EXPLORING THE METHODOLOGICAL USEFULNESS AND LIMITATIONS

OF GENRE-BASED INSTRUCTION FOR THE DEVELOPMENT OF EFL

COLOMBIAN STUDENTS' ACADEMIC WRITING PROFICIENCY OF EXPOSITORY

ESSAYS IN AN ENGLISH COMPOSITION COURSE

A Thesis Presented by

CRISTIAN DAVID LONDOÑO ARROYAVE

Submitted to the School of Languages of

Universidad de Antioquia Medellín in partial fulfillment

of the requirements for the degree of

MAGÍSTER EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS

EXTRANJERAS

June 2017

Master's in Foreign Language Teaching and Learning

EXPLORING THE METHODOLOGICAL USEFULNESS AND LIMITATIONS

OF GENRE-BASED INSTRUCTION FOR THE DEVELOPMENT OF EFL

COLOMBIAN STUDENTS' ACADEMIC WRITING PROFICIENCY OF EXPOSITORY

ESSAYS IN AN ENGLISH COMPOSITION COURSE

A Thesis Presented

by

CRISTIAN DAVID LONDOÑO ARROYAVE

Approved as to style and content by:

_____
Jorge Hugo Muñoz, Chair

_____
José David Herazo, Committee Member

_____
Iván Darío Flórez, Committee Member

_____
Paula Andrea Echeverri, Director
Escuela de Idiomas

DEDICATION

This work is dedicated to the Divine Providence.

This work is dedicated to my mother, Eunice, whose consistent and courageous words and example have given me the strength to fulfill my personal and professional achievements; to my father, Joaquin, whose work has taught me lots about the spirit of service; to my sister, Mile, who planted from the bottom of her heart the seeds of my professional growth; to my brother, Robin, whose sensibility and judgment have helped me understand the value of overcoming adversity.

This work is also dedicated to my professors, especially Doris Correa, Jorge H. Muñoz, María McNulty, and Jaime Usma, whose inspiring efforts and trust have convinced me of the permanent and increasing need for more humanizing education grounded in principles of hope, freedom, critical thinking, autonomy, and love.

This work is dedicated to those who never lose hope.

Captare Alchymia.

ACKNOWLEDGMENTS

ABSTRACT

EXPLORING THE METHODOLOGICAL USEFULNESS AND LIMITATIONS

OF GENRE-BASED INSTRUCTION FOR THE DEVELOPMENT OF EFL

COLOMBIAN STUDENTS' ACADEMIC WRITING PROFICIENCY OF EXPOSITORY

ESSAYS IN AN ENGLISH COMPOSITION COURSE

JUNE 2017

M.A., CRISTIAN DAVID LONDOÑO ARROYAVE, B.A. UNIVERSIDAD DE

ANTIOQUIA MEDELLÍN, COLOMBIA

Directed by: Professor Jorge Hugo Muñoz

Worldwide and Colombian university students must develop and demonstrate English writing proficiency for social, academic, and professional purposes across educational contexts and situations. Pre-process, process, and post-process approaches have fostered university students' academic writing proficiency (AWP). The effectiveness of post-process approaches, such as genre-based, to develop AWP has been well documented among L1 English learners. In Colombia, process and product-based approaches have predominated to foster AWP, especially in teacher education programs. However, experts have claimed that more knowledge is needed on the effects of SFL genre-based approaches (GBA) among EFL/ESL learners. Although research interest has emerged in the field, little is known on their effects among students in the disciplines, or its potential limitations.

This exploratory case study aimed to evaluate the usefulness, effectiveness, and limitations of genre-based instruction and the Curriculum Cycle (CC) to develop AWP of

nine EFL students at an English Composition course of one professional development program at a Colombian public university. Using video recordings of lessons, artifacts, and group interviews, data helped identify, describe, map, and explain the effects of GBI over students' AWP and the approach's limitations. Data analysis, supported on NVivo10 and Microsoft Excel, included codification and categorization using functional grammar theories.

Results showed that the effectiveness of the approach outweighed its limitations, as reflected in learners' systematic development of AWP to write expository essays with textual features of argumentative essays and functional language of English academic writing. Main limitations resided in learning some functional grammar concepts in modeling, task choice in joint construction, negative effects of new topic exploration in independent writing, and higher writing expectations over social interaction.

