, they are magazines	Affirm	
59.	S: Magazines about...	Request clarification	
60.	T: About what topic?	Preview content of the text	
61.	S: Farm	Propose	
62.	SS: About the farm		
63.	S: The life in the farm		
64.	T: The farm, ok. Do you think about those magazines of farming, farm. Do you read them?	Eliciting description	
65.	SS: No		
66.	T: Who read that? I mean who read magazines about farming? Who?		
67.	S: Farmers	Propose	
68.	T: Farmers, excellent Andrea. Farmers if they want to know information about farming, they will read farming magazines. Who else? Only farmers?	Ev + Eliciting description	
69.	SS: Yes	Propose	
70.	S: A grandma		
71.	T: Maybe a grandma	Affirm	
72.	S: I have...	Propose	
73.	T: You have a magazine about farming		
74.	S: No		

75.	T: Ok, the reason why... What do you find there?	Focusing: specific info	
76.	S: Information about topics	Propose	
77.	T: What specific topics?	Eliciting further thinking	
78.	S: The labour issue	Propose	
79.	T: Labour issue? About farming issues? About famous people?	Eliciting further thinking	
80.	S: Why?	Request clarification	
81.	T: Probably famous people who have been working in farming	Modelling description	
82.	S: Yes		
83.	T: There are farmers who are famous, and also they have...	Prompts	
84.	S: Money	Propose	
85.	T: They have money. And there are Tv shows that are about farming. Probably, they can find that information.	Recast	
86.	T: Ok, so. In the magazine girls, listen carefully, Sánchez. In the magazine, you read articles and reports, reports about what? About what topics?	Focusing: Specific info	
87.	T: Specific topics, if the magazine is a park magazine, what kind of specific topics are you going to find there?		
88.	S: Parks.	Propose	
89.	T: About parks. Ok, specific topics related to the animals, to the ground, to the plants, to the trees, and all of that. Probably, how to feed animals. Ok, so, that is an important information that you can receive there, but I going to tell you today a story, that story is related to what we have seen before (<i>T starts reading</i>)	Affirm Ev+ Elaborate on student's participation Prepare to read	Preparing to read Modelling language
90.	T: Once upon a time, there was a kid like this kid that read an article that kid read an article in a magazine, in a magazine that was about farming, when that kid read the article on that magazine, the article was stating that "Many farm kids want to live in the city". So, imagine, a little farmer, a little kid that live in the farm, that little kid read an article that was saying that...	Preview content of the text Prepare to read Building the field	
91.	S: They prefer live in the city	Propose	
92.	T: Exactly. Many farm kids want to live in the city. Probably, that little kid felt really offended because he is a farmer, a little farmer, and he is a kid, and he considers that not many children from the farm want to live in the city.	Ev + Preview content of the text Prepare to read	

93.	S: Eder! (<i>one S raises her hand</i>)	Ask for help	
94.	T: Yes, Sánchez.		
95.	S: I have a problem.	Tech inconven	
96.	T: Is it not working? You have to wait for the internet connection, Sánchez. When this little kid read the article, he felt offended and decided to write back a paper to the magazines, so he read the article and decided to write a paper back to response, to answer to that article, and say the opposite. What is the opposite if the magazine says that many farm kids want to live in the city? What is the opposite?	Personalized tech instruction Prepare to read Eliciting further thinking	Explaining purpose and stages of an argumentative text
97.	S: The fam kid wants to live in his house.	Provide description	
98.	T: Exactly. If you are a little farmer, you want to live in your house, and there are many benefits about living in a farm. So, and that's why this guy, this little farmer wants to write an argumentative text. When you are going to write an argumentative text, you are going to state a point a view that you want to support it, that's very important to know.	Affirm Ev + Prepare to read Contextualize Stating social purpose of the text	
99.	S: xxxx or paragraph?		
100.	T: Wait, if you are going to state a point of view, you support it in an argumentative text. Another way to call argumentative texts, a common word is essay		
101.	S: Essay?		
102.	T: in Spanish, we call it ensayo like that, essay. So, when you are writing an argumentative text, you are trying to convince people.		
103.	S: Argumentative text is essay, ensayo?	Dealing with metalanguage	
104.	T: An essay is an ensayo. Don't worry, I'm gonna explain you	Provide further explanation	
105.	S: Essay.		
106.	T: We are talking that the little kid states a point of view that was many farms want to live in the farm. So, when you are writing an essay, an argumentative text is important to have an introduction, arguments, evidences and you have to have a conclusion that restates the thesis. For example, if you state I like chocolate, I enjoy chocolate or I am happy when I am eating chocolate.	Explaining the stages on argumentative-exposition text	
107.	S: Restate (...) ?	Request clarification	
108.	T: When you restate is...		
109.	S: Opposite	Propose	

110.	T: No, opposite. Restate is when you support the idea in the same way without changing the information because if you say in your thesis in the introduction, your thesis is: I like chocolate for example. When you reinstate in the conclusion, you have to say that you like chocolate but in a different way. For example, you can say I feel really happy when I am eating chocolate that is called restate when you say things in a different way.	Ev - Lexical item explanation Explaining the stages on argumentative- exposition text
111.	T: Do you understand how an argumentative text is?	Checking understanding
112.	S: No	
113.	T: Listen, pay attention. Andrea Mestre, can you pay attention? The structure of an argumentative text is divided in three main parts. The first part is the introduction, in the introduction, we are going to have the thesis statement. In other words, what is the thesis statement?	Explaining stages of the argumentative exposition text
114.	S: Affirmation	
115.	T: Point of view. That is the thesis statement, the point of view is what you want to state in the argumentative text.	
116.	S: And it is affirmative	
117.	T: Yes, it is affirmative or it can be negative. You need to support it. Then, you need arguments, what are arguments?	Checking understanding
118.	S: The point of view...	Propose
119.	T: No, the arguments are the supporting ideas that are going to support the thesis statement, Ok. But, these arguments need to have evidences that you need to include to support the arguments	Ev- Explaining purpose of stages of argument exposition text
120.	S: Arguments	Propose
121.	T: Arguments, and evidences related to the arguments, If you say is better to study in La Enseñanza, that is your argument, if you say like that.	Explaining
122.	S: But you need to support ideas	
123.	T: That argument needs to be supported with evidences, what could be an evidence that is good to study in La Enseñanza? For example, in the ICFES, La Enseñanza receives a high score, that is an evidence that is supporting that why is good to study in La Enseñanza.	Modelling example
124.	S: Why?	
125.	T: Exactly, Why?	Ev +
126.	T: So, in the conclusion, you are going to restate the thesis. Basically, you are going to say what you	Prepare to read

	mentioned at the beginning, You say, for all the previous that I mentioned, I say that I feel happy when I am eating chocolate. You are saying the same, you are restating the thesis. That's very important to say. I'm gonna give you one example and you are gonna understand better in a next opportunity. So, I want you to pay attention to this, this is an introduction of the little boy wrote to the magazine, but I want you to go to the document. Can someone read the introduction?	Explaining purpose of stages of argument exposition text Ask SS to read	
127.	S: Me		
128.	T: Who? Nathalia, ok. I want you to read the introduction, try to speak louder.		Reading the text together, and identifying the stages of an argumentative text Modelling Focusing/identifying
129.	S: In the September 2007 issue of your magazine, you wrote that many farm kids wanted to live in the city.	Read aloud text	
130.	T: Ok, ok. When did the magazine write the article saying that little farmers want to live in the city? When?	Request specific info in the text	
131.	SS: What?		
132.	T: When did the magazine write the article?		
133.	S: In September.	Propose	
134.	T: Ok, in September. Ok, continue Ching.	Affirm	
135.	S: Well, I am a farm kid, and I don't want to live in the city.	Read aloud text	
136.	T: The person who wrote this one that you are reading, who is?	Request specific info	
137.	S: The little farmer	Propose	
138.	T: The little farm kid, exactly. Ok, continue.	Affirm Ev+	
139.	S: In fact, I want to explain exactly what I think it's better to grow up in a farm than to grow up in the city.	Read aloud text	
140.	T: Is better to grow up in the farm than in the city. I have a question, that is the introduction, right, but can you identify what is the thesis statement?	Focusing on the mechanics of writing	
141.	S: It's better to grow up in a farm than to grow up in the city.	Identify	
142.	T: Ok, so it's better to grow up in a farm than to grow up in the city, it's better to grow up in a farm than to grow up in the city. Can you see the little kid is responding to the magazine, he is saying that...	Ev+ Affirm Eliciting answer	
143.	S: That is the thesis statement.	Propose	
144.	T: Yes, that is the thesis statement (<i>T points on the TV screen</i>) it's better to grow up in a farm than to grow up in the city, that is what he responded. But, now he is going	Ev+ Affirm	

	to support that thesis statement with the arguments. I want you to go to the next slide. And look, here is the next paragraph. So, he present his first argument. Can you Charris read it?	Previewing content of stage Prepare to read Activity instruction
145.	S: First, farm kids are too busy with farm work to get into troubles with drugs and alcohol like a lot of city kids do.	Read aloud text
146.	T: Ok, what is the argument?	Focusing on the mechanics of writing
147.	S: Farm kids are too busy with...	Identify
148.	T: Yes, he wrote the argument at the beginning, farm kids are too busy, they are busy, they don't have free time, they are busy with farm work, work that they have to in the farm to get into troubles with drugs and alcohol like a lot of city kids do. Hey, he is saying we are really busy, we don't have time to think about...	Ev+ Explaining the text Expanding
149.	S: Drugs and alcohol.	Propose
150.	T: Exactly. But, how he is going to state the evidences, to support the argument? Can you read the second part Paula?	Ev + Preview content of the text
151.	S: Me.	
152.	T: Yes, you were reading, continue.	
153.	S: We usually go home right after school to work on the farm and help our parents. We have to milk the cows, feed all the animals, drive the tractor in the fields, fix...	Read aloud text
154.	T: Fix fences	Pronunciation corrective feedback
155.	S: Fix fences, help with watering the crops, or any other kind of farm work. All these things keep us busy and out of trouble.	Read aloud text
156.	T: Ok, look at this part, we usually go home right after school to work on the farm. So, what is that? Remember the argument, what is that?	Focusing: specific info
157.	S: He works in the farm after the school.	Identify
158.	T: Exactly, these are support ideas of this (<i>T points at the TV screen</i>). Ok, he says we are busy, by we are busy doing what? We usually go home right after school to work on the farm and help our parents, that's why he is busy, because he helps his parents, we have to milk the cows, feed all the animals, drive the tractor in the fields, fix fences, help with watering the crops, or any other kind of farm work. All these things keep us busy and out of trouble. That's why they are really busy.	Ev+ Provide further explanation
159.	S: What is the meaning of fields?	SRLI

160.	T: The ground in the farm. Look at how this person, this little kid ends the paragraph, all these things keep us busy and out of trouble. All these examples that he mentions are supporting the arguments. So, what is that? Is that a personal experience?	Lexical item explanation Modelling the procedure of language Eliciting further thinking
161.	S: No	Propose
162.	S: Yes!	Identify
163.	S: Yes!	
164.	S: Eder	
165.	T: Yeah, that is a personal experience, we usually, we usually go, ok.	Affirm Ev +
166.	T: Let me help you here, wait a second.	
167.	T: Ok, so that is the first argument that is related to personal experience. Second.	Explaining purpose of a stage
168.	S: Me	
169.	T: So, look. Second, Can you read it Danna?	
170.	S: Second, farm kids understand at an early age what's really important in life.	Read aloud text
171.	T: So, that is another argument. Can you see, he states the first argument, now he continues with the second. What does it mean farm kids understand at an early age what's really important in life? What does it mean?	Focusing on the mechanics of writing Preview content of stage
172.	S: Ehhh...	
173.	S: What is the question?	Request clarification
174.	T: What does it mean this argument? (<i>T points at the TV screen</i>)	Request specific info
175.	S: because the farm kids want that their parents lead them to do things.	Provide description
176.	S: According to past the time, they do things. I don't know.	
177.	T: Farm kids understand at an early age, early age means when they are very little, when they are four, five years old what really matter in life. So, how you are going to support that argument with the evidences. Can you read Vale, the supporting ideas?	Preview content of the text
178.	S: We help our parents when animals are born and we take care of these animals until they die. I remember	Read aloud text

	getting to pull my first lamb when I was six. Watching the birth of an animal makes me feel warm and happy. At the same time I know why we raise these animals. They are going to be hamburgers and fried chicken. Like me, most farm kids learn a lot of about life and death on the farm. That gives us an understanding of human life and death that city kids don't have.		
179.	T: Ok, excellent pronunciation. I really like it. So, look at what is happening here, so he supported the argument with all his experiences. Are those personal experiences when he says we help our parents? Are those personal experiences that he lived before or that he is living?	Ev + Expanding	
180.	SS: Yes		
181.	T: Yes, that's true because he says, we help our parents when animals are born and we take care of these animals. Who is taking care of the animals?	Ev + Expanding Focusing: specific info	
182.	SS: The little kids.	Identify	
183.	S: The computer is...	Tech inconven	
184.	T: The computer is what? Is not working, is off, turn off. <i>(T approaches to the S and helps her)</i>		
185.	T: Ok, so please. These are supporting ideas, and look at how this person ends the paragraph: That gives us an understanding, he is supporting what he mentioned before. That gives us an understanding of human life and death that city kids don't have. What does it mean?	Focusing on cohesive device Focusing: specific info	
186.	S: That little kid in the farm knows what is really important, it doesn't matter their age.	Identify	
187.	T: Exactly. Ok, so look, we have the first argument and the second one, and now, he says in addition, so, he wants to add another argument. He says, in addition, when you say in addition that means that you are going to add something else, right. Ok, so Mestre can you read this? In addition...	Ev + Cohesive device explanation	
188.	S: In addition, farm kids have a much better understanding of nature than many city kids do.	Read aloud text	
189.	T: What you read there, what is it? What did you read there? Is that an evidence? Is that an argument? What is that?	Focusing on the mechanics of writing	
190.	S: an argument	Identify Ev + Affirm	
191.	T: an argument, right, That is an argument. What is the argument, Andrea?	Read aloud text	
192.	S: In addition, farm kids have much better understanding of nature than many city kids do.		

193.	T: Exactly, farm kids have a much better understanding, they understand better, they have a better understanding of the nature, environment, the animals, the plants, the trees, the ground, the air, all related to the farm. So, and look at how this guy supports this argument with another evidences. What are those evidences? Can you read them Mestre? Continue reading, please.	Ev + Expanding	
194.	S: We work outside all year. We almost always get to watch the sunrise. We understand how heat or wind or snow can change our crops. We also understand how much water different crops need at different times of year. We can put our hands in the soil and know how much water it needs. We know how to choose the best trees in our woods to cut down.	Read aloud text	
195.	T: To cut them down. So, we work outside all year. What does it mean we work outside all year?	Focusing: Asking for expansion	
196.	S: In the farm	Identify	
197.	T: Outside, in the fields. Ok, so We almost always get to watch the sunrise. You know what is sunrise, when the sun is coming out. We understand how heat or wind or snow can change our crops. When he says crops, what is crops referring to, Ching?	Modelling answer Read aloud Focusing: lexical item	
198.	S: What? what?		
199.	T: What is crop referring to?		
200.	SS: What?		
201.	S: What?		
202.	T: What is crops referring to? When I say “We understand how heat” Sshhhh, please quiet.		
203.	S: Sunrise?		
204.	T: When the sun is coming out, in the morning		
205.	S: Ok		
206.	T: Ok. So, when it says can ... our crops, what are crops?		
207.	S: Cultivo	Identify	
208.	T: Cultivation, right? The plants, all of that, those are crops, plants, yes, know you know. Ok, we also understand how much water different crops need at different times of year. (<i>T is reading from the tv screen</i>), so, they know how much water they need to place in the crops, in the plants at different times, they learn that. People to farm kids, I mean, people from farms they know who to deal with ..., animals, how much water the plant needs and all that. Do you think that this supports personal experience? Is that personal experience?	TPLI Provide further explanation Request specific info	

209.	Ss: Yes!	Propose
210.	T: Yes, that little kid experienced that. Ok, and finally, when it says “finally” is that he has another argument, can you read it Maria de los Angeles? Finally	Affirm Cohesive device explanation Ask SS to read
211.	S: Finally, farm kids have a greater sense of responsibility than most city kids.	Provide answer
212.	T: Exactly, when you read there, what is that? An argument or an evidence?	Focusing on the mechanics of writing
213.	S: Argument	Identify
214.	T: An argument, yes	Affirm
215.	S: No!	
216.	T: An argument, yes, the argument is there, at the beginning: finally, farm kids have a greater sense of responsibility than most city kids. So, there we continue, Maria de los Angeles, please?	Affirm Ev + Read aloud Modelling the procedure of the language Ask SS to read
217.	S: We know that crops and animals are...	Read aloud text
218.	T: Wait, wait, Maria de los Angeles. Alaiz, can you please let Maria de los Angeles read so I can listen and everyone else? Ok, continue	Regulative discourse
219.	S: We know that crops and animals are to, to...	Read aloud text Pronunciation corrective feedback
220.	T: Totally!	
221.	S: Totally dependent on us.	
222.	T: on us.	
223.	S: On us. We know that they can die if we don't do our work. I learnt at an, an	
224.	T: Early age, little, little	
225.	S: To feed and water the animals on time and to water the crops regularly.	
226.	T: SOMETIMES!	
227.	S: Sometimes I'm tired or sick, or it's freezing cold or blowing snow.	
228.	T: Exactly, EVEN THEN	

229.	S: Even then, I know that I have to do these things because the animals, the crops and my family depend on me.		
230.	T: Ok, can you see? So, all that Maria de los Angeles mentioned. All of these are supporting ideas of the argument. So, we know, so when that little kid said “We know” is because what? What is that? What?	Focusing: specific info Identify Affirm Expanding Modelling description	
231.	S: Repeat! Repeat		
232.	T: It means what?...		
233.	S: that...		
234.	T: Is that an experience?		
235.	Ss: YES!		
236.	T: Yes, that’s an experience. That’s correct Borelly! That’s an experience: “We know that crops and animals are totally dependent on us.” That’s very important because they understood the importance of feeding them. I mean feeding them “the animals” and if they don’t feed them, they will die. Ok, so now! Keep in mind this girls! Remember the thesis statement. Remember what was the thesis statement?		
237.	S: It’s better...		
238.	T: It's better to grow up in a farm than to grow up in the city. Remember that this is the statement, now we are going to look at the conclusion. For all these reasons, so, the reasons that he previously mentioned, all the arguments with the evidences and personal experiences, For all these reasons, I think that it is better to grow up on a farm than to grow up in the city.	Modelling description Preview content of stage	
239.	S: xxxx.		
240.	T: It’s exactly the same, right? as the thesis statement,		
241.	S: I have a...		
242.	T: A question?		
243.	S: Ah no, an observación?	SRLI	
244.	T: An observation?	TPLE	
245.	S: Yes.		
246.	T: Ok.		
247.	S: because in the text... in the text’s argument you don’t talk in the first person	Request clarification	
248.	T: In the third argument? Which one? (<i>T is looking at the argument on his laptop</i>)	Request specific info	

249.	S: no, in the final		
250.	T: Ok, so look at how important... I think that it is better to grow up on a farm than to grow up in the city. It is what I said, you need to restate what you stated at the beginning, and look at the reiteration. So you repeat in another way what you said, it's the same. Remember that this statement "it's better to grow up in a farm than to grow up in the city." and look at the reiteration in the conclusion (<i>T is looking at the conclusion on his laptop</i>) "For all these reasons, I think that it is better to grow up on a farm than to grow up in the city." It's the same. So, look at how the introduction and the conclusion need to be connected.	<p>Modelling the procedure of the language</p> <p>Explaining purpose of stages of argumentative exposition text (final stag)</p>	
251.	S: yes! wow		
252.	T: If you do it in that way it means that you know how important is to have that connection between what you said at the beginning and how you end your argument, I mean, your argumentative text, sorry. My own experience growing up on a family farm in Colorado tells me this.		
253.	S: in what?		
254.	T: In Colorado. (<i>T is reading from the tv screen</i>) I know that growing up on a farm made me the responsible, hardworking and thoughtful young person my parents and community can be proud of. So, it's very important to know that... and to keep in mind that in the conclusion you need to restate what you stated at the... So, now we are going to see this text, I want you to keep in mind the text and I want you to go down, don't close it, but I want you to open this, open the diagram that is here (<i>T is opening the file of the diagram on his laptop</i>). When you open the diagram you will see this, a graph, a diagram, don't close this (<i>T is talking about the slides</i>) because with these (<i>the slides</i>) you are going to do this (<i>the diagram</i>). Here I want you to write what information was important about the introduction. What information do you think it's important?	<p>Modelling description</p> <p>Announce new activity</p> <p>Tech instruction</p>	Task: complete the diagram
255.	S: the thesis	Propose	
256.	T: yes, can you write the thesis statement exactly...	Ev+	
257.	S: xxxx		
258.	T: No, just the thesis statement. An example, I'm gonna do it with you, he mentioned background information in the introduction, what was that? The dates, he said September, so he was like I'm answering because in September you wrote an article saying that many kids from the farms want to live in the city, so September it's very important information that this kid		

259.	S: xxxx	
260.	T: Like the thesis statement, not all the information just the important information, not everything. Ok, September is important, magazine because remember that he wrote back an article to a magazine.	
261.	S: ideas	Propose
262.	T: yes. Who wrote the article?	Ev+ Request specific info
263.	S: A little farm kid	
264.	T: a little farm kid or a farm kid, you can write that too. So, we have September, slash, the magazine (<i>T is writing this information on the diagram from his laptop</i>)	Recast Modelling answer
265.	S: ah vainas así, yo estoy copiando todo el párrafo.	
266.	T: no, no, try to extract information, try to get information, not everything. Does the farm kid want to live in the city?	
267.	S: no	
268.	T: no,	
269.	S: yes	Affirm
270.	T: no, he said no, he doesn't want to live in the city.	Modelling answer
271.	S: ah yes, yes.	
272.	T: So that is another important information that you have there, he doesn't want to live in the city.	
273.	S: don't like city	
274.	T: but very specific.	
275.	S: and I put, it's better to grow up	Propose
276.	T: and then what did he said? What is his point of view? it's better to grow...	Eliciting description
277.	S: up in a farm than to grow up in the city.	Propose
278.	T: because that was the thesis statement. It's better to grow up in a farm. (<i>T is writing this on his diagram</i>) or the other idea that you can say is that it's not better to live in a city. Look, in September, because he wrote that	Model answer
279.	S: we can copy and paste?	Request clarification
280.	T: no, you need to type.	Personalized tech instruction.
281.	S: is in order?	Request specific info

282.	T: Yes, it's very important that you keep the order. Then, the magazine because the little kid wrote to the magazine, then "a farm kid" that was the one who wrote that, and what he wanted to state is that "he doesn't like to live in the city" because, "it is better to grow up in the farm" or "it's not better to live in the city" (<i>T is reading what he was writing on his diagram</i>).	Affirm Modelling answer
283.	S: Eder, estas haciendo el trabajo	
284.	T: Yeah, that is the first part because I wanted to help you!	Power display
285.	S: xxxx	
286.	T: because we are trying to take information out	
287.	S: xxxx	
288.	T: No, the argument it's from here to here (<i>T is pointing on the student's computer</i>) So, when you complete that, when you complete that we go to the argument number one, I want you to type the argument, what was the argument in the argument number one, when he said, "first"	Ev-Modelling answer Activity instruction
289.	S: All the argument?	Request clarification
290.	T: All the argument, not the evidences, I want the argument. So, that's what you are going to do with argument number one, argument number two, argument number three and argument number four. I explained to you what was the argument, and it's highlighted there, you can see it.	Repetition of Instruction
291.	S: Eder? only that?	
292.	T: ok, now the evidences of that, how he supports that? tell me one sentence that he supports	Eliciting further thinking
293.	S: We usually go?	
294.	T: they usually go	Grammar item explanation
295.	S: from that to that. (<i>S is pointing on her computer screen</i>)	
296.	T: Ok, that's a supporting idea	
297.	S: yes!	
298.	T: yes, but don't say "we" because we are talking about them.	Grammar item explanation
299.	S: ah ok.	
300.	S: eder, in the intro I need to say because?	

301.	T: in the intro? no, just slash, ideas, like that (<i>T is pointing on the tv screen</i>)	Repetition of instruction
302.	S:xxxx	
303.	T: no, the same idea. So, we are taking the information from the text to the graph	
304.	S: eder, come	
305.	T: Yes!	
306.	S: they or their?	SRLI
307.	T: their parents.	TSNE
308.	S: eder, hazme un fa ¿por qué no pones el texto? (<i>S is pointing on the tv screen</i>)	
309.	T: the text?	
310.	T: you want the text.	
311.	T: Ok, so here is the intro of the text	
312.	S: no, los argumentos	
313.	T: The arguments, here. So, remember, in each shape you have four so that connects to the introduction, so in each one you are going to write one argument with at least one supporting idea or the evidences. For example, here, this is the argument “farm kids are too busy with farm work to get into troubles with drugs and alcohol like a lot of city kids do”. How the kid is supporting that idea? When he said: “We usually go home right after school to work on the farm and help our parents” or could be “they help their parents”, like that.	TPLI Repetition of instruction Modelling description
314.	S: the supporting ideas are the arguments?	Request clarification
315.	T: no, no. The argument is this one (<i>T is pointing the argument on the tv screen</i>), the supporting ideas are the evidences. (<i>T is pointing the supporting ideas on the tv screen</i>)	Explaining purpose of stages
316.	S: ah ya.	
317.	S: xxxx	
318.	T: I want you to write exactly the same argument, so when you find the argument I want you to type it there. Because at the end we are going to see how all the text is connected. The introduction with the arguments and evidences and then we are going to see the conclusion.	Repetition instruction
319.	(<i>T is walking around the classroom clarifying students' doubts</i>)	
320.	S: the conclusion?	

321.	T: In the conclusion I want you to write. If you are in the conclusion I want you to write the restatement, the... sorry, the reiteration. What was that thing that he wrote there.	Repetition of instruction	
322.	<i>(T is walking around the classroom verifying students' work)</i>		
323.	T: If you are in the conclusion, I want you to type the reiteration there. What was that thing that was repeated from the thesis. And let me know if you consider if that those things that were mentioned were personal experience, well, write there it was a personal experience or personal experience.	Repetition of instruction	
324.	S: xxxx		
325.	T: in the conclusion, remember what is repeating, remember, the reiteration. In the conclusion, we talk about that reiteration, so, that's what really happen in the conclusion. When we conclude an argumentative text, we need to restate what you said at the beginning in the introduction, the thesis. In other words, "I think that it is better to grow up on a farm than to grow up in the city". <i>(T is reading from the tv screen).</i>	Provide further explanation	
326.	T: when you finish it, you close it		
327.	S: I'm not finish		
328.	T: Just to consider. Ok, when you finish that, when you complete the conclusion, we are going to go to the third picture. In the third picture we are going to be talking about linkers because linkers are the ones that connect one idea with another, the linkers are the ones that connect paragraphs, so, for example, when you use because is because you are gonna need a reason. If you say: I like chocolate BECAUSE it's delicious, when you say because it's because you are going to say why, right? A reason and a cause. Consequences, when you say: I don't practice English outside the classroom, as a consequence I have problems to pronounce words, for example. That's a linker that we can use. But when we use linkers of succession, remember that the guy, that the little kind linked like "first", "second" ehh in addition, that is use when you are going to have a succession. First of all / Firstly / First, Second / Secondly <i>(T is reading from the slide on the tv screen).</i> In the conclusion you can use Finally, to sum up or in conclusion. Those are linkers.	Announce new activity Focus on cohesive device Modelling example Modelling the procedure of the language Modelling example	Explaining linkers function, and completing exercises with the correct linker
329.	S: xxxx		
330.	T: when you complete the diagram, you just close it. Don't click on this, just close it, it's saved, don't worry. Ok, when you finish you go here to practice a little about linkers <i>(T is opening the file "practice linkers" on his laptop),</i> you click on here and then I want you to do it, it's really quick, you do it and you check.	Tech instruction	

331.	S: xxxx		
332.	T: this exercises in which you are going to practice the use of but, although, so, and, because and when. You read, for example “I wanted to do my homework, and the rest is I was too lazy. I wanted to do my homework BUT I was too lazy. That’s what you have to do. Do the rest.	Repetition instruction Model answer	
333.	T: Alaiz, the cell phone. Alaiz, work.		
334.	S: If I finished		
335.	T: you just close it.		
336.	S: eder, come here, I have zero!		
337.	T: No, no, don’t worry about that		
338.	S: I close it?		
339.	T: Yes, just close it, I will read it.		
340.	S: and now?		
341.	T: And now you open my website that I created for you. Look, English class, Eder González and then the first linkers.		
342.	S: a pesar de que?	SRLI	
343.	T: although	TSNE	
344.	S: xxxx		
345.	T: what do you think it is?	Focusing: lexical item	
346.	S: When?	Identify	
347.	T: yes, when	Affirm	
348.	S: I don’t understand that	Request clarification	
349.	T: Although I am older, I will become a doctor.	Modelling example	
350.	S: No, no, a pesar de?	SRLI	
351.	T: although	TPLI	
352.	S: ah ok		
353.	<i>(T is walking around the classroom clarifying students’ doubts)</i>	Verify progress	
354.	T: and then, when you complete that I will see your score and then you go to the reflection part! which is lesson three		Reflection part
355.	S: ¿lo mismo que la vez pasada?	Resistance	

356.	T: No, we have different questions, I want you to be a little more reflective.	
357.	S: Eder, I don't know, in that is although?	Ask for help
358.	T: Although, yes	Model answer
359.	S: Eight?	Request clarification
360.	T: Yes, today we have eight questions, but remember that you can answer in Spanish	Affirm Personalized instruction
361.	S: Eder, no entiendo esto	Request clarification
362.	T: Where?	Request specific info
363.	S: Here	Provide answer
364.	T: What activity of the lesson helped you to understand the knowledge? Ah ok, what activity of the lesson helped you to understand the argumentative text, what activity of the ones that we did, it was the explanation of the teacher, it was completing the diagram, what helped you to understand how an argumentative text is structured.	Read aloud Personalized instruction
365.	S: Eder, in that part, I don't know	Request clarification
366.	T: Jack has his tea	
367.	S: So? ah no, and?	
368.	T: and, do you see?	
369.	S: Yes	
370.	S: I finished	
371.	T: Now you go to the reflection part, lesson three. Remember it's very important that you complete it.	Repetition of instruction
372.	S: Ya, ¿cierro y ya?	Request permission
373.	T: When you complete the exercises you close it and then you jump into the reflection part (<i>T is opening the reflection time file on his laptop</i>) there, in the reflection part you go to lesson no one because you already did one, you already did two, you go to lesson three, in lesson three you have eight questions, ok? I want you to answer these questions. It's very important that you reflect upon what you did. La reflexión es muy importante para mejorar.	Personalized tech instruction
374.	(<i>Ss are typing on the reflection part, as soon as they finished they leave the classroom</i>)	
375.	S: Eder, when I finish the reflection, only close that?	
376.	T: yes, close it, it will save automatically.	Tech instruction

377.	Ss: Bye Eder! (<i>Most of the Ss finished the reflection part and left</i>).		
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Observation Transcript 4

Lesson 4			
1.	T: Come in girls, do not forget to turn off your phones.		Regulative discourse Class instructions
2.	T: Come in		
3.	T: Hi, good morning		
4.	Ss: Hi		
5.	T: I hope you are fine. It's very important to keep in mind, I hope you don't use the cellphone, I hope you pay attention a little bit more because in previous classes I have noticed that I have been repeating and repeating the instructions many times and it's because sometimes you don't pay attention. For example, right now Andrea is talking, she is not paying attention.	Regulative discourse	
6.	S: Andrea!		
7.	T: That's what really happen. So, I want you to open your gmail account and then wait for my instructions while I'm setting something here. Danna, you are not in your place, why did you change?	Tech instruction	
8.	S: Eder, for one day, please.	Request permission	
9.	T: This is your computer. Ok girls, listen, are you all in a computer?		
10.	S: Eder, este está lento	Tech inconven	
11.	T: Choose another one, the one that is next to you. Ok, I need you to pay attention because today we are going to work together, I will be giving you turns.	Solving tech inconven	
12.	S: xxxx		
13.	T: xxxx. Ok, lesson 4, yesterday I sent the lesson 4 that is the one that we are going to work today. Ok, you know that in the previous classes we have been talking a little bit about children's rights and about all this kind of issues that are happening around this. It's important to keep in mind that children have some rights that we need to respect and if you see a child at least you need to make sure that those rights have been followed in that person. For example, these are examples of the children's right that are like the most commons one, like all you should do what it is better for a child. Children have the right to live, of course. Children have the right to think what they like and be whatever religion they want, that is also very important. Children have the right to good health, they need to be healthy,	Contextualize Prepare to read Activating background info	Activating background info about children's rights and stages of an argumentative text Preparing to read Building the field Reading together Explaining/ Identifying the stages of an argumentative text Modelling Focusing /Identifying

	<p>they have the right to play, they have the right to education, to have a qualified education, all of that need to be there for them, for the children, ok? And sometimes that doesn't happen because sometimes children have to work and that is not ok because we are breaking them the rights, we are not making them play, what they should be doing. So, we read a descriptive text once a definition about child labor which is basically the situation that is taking and keeping children away from attending to school or prevent them to play in the park and all of that. So, there are some organizations that work to protect those rights, for example, Unicef it's an organization that is in charge of taking care every single right of a child is been followed, so, more information about Unicef ... and this is like the logo, the one that is there (<i>T is pointing at the tv screen</i>) it's active and the main building in which they work it's located in New York, in United States. They have also a web site that you can check if you want to know more about Unicef and the organization.</p>		Deconstructing the conclusion
14.	S: I have a question for you	Ask for help	
15.	T: Yes!		
16.	S: Why you explain that?	Request clarification	
17.	T: because UNICEF is an organization that work to protect children.	Provide further explanation	
18.	S: Children's rights.	Propose	
19.	<p>T: The children's rights. Ok, since we have all this situation that is happening, today we are going to read an argumentative text that is about child labor, so you will see how someone wrote an argumentative text about child labor. Girls, just a reminder, we talked about this last class but this is a reminder. An argumentative text remember that is when we want to state a point of view and need to support it, right? Argument and evidences, remember the structure we talked last class that is: introduction with the thesis statement, arguments with evidences or examples and the conclusion need to have a reiteration of the thesis. What does it mean restate the thesis? It's basically saying what you said at the beginning in the thesis in a different way but with the same idea, it's picking up that idea and repeat it.</p>	<p>Announce new activity Prepare to read</p>	
20.	S: In the conclusion right?	Propose	
21.	<p>T: Exactly. So, look at those images that we have there (<i>T is pointing at the tv screen</i>) this is real, this is happening in some countries. This child is thinking about playing and all that but he needs to work, so he shouldn't be doing this and that is bad, right? This is really an awful and a dramatic situation for him. Look at this, (<i>T is pointing at the TV screen</i>) some children they have all what they want, all that they desire but</p>	<p>Affirm Prepare to read</p>	

	<p>there are other that they need to do it. I mean there are children who are working in this kind of industries. For example, clothing and all of that. So, that's very important to keep in mind. So, look at that one, for example, that's really sad. So, I want you to open, I want you to open the first... the first slide that we have there, that's is an urgent call to stop child labour. WE NEED TO STOP CHILD LABOUR. Well, I do believe that we have to stop that, because if we do not stop it, probably there will be many children without any possibility to grow up or to find a job in the future or have a family because if they do not have education, if they do not have a proper childhood which is the time when they play games, enjoy life, probably they are not gonna be out of that situation... because they do not have opportunities.</p>	<p>Tech instruction Prepare to read Building field</p>
22.	<p>T: So, girls! The text that I want you to open is the one that you have here, this one! (<i>T is using the computer to show students the file</i>). When you open it, if you open it you will see this text, ok I want you to see that one because I gonna be reading with you together, and I will be explaining you ok, so.</p>	<p>Tech instruction Activity instruction</p>
23.	<p>T: For example, here, I want you to focus on the first part. At the very beginning, which is the title: "An urgent call to stop child labor" as you can see that is the title, so if you see the title "An urgent call to stop child labor" In the title, there is one word that means immediate. What is that word that means immediate in the title?</p>	<p>Activity Instruction Focusing: Specific questions</p>
24.	<p>S: Stop!</p>	<p>Propose</p>
25.	<p>T: Stop? No...</p>	<p>Ev-</p>
26.	<p>S: Urgent</p>	<p>Identify</p>
27.	<p>T: Urgent! That's it. This is the word that means immediate. Immediate call or an urgent call to stop child labour. It means that we need to stop child labour now. I mean stop it as soon as possible. Ok, so I want you Chin! Can you read the first sentence of the text please?</p>	<p>Affirm Lexical item expansion</p>
28.	<p>S: Childhood is the time...</p>	<p>Read aloud text</p>
29.	<p>T: Wait wait Girls! LISTEN! We need to read together at the same time. So, keep in mind what Chin is reading</p>	<p>Repetition of instructions</p>
30.	<p>S: Eder I have a slide! I don't know.</p>	<p>Request clarification</p>
31.	<p>T: Slide?</p>	
32.	<p>S: Different</p>	<p>Tech inconven</p>
33.	<p>T: No no! That's the one that you have to see. So, let's listen to Chin</p>	<p>Provide further explanation.</p>

34.	S: Childhood is the time for children to be in school and play games, to grow strong and confident with the love and encour....	Read aloud text
35.	T: ENCOURAGEMENT	Pronunciation corrective feedback
36.	S: Encouragement of their family.	S reads aloud text
37.	T: Ok, so. Childhood is the time for children to be in school and play games, to grow strong and confident with the love and encouragement of their family. Girls! What is that? Do you have any idea?	T reads aloud Focusing: Specific questions
38.	S: The introduction.	Propose
39.	T: The introduction! All of this is the introduction and here in this part you can see a definition. A definition of what?	Affirm Focusing on the mechanics of writing Focusing: Asking for expansion
40.	S: Ehhh	
41.	T: The word is here! At the very beginning.	Focusing: lexical item
42.	S: Ahh childhood.	Identify
43.	T: It's a definition of childhood. Good. What is Childhood?	Affirm Ev+ Focusing: Asking for expansion
44.	S: The childhood!	Identify
45.	S: It is the time to go to school and play games...grow strong.	Propose
46.	T: Excellent. So, that is childhood. All that time when you have to be in the school, you have to play games, and you have to grow strong and confident with love and encouragement. Right?	Ev + Modelling description
47.	Ss: Yes	
48.	T: There is one word there! In the first sentence, there is one word that means SUPPORT!	Focusing: lexical item
49.	S: Encouragement	Identify
50.	T: Yeah encouragement. That's correct! Encouragement that's the word. Excellent.	Affirm Ev+
51.	T: So, next part in the second sentence, can you read Daniella	T asks Ss to read
52.	S: Me!	

53.	T: Then you Adriana.	
54.	S: Then me!	
55.	T: IT IS A PRECIOUS!	Read aloud text
56.	S: It is a precious time in which children should live free from fear, safe from violence and protected from abuse and exploitation.	
57.	T: Exploitation! Can you see here another idea that support the definition that we have here (<i>T is pointing to the first sentence</i>) Right? So, now we know more information about child labour. So, in this second sentence, there is a word that means valuable! That's valued. What is that word in the second sentence?	Focusing: Specific info Focusing: lexical item
58.	S: What? Valued?	Identify
59.	T: Yes! In the second sentence.	Affirm
60.	S: ¿No es lo contrario de eso?	Request clarification
61.	T: No, it is the same, as you can see: to be in the school, play games, to grow strong and confident. Those are positive things.	Modelling answer
62.	S: Values.	
63.	T: and it says now... it's a precious time in which children SHOULD live free. Live free from fear, so they do not need to feel fear, they do not need to experience fear	
64.	S: What is fear?	SRLI
65.	T: Fear. When you are scared! That's fear.	Lexical item explanation
66.	S: You said that in the text there is a word that means valuable.	Request clarification
67.	T: Yeah valuable! In the second sentence, there is a word that means valuable. What is that word?	Affirm Focusing: lexical item
68.	S: Protective?	Propose
69.	T: Protective! No... valuable. Something that is valued	Ev- Lexical item explanation
70.	S: In the second....	
71.	T: In the second sentence...	
72.	S: Precious!	Identify
73.	T: Precious excellent! Precious means that is valuable. That's is valued that's very important. Is childhood very important?	Affirm Ev+

		Lexical item explanation Focusing: Specific questions
74.	Ss: Yes!	
75.	T: Yes right! It is very important- It is a precious time! Because if you have a good childhood, they will avoid this kind of fear, violence or abuses.	Affirm Expanding Modelling description
76.	T: So, unfortunately, it is not happening in the way it is supposed to be. Adriana! (<i>T is pointing at a selected student</i>)	Elaborate on student's participation
77.	S: Unfortunately, according to UNESCO, over 150 million children worldwide are engaged in child labour and in very poor countries one in every four children have to do work that is detrimental for them.	Read aloud text
78.	T: When I say: according to it is that I am going to refer to something that UNESCO has	Eliciting answer
79.	S: done studies to...	Propose
80.	T: Exactly, they have done studies and they have statistics and they can say that over 150 million children are involved in child labour, right?	Ev+ Expanding
81.	S: Right!	
82.	T: In one country or around the world?	Focusing: Specific info
83.	Ss: Around the world.	Propose
84.	T: Around the world. That's correct.	Affirm
85.	T: So, here in this part, (<i>T is pointing to the third sentence of the introduction</i>) there is one word that means around the world, that it's international, that means all the world in total	Focusing:lexical item
86.	S: Worldwide.	Identify
87.	T: Worldwide! Worldwide means that it's a global, I mean it's global, it's all the countries. Ok, the thesis statement, the idea is that we are going to be supporting with the arguments it's the one that comes immediately here at the end (<i>T is pointing at the tv screen</i>) so, it is...	Affirm Expanding Elicit answers
88.	S: So, it is urgent to stop child labour and we all need to cooperate.	Propose
89.	T: Exactly, cooperate.	Affirm

90.	S: Cooperate	Affirm
91.	T: Here there is a word in the thesis statement that means help, what is that?	Focusing: lexical item
92.	S: Means what?	
93.	T: Help	
94.	S: Cooperate	Identify
95.	T: Cooperate! We all need to help, we all need to cooperate to stop child labor. So, that is the idea that in the text the author or the writer is trying to support. Now, we are going to see three different arguments, to support this idea the author has three arguments and each argument has examples or evidences. So, "first of all", when you say first of all, that is a linker, it's a connector, right? To connect the idea that is coming. First of all means like ok, this is my first argument, first or firstly or first of all. The next idea immediately comes with the argument, can you read it, Vale?	Affirm Modelling example Prepare to read Preview stages Focusing on cohesive device
96.	S: First of all, child labor usually keeps children away from school and this means they miss the opportunity to go beyond everyday common...	S reads aloud text
97.	T: Commonsense	Pronunciation corrective feedback
98.	S: Commonsense knowledge and be in contact with the best a... a	Read aloud text
99.	T: Achievements of a culture	Pronunciation corrective feedback
100.	S: Achievements of a culture	
101.	T: So, that is the argument. Hey, child labor usually keeps children away, I mean, prevent them from attending to school and what happen with that?	Eliciting further thinking
102.	S: Miss	
103.	T: they miss the opportunity to go beyond, to have a better understanding of the world. So, that's what does mean commonsense knowledge. If they don't go to the school, they will not develop it, they will not learn.	Modelling description
104.	S: they don't have a... a future	Propose
105.	T: they don't have a future, right? So, that is the argument. And here it says (<i>T is reading from the tv screen</i>) and be in contact with the best achievements of a culture. So, here in the argument there is one word that means when you reach a goal, when you complete something successfully. What is that word?	Modelling description Focusing: lexical item
106.	S: eehhh	

107.	T: When you complete something successfully	Prompts
108.	S: something?	
109.	T: yeah, something successfully, there is one word that is there. What is that word?	Prompts
110.	S: commonsense?	Propose
111.	T: No, another word	Ev-
112.	Ss: achievements?	Identify
113.	T: achievements! Excellent Adriana, Lara. That's correct, achievements (<i>T is pointing at the word on the tv screen</i>) that means when you make something successfully. For example, I have many achievements in my life. So, that is the argument, now, after the argument, what happen?	Affirm Show example Expanding T asks SS to explain a part of the text
114.	Ss: evidences	Identify
115.	T: That's right, evidences.	Affirm
116.	Ss: examples, supporting ideas	
117.	T: Yes, that's correct, all of that to support the argument. Here, there is an evidence: at school, Borelly, can you read please?	Ev+
118.	S: At school children develop the values necessary to become active citizens in the so...	Read aloud text
119.	T: society,	Pronunciation corrective feedback
120.	S: society, they discover and develop the skills and ability they are good at and they usually meet the friends that they never forget in life.	S reads aloud text
121.	T: Ok, that is an evidence about going to the school and how important is attending to the school, right? At school children develop the values necessary to become active citizens in the society (T is reading from the tv screen) So, they learn how to behave in the society.	Expanding
122.	S: they need to know about the society	Propose
123.	T: yeah, and where do they learn that?	Eliciting further thinking
124.	S: school	Propose
125.	T: at school, that's why they have to go to the school. If they don't go to the school, they will not learn that. So, that is an evidence, this argument is valid because of this (<i>T is pointing at the tv screen</i>)	Expanding
126.	S: but you can learn in the society	Propose

127.	T: you know that they are children and children when they are not guided, when they are not like properly taught they are not gonna do it by themselves. There are some that develop that but it doesn't mean that every single child is like that.	Provide background info Building field
128.	S: 50 per cent?	Propose
129.	T: I wouldn't say that because I don't have the statistics to talk about it. Ok, (<i>T is reading from the tv screen</i>) they discover and develop the skills and ability they are good at and they usually meet the friends that they never forget in life. Where do children meet their friends?	Eliciting further thinking
130.	S: in school	
131.	T: Exactly, in a school. That's why also and that is part of socializing, of learning how to communicate with others, right?	Affirm
132.	Ss: yes	
133.	T: so, that's important. Here, there is one word (<i>T is pointing at the tv screen</i>) in this sentence there is one word that means just like learn	Focusing: lexical item
134.	S: develop?	Identify
135.	T: Develop, that's correct. Can you see? At school children develop or children learn the values. Another argument comes after that one, which is, can you read it Andrea?	Affirm Announce following stage
136.	S: School is the place to learn how to interact with others, to listen, to take turns, to negotiate and to pursue goals. Going to school gives a good start in life and prepares better for the future. It expands the children's ideas about the world and what they want to be in it.	Identify
137.	T: Can you see? That is another evidence, how important is to go to the school because they learn how to interact	Expanding
138.	S: in that argument	
139.	T: in that evidence	
140.	S: No, no, in the argument	
141.	T: ah ok	
142.	S: you want to focus on the school. The... the...	Propose
143.	T: the importance	TSNE
144.	S: the importance to the children go to school	

145.	T: exactly, look (<i>T is reading from the tv screen</i>) child labor usually keeps children away from school and this means they miss the opportunity to go beyond everyday commonsense. So, when it says “keeps children away from school” we are trying to say No! And that is happening and we need to understand that we need to make sure that every single child in this world go to the school because that’s very important.	Ev+ Read aloud Expanding
146.	S: it’s a right	Propose
147.	T: it’s a right! Exactly. It’s simple. It is simple to understand that every right needs to be respected, need to be followed and if we break them we are not doing the good for this society. So, for all these reasons, that we mentioned here, which are the evidences, for all these reasons, and then we state again: childhood is the time to go to school rather than to work and earn money. (<i>T is reading from the tv screen</i>) Can you see?	Affirm Provide further explanation Expanding
148.	S: Rather is?	SRLI
149.	T: Instead of. Can you see? For all of these we consider that childhood is the right time to go to school. Ok, that is the first argument. The first argument with the evidences. And look the linker that the writer used: First of all, firstly, that’s the first one.	TPLI Focusing on cohesive device
150.	S: xxxx	
151.	T: Exactly, because after each linker, a comma, look (T is pointing at the tv screen) First of all, comma! Child labor...	Modelling procedure of language
152.	S: And the evidence is at school...	Propose
153.	T: Yes, all of these, excellent. So, if you are going to say the second argument what is the linker that we have to use?	Ev + Focusing on cohesive device Eliciting for using cohesive device
154.	Ss: Secondly!	Identify
155.	T: Secondly, right? or you can say ehh	Affirm
156.	S: after that	
157.	T: After that works, but this is more formal, you know? You can say secondly or in the second place, that works too, and look at the comma. Pay attention here at the very beginning (<i>T is pointing at the tv screen</i>) secondly comma	Provide further explanation Focusing on cohesive device
158.	S: xxxx	

159.	T: In English it sounds like that but in Spanish is like you are saying, it is more about formality. Ok, Cormane, read, the argument, the second argument.	T asks Ss to read
160.	S: Me!	
161.	T: Cormane and then you	
162.	S: She reads	
163.	T: Ok, Charris	
164.	S: And then me!	
165.	T: Ok	
166.	S: Secondly, children need to enjoy childhood and they must do all the things that children usually do in that period of life.	Read aloud text
167.	T: Ok, we are talking about that period of life, what is that period of like that we are talking?	Eliciting further thinking
168.	S: The childhood (<i>S mispronounced the word</i>)	Identify
169.	T: The childhood (<i>T is correcting the pronunciation</i>)	Pronunciation corrective feedback
170.	S: The childhood (<i>S is repeating the right pronunciation</i>)	
171.	T: Excellent, that's correct. Good job! So, what are those things?	Ev+ Eliciting further thinking
172.	S: xxxx	
173.	T: yeah, but what are those things? when you say "they must do all the things that children usually do"	Focusing: specific info Identify Propose
174.	S: enjoy?	
175.	T: they need to enjoy life, what else?	
176.	S: learn	
177.	T: learn, what else?	
178.	S: play	
179.	T: play in the park, play games, that is part of being a child	Expanding
180.	S: school	Focusing: specific info Identify
181.	T: going to the school	
182.	S: have a family	
183.	T: have a family, have friends	

184.	S: have a good healthy	
185.	T: like health insurance and all that, I mean, the right to go to a hospital, all that is important. So, look, this is the second argument, and then what do we need?	Expanding Focusing: specific info
186.	Ss: the support	Identify
187.	T: the supporting ideas which are evidences or examples, so here it comes: this includes (<i>T is reading from the tv screen</i>) or you can say "for example". For example of what? of the activities that children usually do in the childhood.	Modelling description Focusing on cohesive device
188.	S: xxxx	
189.	T: yes. Having time to play, you said play (<i>T is pointing at the student that said "play" before</i>) and to take part in activities with other children. To play with their friends, in the park, to talk, to chat. Ok, so that is one. Ehhh According to psychologists, Daniela, when you say, wait, before you continue Daniela, when you say according to psychologists is that what we are going to say which is an evidence or an example, more an example, is said by a psychologist, according to psychologists. Ok, can you read?	Prepare Provide further explanation Prepare
190.	S: According to psychologists, mental health is linked to happy meaningful experiences, so when children enjoy their childhood, they grow up under optimal psychological conditions.	S reads aloud text
191.	T: So, mental health is linked to happy meaningful experiences, if you are fine here (<i>T is pointing to his head</i>) you are going to have a happy life, you are going to have better experiences. But imagine that a child has been having a lot of problem, probably the experiences that that child has been having	Read aloud Provide further explanation
192.	S: xxxx	
193.	T: exactly, they are gonna feel frustrated, sad, with a lot of problems and all that. So, when children enjoy their childhood, look what happen when they have a good childhood	Provide further explanation
194.	S: this is evidence?	Propose
195.	T: Yes, evidence taken from the psychologist	Affirm
196.	S: they grow up under optimal psychological conditions	Propose
197.	T: Yes, they are really fine here (<i>T is pointing at his head</i>), they develop their minds in a good way, right?	Provide further explanation
198.	Ss: yes	

199.	T: So, here there is one word that means connected (<i>T is pointing at the sentence on the tv screen</i>) What is that word?	Focusing: lexical item
200.	S: what?	
201.	T: connected, connected. If I say, this is connected with this	
202.	S: Linked!	Identify
203.	T: Yes, link, excellent. So, mental health is linked to happiness, to happy mental meaningful experiences. So, that's why mental health is important. Ok, that is evidence. Word support of that evidence, "on the other side", that is another idea but totally different	Affirm Expanding Focusing on cohesive device
204.	S: is the opposite	Propose
205.	T: yes, it's the opposite because you say on the other side, if you say on the other side, look at what happen, the linker: on the other side comma because it's a linker. (<i>T is reading from the tv screen</i>) Can you read? Who wants to read?	Affirm Provide further explanation
206.	S: Me	
207.	T: ok	
208.	S: On the other side, children who work are likely to be filled with resentment, hatred, distrust and constant negativity. This could bring negative psychological consequences to children, for example, low self-esteem, depression, rudeness. Eventually, these attitudes and behaviours could lead to many other problems and unhealthy decisions.	S reads aloud text
209.	T: Can you see? It's the opposite. So, if we don't have a mental health really good xxxx because here, children who work are likely to be filled with resentment (<i>T is reading from the tv screen</i>) like really bad things, hatred, distrust, negativity. You know like when someone is really negative probably that person has been experiencing many bad things before.	Read aloud Provide further description
210.	S: xxxx	
211.	T: sometimes it happens in that way. Look, this could bring negative psychological consequences to children (<i>T is reading from the tv screen</i>) someone who needs to work since the beginning of his life it's going to feel really bad. So, for example, low self-esteem, I am bad, I can't do it, I can't, I just can't, I don't know, I am ugly, all that is low self-esteem. When you have high-esteem is like: yes, I can do it, I am good at this, but when children have to work	Modelling description Provide further explanation
212.	S: xxxx	Propose

213.	T: exactly, they are more confident. Look all the bad things that they develop when they work, when they are forced to do it. Depression, rudeness (<i>T is reading from the tv screen</i>) they are aggressive, right? Eventually, these attitudes and behaviours could lead to many other problems like drugs and even worst, and unhealthy decisions.	Affirm Modelling description Provide further explanation	
214.	S: can I go to the bathroom?	Request permission	
215.	T: sure. So, we have the first one, we have the second one and now we have?		
216.	S: but all of this is the evidence?	Request clarification Explain global organization of text	
217.	T: all from here to here, those are evidences. (<i>T is pointing at the tv screen</i>)		
218.	S: all?		
219.	T: yeah, it's really well constructed. The argument is this one (<i>T is pointing at the argument which is the first sentence</i>) and the evidences, here we have two evidences: the one that was about the psychologist and also another one that says that if we don't do all those good things about mental health in connection to happiness you are going to have all of this bad things. Can you see? So, that's why it's connected to this (<i>T is pointing at the argument</i>). Ok, and thirdly, because is the third one, it's the third argument. Valentina, the third argument, can you read it?		
220.	S: me?		
221.	T: yes		
222.	S: Thirdly, children are not ready to work. Physically, they do not have the capacity to work long shifts, carry heavy objects, manage difficult tools and situations and be exposed to risks.	S reads aloud text	
223.	T: Ok, thank you. Can you see? This is the argument. So, children are not ready to work (<i>T is reading from the tv screen</i>) they can't work because they are not ready, to work you need preparation and they don't have preparation. But they are not ready also because physically, I mean like the body, they don't have the capacity to work long shifts. What does it mean shifts? Here there is one word that means like the time of working in a company. For example, here I work morning shift and also part of afternoon shift. For example when someone says like "I work morning shift" so, that person works from 7 am until 12.	Provide further description Lexical item explanation	
224.	S: ahhh ya		
225.	T: that's a morning shift. But they can't work long shifts. Carry heavy objects, remember the girl that we saw carrying the cart with the bricks? They just can't do that, they are children. Manage difficult tools.	Provide further description	

	When you are working you need to manage tools and probably they don't know how to handle this tools. Situations, for example, here I need to manage many situations but when I'm in a brick company where they have to be dealing with someone older, like: you have to do this! Probably in a bad behaviour, like: stupid!	
226.	Ss: hahaha	
227.	T: it really happens. Children are not mentally neither physically prepared to work. Ok so, now we have evidences. Continue, please	Provide further description
228.	S: yo!	
229.	T: Vale	
230.	S: According to doctors, children's skeletons are still growing so carrying heavy bricks or items can cause lasting damage.	S reads aloud text
231.	T: Doctors, the ones who know about health and all that, they say: hey, children's skeletons are still growing (<i>T is reading from the tv screen</i>) it's like when you start like (<i>T is miming the process of growing</i>) increasing, right? So carrying heavy bricks or items can cause lasting damage. So, damage, bad things for the rest of your life, so this is really bad. Ok, Laura, continue, you don't want to read Laura?	Modelling description Provide further description
232.	S: Me	
233.	T: Ok, Andrea. Besides, it's like additionally	Lexical item explanation Focus on cohesive device
234.	S: Besides, each job requires specific skills that they do not have and for that reason they will be unproductive as well as low-paid employers.	Read aloud text
235.	T: Exactly. Can you see? That is another evidence. What happen if they are not prepared?	Affirm Eliciting further thinking
236.	S: They will be unproductive	Propose
237.	T: Yes. They receive less money because you can not pay the same for an adult than for a child. I would pay less to the child, right? if I am the owner of the company, like you are just a child I'm going to give you	Provide further description
238.	S: Cincuenta pesos?	
239.	T: Fifty pesos per day, imagine that. Each job requires specific skills that they do not have. (<i>T is reading from the tv screen</i>) why not? Because they haven't been prepared for that, they haven't gone to school, they don't know anything about the job, they need to learn it	Recast Expanding Clarifies function of stages of

	because someone is forcing them, right? Their families, they don't have money. So, look? Three strong arguments well supported is going to jump into a conclusion. What is the conclusion of all this? The reiteration of the thesis statement. In conclusion comma	argumentative exposition text Provide background info
240.	S: Me!	
241.	T: ok	
242.	S: In conclusion, people need to work together to stop child labour as soon as possible. Together we can guarantee children's rights.	S reads aloud text
243.	T: Ok, Melany, can you read the thesis statement on the introduction? Is just one sentence, can you read it?	Focusing: specific info
244.	S: xxxx	Resistance
245.	T: you can't read? ok	
246.	S: In conclusion, people need to work together	
247.	T: No, no, in the introduction is the thesis statement	
248.	S: Ahh ok. So, it is urgent to stop child labour and we all need to cooperate.	Identify
249.	T: Exactly, remember that was the thesis statement and what I have been telling you, in the conclusion you have to repeat basically what you have as a thesis statement in a different way.	Affirm Provide background info about stages of text
250.	S: the thesis statement is: according to UNESCO, over 150 million, no?	
251.	T: the thesis statement? No, is: So, it is urgent to stop child labour and we all need to cooperate.	Ev- Provide background info about stage of text
252.	S: ah ok	
253.	T: and look the conclusion, the reiteration: people need to work together to stop child labour. It's the same like saying it is urgent to stop child labour and we all need to cooperate. When he says "people need to work together" that means that we all need to cooperate. As soon as possible, remember? Urgent! Immediate. Together, we all need to cooperate, we can we can guarantee children's rights. That is called restatement of the thesis statement. So, obviously the conclusion is supported with more information that you can take from the arguments.	Provide further description Lexical item explanation Modelling description Explain stages on argumentative text
254.	S: It is very important make sure all children receive quality education. (<i>S is reading from the tv screen</i>)	Read aloud text

255.	T: remember that we talked about quality education in one of the arguments, going to the school, so here is another reiteration of one of the arguments.	Provide further description Deconstruct conclusion	
256.	S: receive the opportunity to enjoy their childhood and grow healthy both physically and mentally so they live happy and productive lives. (<i>S is reading from the tv screen</i>)	Read aloud text	
257.	T: So, you have there the whole text and you can see how the text is structured, with one introduction, one argument, another argument, another argument and a conclusion. How many paragraphs do you have there?	Focusing: specific info Explain global organization of text	
258.	Ss: five	Identify	
259.	T: five, that's correct. Each paragraph has an important role in the text. The introduction with the thesis, argument number one with the evidences, argument number two with the evidences, argument number three with the evidences and the conclusion which is basically connected with the thesis statement. Ok, now I want you to complete the graph, we did that the previous class and when you open there the "complete the graph" (<i>T is pointing at complete the graph on the tv screen</i>) It will open a graph like this, let me show you, here, in this graph I want you to, what is the title? You copy and paste the title. What is the introduction? The most important information about the introduction, but I want you to copy and paste the thesis statement in this one, ok? Then the argument one, the argument two and the argument three with the evidences and finally the conclusion, in the conclusion is the reiteration.	Affirm Activity instruction Tech instruction	Task: Complete the diagram
260.	(<i>Ss are working on completing the graph and T is walking around checking the process and helping them</i>).		
261.	S: Eder ¿y esto?		
262.	T: (<i>T opens one student's graph to socialize</i>) That's the one that we are going to work together, that's why you have to wait. Ok, look: the title, what's the title?	Focusing: specific info	
263.	S: An urgent call to stop child labour.	Identify	
264.	T: very good, now the introduction is: Childhood is the time for children to be in school and play games, to grow strong and confident with the love and encouragement of their family. (<i>T is reading from the tv screen</i>)	Affirm T reads aloud	
265.	S: is that?		
266.	T: yes, that is the introduction, but the thesis statement is: So, it is urgent to stop child labour and we all need to cooperate. That's the thesis statement, the idea that we want to support. Argument one?	Focusing: specific info	

267.	S: child labor usually keeps children away from school and this means they miss the opportunity to go beyond everyday commonsense knowledge and be in contact with the best achievements of a culture.	Identify	
268.	T: excellent, now what are the evidences for that argument? (<i>T points on the tv screen</i>)	Affirm Focusing: specific info	
269.	S: At school children develop the values necessary to become active citizens in the society, they discover and develop the skills and ability they are good at and they usually meet the friends that they never forget in life. School is the place to learn how to interact with others, to listen, to take turns, to negotiate and to pursue goals. Going to school gives a good start in life and prepares better for the future. It expands the children's ideas about the world and what they want to be in it. For all these reasons, childhood is the time to go to school rather than to work and earn money.	Identify	
270.	T: ok, thanks. What is the second argument?	Affirm Focusing: specific info	
271.	S: Secondly, children need to enjoy childhood and they must do all the things that children usually do in that period of life.	Identify	
272.	T: Perfect, children need to enjoy childhood and they must do all the things that children usually do in that period of life. Now, one student who reads the evidences of this argument.	Affirm T asks SS to read	
273.	S: Me, me		
274.	T: Ok, you can read the evidences.		
275.	S: This includes having time to play and to take part in activities with other children. According to psychologists, mental health is linked to happy meaningful experiences, so when children enjoy their childhood, they grow up under optimal psychological conditions. On the other side, children who work are likely to be filled with resentment, hatred, distrust and constant negativity. This could bring negative psychological consequences to children, for example, low self-esteem, depression, rudeness. Eventually, these attitudes and behaviours could lead to many other problems and unhealthy decisions.	Identify	
276.	T: Now, can you see the way in which each argument is supported. Children need to enjoy childhood to have mental health, optimal psychological conditions, to be happy instead of being working which can bring them negative psychological consequences such as these (<i>T points on the TV screen</i>). Ok, now let's continue, what is the argument number three?	Provide further description Focusing: specific info	

277.	S: Children are not ready to work. Physically, they do not have the capacity to work long shifts, carry heavy objects, manage difficult tools and situations and be exposed to risks.	Identify	
278.	T: That's perfect. Now, you can see the evidences. (T reads aloud) According to doctors, children's skeletons are still growing so carrying heavy bricks or items can cause lasting damage. Besides, each job requires specific skills that they do not have and for that reason they will be unproductive as well as low-paid employers. Those are just a few of many effects of being not prepared to work.	Affirm T reads aloud	
279.	T: If you don't have the information in this order in the graph that means that don't type the correct information, so check.		
280.	S: Eder, and the conclusion?		
281.	T: and finally, we can identify the conclusion. Can you read it?		
282.	S: In conclusion, people need to work together to stop child labour as soon as possible. Together we can guarantee children's rights. It is very important make sure all children receive quality education, receive the opportunity to enjoy their childhood and grow healthy both physically and mentally so they live happy and productive lives.	Read aloud text	
283.	T: Exactly, that is the reiteration of the thesis statement (<i>T points on the TV screen</i>). So, look the structure of an essay, how each paragraph is connected. Now, girls when open this one (T points on the TV screen), it says write collaboratively thesis statements, we are going to work together. All of you have the same document, whatever you write there, the rest of the class are going to see your information. Open it. (SS start typing some examples of thesis statements)	Affirm Activity instruction	Write collaboratively thesis statements
284.	T: Here Borelly wrote the government need to be involved in this situation, what situation?	Eliciting further thinking	
285.	S: Child labour	Propose	
286.	T: Ok, Borelly, you can write the government need to be involved in child labour in order to stop it. Remember, the thesis statement is one idea that you want to support. So, girls with the person that is next to you, I want you to think in a thesis statement, and then type it in this document (<i>T points on the TV screen</i>)	Modelling description Repetition of instruction	
287.	T: Choose one number and type your thesis statement, you cannot delete the other thesis statements, ok.	Tech instruction	
288.	T: Let me give your numbers (<i>T says student's names, and gives a number to each pair</i>) (...)		

289.	T: Can you type your names in your number, type your names, girls listen.	Tech instruction	
290.	S: Eder, the thesis statements are about what?	Request clarification Dealing with metalanguage	
291.	T: Child labour.	Provide further explanation	
292.	(Some SS start typing some thesis statements)		
293.	T: The children need to have the opportunity to go to school, be happy and have a childhood (<i>T reads one thesis statement written by students</i>). Yes, children need to have a good childhood.	Read aloud Ev+	
294.	(<i>SS continue typing thesis statements</i>)		
295.	T: Ok, now that you finished, let's choose one. Let's choose this one. (<i>T points on the TV screen</i>) I'm gonna take the first one, I'm gonna cut and paste this thesis statement in this document (<i>T points on the TV screen</i>). Girls, open this document, please. Thesis, arguments and evidences, the second one. (...)	Activity instruction	Write collaboratively two arguments and its evidences
296.	T: When you open the second one that is in the lesson, it will open this document, all of you are there. So, remember don't delete your classmates ideas. When you open this, you will see a graph that is this one (<i>T points on the TV screen</i>) (...)		
297.	T: (<i>T pastes the thesis statement</i>) the government need to be involved in child labour in order to stop it, here we have the thesis statement.	T reads aloud	
298.	S: I can close the other page		
299.	T: Yes, close it. Now, we need an argument to support this idea, what could be an argument to support that the government need to be involved in child labour in order to stop it?	Tech instruction Eliciting further thinking	
300.	S: Because the government don't intervene	Propose	
301.	T: The government doesn't intervene. Ok, I'm going to type this argument: the government is an important element of a society and for that reason they need to be more involved. How can you support the idea that government is an important element?	Recast Eliciting further thinking	
302.	S: Because of the law	Propose	
303.	T: The government controls the law and they can change these.	Recast	
304.	S: The government is only focus in politic	Propose	

305.	T: The government is only focused on politic and money.	Recast
306.	S: First, the government need to provide money to this children.	Propose
307.	T: Exactly, let's type this idea. The government needs to provide the necessary sources to poor people to stop child labour. In this way, children can get a better...	Affirm Recast Eliciting further thinking
308.	S: Education, they can go to school to receive classes. Eder, how do you say conocimiento?	Propose SRLI
309.	T: Knowledge	TPLI
310.	S: To receive knowledge.	
311.	T: Ok, wait. (T is typing student's idea). Ok, let's continue. The government need to provide the necessary sources to poor people to stop child labour. In this way, children can get a better education, they can go to school to receive classes, to get knowledge... and... What else girls?	Eliciting further thinking
312.	S: And do the things that children do...	Propose
313.	T: Such as...	Eliciting further thinking
314.	S: Play, share time with friends, and eat.	Propose
315.	T: Ok (T continues typing)	
316.	S: If government invests money, children can have a quality education...	Propose
317.	T: With the necessary sources such as TVs, computers, chairs, blackboards...	Expanding
318.	S: Books, food, and uniforms. Because poor people don't eat and have the same clothe.	Propose
319.	T: Exactly. Perfect girls good ideas. Finally, we can say, children can have a better life if government makes decisions. We can continue editing and improving it. But now let's continue with the second one. Please, can you think in an argument?	Affirm
320.	S: Eder, laws	Propose
321.	T: Ok, Second, politics need to propose laws that protect children. Now, which can be the evidences?	Recast Eliciting further thinking
322.	S: I think that not only to propose laws, is to hacerlas cumplir, es como monitorear	Propose
323.	T: Ok, perfect.	Affirm
324.	S: Children can feel more protected with these laws...	Propose

325.	T: Ok, let's organize the idea. Second, politics need to propose laws that protect children, and monitor these. Government has to take the control, and avoid that more children continue working instead of studying...	Recast		
326.	S: They have to monitor that they laws they propose are working, and...	Propose		
327.	S: That children have all the protection.			
328.	T: Wait a moment girls. I need to type your ideas. (...)			
329.	S: and live as normal children with the same rights.	Propose		
330.	T: Exactly. We can continue improving it. But, now open the reflection, and look for the lesson 4.	Affirm Tech instruction		Reflection part
331.	S: Is it the same?	Request clarification		
332.	T: Yes, the same document but with different questions.	Affirm		
333.	S: ok			
334.	(SS start writing the reflection)			
335.	T: there are some students that are not doing the reflection, and you have to do it. You have 8 minutes to do it, if you don't do it, you don't go home. Remember, you have to work.	Regulative discourse		
336.	S: Eder, I'm hungry			
337.	T: Me too, but I have to work. Do it quickly. Hurry up.	Power display		

Observation Transcript 5

Lesson 5			
1.	T: Ok, come in.		Regulative discourse Class instructions
2.	(<i>Ss are coming inside the classroom</i>)		
3.	T: Don't forget your place. Today we are going to work in a different way		
4.	S: ah?		
5.	T: Yes,		
6.	S: Is another topic?	Request clarification	
7.	T: It is the same but we are not gonna be reading, we are gonna be doing and today we are going to work together and someone else, but you don't know who is that person.	Regulative discourse	
8.	S: xxxx		

9.	<p>T: No, it's already selected, there is no way to change it. Open your gmail account. Ok, open your email account, sit down and I will tell you what to do. (<i>T is opening the file on his computer</i>). Ok girls, open your gmail account, make sure to open the lesson I sent today.</p>	<p>Tech instruction</p>	
10.	<p>(<i>T is walking around the classroom checking that the Ss are opening the lesson 5</i>)</p>		
11.	<p>S: Ya</p>		
12.	<p>T: Ok. We have been talking about child labor, we have been talking about argumentative texts, how it is structured, and all of that, right? We have been talking about all this issues and yesterday some of you were writing some thesis about that, for example, you mentioned that the government should be more involved in this situation, to stop it and all of that. But, there are many other theses or ideas or points of view about child labor, for example, look this one: Child labor is an illegal act. (<i>T is reading from the TV screen</i>) that is an opinion, right? And also is a fact because there are laws that forbid this kind of situations. Also, we can say that: child labor is against the nature. (<i>T is reading from the tv screen</i>) Why? Because you know that children shouldn't be working because they are not prepared, physically the body is not prepared to work, so that's why it says is against the nature.</p>	<p>Prepare: activating background info Prepare to write</p> <p>Expanding</p>	<p>Activating background info Prepare to write collaboratively Modelling Provide context info for writing Join-construction</p>
13.	<p>S: Not working</p>	<p>Tech inconven</p>	
14.	<p>T: It is slow, be patient. Ok, another idea could be like: Education is their birthrights, let them educate not earn (<i>T is reading from the tv screen</i>) like make children go to the school, don't make children to work, right? Basically that's the idea of that. Another idea is: don't be greedy and send your children to school. (<i>T is reading from the TV screen</i>) It means don't make your children work for you, make you children to be educated to have a better future. And look at this one: Understand your responsibility and free your children to study. Let them to enjoy their childhood, that is important. Children are future of the country, let them grow. Today's children are tomorrow's future, that is another idea. Let your children to play with friends and study, which is something that they should be doing. So, today we are gonna do something together, what is that? Look at this child, (<i>T is pointing at a picture on the tv screen</i>) this child is working, in what kind of company?</p>	<p>Modelling example Prepare to write</p> <p>Focusing: specific info</p>	
15.	<p>S: Agriculture?</p>	<p>Identify</p>	
16.	<p>T: Agriculture, specifically flower company, right?</p>	<p>Affirm Expanding</p>	
17.	<p>Ss: yes</p>		

18.	<p>T: So they cut flowers and they work in that company. That company is located in Medellin. There are some flower companies that hire children to cut flowers in their fields. (<i>T is reading from the tv screen</i>) So, they hire children to help them cutting the flowers and they pay for that, a children, imagine that. So, this is the mother of this child, (<i>T is showing another image</i>) and she thinks that is good to make a child work, she thinks that and we have the opportunity to send a paper to his mother/father that has a child working in the industry of cutting flowers in Medellin. (<i>T is reading from the tv screen</i>) You need to convince that family with your arguments to stop that situation because his mother thinks that is ok that the child works and we need to convince her. How do we convince her? With your argument and with your thesis and your evidences, ok? So, keep in mind the structure of the argumentative text that we have been developing in previous classes. Let me give you a reminder: In the introduction you need to have a thesis statement. Two arguments only, no more than that, argument and evidences, argument and evidences or examples and a conclusion where we need to restate the thesis statement that we said, saying it in a different way. What you say here (<i>T is pointing at the introduction</i>) you need to say it here but in a different way. I want you to open here (<i>T is opening the file</i>) when you open here, you will see that you are going to be working with someone else. We are going to work collaboratively in this paper, you don't need to stand up from your computer, we are all going to work there. For example, Danna is with Chin, Borely is with Andrea, let me tell you who is with each one. Ok, here: Dana is with Natalia, Valentina is with Daniela... (<i>T starts reading the pairs to work collaboratively</i>)</p>	<p>Prepare to write Provide further explanation Provide context info for writing Activity instruction</p>	
19.	<p>S: Laura come!</p>		
20.	<p>T: Girls, keep in mind that you don't need to change your places, go back to your places. From your computer you will be able to see what the other person is doing, the document that you opened is connected.</p>	<p>Tech instruction</p>	
21.	<p>S: I don't want to work with her</p>	<p>Resistance</p>	
22.	<p>T: It can not be changed because the document is already set in that way.</p>	<p>Personalised tech instruction</p>	
23.	<p>S: Ahh</p>		
24.	<p>T: I'm going to start with the introduction, all of you are going to have the introduction that I'm going to start doing.</p>	<p>Regulative discourse</p>	
25.	<p>S: Is equal?</p>	<p>Request clarification</p>	

26.	T: Yeah, but is different because you are gonna do it in a different way.	Personalized instruction
27.	S: Eder, I have a question for you	Ask for help
28.	T: Yes!	
29.	S: The team of the text is about what? The boy cutting the flowers?	Request clarification
30.	T: Exactly, what I just explained. Look how we are going to do this. Listen, this is gonna be the introduction: Last week, we learn that every single child in this world must be protected. <i>(T is reading from the tv screen)</i> All of you have this introduction.	Affirm Activity instruction Read aloud
31.	S: Is the same?	Request clarification
32.	T: Yes, the same introduction, listen. In this way, there are some organizations that focus on the children rights, for example, Unicef or children international foundation. We understood how important it is to make sure that the children rights are followed. Today, I was realized that your son - remember that we are going to send this paper to the mother of the child who is working- I realized that your son works in a flower company and we think - because we are working together- that this is wrong. So, it's essential that children spend more time learning than working. <i>(T is reading from the tv screen)</i> What is the thesis statement there?	Affirm Provide further explanation Modelling description Repetition of instruction Focusing: specific info
33.	S: Ehh... it is essential?	Identify
34.	T: Ok, excellent. It's essential that children spend more time learning than working. Now you need to think about two arguments to support that thesis statement, remember that you all have the document, you open it and you will work with the person that is connected to your document, ok?	Affirm Activity instruction
35.	<i>(Ss are working on their computers and T is walking around checking the process)</i>	T verifies progress
36.	S: I write that?	Request permission
37.	T: Yes	
38.	S: And do the arguments?	Request clarification
39.	T: The arguments, exactly. Remember the thesis "It's essential that children spend more time learning than working."	Provide background info about stage of text
40.	S: ¿por qué?	Request clarification
41.	T: Because I want you to copy.	
42.	<i>(T walks around the classroom)</i>	

43.	T: You can not be on the same computer	Personalized tech instruction	
44.	S: xxxx		
45.	T: No, you need to be separated	Request clarification	
46.	S: Why?		
47.	T: because is connected, so you don't need to be in the same computer.		
48.	S: Eder, we work in one computer?		
49.	T: Open it there, you can both open it because that's the idea to work collaboratively.		
50.	S: Ahhh		
51.	<i>(T is changing a S because her computer is not working)</i>		
52.	S: I close it?	Request for permission	
53.	T: Don't close it Alais because what she writes here you will be able to see it there, what you write there she can see it, is connected, ok?	Technology management	
54.	S: xxxx		
55.	T: The introduction is the same one we have there <i>(T is pointing at the tv screen)</i>	Repetition of instruction	
56.	S: I need to open my document?	Request clarification	
57.	T: Yes! But changing not "I" say "we" because is a team. It's really great, you work together. Do you like it?	Modelling answer	
58.	S: yes, it is good. Eder, we can use this program to work in different places?	Request clarification	
59.	T: Yes, you work in your house, and Andrea works in her house. (T is referring to Google Doc)	Modelling answer Personalized tech instruction	
60.	S: It is perfect.		
61.	S: Ok, Eder <i>(SS start writing collaboratively)</i>		
62.	T: The introduction is there, just type it. The introduction is the same for all of you.	Repetition of instruction	
63.	<i>(SS stand up and take a picture of the introduction)</i>		
64.	T: ok, girls let's work, if you have any question, raise your hand. Remember the thesis statement to write your arguments, evidences, and conclusion: it's essential that children spend more time learning than working.	Repetition of instruction	

65.	<i>(After some minutes)...</i>	
66.	T: When you start a sentence, it needs to be in capital letter, after a period you use capital letter, capitalization is very important.	Activity instruction Focusing on the mechanics of writing
67.	S: Ah, yes.	
68.	<i>(Ss continue working in the collaboratively writing)</i>	
69.	S: Eder, my computer is slow, I'm desperate	Tech inconven
70.	S: Eder ¿the introduction is that?	Request clarification Dealing with metalanguage
71.	T: Yes	Affirm
72.	S: Ok, copy, copy	
73.	T: And here in the introduction is the thesis statement (T points on the TV screen), take into account the thesis statement for your arguments. Here you have the thesis statement, each argument needs to have evidences.	Provide background info
74.	T: Girls! Work, you can do it, hurry up.	
75.	T: How do we start a first argument? Firstly, comma. Then, how do we start the second argument? Secondly, comma. Those are linkers.	Modelling example Focusing on cohesive devices
76.	<i>(Ss continue working, T walks around the classroom verifying students' work)</i>	
77.	S: Eder, actualmente.	SRLI
78.	T: Currently, currently	TPLI
79.	S: Eder, ciertamente	SRLI
80.	T: Certainly	TPLI
81.	S: Eder, how do you say costumbre?	SRLI
82.	T: Costum	TPLI
83.	<i>(Ss continue writing)</i>	
84.	S: Eder, right children or right of children?	Request clarification
85.	T: Children's rights	TPLI
86.	S: Ahh, ok	

87.	T: (<i>T continues verifying students' work</i>) OK, why I don't see in the first paragraph a linker, What is the word that I use in the first argument?	Focusing on cohesive device	
88.	S: Firstly	Propose	
89.	T: Ok. Use it!	Ev+ Power display	
90.	T: (<i>T approaches to another student and reads her text</i>) Firstly, children are the future of the world, they need to learn. Oh, I like it. Now, how do you support this? What students do by learning.	Read aloud Eliciting further thinking Personalized instruction	
91.	S: Because they don't study, they don't learn.	Propose	
92.	T: They know nothing	Affirm	
93.	S: Yes (<i>SS continue writing</i>)		
94.	S: Eder, corrupto	SRLI	
95.	T: Corrupt	TPLI	
96.	S: How do you say resaltar?	SRLI	
97.	T: Highlight	TPLI	
98.	(<i>SS work, the class is in silence for a while</i>)		
99.	S: Eder, can I search?	Request permission	
100.	T: Yes, you can do it. Girls, listen if you want to know more information about child labour, you can search, also if you want to know how to say a word in English, or what is the meaning of a word, you can find online dictionaries such as oxford, cambridge among others. These are good dictionaries. Also, don't hesitate to ask me some questions, I will clarify your doubts.	Tech instruction	
101.	S: Eder, what are the names of the dictionaries?	Request clarification	
102.	T: Oxford or cambridge dictionary (<i>T writes on the board</i>)	Provide answer	
103.	Ss: Ok! (<i>SS continue writing</i>)		
104.	T: Ok, girls. The students who finished, you can close, and open the reflection. Lesson 5 of the reflection.	Tech instruction	
105.	S: Eder this?	Request clarification	
106.	T: Yes, lesson 5. Look for the reflection of the lesson 5, and answer the questions. Try to be more descriptive in your answer, describe the process, your experience using Google Doc. Let's do the reflection part, the students who finish, close the activities and your gmail account.	Affirm Personalized tech instruction	Reflection part

107.	(SS start working in the reflection part)		
108.	S: Eder, I finished		
109.	T: Ok, close it	Personalized tech instruction	

Observation Transcript 6

Lesson 6			
1.	T: Ok girls, come in		Regulative discourse Class instructions
2.	Ss: Hello		
3.	T: Hello... come in girls. Take your computer		
4.	Ss: Ok (<i>Ss are turning their computers on</i>)		
5.	T: Ok girls, good morning, I hope that you all have a good time. Open your gmail account, please. Girls concentration today because we are gonna be doing a lot of work, ok?	Regulative discourse	
6.	S: Eder, lesson five or six or seven?	Request clarification	
7.	T: I want you to open lesson 5 first because we are going to do something with the text that we wrote last class	Activity instruction	
8.	S: I have a question for you		
9.	T: Yes!		
10.	S: Why is the (<i>S is pointing at her computer screen</i>)	Tech inconven	
11.	T: Ahh, don't worry, just close it	Solving tech inconven	
12.	T: Let me help you (<i>T is helping some Ss with their computers</i>)		
13.	T: Ok, you know that last class, for those who were not here, listen carefully girls, last class we worked on lesson five, right? Last class we were on lesson five. On lesson five you worked collaboratively with someone else	Provide background info Recast	
14.	S: ¿otra vez?	Resistance	
15.	T: I'm telling what we did last class. I sent the lesson five again because I want you to open the text that you wrote last class	Tech instruction	
16.	S: And the lesson six?		
17.	T: You will be there, wait. But first, I want you to open the lesson five, remember that	Provide background info	

	you were working with someone and you all wrote one text. So, here I want to tell you what we are gonna be doing		
18.	T: Wait girls! (<i>T is looking for the file on his computer</i>)		
19.	S: ahh my text?		
20.	T: Don't open the number six yet, I want you to open the text	Tech instruction	
21.	S: My text!		
22.	T: Our text because you worked with her		
23.	S: Ahh ok, our text		
24.	T: Ok, lesson five, you open your text, did you all open your text?		
25.	S: yes		
26.	T: Excellent. Open your text. It's important to understand that we need to evaluate the text and I'm going to teach you how we are gonna be doing it. To evaluate the text we are gonna use a rubric. What is a rubric? It's like a table in which you are going to find criteria	Announce new activity Activity instruction	Assessing a text with a rubric
27.	S: A...what?	Request clarification	
28.	T: Let me show you what is a rubric? (<i>T is opening the rubric file on his computer</i>) This is a rubric. (<i>T is pointing at the tv screen</i>) Each rubric is gonna have the categories or the criteria that you are going to use to evaluate your text. What is the first criteria that we have here? It says "title" so, you need to see what was the title that you placed for your text? Do you have a title or not?	Modelling rubric usage Focusing: specific info	
29.	Ss: No	Identify	
30.	T: So, if you don't have a title, it means that you get one in that criterion.	Provide further explanation	
31.	S: What lesson?	Request clarification	
32.	T: Lesson five. Maria de los ángeles lesson five, Colmany five, Alaiz five. We are in lesson five. In lesson five, what you are gonna do is that you are going to open the text that you have, bum! you open it (<i>T is opening the text on his computer</i>)	Repetition of instruction Repetition of tech instruction	
33.	S: Bum?	Request clarification	

34.	<p>T: Bum! Yeah. And here you have the text you wrote last class. Here you have the introduction, the one that I helped you to write, here you have an argument, here you have another argument and here you have the conclusion. (<i>T is showing a text on the tv screen</i>) As you can see, this conclusion is really short, just for the records, and these arguments are really short, and this is the rubric that we are going to use to evaluate the text. For example... Maria pay attention</p>	<p>Provide further explanation</p> <p>Repetition of instruction</p>	
35.	<p>S: xxxx</p>		
36.	<p>T: Yeah but with the cellphone there is kind of complicated or do you want me to take it?</p>	<p>Regulative discourse</p>	
37.	<p>S: No!</p>		
38.	<p>T: Ok, I'm gonna explain again. This is the rubric that we are going to use to evaluate the text that you wrote last class</p>	<p>Repetition of instruction</p>	
39.	<p>S: Eder but we change the "writing a text together and put the title?"</p>	<p>Request clarification</p> <p>Dealing with metalanguage</p>	
40.	<p>T: Yes! Exactly, that's the idea that you after my explanation you are going to make some adjustments, some modifications to get a better grade, right? That is the idea. So, look at how we are going to evaluate the text: Title, thesis statement, introduction, arguments, organization, conclusion and lexicon ...</p>	<p>Affirm</p> <p>Activity Instruction</p>	
41.	<p>S: What is that?</p>	<p>Request clarification</p>	
42.	<p>T: I will explain you one by one. The title, to get a five in the title, the title needs to be connected with the text, I mean content or what you have in the text need to be connected with the title, I mean you can't talk about chocolate in the title and then in the text you are going to be talking about ... for example, no, needs to be connected, if you are talking about childhood in the title the text is gonna talk about it, so to get a five in the title, the title needs to be connected with the text. Thesis statement, we all have the same thesis statement, right?</p>	<p>Provide further explanation</p>	
43.	<p>Ss: Yes!</p>		
44.	<p>T: Because I was the one that did the introduction, so to get a five in that point, there is a clear thesis statement and it is coherent with the text. (<i>T is reading the rubric from the tv screen</i>) So, it's connected to the argument, it's connected to the evidences, it's</p>	<p>Provide further explanation</p>	

	connected to the conclusion. The thesis statement is the heart of the text basically, right? Because it needs to be connected with arguments, evidences and with the conclusion. If your thesis statement is connected with your arguments, your evidences and with your conclusion, you get a five in that criteria. Ok, introduction, obviously it was an excellent introduction because I helped you, right? Well developed introductory paragraph. (<i>T is reading from the tv screen</i>) So, the introduction is a paragraph, if it doesn't look like a paragraph probably you are not gonna get the five here.		
45.	S: Where?		
46.	T: In the introduction. It says: well developed	Modelling rubric usage	
47.	S: Eder, but I have a paragraph in the introduction, argument one, argument two and the conclusion	Dealing with metalanguage	
48.	T: Yes, the paragraph is the first one, the introduction. The introduction needs to be a paragraph and you have it, that's the one that we did together.		
49.	S: Eder, xxxx		
50.	T: But it needs to be connected with this, try to include one word that helps you to connect the paragraphs, for example a linker.	Provide further explanation	
51.	S: Ah ya		
52.	T: Ok, introduction, it needs to be a paragraph, it needs to have the thesis statement on the introduction to get a five. Arguments, look how you get a five in the arguments: there are two coherent arguments and both have efficient evidences and are developed in separate paragraphs. (<i>T is reading from the tv screen</i>) What does it mean? That the first argument is one paragraph and the second one is another paragraph, you can not have the first argument and the second argument in the same paragraph, no. One paragraph with the first argument with the evidences or examples well developed and the second one in another paragraph with the argument, evidences and examples well developed. If you have that you get a five there, so it's easy to get the five there, right?	Provide further explanation	
53.	Ss: Yes		
54.	T: Remember that the arguments obviously needs to be connected to the thesis statement,	Provide further explanation	

	<p>you can not have an argument that is not connected to that, I mean, the arguments are to prove that the thesis statement is like that, that is true. Organization, simple, if we are talking about a title, an introduction, another paragraph with argument one, another paragraph with the second argument and a conclusion, how many paragraphs do you need to have?</p>	<p>Focusing: specific info</p>	
55.	<p>S: Four</p>	<p>Identify</p>	
56.	<p>T: Exactly, introduction, first argument, second argument and a conclusion, and a title. That is the organization, if I see that, the organization is good. Obviously you will need linkers that is also part of the organization because linkers are the ones that make the connection. For example when you say: first of all, firstly, and you say the argument. When you say secondly and you say the argument or when you say in conclusion comma. So, those linkers are the ones that give you a flow of your text, if you don't have that you don't get the five there, ok? Conclusion, what I have been talking about. What do you have to do in the conclusion? remember you restate or you say in another way what you said in the thesis statement and then you include like information that you mentioned before in the arguments or in the evidences or examples, so you include that there in the conclusion, but it needs to be a reiteration of what you said in the thesis statement. The thesis statement and the conclusion, they are connected, ok? And the lexicon, that is lexical item, what is that?</p>	<p>Affirm</p> <p>Provide further explanation</p> <p>Explain global organization of text</p> <p>Modelling examples</p> <p>Lexical item explanation</p> <p>Focusing: specific info</p>	
57.	<p>S: Vocabulary?</p>	<p>Identify</p>	
58.	<p>T: Yes, vocabulary, excellent. If you have a vocabulary that makes your idea clear, you will get the five. If your vocabulary is rare or it is not related with the context, you will not get the five, that simple. So, now that you know this information, I want you to go to your texts again, I want you to read your text, the one that you wrote the last class and to make some adjustments to get the five. So, if you don't have a title, well include that title, if you don't have linkers, well include the linkers, if the conclusion is too short, WELL make your conclusion a little bit more detailed because you need to include more information. So, I'm gonna be walking around and I will be checking what you have, so try to make the adjustments right now. (<i>T is walking around the classroom</i>) For example, you need to think about a title, ok? (<i>T is talking to an S</i>)</p>	<p>Affirm</p> <p>Ev+</p> <p>Provide further explanation</p> <p>Activity instruction</p> <p>Provide feedback</p>	<p>Making adjustments to their collaborative writing</p> <p>Join-construction</p>

59.	T: Keep working girls (<i>T is walking around the classroom making suggestions</i>)	
60.	T: Do you have a title?	Focusing: specific info
61.	S: No	Identify
62.	T: Remember that the title purpose is to catch reader's attention!	Explaining the title purpose
63.	T: Ok girls! Keep working (<i>T is walking around the classroom helping Ss</i>)	
64.	T: Ok girls, listen! Now that you have a title, the thesis statement it's clear because I helped you to make that thesis statement that is in the introduction and you have the first paragraph of the introduction, so it's fine. If you have a title, I will read the title, if it is connected to the text you will have a five too, right? Ok, introduction, we already check it. Arguments, if you have two arguments and evidences, you have a five. If you don't have the evidences, so it's incomplete, evidences or examples. I checked and some of you have them, so it's good. So, I want you to do it by yourselves and you tell me: hey, Eder I got this. So, I want you to open it, don't close the text, but I want you to open the lesson six, the one that I sent, open it. Lesson six, don't close anything, just open the lesson six, this one, I want you to open this one (<i>T is pointing at lesson six on the tv screen</i>)	Provide further explanation Tech instruction
65.	S: But don't close the text?	Request permission
66.	T: No, don't close the file, open the six. If you want to see the rubric you go here: "now check how well you did" and it will open the rubric that I'm showing you here. Now, I want you to evaluate yourselves. For example, if you have the title, well place the number that you consider.	Repetition tech instruction
67.	S: xxxx	
68.	T: where is the rubric? In lesson six	Repetition tech instruction
69.	S: close?	Request permission
70.	T: No, don't close that. You are going to see the rubric and now you are going to evaluate yourselves. Girls, I want you to open the rubric. Can you see? That's what happen, I have been repeating and repeating. Pay attention now! You are going to open lesson six, the one that I sent, is this one, (<i>T is showing the lesson six on the tv screen</i>) you don't need to close anything, just open another	Repetition of tech instruction

	one, this one. You are going to click on here: “excellent, average, poor” that image (<i>T is pointing at the image Ss need to open</i>) if you click on there, it will open the rubric, ok? So, you are going to read that information and you are going to evaluate your text with the person that you worked with, for example, Charris and ... you are going to evaluate your text, so you are going to see, ok, do I have a title? Yes. Is it connected? Yes, so I have a five, eh-h-h do I have an introduction? Yes, so read the information that you have there and then you will see how well your text was.		
71.	(<i>T walks around the classroom helping Ss, and reads some of the students' texts</i>)		
72.	S: Eder, how do you say primordial?	SRLI	
73.	T: is very important	TPLI	
74.	(<i>T is helping some Ss</i>)		
75.	T: Ok girls, let me tell you how we are gonna do it. You made adjustments, now look, look! Look!	Repetition of instruction	
76.	Ss: Colmany		
77.	T: I mean because if you don't look there is no way that you understand what you have to do now. Ok, this is the rubric, let's open a random text here, let's open this one, pum! So, you take: title, copy and paste it, where? Here. (<i>T is doing the process on his computer to show Ss how to do it</i>) You paste here the title, and then you say, well the title: children in our society, if the title is connected to the text, you will say, well it's connected to the context, it's connected to the text, copy this information and you paste it, all of you have to collaborate, not only one person because I can see who is working in the text and who is not working. Look, I'm gonna show you, see? So, I will be able to see this and I will be able to see what you have been doing and what you have not been doing. If only one person is doing it, the grades are gonna be different.	Technology management Repetition of instruction Modelling rubric usage	
78.	S: but when I work with Valentina...	Request clarification	
79.	T: Yeah, but I'm talking about the assessment, the evaluation process now, that you evaluate yourselves, for example, you place here the title, if it is connected you will copy this information and you will place it in your text, pum! Then, you continue with the thesis, if the thesis is clear and the statement it is coherent, you copy this: thesis. So, you are going to do all that.	Repetition of instruction	

80.	S: why don't we do it together?	Request clarification		
81.	T: Yes! you are gonna do it	Affirm		
82.	<i>(T is walking around the classroom checking the process and helping Ss)</i>			
83.	T: Now girls, listen. At this point we already finished working that part, I will check your score and if I see that it is not according to what is there, I'll change it			
84.	S: Why?	Request clarification		
85.	T: You have to be honest. Listen, if you already evaluated your text that is the end of lesson five and a little bit connected to lesson six. Now girls is your turn, you worked together, but now you are not going to work together	Activity instruction		Independent construction Activating background info about the stages of an argumentative text
86.	S: Why not?	Request clarification		
87.	T: Now you jump into working by yourselves. At this point you should be able to write a text, an argumentative text in this way and you can do it because now you know how it is. Remember girls because we need to finish that.	Activity instruction Regulative discourse		
88.	S: About what?	Request clarification		
89.	T: about what? excellent question, in lesson six	Affirm Ev+		
90.	S: We can close the...	Request permission		
91.	T: Yes, close the lesson five, the text you already evaluated, now we are in lesson six. Open "stop child labor" slogan, when you open that, you will see this <i>(T is pointing at the tv screen)</i> What you have there is a lot of thesis statements that is connected with our topic, you only need to choose one, you have a list there and you all need to choose one. Choose the one that you like and choose the one that you consider is ok	Tech instruction Activity instruction		
92.	S: What is the meaning of greedy?	Request clarification		
93.	T: it's like avaricious	Lexical item explanation		
94.	S: Egoista?	Propose		
95.	T: Yes, like that. Girls, the score that you have there, if I check it and I modify it it's because I need to make modifications. Remember that I'm going to combine that score with the one that you are going to have from the one that	Affirm Repetition of instruction		

	<p>you are going to do alone, now we are not going to work with someone else. You have to choose one thesis statement from these ones: Child labor is an illegal act, child labor is against the nature, children are too small to earn money, let them earn knowledge not money, education is the birth rights, let them educate not earn and so on. (<i>T is reading from the tv screen</i>) So, when you read the thesis statement, when you select the one that you want, like hey I consider that this is the one that I want to work, then, you copy the thesis statement, you copy and then you are going to open this one that is here. (<i>T is showing the file on the tv screen</i>) When you open it, you are going to paste it, the one that you consider is ok for you, and then you are going to think about the arguments, then you are going to think about the evidences and then you can start the introduction and the structure of the text.</p>	Read aloud	
96.	S: Is that the title?	Request clarification	
97.	T: Those are thesis statements not the title, remember that you title can not be the thesis statement, it needs to be connected but not the same, ok?	Provide further explanation	
98.	S: xxxx		
99.	T: xxxx...		
100.	T: Ok, Now you choose one thesis statement, can you do it please?	Personalized instruction	
101.	S: today I don't finish that	Resistance	
102.	T: No, we don't finish that, we start doing it today but not finish it, at least you need to have an idea of what is the thesis statement, what is the argument that you are going to have for your text and what is at least one evidence, that you have an idea but tomorrow you will finish it because tomorrow we have two hours.	Activity instruction	
103.	(<i>T is walking around the classroom helping Ss</i>)		
104.	T: So, when you have your thesis you think about your arguments.	Activity instruction	
105.	(<i>T is walking around the classroom helping Ss</i>)		
106.	T: When you have your thesis statement and you have one argument, well you can go ahead and do the second one, and when you have the second one, that's it, for today I just want you	Provide further explanation	

	to do that, the thesis statement, one argument and the second argument, if you have that you finish and you jump into the reflection part.		
107.	<i>(T is walking around the classroom helping Ss)</i>		
108.	T: If you have the thesis statement and you have the arguments, you can go ahead and do the reflection for today, ok?	Activity instruction	
109.	S: Tenemos que hacer las dos?	Request clarification	Reflection part
110.	T: Only lesson six. The reflection is the lesson six	Tech instruction	
111.	<i>(T is walking around the classroom helping Ss)</i>		
112.	S: Eder, lesson five?	Request clarification	
113.	T: Girls, the reflection that you have to do today is this one, lesson six <i>(T is opening the file on his computer)</i> reflect- class reflection.	Repetition of instructions	
114.	<i>(T is walking around the classroom helping Ss) (T had several talks with students about their texts and helped them to use and know specific words.)</i>		
115.	T: So, now reflection time. You can stop there, remember that we continue tomorrow.	Power display	
116.	<i>(Ss are doing the reflection part. T is helping some of the Ss)</i>		

Observation Transcript 7

Lesson 7			
1.	T: Ok girls, come in, welcome		Regulative discourse Class instructions
2.	Ss: Hi		
3.	T: Good afternoon today is our last day here, it's very important that you take advantages of this day... Reminder for the class, for today, we have two hours to be concentrated and complete what we started yesterday, for those of you who were not here yesterday, we are writing an argumentative text alone, because we already completed one collaboratively. Girls, if you don't remember I'm going to tell you this, remember that the text that you are going to write is an argumentative text and remember that in an argumentative text we need to have this structure, right? Introduction with the thesis statement, the arguments with the evidences and the conclusion with the	Regulative discourse General instructions Provide background info about stages of text	

	reiteration of the thesis statement. You already start this, so if you were not here yesterday, you need to choose, you need to open the lesson six, I'm going to explain it to you personally because you were not here. So, I checked some of you and I gave you feedback, if you check the feedback and you accept the feedback, it would change immediately, you should make the adjustments.		
4.	S: Eder! This is soooo slow!	Tech inconven	
5.	S: Eder come here, What I need to open?	Request clarification	
6.	T: Open the text that you were writing yesterday.		
7.	T: You are going to open the same text that you were doing yesterday, where is that? Here, this one (<i>T is pointing at the tv screen</i>) ok? Open it and you will see this, some of you have already opened it. Remember girls, today it needs to be completed, today we are just going to do this, you complete it and that's it, that's the idea, if you need help I will be there, ok?	Repetition of instructions	Independent construction Activating background info about the stages of an argumentative text Verifying students' progress and providing feedback
8.	Ss: Eder	Ask for help	
9.	S: Eder, come here. How do I write here? (<i>T approaches to S and help her</i>)	Ask for help Tech management	
10.	T: Ok, now that you have the thesis statement and the arguments, you need to start your introduction.	Activity instructions	
11.	S: Eder! What is the password? This is not working.	Tech inconven	
12.	T: Ok let me help you. (<i>T is entering the wifi password</i>)	Solving tech inconven	
13.	S: <i>Andrea</i> , ven!		
14.	T: Girls, keep in mind that today is personal work.	Activity instruction	
15.	S: Eder, come here. Check this thesis, please	Asking for revision	
16.	T: Ok, let me read it. Aja this is ok but keep in mind that you have to write two arguments to support your point of view and each argument needs to have evidences and examples.	Explaining the stages of an argumentative text	
17.	S: Ah but read it.		
18.	T: I like your thesis but I want you to think about the arguments ok?	Ev+	
19.	S: Ok, Eder thanks!		
20.	S: Eder, come here	Ask for help	
21.	T: Ok, wait		
22.	S: Is this ok?	Asking for revision	

23.	T: Let me read it. Ok, yeah I like it, now you can start writing your text.	Ev+
24.	S: Eder, come	Ask for help
25.	T: Yes?	
26.	S: What is this?	Request clarification
27.	T: I suggested you that introduction, so, if you like it you can accept it, if you dislike it you can refuse it.	Personalized instruction Personalized tech instruction
28.	S: Ok, and this?	Request clarification
29.	T: Those are like format	Provide further explanation
30.	S: Aahh ok, I like it	Ev+
31.	T: Accept it.	
32.	Ss: Eder	Ask for help
33.	T: Give me one second. Priority at this moment Ching and Alachi because they were not here, so please wait a moment.	Power display
34.	S: What I have to do?	Request clarification
35.	T: Ok, you are gonna read this statements that are gonna be your thesis statement. So, choose one, choose one that you consider hey this is true, I wanna support this thesis statement	Provide further explanation
36.	S: And this?	Request clarification
37.	T: Don't worry about it. So, take the one that you are going to work on, which one?	Personalized instruction
38.	S: Eehhh, this one	
39.	T: Understand your responsibility and free your children to study. So, parents need to understand their responsibility and they need to free their children to study, they need to understand that they don't have to work, they need to study, that's what children have to do, so that is gonna be your statement. (<i>T reads</i>)	Read aloud
40.	S: And I choose here the arguments too?	Request permission
41.	T: In your arguments, no. In your arguments you can talk about like government needs to help parents to understand	Eliciting further thinking
42.	S: En el sentido que ellos son adultos y deben entender	Propose
43.	T: Exactly. So, you copy and paste it in the thesis statement. This is the final activity.	Ev+

44.	S: Eder	Ask for help
45.	T: Yes	
46.	S: In English “tener en cuenta”?	SRLI
47.	T: Take into account	TPLI
48.	S: Thanks	
49.	S: Eder, here	Asking for revision
50.	T: Ok, let’s see. Ok, I like it, but don’t say the children, just children.	Ev+ Lexical item feedback
51.	S: Ok, thank you.	
52.	S: Eder, read	Asking for revision
53.	T: Ok. Their parents need to take into account that the education is important than to work. (T is reading from her computer). Ok, here you have to say education is more important than work.	Grammar corrective feedback
54.	S: Thank you	
55.	S: Eder	Ask for help
56.	T: Yes?	
57.	S: Eder I’m bad in xxxx	
58.	T: In what?	Elicit term
59.	S: In make this	
60.	T: In writing?	
61.	S: Yes	
62.	T: Well, but you have to do it because that is the grade.	Power display
63.	S: No! I speak more, I listen more, I everything more but this no.	Resistance
64.	T: Start doing this.	Power display
65.	S: Eder, actualmente?	SRLI
66.	T: Currently	TPLI
67.	S: Thanks.	
68.	T: Keep writing (<i>T is walking around the classroom and reading some texts as well as helping Ss with corrections</i>)	
69.	S: I almost finish	
70.	T: Andrea, when you finish that don’t forget the reflection part.	Personalized instruction

71.	S: Ok	
72.	S: Come here please	Ask for help
73.	T: Give me one second	
74.	S: Eder, I put this in one and this here	Ask for help
75.	T: This is the argument and this is the example of this argument	
76.	S: Yes, yes	
77.	T: And then when you are writing you are going to make the connection	Eliciting for using cohesive device
78.	S: Yes, listen to me	
79.	T: Ok	
80.	S: I explained an argument and this part is the example one, is ok?	Asking for confirmation
81.	T: Yes	
82.	S: Ok	
83.	S: Eder	Ask for help
84.	T: Yes	
85.	S: Look	Asking for revision
86.	T: Let me see. <i>(T is reading from the S computer)</i>	
87.	T: You tend to say the, the, the. Say "Education"	Grammar corrective feedback
88.	S: Can I ask you something?	Ask for permission
89.	T: Yeah, sure	
90.	S: My name is Danna?	Tech inconven
91.	T: Can you delete that name and write your name? that was a mistake	Personalized tech instruction
92.	S: Ok	
93.	T: Andrea, look the time	
94.	S: Yes, yes	
95.	T: So, try to do it faster	
96.	S: Eder, look my text	Ask for revision
97.	<i>(T is reading the text on her computer)</i>	
98.	T: Here you don't need this, because here you are saying like why children are xxxx	

99.	S: How do you say neurótica?	SRLI
100.	T: Neurotic	TPLI
101.	S: Ok	
102.	S: Eder, how do you say educarse?	SRLI
103.	T: How do you say what?	Check understanding
104.	S: Educarse	Propose
105.	T: To be educated	TPLI
106.	S: Ok	
107.	S: Eder, read mine please	Ask for revision
108.	<i>(T is reading the S text)</i>	
109.	T: it's ok, now the conclusion	Personalized instruction
110.	S: Eder, here	Ask for revision
111.	<i>(T is reading the S text)</i>	
112.	T: Don't forget to use the linkers, it's very important, here you can use first of all or firstly, here you can use secondly	Eliciting for using cohesive device
113.	S: Aahhh yes!	
114.	T: Ok	
115.	S: Eder, relacionar?	SRLI
116.	T: Related, related to	TPLI
117.	S: Ok	
118.	S: I finished	
119.	T: Ok, now the reflection please	Personalized instruction.
120.	S: Eder, what happen if I don't finish?	
121.	T: Well, I will check what you have today, there is no homework time, as soon as we finish this today I will close your access, because today is the last day and you had enough time, some of you have already done it.	Regulative discourse
122.	S: Eder	
123.	S: But why?	Request clarification
124.	S: Can I finish it at my house?	Request permission
125.	T: No, you have to work here, you have plenty of time.	Personalized instruction

126.	S: Ahora si sacaré un uno.	Resistance
127.	<i>(T is helping a student with her ideas)</i>	
128.	T: You have all your ideas on the table, you only have to organize it and focus.	Personalized instructions
129.	S: ¿Que mas puedo poner?	
130.	T: Ok, let me read what you have. <i>(T starts reading her introduction)</i> Currently, the childhood of the kids is getting destroyed because of the poverty situation that they live in their country and the scarcity that live their family making necessary the help of the kids. Giving him the responsibility of working. This situation is out of control and the education in the children is lacking. <i>(T comments on it)</i> You have to include the thesis statement.	Provide feedback
131.	S: No no yes yes.	
132.	T: Do you have to include it here right?	
133.	S: Yes. This situation is... ¿Como se dice se ha salido de control?	SRLI
134.	T: It's out of control.	TPLI
135.	S: It is out of control	
136.	S: Eder! Do you want to read?	Ask for revision
137.	S: Anda se me salio. Me borraste mi tesis!	Tech inconven
138.	S: Eder Come here please	Ask for help
139.	S: Eder How do you say emprendimiento?	SRLI Checking understanding
140.	T: How do you say what?	
141.	S: Emprendimiento.	
142.	T: Look it at wordreference	Personalized instruction
143.	<i>(T is helping a student with her ideas)</i>	
144.	T: Ok, tell me where it is the thesis?	
145.	S: Here (S is pointing at her computer)	
146.	T: Where are the arguments? <i>(T reads student's outline on student's computer)</i>	
147.	S: Cuantas veces te he llamado?	Ask for help
148.	S: Eder! Laura needs you!	
149.	T: Yes I know but at this moment I am helping Borelly, so please wait a minute. Be patient.	

150.	S: Ahora se me trabo, lo último.	Tech inconven
151.	S: Relajate.	
152.	<i>(T is still helping the same student)</i>	
153.	S: Eder! Come here!	
154.	<i>(T is still helping the same student)</i>	
155.	S: Eder! Come here!	Ask for help
156.	S: Eder! Eder! She needs you!	Ask for help
157.	T: Ok who needs me? Raise your hand because there is only one Eder	
158.	<i>(Three students raised their hands)</i>	
159.	S: Me!	
160.	S: I called you before.	
161.	T: Ok, I go there, there and then there.	
162.	S: I don't have ideas, I don't have intro. I don't know what I... You can help me for more... more...	Ask for help Request clarification
163.	T: Ok Where is the...? , I have been telling you that you have the information here <i>(T is pointing at an essay outline on student's computer.)</i> If you don't start doing by yourself, I can't write it for you. I mean you have to do it. And you have here <i>(T is pointing at essay outline on student's computer)</i> This is your thesis, your arguments and the examples of each argument. And we practiced with one that we did together, the one that you read, the one that you did collaboratively. At this point, you should know how to do this. But if you are gonna start complaining and complaining, you are not focusing on what you have to do. Ok, let see aja. Children? Children what? What do you want to say? Children are the future of the country, let them grow. Did you understand the thesis?	Provide background info about stages of text
164.	S: Yesss	
165.	T: Aja! Why don't you start? Give me the ideas because with one word I can't help you.	Eliciting info about the next stage
166.	S: I don't know-	
167.	T: No, I don't know is not an option.	
168.	S: Eder please come here.	Ask for help
169.	S: Ve donde Andrea!	
170.	T: Ok continue writing	
171.	S: Can you read?	

172.	T: Ok	
173.	(T is reading the S text)	
174.	T: Excellent, period there. Now, first of all, so you go with the first argument.	Ev+
175.	T: Try to work faster.	Personalized instruction
176.	S: Eder, come here please.	
177.	T: Be concentrated, stop talking	Personalized instruction
178.	S: Nooo, ella me está tratando de ayudar, nos estamos ayudando entre nosotras porque en verdad no se que poner.	
179.	S: Yo tampoco se.	
180.	S: Ya estamos sobre el tiempo y tu dices que algunas ya están terminando pero es puro traductor, si yo te lo hiciera con puro traductor yo hubiese terminado también.	
181.	T: Well, but you need to help yourself	Personalized instruction
182.	S: Creeme que si yo supiera ya yo te hubiese hecho eso hace rato, pero estoy trabada, no se que mas poner. Puse eso ahí y se que eso ahí no va porque está contradiciendo lo que está acá.	
183.	T: Ok, so you change it, if you know that you have to change it then do it, Charris.	Personalized instruction
184.	S: No se que poner	
185.	T: Change it. Give me an idea in Spanish. Do you have an idea in Spanish? You need to think because I'm not gonna tell you the answer, you have to think, but if you start complaining and not focusing on doing.	Personalized instruction
186.	S: Eder, it's necessary to eh	Request clarification
187.	T: It's necessary to what?	Eliciting term Propose Elicit further thinking
188.	S: The orange...	
189.	T: The orange what?	
190.	S: El cuadro naranja	
191.	T: No, no, it's not necessary to have it	
192.	S: No, que si tengo que colocar el mismo argumento del cuadro naranja en el cuadro de abajo	Request clarification
193.	T: Yes, that is the idea. And that is to help you.	Affirm

194.	S: Eder!	
195.	T: Good, you started. Let's see what you have, now you are working. (<i>T is reading</i>) Children are the future of the country. Ok, so if you know that this is the thesis, so let's place it here at the end. You see how important is don't miss classes! so, next time you have an appointment tell your father I can't miss classes because one explanation that I don't have I will be lost. So, dentist appointment and all of that it's not to miss classes because now you are a little bit confused because you were not in those classes when we were explaining this. Ok, introduction: Children are the future of the country, let them grow. That is the idea. So, you have to start like: Childhood, do you know what is childhood?	
196.	S: Yes	
197.	T: Ok, you can start like: Childhood is the time for children to play, to talk with their friends, to play in the park, to practice sports, it's not the time for them to work, parents need to understand that is not xxx time for them. They can not work because they are children. What does a child do? play, learn, go to school. So, if they go to school, they will learn, if they learn, they will have an excellent future and they will make this country better. So, you can write something like childhood is the time to play... give examples about what people do in their childhood.	Expanding
198.	S: Eder	
199.	T: Yes?	
200.	S: How do you say in English "deberes"	SRLI
201.	T: Duties	TPLI
202.	S: Thank you	
203.	S: Eder, come	
204.	T: Yes	
205.	S: Look my introduction	
206.	(<i>T is reading her introduction</i>)	
207.	T: Ok, good. What is the first argument?	Focusing: specific info
208.	S: Is ok?	
209.	T: Yes	
210.	S: ¿Si me entendiste?	
211.	T: Yes, I got it. First argument?	

212.	S: Parents need to take awareness that the study is a right	Identify
213.	T: Ok, now you write “first of all” to start with your first argument.	Elicit info about the next stage
214.	S: Eder	
215.	T: Let’s see, Charris. (<i>T is reading her introduction</i>) Ok, where is the thesis?	Focusing: specific info
216.	S: Parents do not need to be wild; they only need to give education to their children.	Identify
217.	T: Ok. “Currently” you don’t need to say that. Parents don’t value children rights and children work to support their families. Ok here you should say that children are forced to work because sometimes parents force children to work. And you think, you because this is your thesis statement: “I think that”parents do not need to... and you say what you think about it. You have here your first argument, how do you start your first argument? “First of all” comma. Look, you have here this to help you, with this you help yourself, if you have here that your first argument is: Education is very important for children, why do you have to change it here? You have it there, you only need to copy that and paste it here. Do it.	Eliciting info about the next stage
218.	S: Eder	
219.	T: Yes?	
220.	S: ¿Si yo no termino ese texto hoy saco un uno?	
221.	T: You and xxxx, I’m gonna give you until today to finish it, but at least I need to see the first argument, because you were not here that class.	Personalized instruction
222.	S: Ah, ok. Thank you	
223.	T: Ok	
224.	S: Eder, come please	
225.	T: Ok, (<i>T is reading her introduction</i>) Childhood is the time for children to do. To do what?	Eliciting further thinking
226.	S: When they are children	
227.	T: Like to play in the park, talk with friends, right? but if they start to work in a?	Expanding Eliciting further thinking
228.	S: Temprana edad	Propose
229.	T: In an early age. They what? What happen if they start working?	TPLI Eliciting further thinking

230.	S: They don't have time to...	Propose
231.	T: Good, they don't have time to do what?	Ev+ Eliciting further thinking
232.	S: To study.	Propose
233.	T: Exactly, they don't have time to study	Ev+
234.	S: Eder, in English "se da cuenta" is take account?	SRLI
235.	T: No, realize, in English is realize	TPLI
236.	S: Ahh, yes.	
237.	T: Let me show you how to write it	
238.	S: No, no, I know	
239.	T: Ah ok.	
240.	S: Eder, come here please	
241.	T: I'm gonna be there.	
242.	S: Look	
243.	T: Ok. (<i>T is reading her text</i>). Ahh, ok. Parents don't follow, you mean parents don't follow the children's rights	
244.	S: Eder, read mine, I finished	
245.	T: Wow, you are awesome. In conclusion and then comma, right? Did you reiterate in the conclusion, remember? Did you say this (<i>T is pointing the thesis statement on her computer</i>) in another way in the conclusion?	
246.	S: I don't know	
247.	T: Ok, let's see.	
248.	(<i>T is reading her text</i>)	
249.	T: Is not necessary to what?	
250.	S: To the children work	
251.	T: To make children work. What is the thesis statement?	Focusing: specific info
252.	S: By giving children good education, this country will be better	Identify
253.	T: Ok. (<i>T is reading her conclusion</i>). Children are a very important part of the world that we live. You can say the world, especially our country, right?	
254.	S: Yes	

255.	T: So, you have like an idea related to the thesis		
256.	S: Is good?	Ask for revision	
257.	T: Yes	Ev+	
258.	S: Yes?		
259.	T: Yes, good job. Can you go ahead and do the reflection? The last part, lesson seven.	Affirm Ev+ Personalized instruction	Reflection part
260.	S: Ok, finally last reflection		
261.	T: Yes, this is our final class here in the Lab		
262.	S: Eder, we are not going to come next class?		
263.	T: Well, when I design some activities that require the use of computer.		
264.	S: Ah, ok		
265.	T: Now, continue typing your reflection		
266.	<i>(After some minutes, students finished and they went out)</i>		

Appendix K: Interview Format

- 1 ¿Has notado alguna diferencia en la metodología que ha usado el profesor en las últimas clases desde que se abordó el tema del ensayo y el trabajo infantil? ¿En qué consiste la diferencia? (Si dice que se trata del uso del computador, le pueden preguntar inicialmente de si hay diferencia independientemente del computador o si todo radica en el computador) ¿En qué consiste la diferencia?
- 2 ¿Consideras que esa metodología trae ventajas para ti, o desventajas o es lo mismo?
- 3 ¿Qué has aprendido acerca del ensayo?
- 4 ¿Qué parte del texto argumentativo ha sido difícil de identificar y escribir?
- 5 ¿Las estrategias usadas por el docente te han ayudado a comprender mejor como un ensayo está estructurado? (división por párrafos, colores, palabras resaltadas)
- 6 ¿Cómo te has sentido usando el computador y Google Doc para trabajar la unidad Child Labour?
- 7 Recuerdas algunos de los recursos que ha utilizado el profesor en las últimas clases. ¿Cuál ha sido más útil sintió para ti? (diapositivas, computador, videos, lecturas, mapas, diagramas, actividades, etc)
- 8 ¿Cuánto consideras que te ha ayudado Google Doc para desarrollar las actividades en clase? (Mucho, poquito, o nada)
- 9 ¿Cómo te sientes usando Google Doc para escribir colaborativamente? ¿Te parece que este útil para escribir colaborativamente? Explica un poco
- 10 ¿Cómo sientes tu participación en clase cuando usamos el computador, lo mismo, igual o menor que cuando no lo usábamos? ¿Crees que así participas más en la clase?
- 11 Si pudieras escoger el año que viene entre escribir en un papel con una compañera y en google Doc, ¿qué escogerías?
- 12 ¿Consideras que el computador te ayuda a estar más concentrada en la clase? En qué sentido, explícanos un poco.

Appendix L: Interviews' Transcripts

Interview 1	
Interviewer: Bueno, buenas tardes, vamos a tener una entrevista aquí con una de las estudiantes que hizo parte del proyecto de "Child labour". ¿Cual es tu nombre?	
Student: Danna Carreño.	
Interviewer: Exacto, y el que va hacer la entrevista es Eder González, profesor de inglés que fue el encargado de desarrollar este proyecto. Bueno Danna, la entrevista va ser grabada solamente por motivos de investigación. Y la única persona que va ser uso de este material es el investigador, en este caso soy yo. Te voy hacer una serie de preguntas relacionadas a las actividades que estuvimos desarrollando en la clase de inglés. Todo lo que puedes contestar libremente, cualquier pregunta que no entiendas, pues pide que te la explique y yo te la explico. Entonces la primera pregunta es ¿has notado alguna diferencia en la metodología que ha usado el profesor en las últimas clases desde que se abordó el tema del ensayo y el trabajo infantil? ¿En qué consiste la diferencia? Si la has notado quisiera saber en qué consiste esa diferencia.	
Student: Bueno, he notado mucho la diferencia porque salimos como de lo habitual que era estar en el curso, de trabajar, de los papeles, y me pareció... de verdad me sorprendió mucho porque no pensé que llegaras a tocar una metodología de ir todos los jueves y viernes un bloque de clase a informática para pues cambiar la metodología y hacer algo más dinámico. Me gusto mucho, sentí que no solo me favoreció sino que le favoreció a muchas personas. Y pues no se, me parece que es una metodología nueva y que se podría implementar en diferentes grados. Pero como se sabe en todos los grados va haber gente que no va trabajar y que pueden llegar hacer otro tipo de cosas, pero sinceramente el que le ponga empeño a esto y quien en verdad quiera trabajar y aprender va notar mucho la diferencia de salir de lo habitual, a pasar a algo más dinámico, más no se mas metodológico, más tecnológico.	Ev+: methodology Methodology's characteristics: dynamic and focused on technology
Interviewer: Buena esa parte de la tecnología, que mencionaste ahora al final, eh ¿como notaste esa diferencia entre el uso del computador? Osea ¿como viste la diferencia entre trabajar en el computador y trabajar de pronto en un papel o en un cuaderno? ¿que diferencias encontraste entre esas dos?	
Student: Trabajar en un papel implica influye en que, por ejemplo puedes escribir alguna palabra y esa palabra no sabes si va estar bien escrita o mal escrita, entonces el computador te brinda como la oportunidad que si escribes mal una palabra, osea te lo corrija en cierta parte, te lo subraye y te dice que está mal y das click izquierdo, y te aparece que está mal escrito y te sale la palabra correcta. Y me parece que es una forma de que el papel es como de andar escribiendo y a cada rato y es como un cambio y me pareció que fue muy bueno.	Advantages: language correction
Interviewer: Bueno respecto a esos cambios, ¿consideras que esa metodología trae ventajas para ti, o desventajas o es lo mismo?	
Student: Trae muchas ventajas. Porque trabajar en Google Docs, bueno nunca había trabajado en ese programa y fue un programa muy bueno. Fue un programa que ayudó mucho porque, por ejemplo, un papel a ti a medida que pasa el tiempo se te puede perder, se te puede romper, le pueden pasar muchas cosas, pero estando con el computador, en este caso del computador y de Google Docs fue muy fácil porque se te guardaba lo que hacías enseguida, lo que te había dicho anteriormente lo de las palabras, de los links, osea es una actividad muy buena que le puede traer ventajas a cualquiera y aprender su uso.	Advantage: save automatically
Interviewer: Ok, ya la parte más de la temática como tal, un poco mas específico que fue el ensayo, ¿qué has aprendido acerca del ensayo? Osea si yo te pregunte ¿qué sabes del ensayo? tu como explicas que es un ensayo o que supiste o que reforzaste en esas clase	

<p>Student: Muy pocos hacemos ensayos en inglés, yo me acuerdo que cuando tu dijiste que vamos hacer un texto, un ensayo yo como que Eder nooo!, pero bueno la verdad no pensé que como yo suelo fluir en algunos temas pero este tema me gustó mucho porque es una problemática que se está viendo. Eh un ensayo, pues tener una idea, una tesis en este caso y argumentarla porque puede ser que para ti sea afirmativa y tú estás afirmando algo en una tesis y en argumentos tu tienes que respaldar, apoyar esa tesis que tu estás haciendo porque ya sea afirmativa o negativa. Pero es una afirmación que tú estás haciendo. Y que la conclusión tiene que ir acorde con lo que estaba en la tesis propuesta.</p>	<p>Ev+: topic (child labour) Identify: stages of an argumentative text</p>
<p>Interviewer: ¿Que parte? bueno si encontraste difícil, ¿qué parte del texto argumentativo ha sido difícil de identificar y escribir como tal?</p>	
<p>Student: De identificar no, de escribir, de pronto los argumentos. Pues porque tenía la idea del argumento pero después de pronto no tenía idea del segundo argumento, entonces trataba como que de buscar un tema o una idea que conectará mucho con la tesis, porque a veces no daba o no se me venía nada a la mente, entonces venía y volvía y la leía la tesis y así pude sacar el segundo argumento y la conclusión si fue más sencilla.</p>	<p>Difficulties: write arguments S' strategies: reread thesis to write arguments</p>
<p>Interviewer: Ah ok ¿Las estrategias usadas por el docente te han ayudado a comprender mejor como un ensayo está estructurado? Recuerda que en este caso el docente utilizó gráficos para que entendieras como el texto argumentativo está estructurado, también usó diapositivas con colores para identificar argumentos, los linkers y todo ese tipo de cosas ¿sientes que eso te ayudo a entender un poco más esa estructura o no?</p>	
<p>Student: Si, te iba a decir algo ahora que me acabaste de preguntar, me ayudo mucho ya que un argumento no solo es una idea y describir la idea sino tener como unas evidencias o unos ejemplos que puedan soportar esa idea. Entonces, aprendí más que toco como que cuando uno empieza, por ejemplo first, o cuando era en segundo argumento, secondly or por ejemplo decias for example, decias como que de acuerdo con las investigaciones realizadas tatatatata. Y si aprendí como que tu subrayaste mucho cuando se trataba de la primera palabra, first, cuando subrayaste, le ponias color a la idea del argumento, cuando explicabas esa idea, y cuando tenias ejemplos de esa idea. Entonces fue muy bueno.</p>	<p>Identify: stages of an argumentative text Identify: connectors Ev+: resources used by the teacher</p>
<p>Interviewer: Ok, ya un poco mas de como te sentiste, una parte mas de sentimientos, ¿cómo te has sentido usando el computador y Google Doc para trabajar la unidad Child Labour? Osea sentimientos.</p>	
<p>Student: Bueno lo unico que me frustraba era que el computador era lento, pero me ayudo mucho en verdad, sentí que podía plasmar las ideas de una vez, también fue muy bueno el trabajo colaborativo porque se podían plasmar ideas enseguida, mas no esperar que una escribiera y después escribiera la otra y después se le olvidaba la idea. Entonces como que no y que el trabajo colaborativo fue muy bueno, me sentí muy bien en todas las lecciones. Creo que muy poco requerí de tu ayuda (profesor) y supe osea seguir.</p>	<p>Advantages: collaborative work</p>
<p>Interviewer: Ok, de los recursos que ya hemos mencionado anteriormente, que el profesor utilizó en las clases, que fueron diapositivas, el computador, los videos, las lecturas, los mapas, los diagramas, o cualquier otra actividad que se me escape en el momento, de esos recursos, ¿cuál fue el que mas te ayudo a entender el tema, por ejemplo de los textos argumentativos, cual fue el que más te ayudó a entender la estructura de los textos argumentativos?</p>	
<p>Student: Eh mmm. El momento cuando subrayabas, cuando yo veía el televisor y veía lo que tenías subrayado. Que por ejemplo, cuando comenzamos hacer el primer argumento, siempre iba del computador al televisor para ver cómo es era que estaba todo. Y lo comparaba para ver si estaba bien, entonces no sé creo que un poquito de cada cosa porque los diagramas era por ejemplo, poner una macroestructura primero y después de ahí desarrollar. Videos pero los videos era más que todo del tema, más no un desarrollo de un argumento. Osea me pareció más que todo lo del computador, los diagramas y las actividades.</p>	<p>Ev+: resources used by the teacher</p>

Interviewer: Ok bueno ya un poco mas especifico, en Google Docs, ¿cuánto consideras que te ha ayudado Google Doc para desarrollar las actividades en clase? Mucho, poquito, o nada.	
Student: Me gusto mucho google Doc	Ev+: online word processing software
Interviewer: ¿Por qué mucho?	
Student: Porque como ya te dije, osea es un programa que aparte de tu puedes trabajar solo aparte puedes trabajar varias personas al mismo tiempo. Hubo un momento en que todo el curso estaba colaborando, interactuando en un mismo momento. Entonces, me pareció que me ayudó mucho también con lo de las palabras, cuando las escribía mal, y así.	Advantages: collaborative work
Interviewer: Ah bueno, ahora que mencionaste lo de trabajar colaborativamente, ¿cómo te sientes usando Google Doc para escribir colaborativamente?, creo que tu ya mencionaste algo, pero quisiera que especifiques un poco más, ¿te parece que este útil para escribir colaborativamente? Osea que si Google Docs te parece útil osea tienes la opcion pero ¿si te parece útil que tenga esa opción?	
Student: Me parece útil dependiendo las personas que vayan a trabajar en ese aja en ese escribir, en el escrito colaborativo porque si te das cuenta en la clase, había mucha gente que estaba como mamando gallo, o gente que estaba escribiendo sin autorización, gente que movía, gente que rodaba y uno quedaba como en el aire pero entonces como que había discordia. Entonces como que si va haber un trabajo colaborativo tiene que haber mucha seriedad en el trabajo que se va hacer y también como es la calidad y también el trabajo de las personas que vayan a interferir ahí.	Criticism: SS' did not follow T' instructions at the moment to write collaboratively
Interviewer: Ok, ya a la parte del computador y la participación tuya, la participación oral por ejemplo que se daba en la clase, ¿cómo sientes tu participación en clase cuando usamos el computador, lo mismo, igual o menor que cuando no lo usábamos? Osea, comparando tu participación en la clase, es lo mismo igual o es mucho mejor cuando tienes un computador que te da los recursos, no se, tu me diras.	
Student: Bueno yo creo que uno tiene como que mas que toco fluir solo, bueno si el computador te ayuda como hasta un cierto límite , porque es que tu puedes anotar como ideas, y puedes anotar cierto tipo de cosas, pero tu eres como quien empieza a describir y hacer la estructura de esas ideas que quieres plasmar. Entonces mi participación, fue muy buena. Creo que realizaba todo a tiempo, lo único como que a veces, si no terminaba era como una reflexión que creo que no termine, pero me pareció que mi participación se aumentó, si me gustaba participar al principio más que todo porque eran cosas en general, pero ya cuando fue el trabajo personal me enfoque yo sola y muy poco te pedía ayuda.	Advantages: participation increased
Interviewer: Ok, si pudieras escoger el año que viene entre escribir en un papel con una compañera y en Google Doc, ¿qué escogerías?	
Student: En Google Docs	
Interviewer: ¿En Google Docs?	
Student: Si	
Interviewer: ok, ¿Consideras que el computador te ayuda a estar más concentrada en la clase?	
Student: Si	
Interviewer: ¿En qué sentido?	
Student: Si, porque tu tienes que estar pendiente en el techado y la pantalla. Tienes que ver que tu escribas, osea porque uno puede escribir y escribir, escribir muchas ideas, pero tu tienes que fijarte en lo que tu estas escribiendo, osea si tiene una coherencia, siempre las	Advantages: collaborative work

<p>cosas tienen que tener una coherencia y una cohesión, eh en el sentido que van las cosas. Entonces eh, preferiría Google Docs porque puedes trabajar colaborativamente y no tienes que estar como que tengo que borrar para que mi amiga y escriba y entonces de pronto se le puede olvidar la idea. En cambio en el computador es más fácil, ella borra allá, yo borro acá, ella escribi aquí, yo escribo allá, cada quien por su lado, pero estamos en un mismo documento.</p>	
<p>Interviewer: Bueno Danna, muchas gracias por tu participación, eh si tengo alguna otra pregunta te buscare. Muchas gracias.</p>	
<p>Student: Esta bien.</p>	

Interview 2	
Interviewer: Bueno esta es la segunda entrevista con una de las estudiantes que hizo parte del proyecto. ¿Cual es tu nombre?	
Student: Daniela Rincon.	
Interviewer: Bueno estaremos haciendo unas preguntas acerca del desarrollo, la metodología, las estrategias y todo lo que sucedió en el proyecto “Child labour”, son doce preguntas, ten en cuenta que cuando no entiendas una pregunta puedes pedir que te explique. Esta entrevista es grabada por motivos de investigación, solamente el investigador la va escuchar. La primera pregunta seria. ¿Has notado alguna diferencia en la metodología que ha usado el profesor en las últimas clases desde que se abordó el tema del ensayo y el trabajo infantil? ¿Si la notaste o no? y si la notaste, ¿en qué consiste la diferencia? ok entonces, me gustaria saber que piensas de eso.	
Student: Creo que no hay diferencia simplemente, fue en diferentes espacios, pero el profesor siempre ha manejado una metodología donde tratas de expandir lo que es nuestro vocabulario, y pues lo único que se hizo en esto, fue que vi que, se profundizó más para el aprendizaje para poder elaborar un ensayo o texto argumentativo.	Methodology’s characteristics: focused on writing skill and argumentative text structure
Interviewer: Como pudiste ver en esa metodología que se trabajó, algo que se resaltó fue el uso del computador. ¿Crees que hubo alguna diferencia entre las clases con computador y las clases sin computador?	
Student: Creo que sí porque eso ayudó como un motivador, una comodidad más que tuvimos nosotras las estudiantes. Creo que no se tomó tanto una obligación tanto la actividad, sino que nos hacía también pensar, que esto era algo que nos iba ayudar no era una obligación como tal.	Ev+: methodology (Motivation, comfortable, and develop thinking)
Interviewer: ¿Consideras que esa metodología trae ventajas para ti, o desventajas o es lo mismo?	
Student: Las ventajas para mi eran el espacio, la metodología fue igual, y eso ha sido una gran ventaja, se da ha entender, al principio cuando va dar las instrucciones, las desventajas serian que no se verían en todas, al momento de la escucha.	Advantages: Different space and understandable of teacher’s instructions
Interviewer: Bueno ya un poco especifico, ¿qué has aprendido acerca del ensayo?	
Student: Reforcé mucho porque se me complicaba mucho lo que era la introducción, porque podría tener la tesis pero no sabía cómo argumentar o sea profundizar para que no sea solo una oracion.	Identify: stages of an argumentative text Difficulties: to write introduction-arguments
Interviewer: Ah ok, ¿qué parte del texto argumentativo ha sido difícil de identificar y escribir?	
Student: De identificar ninguno, al momento de escribir como ya dije la introducción.	Difficulties: to write introduction

Interviewer: ¿las estrategias usadas por el docente te han ayudado a comprender mejor como un ensayo está estructurado?, recuerda que el docente utilizó división por párrafos, colores, palabras resaltadas, tratar de leer con las estudiantes al mismo tiempo para ir clarificando palabras o ideas que no estaban claras.	
Student: Si me ayudo mucho al momento de identificar, y saber profundizar un poco más lo que es mi vocabulario, al momento cuando uno quiere expresar una idea y no sabes como, me ayudo mucho en la estructura de esos ensayos o textos argumentativos.	Ev+: resources used by the teacher
Interviewer: ¿Cómo te has sentido usando el computador y Google Doc para trabajar la unidad Child Labour?	
Student: Pues al principio fue extraño y diferente porque yo no estoy acostumbrada, pero me sentí motivada y mas comoda para hacer estas actividades.	Ev+: online word processing software
Interviewer: Recuerdas algunos de los recursos que ha utilizado el profesor en las últimas clases. ¿Cuál ha sido más útil sintió para ti? (diapositivas, computador, videos, lecturas, mapas, diagramas, actividades, etc)	
Student: Las diapositivas cuando pusimos en común y el profesor estaba presente ayudándonos a identificar las diferentes partes de estos ensayos o textos.	Ev+: resources used by the teacher
Interviewer: ¿cuánto consideras que te ha ayudado Google Docs para desarrollar las actividades en clase? (Mucho, poquito, o nada)	
Student: Mucho	Ev+: online word processing software
Interviewer: ¿Cómo te sientes usando Google Docs para escribir colaborativamente? ¿Te parece que este útil para escribir colaborativamente?	
Student: Colaborativamente como la actividad que tuvimos en parejas, bueno la verdad que eso me parece que es una buena herramienta para que las dos estudiantes, puedan ayudarse mutuamente, eh ya.	Advantages: collaborative work
Interviewer: ¿cómo sientes tu participación en clase cuando usamos el computador, lo mismo, igual o menor que cuando no lo usábamos? ¿Crees que así participas más en la clase?	
Student: mi participación aumentó muchísimo más porque me aclaró, lo que sería ehhh yo tenía una dificultad que era mi vocabulario y con estas actividades al momento de saber identificar, no solo por sus significados, sino por la coneccion que tenía con el texto, en este caso las oraciones, en eso me ayudó, en la participación.	Advantages: participation increased Difficulties: lack of vocabulary
Interviewer: Si pudieras escoger el año que viene entre escribir en un papel con una compañera y en Google Docs, ¿qué escogerías?	
Student: Google Docs.	Ev+: online word processing software
Interviewer: ¿Considera que el computador te ayuda a estar más concentrada en la clase?	
Student: Siento que si me hace estar más concentrada porque es algo como ya te había dicho, no lo sentí como una obligación, como cuando estamos escribiendo en una clase normal, sino que sentí que estas clases me hacían concentrarme, me motivaba que yo hiciera algo para esta clase.	Advantages: More concentrated and motivated
Interviewer: Bueno Daniela, gracias por hacer parte de esta entrevista que tengas un excelente dia.	
Student: Gracias.	

Appendix M: Students' Journals

LESSON 1

STUDENT'S NUMBER	1. What did you learn today? ¿Qué aprendiste hoy?	2. How much did the computer help you to understand the lesson? ¿Qué tanto te ayudó el computador entender la lección?	3. How much did the teacher help you to understand the lesson? ¿Qué tanto te ayudó el profesor entender la lección?	4. What difficulties did you have to understand the lesson? ¿Qué dificultades tuviste para entender la lección?
1.	aprendí muchas cosas pero la más importante fue que supe el significado de varias palabras con el contexto.	en entender y hacer las cosas más rápido.	Me ayudó mucho, porque, tuvo una buena explicación y una buena pronunciación la cual me ayuda a mejorar mi inglés.	Ninguna, porque, el profesor me explicó muy bien.
2.	nada nuevo la verdad, ya sabía la mayoría de las palabras, algunos términos eran difíciles pero no imposibles.	el traductor me ayudó en algunas palabras.	El profesor no me presta atención y me deja hablando sola siempre y si le pregunto algo me ignora	Ninguna
3.	hoy puse en práctica muchas cosas que ya sabía.	mucho me solté un poco más en la clase	normal como siempre me ayudaba y eso	el significado de algunas palabras
4.	no fue aprender sino practicar lo que ya sabía.	lo sentí igual	me ayudó en lo que le preguntaba	ninguna
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	Aprendí que el uso de la tecnología puede ir más allá de las aplicaciones y redes, realmente si le damos un buen uso podría facilitarnos muchas cosas que hacemos diariamente.	Siento que fue de gran ayuda, ya que es una manera muy rápida y sencilla para aplicar el idioma con algo que manejamos mucho actualmente	El profesor fue muy claro al momento de indicarnos lo que debíamos hacer y respondió todas las dudas que presentamos en el proceso	Creo que las instrucciones para llevar a cabo la actividad fueron muy claras.

8.	Aprendí diferentes palabras, una manera diferente y más simple forma de describir una imagen, y analizar a fondo una información dada.	Creo que el manejo que tu tengas te va servir para analizar ciertas cosas, me ayudó lo necesario para entender la lección de hoy.	Mucho, y me ayudó a tratar de expresar ciertas cosas que quería decir, o que quería explicar en el ejercicio.	Ninguna, lo entendí todo y trabajé de por sí sola, solo necesité ayuda en cosas mínimas.
9.	Hoy aprendí a que tenemos que valorar lo que tenemos y cuidarlas porque hay gente que no tiene nada y valora hasta lo mínimo. que por cierto estuvo muy genial y nos hizo capacitar mucho acerca de lo que pasa a nuestro alrededor	Me ayudo practicar mas mi ingles y a entenderlo mucho mejor	Me respondio las dudas que tenia y logro entender completamente la actividad.	Al principio tuve dificultad para entender algunas palabras, pero me logre defender muy bien. A lo largo del trabajo pude comprender mejor y no tuve dificultad para responder las demas preguntas
10.	Que se tiene que valorar las cosas porque no todo el mundo tiene las cosas cuando las quiere.	Al ver el video y las diapositivas me ayudo mucho	me explico varias cosas que no entendia, pero de resto estuvo bien	no tuve dificultades solo tenia que prestar atencion
11.	_____	_____	_____	_____
12.	aprendí el significado de muchas palabras.	mucho porque algunas palabras que no entendia las buscaba y seguia mas rapido	_____	_____
13.	Reforcé temas de los que ya tenía conocimiento.	Un poco, porque habían muchas imágenes y eso me mantiene más concentrada.	Mucho, porque habían cosas que no entendia y si tenía una duda, el enseguida me lo aclaraba.	Hay palabras de las desconozco sus significados pero estoy aprendiendo.
14.	Hoy pude comprender mejor las lecturas y los audio ya que me siento mejor trabajando sola y tomándome mi propio tiempo para terminar las cosas.	Me sirvió bastante trabajar en el computador ya que me pude concentrar mas y entendí mucho mejor las actividades.	Siempre estuvo atento a las preguntas que le hacíamos y nos contestaba de la mejor manera para poder comprender.	Algunas palabras que no entendia pero pude buscar o preguntar el significado y pude comprender todo

15.	Aprendí que es old wagon, matoke, chase and stall	Mucho porque lo que no entendía lo iba buscando en internet	Mucho porque iba explicando paso a paso a medida que avanzamos en la actividad	Ninguna
16.	Me hizo reflexionar acerca de mi vida y que debo de ser agradecidos con lo que tenemos	Fue una herramienta útil	Lo suficiente	ninguna
17.	aprendí que siempre hay que mirar más allá de lo normalmente vez ya por que hay mucho más de lo que uno cree y siempre hay que ayudar sin importar que	la musica que puse me ayudó a concentrarme y el traductor me ayudó en palabras que no me acordaba	eder no quiere que lara y yo participemos así que nos ignora	no tuve ninguna dificultad porque soy la mejor
18.	aprendi sobre las diferentes ciudades y tipos de lugares	bastante	mucho	ninguna
19.	aprendí que no todos las personas tienen las mismas condiciones, y si crees que vives mal siempre habrá gente que vive peor .y que muchas personas tiene muchas dificultades poro aun asi siguen adelante.	sentí que me ayudó en cuanto los diferentes recursos que encontramos, por ejemplo los videos de youtube, o la actividades que realizamos en las distintas paginas, pero aun asi siento que tambien siento que es un distractor.	no mucho por que mayormente se centralizó en solo algunas estudiantes.	no muchas solo algunas palabras que no lograba comprender.
20.	aprendí un poco más los derechos que tienen los niños	creo que me concentre mas como en aprender más , me enfoque bastante.	bastante	ninguna
21.	a saber mejorar mi identificacion y saber explicarlas en ingles	fue mucho más entretenido y pude involucrarme más en el tema	poco porque al momento de dar las indicaciones fue directo y claro	ninguna
22.	Pues especialmente el sufrimiento que tiene mucha gente y lo mucho	Nos da la independencia de hacer las cosas y muchisima mas concentración.	Cualquier duda, estuvo pendiente a la explicación de la actividad y más que eso a reflexionar un poquito.	Algunas palabras desconocidas, pero gracias al contexto pude responderme a

	que nos cegamos a la sociedad. Además practique mi inglés.			mi misma, me pareció un muy buen tema.
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LESSON 2

STUDENT'S NUMBER	1. What did you learn today? ¿Qué aprendiste hoy?	2. How much did the computer help you to understand the lesson? ¿Qué tanto te ayudó el computador entender la lección?	3. How much did the teacher help you to understand the lesson? ¿Qué tanto te ayudó el profesor entender la lección?	4. What difficulties did you have to understand the lesson? ¿Qué dificultades tuviste para entender la lección?
1.	—	—	—	—
2.	La verdad no aprendí nada nuevo el tema era muy básico	solo ha realizar la actividad ya que pues estaba en el computador	nada puesto que en esta clase como la anterior (pueden verlo en mi comentario pasado) no me prestaba atención ignorando mis respuestas y escuchando las de sus otra alumnas	ninguna puesto que yo soy muy buena en ingles y no necesito de edera para entender ya que desde principio de año ha estado ignorándome y he tenido que ``enseñarme`` sola
3.	que muchos niños pasan necesidades	mejor es mas didactico creo que asi me concentro mas	me puso a participar	ninguna todo good
4.	puse en práctica cosas que ya sabía y me di cuenta lo difícil que es vivir como esos niños	no lo sentí como una ayuda sino como otro medio para trabajar	me ayudo en lo que le preguntaba :)	no tuve ninguna dificultad para resolver la actividad
5.	los diferentes estratos socisles y comodidades de las personas	mucho, mas facil, mas dinamico	me ayudo full pq me explicaba lo que no entendía	ninguna todo bien

6.	me di cuenta de las necesidades que tiene el mundo que muchas veces desconocemos	pues el computador me facilito a entender más ya que por medio de él pude ver un video que me mostro mucho.	me ayudó porque aclaro dudas	mi dificultad fue el entender el inglés ya que se me dificulta mucho.
7.	Aprendí a crear conciencia de la realidad que aún están viviendo algunas personas y a valorar lo que tengo.	Ayudò a que la clase rindiera y al obtener tanta información tan rápido, mejorò la comprensión.	El profesor nos dio la información apropiada para comprender la actividad	No tuve ninguna dificultad pero, necesito un poco más de tiempo para poder participar
8.	Aprendí ciertas palabras y los significados de la misma, y conectores que se pueden usar para comparar dos o más imágenes. Algo que me llamó mucho la atención de toda la actividad es que también que hay personas que tienen muchas necesidades, que tienen diferentes condiciones que nosotros y que a muchos de estos les toca trabajar para poder ganar dinero y ayudar a su familia privandose de el derecho a estudiar.	Normal, sè darle el uso que requiere la actividad.	Mucho, aunque fue poco la ayuda que necesitaba.	Ninguna dificultad
9.	Aprendí que hay personas que no tienen las mismas capacidades que nosotros porque no tienen los mismos recursos por eso nosotros tenemos que valorar siempre lo que tenemos y dar a los que más lo necesitan porque ellos necesitan nuestra ayuda, y no parece que ellos estén sufriendo y no puedan tener la esperanza de cumplir	la verdad fue muy fácil resolver los ejercicios pero este computador estuvo muy lento y no pude entrar en todos los ejercicios	me ayudo mucho a entender los ejercicios propuestos de la lección de hoy	no tuve dificultad pero este computador no me facilitó el trabajo de la clase

	todos sus sueños			
10.	Que se tiene que valorar las cosas porque no todo el mundo tiene las cosas cuando las quiere.	Al ver el video y las diapositivas me ayudo mucho	me explico varias cosas que no entendía, pero de resto estuvo bien	no tuve dificultades solo tenia que prestar atencion
11.	_____	_____	_____	_____
12.	aprendí el significado de muchas palabras, aprendí la situaciones en las que estan las demas personas	mucho, me parecio mas dinamico y así se me hace menos aburrido	me decía algunos significados de las palabras y me ayudaba a entender	en algunas palabras que no entendía
13.	A utilizar las palabras adecuadas para comparar.	Mucho. Las imágenes, el texto, todo me pareció entretenido.	Poco, no necesité tanto de su ayuda.	Tal vez, el que iba a un ritmo lento y los demás ya estaban en otro punto
14.	Aprendí o mas bien mejore mi vocabulario	Me ayudó a mejorar y a buscar el significado de las palabras que no sabía	Me ayudó a comprender mejor la lección	Algunos significados de unas palabra
15.	Aprendí que es underage y también en qué países los niños son obligados a trabajar o por la pobreza que tienen	Mucho porque lo que no entendía lo iba buscando	Mucho porque cuando hizo la hizo paso a paso explicando todo	Ninguna
16.	Aprendí sobre las situaciones desfavorables en las que viven algunas personas, que soy afortunada de tener lo que tengo y la vida que tengo.	Lo suficiente	Lo suficiente, supongo	Ninguna
17.	nada	lo entendí sin ayuda de el	En nada	ninguna porque soy la mejor

18.	lo que aprendí hoy fue como viven las personas en diferentes países y culturas del mundo.	me ayudó el computador ya que es más entretenido y aparte es mejor ya que no te toca copiar toda lo que piensas, las preguntas entre otras cosas a mano.	me ayudo bastante ya que asi pude saber que iba a hacer en las 2 horas de clase	en realidad no tuve ninguna dificultad al momento de realizar el trabajo.
19.	_____	_____	_____	_____
20.	aprendí a valorar un poco más de lo que tengo y me dan mis padres	mucho ,me sirvió bastante con el video y la lectura que me dieron la comprendí .	mucho con la primera actividad aprendí a diferenciar entre una imagen y la otra	ninguna
21.	practique mi speaking y aprendí que no debo quejarme tanto de mi estilo y condición de vida	es un modo diferente de aprender y mejorar mi atención en esta clase	fue claro en las instrucciones por lo tanto no fue necesario adquirir su ayuda	me confundi solo un poco en el video porque tengo que practicar mas mi listening
22.	Aprendí las diferentes condiciones de vida que tenemos y mientras nosotros perdemos el tiempo viendo televisión o cosas como esas muchísima gente especialmente niños se la pasan trabajando queriendo tener una vida como la de nosotros.	Más que el computador es la individualidad al trabajar.	Hicieron un texto y explicar totalmente el significado de este y siempre está socializando y respondiendo las preguntas que se presenten	Algunas palabras que no conocía pero principalmente la bulla del salon.

LESSON 3

STUDENT'S NUMBER	1. Did you understand the text? ¿Comprendiste el texto?	2. What part of the text was difficult? ¿Qué parte del texto fue difícil?	3. What else do you want to know? ¿Qué más quieres saber?	4. What activity of the lesson helped you to understand the knowledge? ¿Qué actividad de la lección te ayudo a comprender el conocimiento?
1.	Si, porque, fue un tema de gran interés.	Para mi no estuvo difícil puesto que comprendí el tema	Quiero aprender más vocabulario de este tema.	Cuando socializamos el texto
2.	si, era básico	ninguna	quiero mas actividades así	la primera actividad
3.	si aunque algunas palabras eran nuevas	la del segundo parrafo	cualquiera que pongan aprendere algo nuevo	la de completar
4.	---	---	---	---
5.	si	no	---	La del computador
6.	---	---	---	---
7.	---	---	---	---
8.	Si, comprendi todo lo que se mostraba ahí.	Ninguna me parecio dificil	No sè, me parece que todas las actividades han ido acorde el nivel en que nos encontramos y a medida que va pasando el tiempo se va aprendiendo más.	Me ayudò que resalta la tesis y el soporte del mismo, así mismo en los argumentos.
9.	si entendi completamente el texto, estuvo facil de comprender.	a mi no se me dificulto ninguna parte del texto	me gustaria saber acerca de que hacen cuandoo viajan a la ciudad o que actividades entrtenidas hacen	todas las actividades me ayudaron a comprenderlo muy bien

			ademas de las comunes como trabajar y alimentar a los animales y rociar agua a las plantas bueno etc.	
10.	si, estaba sencillo	la parte de la conclusión	asi estaria bien me parece que el texto esta bien	la explicación de cada argumento
11.	_____	_____	_____	_____
12.	si	la segunda parte	_____	la de sacar de las partes de párrafo lo mas importante
13.	Si, sobre todo con la ayuda del profesor.	La conclusión, porque no sabia los conceptos de algunas palabras.	_____	En la que hacíamos la macroestructura del texto que leímos.
14.	no se me dificulto un poco	la primera parte	me gustaria saber mas temas de este metodo	la primera ya que fue mas facil de realizar para mi
15.	_____	_____	_____	_____
16.	si	Ninguna, supongo	No lose	El mapa conceptual
17.	si, ya que soy muy buena y lo había leído antes de que eder lo comenzara a poner en común	ninguna porque soy la mejor	nada	primera actividad
18.	si ya que el vocabulario fue con unas palabras que yo ya sabia.	ninguna	sobre el mar sus animales entre otras cosas.	el mapa conceptual

19.	si	considero que no fue muy difícil que digamos pero siempre tuve dificultad en el primer párrafo	pienso que todo estuvo bien.	las partes subrayadas
20.	si	la parte de la conclusión	en como se conectaría un texto juntandolo con los conectores	la parte de los argumentos
21.	si	pocas partes porque debo ampliar mi vocabulario	sentí que fue suficiente con las actividades realizadas	todas las actividades me ayudaron
22.	si, entendí todo.	ninguno	sobre temas polémicos	lo subrayado en el texto y las imágenes

Lesson 3

STUDENT'S NUMBER	5. How did you feel using computers? ¿Cómo te sentiste usando el computador?	6. What did you learn today? ¿Qué aprendiste hoy?	7. How much did the teacher help you? ¿Qué tanto te ayudó el docente?	8. How much did the computer help me? ¿Qué tanto te ayudó el computador?
1.	Cómoda y a gusto , puesto que es una herramienta muy útil	aprendí más conectores que puedo usar en un texto argumentativo	Me ayudó mucho, porque, cada vez que tengo una duda me atiende y responde mi duda.	Me ayudo a hacer las cosas con gran facilidad.
2.	bien, es más fácil que escribir y hay aire	nada, ya sabía todo	cambio por mis dos comentarios anteriores, gracias eder, mereces un 3.5	muy poco
3.	bien	a usar conectores	mucho	me gusta trabajar aquí ya que siento que me concentro y aprendo más
4.	_____	_____	_____	_____

5.	super bien	sobre los ensayos	me ayudo full	me ayuda a concentrarme más
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	Muy bien la verdad, normal.	conectores, texto argumentativos en inglés con sus tesis sus argumentos y su conclusión.	Muchísimo, I love Eder.	Normal.
9.	este computador me estresa porque no me deja trabajar con rapidez y es muy lento	aprendí acerca de todo lo que tiene que ver con vivir en la granja, que actividades se realizan allí y que es que no estudian sino que tiene que trabajar diariamente para mantenerse en familia	me ayudo en todo pero al final lo llame en una dificultad que tenía y me ignoro pero no importa	pues mas o menos porque este computador es muy lento
10.	me gusto porque es una forma diferente de evaluarnos	todo lo del texto ya lo sabia solo separe ideas y ya	no necesite tanto de él porque eran cosas que podía hacer yo sola	lo normal
11.	_____	_____	_____	_____
12.	bien	aprendí a identificar las partes de el parrafo y que contiene	a identificar palabras que no sabía	bastante
13.	Es divertido y se le puede sacar mucho provecho.	Como elaborar bien un texto argumentativo.	Muchísimo, me sentí más conectada con el tema.	Mucho, los ejercicios son muy buenos y también el que te den pistas por si no estás seguro de tus respuestas.

14.	muy bien ya que era más fácil para comprender	realizar un ensayo en ingles corto	mucho ya que me sentía mal y despues el me pudo explicar a mi	bastante ya que busque lo que no sabía
15.	_____	_____	_____	_____
16.	Estresada, estuvo muy lento y fue difícil trabajar en el	Sobre el niño de la granja	Un poco	No lo se
17.	fabuloso porque escuche música	nada nuevo, tema básico	esta vez al final dejo de ignorarme pero al principio me ignoro mucho	musica
18.	bien	La gramática	bastante	full
19.	bien	muchas cosas acerca de los ensayos	mucho	mucho
20.	segura	cómo se desarrolla un texto argumentativo	mucho en cómo entender un texto argumentativo	me ayuda mucho en cómo entender el tema más fácil
21.	me ayudó a concentrarme y tener motivación al realizar las actividades	un nuevo vocabulario y linkers	poco porque al momento de dar las instrucciones fue muy claro	mucho
22.	super bien aunque a veces esta léntico y no se puede copiar	cosas de los niños granjeros y cómo se evitan problema a diferencia de la ciudad	como siempre atento a todo	lo mismo a concentrarme más

LESSON 4

STUDENT'S NUMBER	1 Did the slides help you to understand the content of the class? (divisions by paragraph, colors, questions formulated by the teacher) ¿Las diapositivas te ayudaron a comprender el contenido de la clase? (division de párrafos, colores, preguntas formuladas por el docente)	2. How did the online word-processing software help you to develop the activities in the class? ¿Cómo te ayudo Google Docs a desarrollar las actividades en la clase?	3. What did you learn about essay today? ¿Qué aprendiste acerca el ensayo hoy?	4. How much did the teacher help you to understand instructions, activities and the topic of the class? ¿Cuánto te ayudó el docente a comprender las instrucciones, actividades, y el tema de la clase?
1.	Las diapositivas	_____	_____	_____
2.	si	En muchas cosas	nada	nada
3.	_____	_____	_____	_____
4.	si	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	La verdad si, el color y la estructura ayudan mucho en el proceso de aprendizaje.	Mucho.	La manera como se puede dividir el texto y sacar ideas principales de ahí.	Poco, lo llamè muchas veces pero en algunos momentos no me pudo atender pero me pude defender sola.

9.	si me ayudaron mucho a comprender todo	me ayudó a facilitar mi trabajo en clases	aprendí a organizar mis ideas	me ayudo en toda la clase
10.	eso me gusto porque nos explico cada uno y nos ayudó a comprender más	de pronto con la lectura del texto y ya	me recordaron cosas que se me habian olvidado	mucho
11.	—	—	—	—
12.	si	bástante	Como se deben realizar	bastante
13.	—	—	—	—
14.	—	—	—	—
15.	si	Me ayuda mucho porque puedo hacer las actividades y no se borran	No mucho porque eso ya lo sabía porque ya lo he visto en español	Mucho porque iba haciendo la actividad con uno y te resolvía todas las dudas que tenias en el momento
16.	si	No me ayudo mucho	Nada nuevo	Lo usual
17.	no ya que yo hice las actividades mientras tu las explicabas o sea no te preste atención eso	es full chévere porque es algo nuevo y fácil de utilizar	que hay mucho niños que no tienen la vida que se deben merecer	me ayudo en la última actividad
18.	si ya que asi es mas interesante	bastante ya que asi es mas fácil resolverla	aprendí sobre las problemáticas que tienen los niños	bastante
19.	si porque con los diferentes colores puede diferenciar más lo	bastante	en realidad no aprendí solo recordé ya que en mi clase de lengua nos	mucho ya que nos iba explicando cada parte de este

	que es la tesis, los argumentos, la introducción		enseñan esto pero fue bueno saberlo en inglés y aprender a identificar las partes de un ensayo en inglés	
20.	si porque con los diferentes colores puede diferenciar más lo que es la tesis, los argumentos, la introducción	bastante	que hay muchos niños que trabajan y no pueden ir a estudiar	mucho, explico muy bien el tema
21.	—	—	—	—
22.	si obviamente permite identificar la tesis, los argumentos, etc	personalmente, me gusta implementar cosas nuevas pero para el curso en sí se dificulto	en la clase pasada también dimos temas como este, así que complemente	siempre hasta nos hace preguntar para nosotras identificar lo que significa alguna palabras, también a que participemos

LESSON 4

STUDENT'S NUMBER	5. Did you find useful to write the thesis statement, arguments and evidences collaboratively? ¿Encontraste útil escribir colaborativamente la tesis, argumentos y evidencias?	6. How much did the computer help you to participate in the lesson? ¿Qué tanto te ayudó el computador a participar en la lección?	7. What difficulties did you have in the class? ¿Qué dificultades tuviste en la clase?
1.	—	—	—
2.	no	Nada	Ninguna
3.	—	—	—
4.	—	—	—

5.	—	—	—
6.	—	—	—
7.	—	—	—
8.	Sinceramente no, muchas abusaron y empezaron a jugar con algo que es muy serio y un trabajo que requiere de muchos días para prepararlo.	Pues lo necesario. el aprendizaje es personal y diferente	Organizar los cuadros, porque se me descuadraba todo.
9.	si porque las pude organizar bien y es muy útil	bien pero no vuelvo a trabajar en un computador como este porque es muy lento yap	no pude entender algunas palabras pero me logre defender buscando ayuda, esa fue la única dificultad que presente.
10.	no me gusto porque habían niñas que no sabían trabajar así, era desorden para hacer eso	me ayudo mucho	ninguna, me gusto
11.	—	—	—
12.	Si	Bastante	—
13.	—	—	—
14.	—	—	—
15.	si	—	—
16.	No, fue muy desordenado	Es muy lento	El computador

17.	no ya lo había hecho cuando ellas lo comenzaron a hacer	1A	no entendía la última actividad
18.	si ya que escribiendo eso entendemos mejor lo que te quiere transmitir la información	full	ninguna
19.	si	mucha ya que no se me fue tan difícil y tan tardado escribir lo que nos estaban enseñando	en realidad no creo que haya tenido una dificultad como tal porque considero que todo lo comprendo
20.	sí muchísimo	creo que el computador ha sido una utilización muy útil para el desarrollo y comprensión de las actividades	una dificultad que tuve de pronto fue que a veces no sabía cómo diferenciar el argumento de las evidencias
21.	_____	_____	_____
22.	al principio hubo mucho desorden, entonces es una manera diferente, super chevere pero es algo que se que el grupo no va a valorar por que aun les falta un poquito de madurez	mucho ya que manejamos nuestro tiempo y lo que hacemos y cómo lo organizamos	el concentrarme, estaba full dispersa pero aun asi me gusto

LESSON 5

STUDENT'S NUMBER	1. What part of the text was difficult to write? ¿Qué parte del texto fue difícil de escribir?	2. How did you feel writing a text collaboratively? ¿Cómo te sentiste escribiendo un texto colaborativamente?	3. What did you find useful in the lesson? ¿Qué encontraste útil en la lección?	4. Did you find the online word-processing useful to write collaboratively? Why? Why not? ¿Encontraste útil el Google Doc para escribir colaborativamente? Por qué? Por qué no?
1.	No se me hizo difícil escribir el texto, porque, el profesor nos planteó las bases para escribirlo	me sentí bien porque hicimos un buen trabajo	_____	_____
2.	ninguna	genial amo a vely	nada	si, me gusta
3.	todas las palabras eran sencillas	bien	todo	si porque el sistema es bueno
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	No fue difícil escribir el texto porque sabía del tema y es interesante, solo se me dificultaron algunas palabras, es simplemente plasmar lo que	Me siento bien, es mucho más fácil en el computador porque además de hacerlo acompañada de una de mis compañeras es rápido y es interesante saber que es lo que piensa ella acerca	Aprendí más acerca de este tema, la verdad es algo muy interesante y es mejor no ser ignorante e informarnos cada vez más.	Si encuentre útil el google doc porque es demasiado fácil y tienes ayuda por parte de una compañera, y debo admitir que fue muy rápido.

	pienso y dar cuenta de la triste realidad social que la mayoría de los niños están viviendo en el mundo.	de esto.		
10.	_____	_____	_____	_____
11.	_____	Mal porque lo hice solita	_____	_____
12.	el argumento	bien	cómo hacerlo	si, porque se puede corregir lo que está mal
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	la conclusión	Fue chévere pero a la vez fue algo confuso por mi pareja y escribía algo y yo lo volvía a escribir	todo	si porque se guarda todo y te puedes comunicar con la otra persona la persona también puede escribir
16.	_____	_____	_____	_____
17.	hacer la tesis y la conclusión	supeeeeer in amo a lara	el hecho de tener que hacer un "ensayo"	si por que es super cool
18.	todas las palabras eran sencillas	bien	todo	si, porque el sistema operativo es full avanzado
19.	para mi fue difícil el argumento	bien ya que las dos nos complementamos	Muchas cosas	si porque fue mucho más rápido el trabajo

20.	_____	_____	_____	_____
21.	_____	_____	_____	_____
22.	con la compañera que me tocó fue fácil realmente a las dos nos gustaba el tema entonces se nos hizo sencillo .	a mi personalmente me gusto hicimos el trabajo en el momento que era hasta nos sobró tiempo ya que lo supimos manejar.	primero que todo ver la realidad social en la que estamos pasando y segundo pasarlo a un párrafo de una manera creativa fue muy chevere.	si porque no teníamos que pararnos para hacer el trabajo, no se formó desorden, pues en mi caso, me gusto.

LESSON 5

STUDENT'S NUMBER	5. How much did the teacher help you? Justify your answer. ¿Qué tanto te ayudó el docente? Justifique su respuesta.	6. How much did the computer help me? Justify your answer. ¿Qué tanto te ayudó el computador? Justifique su respuesta	7. What difficulties did you have in the class? ¿Qué dificultades tuviste en la clase?
1.	_____	_____	_____
2.	Nada	mucho	Ninguna
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

7.	_____	_____	_____
8.	_____	_____	_____
9.	Me ayudó a poderme desenvolver en el tema y entender mejor todo.	Me ayudo mucho esta vez, porque fue muy rápido y pude terminar a tiempo todo y esta reflexión. Creo que al final si me gustan los trabajos en el computador.	No tuve ninguna dificultad en la clase, se me facilitó todo y me gusto.
10.	_____	_____	_____
11.	_____	_____	_____
12.	bastante	bastante	cómo empezar a escribirlo
13.	_____	_____	_____
14.	_____	_____	_____
15.	no le pedí ayuda	how to benefit from interaction with and feedback from the computer	se fue la luz
16.	_____	_____	_____
17.	En la conclusión	mucho	Ninguna
18.	bastante porque me verifica si mi trabajo está bien o no.	bastante porque asi es mas facil hacer el trabajo	Ninguna

19.	del 1 al 10 un 7.5	mucho	ninguno
20.	_____	_____	_____
21.	_____	_____	_____
22.	al terminar nos revisó vio que teníamos mal escritas algunas cosas, nos corrigió y además antes nos dio muchos ejemplos de como hacer un buen párrafo.	hoy en un momento no estaba segura de una palabra, de cómo escribirla y el computador me ayudo muchísimo	la verdad ninguna, estuve atenta, hice el trabajo rápido, preste atención, el computador me ayudó. La clase estuvo super bien

LESSON 6

STUDENT'S NUMBER	1. How did you feel implementing the rubric to evaluate your classmates' essays collaboratively? ¿Cómo te sentiste implementando colaborativamente la rúbrica para evaluar el ensayo de tus compañeros?	2. What part of the text was difficult to write? ¿Qué parte del texto fue difícil de escribir?	3. Did you feel motivated using the online word-processing to write in the class? Why? ¿Te sentiste motivada a usar Google Docs para escribir en clase? ¿Por qué?	4. Do you consider that you can write better using the online word-processing instead of a pencil and a paper? ¿Consideras que puedes escribir mejor usando Google Docs en cambio de un lápiz y una hoja?
1.	_____	_____	_____	_____
2.	bien, me gusto	ninguna	sí, me parece más dinámico	si porque puedo ver los errores y este me corrige
3.	pues bien	para mi tratar de pasar algunas ideas de español a ingles	si pq me concentro más	pues si me concentro más
4.	bien	los argumentos	no, no me gusta hacer ensayos	no se
5.	bien	la tesis	si ya que me ayuda mas	si porque me concentro más
6.	me pareció mucho mejor hacerlo así porque nos ayudabamos mutuamente	tesis	_____	si es mucho mejor hacerlo acá
7.	Creo que fue una muy buena herramienta para evaluar aunque no pude estar presente en toda la actividad	Se me complicò explicar mis argumentos, ya que muchas veces se iba la señal o simplemente no podía continuar mi idea	Me gustò porque siento que es muy completa y organizada.	Creo que en la actualidad haría el trabajo más fácil, de manera que podemos manejar mejor el tiempo y usar lo que usamos diariamente para algo productivo

8.	Excelente	pensar en la idea del argumento	Si, es algo muy útil, una herramienta muy eficaz	Si
9.	la verdad se me facilitó mucho la "rúbrica" para evaluar el ensayo porque me pude evaluar y darme cuenta que lo hice de maravilla jeje	no fue difícil el escribir y desarrollar el texto	si porque es más fácil que estar escribiendo en hojas pero pues si me parece motivador porque la adolescencia se basa ahora trágicamente en la tecnología y usamos bien esa tecnología jaja	no sino que es diferente y mas practico y comodo pero no es mejor aunque así estaríamos cuidando el planeta tierra ya sabes no botando las hojas
10.	bien	los argumentos	si porque es muy útil	no, me gusta más google docs
11.	no me gusto tanto	los argumentos, no sabia que poner	si	me gusta mas escribir con hoja y lápiz
12.	bien	la conclusión	si, porque fue muy útil	mucho mejor
13.	Excelente, pude ayudar a una de mis compañeras.	El texto que tenía que hacer con mi compañera porque no nos organizamos de la mejor manera y ambas teníamos ideas diferentes.	Es mucho más entretenido y no se me cansa la mano.	Si, es mucho más rápido y eficaz.
14.	muy bien ya que pudimos llegar acuerdos fácilmente	los argumentos	si ya que me facilita las cosas	si ya que es más fácil buscar información y seguir trabajando
15.	muchooooo	El argumento y la conclusión	si porque es muy útil	si
16.	_____	_____	_____	_____
17.	fue mejor porque podías ver en que te equivocas y corregirlo	los ejemplos, ya que no se me ocurría nada acorde con los argumentos	si por que es una herramienta muy divertida	si

18.	bien ya que asi sabes como te fue según los criterios de evaluación	ninguna	si porque como ya dije antes es más fácil realizar una actividad si usas google docs	si por qué te inspiras mas con el computador
19.	me sentí bien ya que las dos nos fuimos complementando en lo que nos faltaba, aunque nos dividimos las tareas.	para mi la parte más difícil fue el título	si porque nos ayuda en cuento la “facilidad”	si
20.	me sentí bien ya que las dos nos ayudamos a evaluar el texto	la conclusión	si porque es una forma diferente de aprender con ayuda	creo que es más atractivo trabajar con esta aplicación porque así nos motivamos más
21.	incomoda	CONCLUSION	si, una manera diferente de aprender	si
22.	pues al hacerlo se que lo hicimos bien entonces fue fácil calificarlo	el computador se me trabo entonces apenas estoy empezando y no se me ha dificultado nada porque hemos practicado full esto	me gusta escribir por acá, es muchisimo mas facil pero se me trabo al comienzo entonces demore	totalmente, en una hoja tienes que andar borrando y de por si las manos te quedan doliendo y tambien la presentacion es mejor.

LESSON 6

STUDENT'S NUMBER	5. How much did the teacher help you? Justify your answer. ¿Qué tanto te ayudó el docente? Justifique su respuesta.	6. What difficulties did you have in the class? ¿Qué dificultades tuviste en la clase?
1.	_____	_____
2.	bastante, esta clase si me prestó atención	ninguna
3.	full y aun mas cuando estaba elaborando mi párrafo	el significado de algunas palabras

4.	mucho, en cada cosa que le preguntaba me ayudaba	hacer los argumentos y que el wifi estaba muy lento
5.	mucho en realizar mi tesis	en la coherencia
6.	me ayudó a entender cosas que no sabía	a concentrarse
7.	El docente estuvo pendiente de ayudar y responder las dudas de todas las estudiantes.	Se me dificultò bastante aclarar mis ideas y darles un poco de coherencia, también se me dificultò el tiempo, ya que la señal a veces se iba
8.	Mucho, a organizar mis ideas.	La realizaciòn del argumento y elegir la tesis para que tuviera sentido.
9.	me ayudo en lo que no pude entender y me aclaró todas mis dudas	no tuve ninguna dificultad en la clase, es facil cuando ya sabes que hacer y entendiste y estuviste atenta a las indicaciones de Eder jaja
10.	no necesite tanto del pero en lo que necesitaba el me ayudaba	ninguna
11.	me ayudo mucho al realizar los textos	al redactar los textos
12.	bastante, a entender y corregir	no sabía escribir el final.
13.	Un poco, estuve un poco confundida en la clase porque me sentía indispuesta.	Argumentar los textos porque no sabía muy bien cómo justificarlos.
14.	bastante ya que siempre estuvo atento a la explicación que le pedía	hacer los argumentos se me dificulto mucho
15.	—	La comunicaciòn con mi compañera se me dificulto un poco y hacer el argumento

16.	_____	_____
17.	en lo que le pedí me ayudó y respondió mis preguntas	solo al pensar en los ejemplos
18.	bastante ya que el me asesoraba sobre lo que tenía que hacer y en que me había equivocado	ninguna
19.	más o menos porque en esta clase no se porque hubo más niñas necesitando atención del docente, así que para que llegara a mi puesto era muy tardado.	ninguna
20.	bastante	ninguna
21.	poco, fue muy claro en las indicaciones	ninguna
22.	pues bien, la cosa es que a él no lo ayudan con el silencio.	_____

LESSON 7

STUDENT'S NUMBER	1. How did you feel implementing a rubric to evaluate your classmates' essays? ¿Cómo te sentiste implementando la rúbrica para evaluar el ensayo de tus compañeros?	2. Did you feel motivated using the online word-processing software (Google Doc)? Why? ¿Te sentiste motivada a usar Google Docs para escribir en clase? ¿Por qué?	3. How did the online word-processing software (Google Doc) help you to improve your writing? ¿Cuánto te ayudó Google Docs a mejorar tu escritura?	4. How much did the teacher help you? Justify your answer. ¿Que tanto te ayudó el docente? Justifique su respuesta.
1.	_____	_____	_____	_____
2.	Me parece que está bien ya que nosotras mismas podemos ver nuestros errores y calificarnos nosotras.	Si ya que este es mucho más dinámico	este me corrige los errores y me ayuda bastante con la gramática	no mucho ya que termine mi trabajo rápido y el me califico, corrigió unos pequeños errores y listo
3.	buena pues ahí aprendimos a reconocer errores y ser justas pues yo con cormane	sí me parece más dinámico y trabajo mejor	lo normal la verdad	en mucho me corrigió el texto y respondió algunas dudas
4.	no se	no, si son ensayos no	me ayudaba a corregir las palabras en las que me equivocaba	mucho, aunque estaba bastante ocupado porque todas lo llamaban
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	Bien, sentì que todo iba acorde con lo que se quería evaluar	sì, es una manera muy útil	Me ayudò mucho en algunas palabras que escribí mal.	Bastante, en las ideas que quería expresar me ayudò mucho
9.	muy didactica y facil para evaluar	si muy motivada porque es una manera diferente de aprender y de	la verdad es que si me ayudo un poco porque no tuve tantos errores	me ayudo en todas y cada una de las clases, no me quedó duda alguna de que

		desarrollar las diferentes actividades que hacemos	en mi escritura en inglés ya que practico todos los días para aprender mejor	lo hizo bien y se supo explicar muy bien para desarrollar todas estas actividades que hicimos
10.	bien	si, me gusta más que escribir en una hoja	con algunas palabras	lo normal, cuando lo llamaba me revisaba y en lo que el podía me ayudaba
11.	bien	sí, me parece bien	no en mucho	pues cuando no sabía algo el me ayudaba
12.	_____	si, porque puedo desarrollar las cosas rápidamente y no tienen que ser guardadas	bastante, porque muchas palabras las corregía	en algunas cosas.
13.	_____	Es una excelente aplicación y todo es más dinámico.	Mucho, porque habían palabras que no sabía como escribirlas y me corregía enseguida.	Lo suficiente para saber cómo estaba llevando a cabo mi trabajo.
14.	bien ya que nos pudimos ayudar entre todas	sí ya que así facilita más el trabajo	bastante ya que nos corrige en lo que fallamos	me ayudo bastante ya que siempre estuvo atento a mi llamado
15.	_____	_____	_____	_____
16.	_____	_____	_____	_____
17.	me gusto porque podía saber que me faltaba en mi ensayo y corregirlo	si, porque me gusto el tema que escogí y me concentre al hacerlo	mucho porque en lo que me equivocaba me lo corregía	mucho al momento de no tener ideas él me las daba
18.	bien porque así sabes en que te equivocaste y demás.	si ya que te concentras más	mucho	NO ME AYUDO YA QUE LO ESTUVE LLAMANDO TODA LA CLASE Y NO ME PRESTO ATENCIÓN.

19.	_____	no porque ya se vuelve monótono	mucho	no se porque todas lo llamaban así que preferí no decirle que me ayudara porque si lo llamaba llegaba cuando se terminara la clase
20.	_____	_____	_____	_____
21.	incomoda	si porque es una manera diferente de aprender	mucho	más o menos, fue claro en las explicaciones
22.	_____	_____	_____	_____

LESSON 7

STUDENT'S NUMBER	5. How much did the computer help me? Justify your answer. ¿Que tanto te ayudó el computador? Justifique su respuesta	6. Do you consider that the computer help you to be more concentrated in the class? why? ¿Consideras que el computador te ayudo a estar más concentrada en clase? ¿Por qué?	7. Did you find Google Doc useful to write? Justify your answer ¿Encontraste útil el uso de Google Doc? Justifique su respuesta
1.	_____	_____	_____
2.	bastante ya que había algunas palabras que no sabía escribir y las buscaba o este me corregía automáticamente	no vi diferencia alguna con trabajar en el cuaderno en el computador	si, es más dinámico y motiva a trabajar el estar en el computador
3.	en mucho , con el significado de algunas palabras e información y eso	si y me gusta esta técnica	siii porque trabajo más , me concentro y es.
4.	no se	no, me fue muy difícil concentrarme aparte de ser una actividad que no me gusta	pues no se si útil pero al momento de hacer un ensayo siento que es mas facil haciendolo a computador

5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	Normal	Porque se necesita mucha atención para realizar un texto.	si, porque es una herramienta aparte de ser básica es una herramienta que se puede implementar muy bien
9.	En las últimas clases estuvo súper porque no estaba lento en cambio en las primeras clases si me estrese por la lentitud pero me ayudo bastante a terminar mis actividades	hablando personalmente si me ayudo bastante a enfocarme en clase y en general sí hubo algunas compañeras que hicieron uso de su teléfono y estaban desconcentradas.	si porque es mas facil y mas actual o algo asi, es mas rapido y productivo. Eder yo siempre estoy concentrada ósea EDER HAVE A GOOD DAY HEHE. ENJOY LIFE AND SMILE
10.	pues me motiva más porque me gusta escribir más por computador	si, porque me gusta más usar el computador	si, me gusto
11.	lo normal	no porque no me gusta usar tanto el computador	si porque es muy bueno para estos trabajos y lo que mas me gusto es que guarda automáticamente los que tú hagas
12.	bastante, a escribir más rápido a buscar algunos significados de unas palabras y a corregir otras que estaban mal escritas.	si, porque no perdía tanto la concentración	si, porque ya automaticamente las cosas quedan guardadas
13.	Mucho, es la mejor herramienta para hacer el trabajo más rápido.	Si, no me distraje con nada, estuve más pendiente a lo que debía hacer.	_____
14.	me sirvio de mucho ya que lo que no sabía o no estaba segura lo buscaba en el computador	si ya que así siento que me puedo concentrar más y realizar mi trabajo más rápido	si ya que es más fácil ponernos de acuerdo en este documento si estamos en grupo ya que podemos escribir todas al tiempo y poner nuestras ideas y luego organizar todo para terminar todo el trabajo
15.	_____	_____	_____

16.	_____	_____	_____
17.	en investigar sobre el tema y en algunos vocabularios	me ayudo mas el celular	_____
18.	me ayudo mucho	si mucho mas	si ya que es un sistema operativo muy avanzado y es facil de usar
19.	mucho ya que aquí puede buscar información que me ayudara con el trabajo	no porque me distrae mucho	_____
20.	_____	_____	_____
21.	mucho , me sentí motivada	si	si , manera creativa de aprender
22.	_____	_____	_____

Appendix N: Teacher's Journal

Teacher's Journal-Lesson 1

Colegio de la Compañía de Maria "La Enseñanza" Barranquilla			
Lesson: 1	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Understand and recognize features of a descriptive text. ● Develop confidence in inferring the meaning of unknown words by using contextual clues. ● Find specific information through scanning. ● Use an online word-processing software to write individually. ● Express cause-effect relations using <i>because</i>. ● Express contrast using <i>but</i> 			
<p>At the very beginning, some students did not know where to sit. Some of them made comments about the cameras and the recording process. I reminded some students where to sit. I presented on the TV screen the computer lab with each assigned place, so they found their places easily. Some of them complained about their places and asked me to change the places but I explained that it was not possible. While students turned on the computers some of them realized that the computer did not have headphone outputs and for that reason they were assigned to another place. Also, it was required to help students to access to the captive portal to have internet connection on their computers. Some computer had problems to activate the captive portal and some of the computers had a slow connection that's why some students logged in late. I had to wait for them to start the lesson. When I started explaining how to describe a picture, students were really attentive to my instructions. When I started asking questions about the pictures, some students wanted to describe them or at least mentioned something related to each picture. When they did not know how to say a word, they asked me and I told them how to say it. Some students did not respect the turns and interrupted others who were saying something about the photos on the slides. It was good to see students participating in each photo. Since each student had the slide presentation on the computer, it was simple to them to search on the website some words in order to participate. At the very beginning, I noticed that they were confused about the difference between a child and a teenager and then I classified it. I felt that students did not have any problems to follow the instructions about using the Google tools (Google doc and Google slide). However, there was a situation when they asked me how to save the activities already done, I told them that Google docs saved automatically whatever information they write. When students were asked to watch a video on Youtube, some of them had issues with the computers. There were some computers that did not have a proper output to plug the earphones. These students were placed in different computers since there were some available ones. Also, there were some students who did not bring their earphones and for that reason they watched the video without them. Students read aloud the statement and decided whether it is true or false. In each checked statement, I took time to reflect upon what it's said on the online worksheet and on the video.</p> <p>In this lesson, I valued that students could follow my instructions regarding the used technologies within the classroom. However students took more than the expected time to organize themselves, the activities were shortened and they needed them to complete them faster. It was disappointed to see students arriving late at classes and this situation delayed the class instructions since I had to repeat or give personalized instructions to those late students. In terms of time, for a next time I would like to have more time to do the planned activities and not push them to complete them in a rush also I would like to have an assistant in the computer lab to help me with the emerged technologies issues since my knowledge regarding technology can be limited depending on the range of the issue. Due to the fact that I had to stop the lesson many times to fix problems, my explanations were shortened. Next time, I would definitely request a complete check for the computer lab to prevent issues related to connection or hardware.</p>			

Teacher's Journal-Lesson 2

Colegio de la Compañía de Maria "La Enseñanza" Barranquilla			
Lesson: 2	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Understand and recognize features of a descriptive report (identification and description) ● Develop confidence in inferring the meaning of unknown words by using contextual clues. ● Find specific information through scanning. ● Use a graph to organize information. ● Use an online word-processing software to write individually. 			
<p>At the beginning of the class, student did not have problems to sit on the assigned computers. Some students had to change their computers because some of them were not working. I gave students some recommendations regarding the behaviours during the work in the computer lab, for example, voice level and random conversations during my explanations. Then, I called the rolls and there were some students who arrived late. I decided to move some students to other computers to pay more attention to the class.</p> <p>I introduced the lesson by making students open their gmail account. Students only had a few issues to open the account. I delayed the beginning of the class because my computer did not have a proper connection. One student worked on her Macbook because her PC was not working properly. In the first activity, students participated and compared the pictures in pairs and I helped them by providing with the vocabulary that they requested. It was important to highlight useful phrases to compare and I gave personalized feedback to some of them. After that, I asked some students to share how they compared. Some students said it aloud while feedback was being provided. Generally, students used basic vocabulary to compare the pictures but the ideas were easy to understand.</p> <p>In the second activity, I asked students to be really attentive to what I said. I presented the mind map about the video and I explained it. When I started explaining some students were having problems to see the mind map on their computer and I stopped to wait for them. Students contributed to enrich my explanation of the mind map. Students participated openly but they need some support to give a better idea. When I asked them questions, students' answers were really short. I provided students with some vocabulary and I prompted the idea of the next activity.</p> <p>In the third activity, students watched a video about the mind map. Students were suggested to keep both websites open, the video and the mind map. Some students complained about the Internet connection and I suggested them to be patient. Some computers had the audio output damaged. When students were watching the video, the class was calm, students were suggested to activate the subtitles in English. Some students were curious about the message at the end of the video (Bible's passage). Then, some students shared what they understood about the video. Taking into account what they mentioned I could say that they really understood the video about the girl and the mind map helped them to have a better understanding of the video.</p> <p>In the activity about the text, I started activating background information and I made my best to make students understand the connection with the previous video. I read aloud with the students and I asked them to focus on certain words to comprehend the text better. Students responded positively to my questions and I was prompted to expand on their answers since they provided me short ones. I couldn't not read the whole text by following the genre-based methodology because of the assigned time per each activity. While students read the whole text, I was reading and clarifying some questions regarding vocabulary. Then, I asked students to complete the diagram with pieces of information from the text. Filling the diagram seemed to be easy to them because they were allowed to copy and paste the information from the text. After that, students started writing their reflections about the class. Some of them did not know where to write it but I explained them and they could finish them.</p> <p>Generally, students organized themselves in less time, it was one students used her own laptop to develop the activities of the lesson. Students participated actively and I was basically giving them the lexical items that they need to express themselves better. I noticed that students felt limited while elaborating their ideas because they did not know how to say some words and that's why I was really attention to what they asked and said. In terms of the used resources, I valued the importance of the mind map since it helped them to understand the video after that they expressed their ideas better and students' computer skills were quite good to handle the activities. Internet connection was better and students had less issues in terms of the use of technologies. When I read aloud with the students, some of them were following me but there were others who wanted to read the text by themselves. I know that my students are not used to read together and for that reason some did not wait for me. Besides, I had to tell them to complete the text alone because of the time. In a next opportunity, I would like to have</p>			

more time and arise students aware of the importance of reading together and do the activities at the same time.

Teacher's Journal-Lesson 3

Colegio de la Compañía de María "La Enseñanza" Barranquilla

Lesson: 3

Unit: Child Labour

English level:
Basic (A1-A2)

Grade: 10th

Specific objective: By the end of this lesson, students will be able to...

- Identify the stages in an argumentative text (Introduction, thesis statement, arguments, evidences and conclusion)
- Identify evidences used to support arguments.
- Understand the relationship between sentences or parts of text where linkers are used
- Use a graph to organize information.

The teacher started giving the instructions to the students in which they had to open their gmail account. In this part, some students wasted time doing other things, and they did not follow instructions at the moment they were provided, so, it was necessary to repeat the same instruction several times. Some computers recorded students' management of technology, these were slow due to the program. For this reason, some students expressed to have technological inconvenient saying their computers were slow. Not all the computers were recorded. So, the rest of the computers functioned properly.

As I said before, the instructions were repeated several times in order to clarify students' doubts because some of them did not understand what they had to do.

The slides that contains picture about farm and farmers were used to contextualize students, prepared them to read, and facilitated students' comprehension of the topic (Life in the farm). To preview the content of the text and prepare students to read, a brief explanation of the content of the reading was given, students understood the purpose of it. To introduce the essay, the structure of it was explained, some students did not understand, the instructions were repeated several times, and modelling examples were given. Most of the time, I elicited answer and further thinking, students proposed good ideas. Also, students requested clarification, lexical item, and explanation. Additionally, modelling description and ask for specific information was used by me. In these activities, students participated actively.

When there was time to read, and participate or express an idea, students had difficulties to pronounce some words, pronunciation corrective feedback was given to them.

Another, strategy used was to provide positive evaluation to engage students to participate due to some students do not like to speak in the English class.

After the reading, an individual activity was proposed (diagram), students asked for my help. Some students were speaking, I asked them to work. For this diagram activity, I had to start modelling what they had to do, because they were confused. After this modelling, I noticed students started doing the activity by themselves. Finally, students did the reflection part. Some students shown resistance for doing this part, I said them that the reflection has different questions.

In this lesson, lack of students' attention required me to repeat instructions more than usual. Some students complained about the slow performance of their computer but I knew it was because of the installed program to record their screens. While I was explaining the text with the slides, students were concentrated but still there were others who did not wait for my instructions and for those who did, their participation was significantly high. During the reading aloud with the students, sometimes I had to stop them to provide with pronunciation feedback. I felt good because students participated actively even those who are usually quite. I tried to to encourage students to participate by using positive evaluation when required. In this lesson, I had less tech issues and the lesson was delayed less than the previous ones. In a next time, I would like to raise students awareness of paying attention to the instructions and the active listening since my repetition was caused by students' lack of attention. Also, during the modelling part, some students were focused on other activities of the lesson but the ones who focused on that part, asked questions and requested my elaboration to make it more understandable.

Teacher's Journal-Lesson 4

Colegio de la Compañía de Maria "La Enseñanza" Barranquilla			
Lesson: 4	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Identify the stages and linguistic features of an argumentative text (Introduction, thesis, arguments and conclusion) ● Use a graph to organize information. ● Understand the relationship between sentences or parts of text where linkers are used. ● Use an online word-processing software to plan a text collaboratively. ● Write an argumentative paragraph with the help of the teacher. 			
<p>I started the class by reminding students to not use the phone and to pay more attention to my instructions during the class since in the previous classes I had to repeat them a lot. After that, I asked students to open their gmail account and check the new lesson in this case lesson 4. I tried to activate students background information based on the previous classes.</p> <p>Generally, I talked about children's right and I recalled the text that students read in this unit to support my explanation about children's right and the issue of child labour. I introduced the new argumentative text and I reminded student the purpose and the part of the argumentative text and I provided an oral example about how it could be structured. In this part, I activated background information about argumentative text' stages and purpose. Then, I told students about the new text and I started reading aloud with them. At the very beginning of this, students were really attentive and some of them answered correctly to my questions during this phase. Some of them made mistakes but I used those comments to make them realize other things of the reading itself. While students and I were reading aloud, I emphasized on organization of the ideas and how the linkers helped to make the reading flow.</p> <p>By summarizing the reading aloud process, it was basically making sure students were understanding the text. Students answered my questions and I asked them to expand their ideas when it was required. Most of the time, students asked questions to clear doubts up about vocabulary or expressions found in the text. Since students barely provided a complete description or answer, I usually provided them with more expanded descriptions to make them think about the situation described in the text. I tried to use metalanguage regarding argumentative text to get students used to it. Also, I tried to make students understand and see the whole picture of text. I explained that each paragraph has a purpose in the text itself. Then, students demonstrated comprehension of the text structure by saying aloud the arguments and evidences as well as the reiteration in the conclusion. After this activity, students started a joint construction of different thesis statements in a whole class shared document.</p> <p>While students realized that they were all in the same document, they seemed surprised and some of them stood up to see how they could be seemed from other computers. Previously, I told them to not delete anything since it was only one document but it seemed that my warning was not enough because some students deleted part of document. At that moment, it was necessary to make students reflect upon the attitudes and behaviour towards the class activities. When, there were more than 5 thesis statements, I took the first one to expand it and think about the possible arguments to support it. Finally, students wrote on their reflection journal and I told them that last class some students did not write anything on it.</p> <p>In this lesson, I valued that students were more focused and they could have significant participation. I considered that the slides helped me and students to follow the structure of the text and it allowed me to go back easily. I think that using colour-code to explain the slides was helpful to make students recognize the ideas better and faster. it was good to see students using metalanguage that I provided. On the other hand, students reacted badly to the joint construction on the Google Docs file since they were surprised that they were all on the same document. I was upset but I managed to make students reflect upon the proper usage of the online tool. Finally, they understood how to work on the file without deleting or modifying someone else's ideas. I regretted not preparing students to the new feature of Google Docs, I was naive to believe that they would act normally to that feature.</p>			

Teacher's Journal-Lesson 5

Colegio de la Compañía de Maria "La Enseñanza" Barranquilla			
Lesson: 5	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Write arguments and support them. ● Plan an argumentative text collaboratively. ● Use metacognitive strategies such as brainstorming, drafting, and editing. ● Use linkers to express relationship between sentences or parts of text. ● Use an online word-processing software to write collaboratively in the construction of an introduction, body paragraph and a conclusion. 			
<p>At the beginning of the class, I reminded students that they need to sit on the assigned seats. Students expressed curiosity towards the class theme by asking questions about the class topic. I started the class making a short summary about what we had been doing during the previous classes and I focused students' attention on a specific case that I explained. I told students that they were going to write a text about child labor (Agriculture case: a child who works in a flower company in Medellin). In this activity, I assigned pairs and I previously shared the document with the different pairs. I reminded students that it was not necessary to work next to the mate because Google Docs allows them to work together on the same document. When I read the pairs aloud, some students showed or expressed resistance but I did not change it and I told them that the document was already set and shared. I constructed the introduction with the students and we all used the same introduction but students were allowed to make adjustments. While students were writing, I was walking around the classroom and I was verifying progress as well as clarifying some doubts. It was necessary to highlight the importance of working collaboratively and still some students asked me to work on one computer per pair. During the class, there were some tech inconvenients but it only had to do with the Internet connection and some computers were slow because of the screen-recording program that I installed on some PCs. It was common to answer questions about vocabulary and about organizing ideas. I noticed that students research information on some websites to expand their ideas. Unfortunately, there were some students who used Google translator to write their texts. I had to remind them to not use them many times. Also, I reminded them to use linkers to organize the text better. Finally, students clicked on their reflection journals to make their comments.</p>			

Teacher's Journal-Lesson 6

Colegio de la Compañía de Maria "La Enseñanza" Barranquilla			
Lesson: 6	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Use a rubric collaboratively to assess an argumentative text. ● Use the stages and linguistic features of an essay (Introduction, thesis statements, arguments, conclusion). ● Write arguments and support them. ● Identify and use linkers to connect ideas and write information coherently. ● Use an online word-processing software to write individually an essay. 			
<p>I started the class by telling them what they did last class. I asked them to open the text of lesson five. I told them about the importance of evaluating what they wrote and I introduced the rubric. I noticed that student did not know about rubrics and I showed them one to evaluate an argumentative text. I explained them how a rubric works and I modelled how to apply it for the argumentative text. I had to repeat this explanation several times and I ended up giving personalized explanations because some students could understand how to use it but others seemed to be confused. When I finished the explanations of the rubric and the modelling about how to use it, students started their self-evaluation using the rubric while I verified the proper use of the rubric. I highlighted the importance of being honest with the rubric application process. Also, I showed them how the lesson five is connected with the lesson six.</p> <p>After that, I showed them a list of statement about child labour and the importance of education for children. I asked students to write individually an argumentative text using as a thesis statement one of the listed on. Students requested clarification towards some words on the statements listed and I helped them to understand it better. Students started writing the introduction of their argumentative text and I helped them to organize some ideas. Students usually asked me questions about vocabulary. Some of them used the online dictionaries for example, wordreference. Some students could complete a suggested table to organize their ideas but some of them only chose the thesis statements.</p> <p>Finally, they wrote their comments on the reflection journal.</p> <p>The rubric was new to the students but they managed to use it by following my instructions. I valued that they understood the idea of applying the rubric. However there were some students who did not pay attention to my modelling and for that reason they did not know how to use it. I think that one modelling is not enough to apply a rubric. In a next opportunity, I would apply the rubric to at least two argumentative texts. So, they will be able to see the application in more example before applying it to their own texts. I noticed that students are not mature enough to apply a rubric since they were too generous and they scored themselves high. I changed some grades with them.</p> <p>When I showed a list of thesis statements to the students, they still lacked of the vocabulary related to the unit itself since they asked me about that. I was attentive to their questions but I regretted not giving students extra activities about the vocabulary before jumping to the independent construction. In the lack of vocabulary, the usage of online dictionaries was important but it was difficult to control the use of translators to translate all the sentences instead of some words. I consider that this lesson was affected by the absenteeism since there were some students who did not know how to start organizing their ideas. I suggested the class to create the table to organize their ideas in a better way. In a next time, I would practice the use of a table to organize ideas, so they know how to do it before writing the draft.</p>			

Teacher's Journal-Lesson 7

Colegio de la Compañía de Maria “La Enseñanza” Barranquilla			
Lesson: 7	Unit: Child Labour	English level: Basic (A1-A2)	Grade: 10th
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> ● Use a rubric to assess their partners' essays. ● Use the stages and linguistic features of an essay (Introduction, thesis, arguments, and conclusion). ● Use metacognitive strategies such as brainstorming, drafting, and editing. ● Use an online word-processing software to write individually an argumentative text. 			
<p>I reminded students that it was last day of the unit “Child labour” and I suggested them to take advantage of their time because it was only one-two-hour block. I gave them a short reminder or explanation about the argumentative text, its structure and its purpose. There were some students who were absent the previous classes and I tried to make them catch up with the line of the class. It was complicated to make those students write because their attitudes were showing resistance. Students asked me a lot of questions about vocabulary and students wanted me to read their ideas to receive my approval. Basically, this class was provided personally because all the students had different pace and they all needed different things.</p> <p>The absent students were in despair because they had problem to organize the ideas and they were requesting more time and some of them asked me to place the activity as homework. This situation took some students' attention because these students were asking other classmates to help them. Obviously, this delayed the writings of the argumentative text. I read the argumentative texts and I gave students feedback and they made adjustments in some parts. When they finished they completed the reflection journal.</p> <p>Finally, I decided to give extra time to those who missed classes. So they had one more day to write the argumentative text. It seemed that the assigned time was enough because most of the students finished writing but there were a few who did not write on their reflection journals. These students were supposed to write it at home.</p> <p>In this lesson, I valued that some students did not need to wait for my help to write their text. I had to handle with those students who missed the previous classes, those students affected the others who were focused on their independent construction since they requested their peer helps. In this lesson, I felt that students needed more support with their lexical items and others were using the Google translator inappropriately. Also, students wanted my support by asking me for reading their paragraphs or ideas. In a next time, I would like to control the use of the Google translator since I noticed that some students just translated their text by writing them in Spanish and then translated into English. Also, students seemed to have problems to organize their ideas to write the arguments, so more modelling in terms of constructions of the arguments is required before making them face this final phase. Also, time was limited to the school schedule since it was Friday and the time class was shortened. For this last phase more time would be better in a next opportunity, especially for those disadvantaged students.</p>			

Appendix O: Students' Joint Artifacts

SS1

The difficult life of some children

Last week, we learn that every single child in this world must be protected. In this way, there are some organizations that focus on the children rights, for example, UNICEF or children international foundation. We understood how important it is to make sure that the children rights are followed. Today, I was realized that your son works in a flower company and we thinks that this is wrong. So, **it's essential that children spend more time learning than working.**

First of all, the government need to involve in that type of situation because it's not fair to the children work. This means that they have the opportunity to study, make friends, and have a good childhood. For example, the government accepted certainly some companies have children to work in and it's not legal, also not respected the children rights, the government focus only in the politics and they do not do anything. Sadly, a lot of children work because they don't have money, and the families support that. The parents are not aware and send their children to work and the government don't pay attention to that.

Secondly, Some of children are very sad because they don't have a good childhood and do not to go to the school. Because, the school it is a place that give the base of life and they want to learn all of that and the life bring them, but the circumstances do not allow them and need to work to provide for their families. Then, know somethings that in that age don not to need know.

In conclusion for that reason it is important that the children study and prepare to the future, because the children are the future in the world, and all the children have the right to have a good education, a good life, this simply means that have a good childhood where give the base of life.

SS2

The children should not work

Last week. I learn that every single child in this world must be protected. In this way, there are some organizations that focuses on the children rights, for example, UNICEF or Children's rights International Foundations. I understood how important it is to make sure that the children rights are followed. Today, we was realized that your son works in a flower company and we think that this is wrong. So, **it's essential that children spend more time learning than working.**

First of all, In the school the children learn new things, meet people and make friends. The children learn because in the school they have teachers who teach them how to live, their rights, values, how socialize, subjects, etc.

Secondly, children are not ready to work, they do not have the physical capacity to work. The children are small and fragile so you have to be constantly aware of them, they have a lot of energy, a small portion of force and reach a certain speed. Nevertheless, although that the children have these skills their body are not prepared to experience a strong work because that would make their bodies try to function as the body of an adult and they could have a collapse.

In conclusion the children need to spend more time learning than working, because children to have the support of their study can fulfill their dreams, graduate from a university career and be someone in life.

SS3

A journey through reality of the children's

Last week, we learn, that every single child in this world must be protected. In this way, there are some organizations that focuses on the children rights, for example, unicef or children international foundations. I understood how important it is to make sure that the children rights are followed. Today, i was realized that you son works in a flower company and we think that this is wrong. So, **we think that the government need to do something to fix this situation.**

First of all, in our city we can find a lot of children working in the street and they are not working for them they work for their mothers who do not want to work. For examples, big companies are hire them and force them to work in difficult activities and they do not pay them fairly.

Second, currently 168 million child victims of child labor in the world, children are not having a good life style. This big problem is given predominantly because the government promise a good live for the people in need, but the government is so corrupt and no made promise valid and more people have a bad good for this reason.

In conclusion, the government need to be more involved in this situation because they have the power and they have money to protect and give these children's a better life. Also, we need to work to, together we can make a change to give our children a better life, our future.

SS4

The best future for the children

Last week, we learn that every single child in this world must be protected. In this way, there are some organizations that focus on the children rights, for example, UNICEF or children international foundation. We understood how important it is to make sure that the children rights are followed. Today, we were thinking about our "son" who works in a flower company and we realized that this is wrong. So, it's essential that children spend more time learning than working.

First, the children are the future of the world and for that reason they need to learn. In this way, it is very important to highlight that children need to learn first than to work. They need to prepare for assimilating the world. A lot of children can't do that because they need to work because they want to support those parents because possibly have a problem in their house.

Secondly, the school is very important for the children, because they need an education to face live. A lot of children steal their childhood because their parents sometimes don't have money for support as live because some case have a lot of brothers or their parents don't work.

Finally, we want to say that education should be a priority for all parents and they need to realize that making their children work, is not the best answers to their economical and social issues, education is.

SS5

The importance of children in society

Last week, we learn that every single child in this world must be protected. In this way, there are some organizations that focus on the children rights, for example, UNICEF or children International Foundations. I understood how important it is to make sure that the children rights are followed. Today, we was realized that your son works in a flower company and we think that this is wrong. So, it's essential that children spend more time learning than work.

First of all, the children want to be a professional the children first have to learn and be educate, because it's very important that children live their lives, burn steps, and later when they grow up, learn and know how to defend themselves and they could work.

Secondly, government should create more foundations that keep children well in their homes and schools. So in this way, we better form the children so that in a future they are better people and do not go so much difficulty with nowadays.

Finally, the children are very important in our society since they are the future of our country and we must teach the best to them now so that when they have their family they can do the things that they learn in all their lives for that reason it's essential that children spend more time learning than work.

SS6

It is important the children rights

*Last week, I learn that every single child in the world must be protected. In this way, there are some organizations that focuses on the children rights, for example. UNICEF of Children International Foundations. I understood how important it is to make sure that the children rights are followed. Today, I was realized that your son works in a flower company and I think that this is wrong. So, **It's essential children's spend more time learning than working.***

***First, the child's need pass your time in the school because is important for your development,** the child's shouldn't work but this not is important for society, except for the company's that i mention like a unicef. All child`s need play, learn new things and not work like a adult. If the child's work lost the childhood, waste time to play, time with your family and friends, and the most sad is that parents agree that they childrens work.*

***Second, they are not ready to work at such a young age.** The children's need bases, to have knowledges, improve your learning. Need to pass stages, do not be an adult ahead on time. In any case that when they are bigger, they want to get a job, that is the one that they like, but no because they are bound to have responsibilities that even not them like.*

***In conclusion,** it`s important the child's don`t work because their need play, learn, people in this case teachers who teach how is the life, the world and others things.*

SS7

Children in our society

*Last week, we learn that every single child in this world must be protected. In this way, there are some organizations that focus on the children rights, for example, UNICEF or children international foundations. I understood how important it is to make sure that the children rights are followed. Today, we was realized that your son works in a flower company and we think that this is wrong. So, **it's essential that children spend more time learning that working.***

***First,** the children's need organizations that focus on the children rights to lear. For example, UNICEF is a foundations that your vision is ensure the fulfillment of each of the rights of childrens.*

***Second,** the childrens in the world need to be protected because they are very important to the world. That is why so many foundations watch over them.*

***In conclusion,** children need more time learning that working. Because to have a future they have to learn to defend themselves in the environment in which they live.*

SS8

The children rights

*Last week, we learn that every single child in this world must be protected. in this way. there are some organizations that focus on the children rights, for example, UNICEF or children international foundations i understood how important it is to make sure that the children rights are follower. Today, we was realized that your son works in a flower company and we think that this is wrong. So, **it's essential that children spend more time learning that working.***

***Firstly,** children have to study and their rights must be protected, since they are the future of this planet. These are not fulfilled because many parents are not aware that their children should be formed to be someone in life, for this reason many children end up working from very young.*

***Secondly,** the children need more protection and security and they can find all of this at schools. The government need to create more foundations to organize this, and they need to make sure are that the children are good and don't have any problem in their house or in their school.*

***In conclusion,** all they must cooperate both parents and government because they are affected are the children because their are the future of world the solution of this are, create a penalty fee to this parents to use her children to make money.*

SS9

Children should not be forced to work

Last week we learn that every single child in the world must be, protected. In this way, there are some organizations that focuses on the children rights, for example, UNICEF or Children International Foundations. I understood how important it is to make sure that the children rights are followed. Today I was realized that your son works in a flower company and I think that this is wrong. So **it's essential that children spend more time learning than working.**

First of all, Children have rights where they have a time to play and to take activities with others kids. They are free to fulfill a dream, they can not be forced to leave, what they want to do, to go to work and leave all their studies behind.

Parents should not prohibit children from sharing with others kids, they need to live stage where they are themselves.

Secondly, the children need education, because the education no it's only knowing write and read, it's much important, it's to learn to form as person, studying brings knowledge and this leads them more easily to achieve success in life and have good quality of life.

for example: you can see the results in adults who live on the street and illiterate, who often do not know or write their names, and many people take advantage of this and put them to work paying them, or with the least.

In conclusion, the children can not be forced to work. The rights of children are violated every day and these is not correct. Children need to study to prepare for their future.

SS10

THE REALITY OF CHILD LABOUR

Last week, we learn that every single child in this world must be protected. In this way, there are some organizations that focuses on the children rights, for example, UNICEF or Children International Foundations. We understood how important it is to make sure that the children rights are followed. Today, we was realized that your son works in a flower company and we think that this is wrong. So, it's essential that children spend more time learning than working.

First of all, every single child must be protected but in that kind of company they are not fine. They don't have their rights because they are alone, their families are far from them and the people that work there occasionally mistreated them and forbid them some things. Today, we was realized that your son works in that company and that is wrong because he has his rights and his dreams in life, there they are destroying all his life.

Secondly, the life has different moments to prepare us and the most important is childhood. So, when you are a child you need to play, go to the school, and start to meet people, because it's necessary. If your son doesn't do that, maybe in a future he probably take bad decisions. When he finished the school he can work anywhere, in that moment he is prepare physically and mentally but now you need to think about your son and do the best for him.

In conclusion, it is important that your son has time for learning than working because he needs to study and be someone in this world, the work is taking away his childhood. Your purpose is to take care of your son, teach him how to defend himself from all those things that are in life, teach him how to grow, and put him away from dangerous situations.

Appendix P: Students' Independent Artifacts

S1

Children need to study not work

Childhood is the time for children to play on parks and talk with friends, but if they start working at an early age, they wouldn't have time to study and they need a good education so they can have a good future. The society need to understand the importance of education in the young one's lives. Children are the future of the country, let them grow!

First of all, education is one of the most important rights, without it child wouldn't have the bases they need to deal with life, or get a decent job, besides, education is a method to prevent stoppable diseases and problems involving interaction with the environment and people around them, and gives kids ways to solve the troubles they may face.

There are various laws that dictate children can't work all around the world, it may vary based on the country, there are some were it is legal, usually on the poorest and underdeveloped located on Africa and Asia, were conditions are less favorable and the economy is in charge of developed places. But it shouldn't be allowed, because child can't handle as much work as a grown man, and they are supposed to be taken care of, either by an adult or the government, not labouring.

Every human being has it's ages which comes with stages, and each one of them should be enjoyed and burn as the time passes, without hurrys, so when they get older they are mature enough to take care of themselves and maybe others.

S2

The right to education in children

A lot of children are working in the streets because they parents don't want to and they force their children to work and don't give the education they need, they deserve holding book not bricks for that reason we need to stop child labour.

First of all, the education is very important for the poor people. For example, in Finland is the same for everyone, poor and rich people receive the same education.

Secondly, quality education is needed for a better future since everyone will have the same learning and thus would have a better future for their families and others, they will have a good job and need to try to an easy and dangerous lifestyle.

In conclusion the education is a fundamental right in children and care must be taken to ensure that it is fulfilled.

S3

The future of the country

The childhood is the best stage of the life to start thinking about what do you want to do and is a stage to start growing and learning about how the world works, but some parents don't let their children do this the correct way, they force their children to work just because they don't want to do their job or they don't have enough money, this children don't live a good life and that's not the idea, **children are the future of the country and the world we need to let them grow.**

First of all, children need to have a good education for a better future. For example, some children work all their life and when some day they want to do something like work in another job they can't because they don't know how to write or read and they end up being in the streets.

Secondly, if children only work they only think about money. For example, the children that were used to working and think about the money they need to take home, when they grow up and can't work in something better they tend

to steal and kill just for money.

Finally, we need to do something to help this children that are in this situation, we need to save the future of the world, a lot of children in this time are working in the street or steal and kill people just for money, we need to give them a better education a better family and place to grow and with this they can be what they want and have a better place to life went they grow.

S4

The responsibility of parents

Currently, the childhood of the kids is getting destroyed because of the poverty situation that they live in their country and the scarcity that live their family making necessary the help of the kids. Giving him the responsibility of working. This situation is out of control and the education in the children is lacking. **So the parents have to understand their responsibility and free their children to study.**

First of all, the parents need to take awareness that the education is a right. Their children's needs to go to school and learn things that help them in a future, because this place is where the base of life is given. Unfortunately the parents don't realize the responsibility that they have and make their children work instead of giving them an education, because they only think in money.

Secondly, the government needs to get more involved in the education system. They have to prioritize the education before a lot of things that aren't as important as this. For example the people to work in the government, need to take into account the politic and study more the education. The government have to make sure that the education system is actually working because that's where the future of the country starts.

In the conclusion, the adults have to assess the right education and free their children study. The parents have to take conscience their this situation. Because be getting increasingly the children who are working and don't have the privilege to go to school.

S5

Children are our future

The parents don't value children right and children are forced to work to support their families, i think that **Parents do not need to be wild; they only need to give education to their children.**

First, the education is very important for the children. For example, they need to go to the school so that the world has a better future as they learn from them, children should go to school to play with friends and study, and they have to burn stages of their childhood do things that your age make them happy in this burn.

Second, Children do not need to work for their parents. They have the right of education, their parents have to take care of them, give them education and healthy parenting. In the same way, Children deserve a good childhood, whether or not the have scare resources, all children should be treated equally, take care of them, give them a home, food, and not for their children to work in the streets.

Finally, children are the future society, the are who can take wold away, they have rights an educacion, a home, not to be battered, and other rights. to a healthy education. need to go to the school to learn, do activities and play, talk to your friends.

S6

OUR NEW FUTURE

Children are those individuals who go through the first instance of life known as childhood and that is before puberty. In life there are always children who at an early age begin to work and there are people who snatch their childhood.

Let children be children. **Today's children are tomorrow's future!**

First of all, **parents** are the role models. Through love, parents can teach their children to learn how to have a good behavior, to accept others and to help people in need. Parents need to teach children that we are all one, one human race not divided by sex, race, color or creed, we are all equal at the eyes of Lord. The education is always associated with the process of teaching and learning a skill, parents have to help them in that steps. Parents inspires the child to learn and realize what skills they develop. You can take the hand of a child and see the world through their eyes for one whole day. You might be surprised at what you learn about yourself. Children can teach us emotions, wonders of nature, love, forgiveness, simple pleasures, the need to help others, empathy, all the things that they have learned in life and they would never forget. That's why children should be given the right type of education.

Secondly, **child labour** is a threat to our future. Child labour has been a international concern because it ruins and destroys the future of children. It's a big social problem. In this world, there are millions of homeless children who are working in different places and who are separated from their family, this childrens have never known a normal and carefree childhood. Children aren't prepared to work because they often suffer from diseases. That's why we must become aware that the education of a child is first because child labour is taking away all their freedom and hope to create a good future.

In conclusion, **today's children are tomorrow's future**. They need to fulfil all their rights, they need to learn, study, know about life, meet people, have a good education and to be someone in the world. They need to make a difference. Children aren't fit to work because they aren't old enough to do such activities, they are being mistreated, they aren't being respected and they are treated like a worker. We can change their world, we can end this and make the government fulfill the rights that these children have. We need children to be free and do what they like and what makes them happy, for enjoy their lifes without being mistreated and grow up with their parent's values and develop their differents skills to become professionals and create a better future.

S7

Children education is an important rights

Recently I learnt about the children rights and a situation that is causing many bad things to them that is called child labour. Child labour is when children work and there are many reasons for children to work or families to force children to earn money. But, I think that parents need to understand the importance of education and this important for the future. **So, by giving children good education, this country will be better.**

First of all, a lot of children work because they want to support their families because the money to they parents earn is not enough to keep the family, so they work. Sadly a lot of that children want to go to the school, but they can't because don't have money. The education is their birth rights and is break by the parents, also the government do not involve in that and the children don't have someone to support them. Their parents need to take into account that the education is important than to work, so the parents have the responsibility to support the family not the children, the children is not a active workers and the ability to do a lot of things is very different.

Secondly, the future of this world are the children. So, they need to go to the school, learn about the life, not only the life, also the rights and the principle. But how the children defend their rights if they don't know about that? For that and all reasons is very important to the children go to the school, is not beautiful to see a children work, because in their face whatever person see, realize the sad face of that children. We can to change the world but if the children work, they didn't to change the future. Because don't know about a lot of things. So that it is the important to study to make friends and have a good childhood.

In conclusion, the children need to value their rights, have someone to support them, to defend them. It is not necessary to make children work, is not healthy for them. The parents need to take awareness and think that the children are a very important part of the world especially our country, and all the children need to have a good childhood, make friends and a beautiful life when they are adult remember a beautiful period in their life.

S8

The future for the children

Many times we forgot the importance of the children in the future. The children need to learn for help the planet. ***Today's children are tomorrow's future!***

Is important send ideas for help to stop child exploitation. In Colombia for example more than one million children currently work, this situation is becoming more serious.

Children deserve a good future to which they must arrive prepared, it is our duty to enforce that. We must find the way that without the need for money, children can study, it's unfair to them because they need are children, they need play and they need to enforce their rights.

In conclusion, are should send the form to make opportunities for the children's education for the future.

S9

Education in the children of Colombia

*The right of study in children is very important because through this right we train children to have a good future and become better, we must not allow the popes to send the children to work to help them in the work of the house since its only responsibility is to study so that in the future they educate their families. **Child labour is an illegal act!***

The first argument is that children should spend their time in studies and not be selling or working, on the streets as this will not help them much for their future, that is when they want to have their own family are not going to have to keep them since they did not have the right to education to be working.

In the second argument, the more education the children have the better future they will have, since through education we have many doors open, since it is more prepared and it is easier to get a job that will give us much to support families, besides education should be a hobby to make it easier to study and more fun to make every commitment that educators leave.

*In conclusion education is very important in our lives and through it we can achieve all that is proposed and be a better person to provide our support to others. **LET'S SAY NO TO CHILD LABOR** to be more educated children than those who are on the street working.*

S10

Children and the use of money

It is good to teach a child to be responsible since childhood, so you can avoid many headaches when it is bigger. There are different ways to do it, one of them is money. The money is crucial and should be a priority to teach them to manage it from small but **children are too small to earn money.**

First, they would not know as reserve it. Children are starting to take their own decisions on the use of money but there must be a participant in helping them in the task. For example, they would spend more on sweets and video games and anything in excess is bad.

Second, parents are responsible for providing them with the necessary. Children don't need much money because it is the obligation of the parents, giving them everything they need to have good living conditions. For example, clothes and personal products.

Finally, children should not work for buy things. They have to concentrate on school and enjoy the stage of being children.

S11

Children are the future of our society

Children are the future of our society and if they do not educate themselves properly and do not burn their stages in

the future we will have a poor society, **parents have to understand their responsibility and free their children to study.**

First of all, they need to stop the child labour, to stop this problematic, the first thing is for the parents to become aware that children do not have to work, they just have to grow, study and play with their friends. Parents should be responsible for this being the only thing their children do and when they have passed these stages and prepared if they can work.

Secondly, parents need to take awareness about the education of their children, as children are future of world, they must have bases in their studies to be successful because if they do not realize that their children need to study, they will not be anyone in the future

Finally, the conclusion that i draw from these arguments, is that the most important thing is for parents to be aware that their children must first grow up, be trained as people and they must provide them with a good education, since the children of now are the future of the world, and if all parents become aware of this, we will end with the problem of child labor.

S12

X

A lot of fathers think that the correct time to work its immediately because must to take advantage of the situation early, because it's necessary for the family, because they need the money and other explications, so his/her son start work at 5, 6, 7 years old but they are wrong, they also think him/herself and doesn't put the shoes of the child. We need to make a difference, listen the kids, try to understand why they want to do because they are the future we must to ***understand the ability of children and let them do what they want to do!***

First of all, ***when the children start working and they failed, they think that they are not useful for anything.*** You can't said a fish run because it's impossible, but the animal can swim, right? But never understand that if we take away the opportunity to do something that he wants. I think that the childhood it's essential for the growth, in that time supposed they parents are teach or instruct your kids but what happen if they work and the "boss" say that they are not useful for anything, they are stupids kids and more things, for a child it's so difficult to understand the words that they listen, really they think that are no useful and there is when happen a differents bad decision. They need someone that get away all those dangerous things.

Secondly, ***the school help us defined the objectives that we want in a future.*** Always we need a base to prepare us, for example first learn walk and then we can run, it's the same in the school. The children need study for know they really wants. the school teach values, general knowledge, interaction with other kids, etc. although listen so simple it's very important, when you go out of school you take the first mature decision for choose your career, in the correct way of course in other hand, the situation where the child start work, they exposed the children a unknown world and almost they suffer damage because dont have the opportunity than other children to go a school and discover the things that they really wants.

In conclusion, ***it's important meet the ability of the children and listen them when they want to do are dreams reality*** because like people who feel the cruel situation in the world, we must make a difference and change that with little things, the children need people who protected them, who take care them, who help them and really are a few person who wants the change, so it's now, we can't stole the dreams of the child's.

S13

Children are not banks, they are the future

Childhood is the important time for a child, because they really begin to live and experience new beautiful things like feel excited for a new toy and want to go play with them. In this period, children can also spend their time in the school learning and socializing with others children .But the parents sometimes force the children to work and I consider that children are too small to earn money.

First of all, children are not ready to work, they do not have the physical capacity to work. The children are small and fragile so you have to be constantly aware of them, they have a lot of energy, a small portion of force and reach a certain speed. Nevertheless, although that the children have these skills their body are not prepared to experience a strong work because that would make their bodies try to function as the body of an adult and they could have a collapse.

Secondly, child labour is very tough, don't make their future rough. After all, these children are the future of the world, they deserve a decent education, children need go to school and learn to be can get a support that helps to be someone in the life. Children are not prepare and they do not to work.

In conclusion, children are not prepared to work because they should do thing for children for example go to school, socialize, grow and play.

S14

The work of Children

Today there are many children around the world who are caught up in child labor because of their parents, depriving them of their childhood, their health and education. Child labour is an illegal act because children should not do this activities where their parents can do it.

First of all, Children have to go a school and don't send them to work. Their parents should not require you to do those types of work, for example presently large numbers of children work in commercial agriculture, fishing, manufacturing, mining and domestic service. Children are free to fulfill a dream, they can not be forced to leave, what they want to do, to go to work and leave all their studies behind.

Secondly, Children should not be working for parents, these is an illegal act because the parents don't follow the children rights to study, to have fun like other children. Today children are used by adults in illicit activities, including drug trafficking and these not correct because they should encourage them to go to school and be better people.

In conclusion, the children can not be forced to work. The rights of children are violated every day and these is not correct.

S15

A children a future

Every day, more than 1.000 children around the world go to school. Whether classes are taught in schools, tents or under a tree, all girl and boys should have the opportunity to learn and develop their potential. Education is a right, it should not be just a dream.

First of all, literacy goes beyond knowing how to read and write, implies the possibility of communicating in society, social practices and relationships, language and culture. For this reason, its effects exceed the consequences at the level of learning, and affect society as a whole. Illiteracy leads to: limited ability to obtain and understand essential information (political, social, cultural, sexual...) unemployment is 2 to 4 times higher among those who have a very low level of education compared to those who have completed the university. Lower income, lower quality jobs, reduced professional and personal development, low socioeconomic level, etc.

Secondly, the children need education, because the education no it's only knowing write and read, it's much important, it's to learn to form as person, studying brings knowledge and this leads them more easily to achieve success in life and have good quality of life. For example: you can see the results in adults who live on the street and illiterate, who often do not know or write their names, and many people take advantage of this and put them to work paying them, or with the least.

If children don't study they are destined to have a very bad future.

S16

Children are not working machines

Children are not an object to put to work or to perform any other activity, since at that age they need a good education that can be provided in any school and especially give them the greatest possible attention, Since if this is not done and the children do not receive neither attention nor education this will become an illegal act because children need a good education instead of working in the streets to get money for their parents because **child labour is an illegal act.**

Education is a children right because they are need the principles and the school give that,they are not to work,the school is important to the children because in that they will instill the values necessary for a good education.

The children not having the age to work because the mental capacity of a child is not sufficient for work for that the government prohibit that children work.

The children labour is dont good for a well of child because the are need the education and others things that not give the streats or the work.

S17

The future of tomorrow's

Today's children are tomorrow's future. people usually said that, but the question is: do we really know why? In this test i expose the reason why the children is the future.

First, children increasingly are learning and progressing more, in the schools the class are more advance and use so much the technology, for example, in colombia the schools implement a new class, the class teach the children to armed robots and related with that, this class helping childrens to have new knowledge.

Second, today's children will be in the future who will exercise citizenship competencies, for example, the families need to avoid the racism things, children need to learn to communicate with all kinds of people, for that reasons they are taught and deepens citizenship competencies.

In conclusion, for that reason the children are the future of the word and must implement that an use so much, we must begin to educate the children correctly so that all this can be achieved.

Appendix Q: Consent Format**Formato de Consentimiento**

El proyecto investigativo “Improving writing in middle school through computer assisted genre-based pedagogy” conducido por los estudiantes Eder González y Angely Martínez de la Maestría de La Enseñanza del Inglés de la Universidad del Norte, el cual tiene como objeto de estudio una intervención en el nivel básico de la asignatura de Inglés del Colegio La Enseñanza en Barranquilla.

La meta de este estudio es evaluar la implementación de una intervención en la habilidad de escritura basada en la pedagogía de géneros textuales asistida por computador.

La participación de este estudio es voluntaria, la información recogida será usada solo para fines educativos, y confidencial. Las respuestas de las estudiantes en la entrevista y diario de reflexiones no serán identificadas con sus nombres, pues estos serán codificados con números.

La investigación no implica ningún riesgo para las estudiantes, pues su identidad será mantenida bajo confidencialidad y su participación no tiene ninguna influencia en la nota de la asignatura. Las estudiantes no recibirán ningún beneficio directo derivado de la investigación. El colegio se beneficiará puesto que la experiencia investigativa y sus resultados se socializarán con otros profesores del departamento y seguramente servirá de insumo para mejorar las prácticas de enseñanza en el plantel.

Si las estudiantes tienen alguna duda sobre el proyecto, se les responderán durante las clases. Aún si aceptan participar en el proyecto y después deciden retirarse, no habrá ningún problema ni eso afectará su nota en la asignatura y sus resultados no serán incluidos en los resultados.

En los siguientes espacios firmarán voluntariamente las estudiantes que quieren hacer parte de la investigación conducida por Eder González y Angely Martínez. Las firmantes son conscientes de que las clases y entrevistas serán grabadas en video y audio respectivamente, responderán a preguntas en el diario de reflexiones personalizado, que será luego analizado. De igual forma, reconocen que la información recogida será confidencial y sus nombres serán codificados. A su vez, el rector firmará, con lo cual da fé de que ha sido informado del proceso a desarrollar en el colegio.

Firmas de las estudiantes,

Gustavo Jimeno (Rector)

Fecha: _____