Here, I discuss that genre-based writing instruction is a powerful methodological approach to teach academic genres. In spite of its potential for this purpose, more access to pedagogical innovations as GBA should be given to students in teacher education programs and the disciplines for academic and professional mobility. I offer some methodological proposals toward more effective GB instruction and CC implementation. Finally, I explain how topic choice and the assessment model may have implications on students' writing autonomy and final product accomplishment.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Introduction

Given the increasing number of tertiary education students worldwide who must demonstrate high levels of writing proficiency in English to either gain access to international universities, pass standardized tests, or receive their university degrees, interest in how to develop academic writing proficiency has grown in the last few years (McCune, 2004; Miller, 1997; *Newell, Beach, Smith, VanDerHeide, Kuhn, & Andriessen*, 2011; Schleppegrell, 2004; Schleppegrell & Colombi, 2002; Wingate, 2012; Yasuda, 2011). In Colombia, this interest is analogous. EFL learners in tertiary education institutions must demonstrate writing proficiency of academic texts in English across educational and professional contexts for several target situations and purposes (Chalá & Chapetón, 2012; Chapetón & Chalá, 2013; Correa 2009; Correa & Echeverri, 2017; Gómez, 2011; López, 2006; Nanwani, 2009; Viáfara, 2008; Zúñiga & Macías, 2006).

In the ESL and EFL fields, instruction to develop academic writing proficiency has followed methodologies rooted in product-based, process-based, and genre-based approaches (Correa, 2008). To help students develop skills in academic writing, Colombian scholars have followed product-based and process-based approaches (López, 2006; Zúñiga & Macías, 2006). However, as argued by Correa (2009), these approaches do not focus on helping students learn the language resources and skills for writing academic texts. Instead, instruction based on these approaches focuses on grammatical features (product-based approaches) and on the writing process (e.g. outlining, drafting, revising, editing, and publishing, as in process-based approaches), leading language learners to lacking the knowledge and skills necessary for writing text types valued in the academia, develop an authoritative stance demonstrating field knowledge, and realize influence of purpose,

situation, and audience over their lexico-grammar choices in specific contexts (pp. 113-124).

To Colombi and Schleppegrell (2002), writing proficiency of academic texts entails for native and nonnative learners understanding differences between colloquial and academic language and between genres in the different disciplines, being able to write for different purposes and audiences, and having mastery of the academic genres and text types valued in their fields (pp. 2-4), for instance technical descriptions, information reports, or expositions. Moreover, Schleppegrell (2004) claims that academic texts have particular language features. They are characterized by chained-coordinated clause structures, information-packed, condensed clausal structures that incorporate embedded clauses, expanded nominal groups (pp. 77-80), abstract forms of language, technical lexis (Christie, 2001, p. 46), grammatical metaphors (pp. 46-47), high lexical density, strategic clause combination choices, nominalizations, and the presentation of an objective persona (Colombi, 2002, pp. 68-69).

One approach that has offered more promise in terms of helping students with the development of this type of knowledge and skills is genre-based instruction (GBI). This approach, as defined by genre theorists, is a contextualized (Derewianka, 2004), needs-based, socially-situated (Cope & Kalantzis, 1993; Derewianka, 2004; Hyland, 2004), purposeful, scaffolded (Hyland, 2004; Martin, 2009), learner-centered (Gibbons, 2002), and social teaching-learning experience (Cope & Kalantzis, 1993; Derewianka, 2004), which allows students to gain proficiency in writing specific types of academic texts through a staged process called the Curriculum Cycle (CC), leading students from the exploration of the topic that they will write about towards the independent writing of their texts (Martin & Rothery, 1993). Although genre-based approaches to writing instruction have been widely

accepted and its usefulness has been well documented for the teaching of English language in Australian, European, Asian, and North American programs and institutions, little research exists on theoretical foundations of a genre-based theory of second language learning, as well as in the field of genre-based approaches to teaching writing across EFL contexts (Derewianka, 2003).

A review of local studies published in the last 10 years in four recognized EFL/ELT research Colombian journals (Colombian Applied Linguistics Journal, HOW, Íkala, and Profile) reveals important groundwork in teaching and learning practices of academic writing among EFL students and on the development of their academic writing proficiency. From a contrastive rhetoric perspective, Gómez (2011) published an essay in which he characterizes the rhetorical and cultural struggles that students at a teacher education program have in their academic writing practices and explains the reasons for those struggles. Using an Anglo American Style approach to writing instruction, Nanwani (2009) has characterized and explained advanced university students' difficulties with the writing of academic texts in terms of morphological and grammatical accuracy, acquisition of academic writing conventions, appropriate rhetorical structures, gaining audience awareness, among other challenges.

Zúñiga and Macías (2006) have found that a process-based approach to writing instruction has positive effects on the development of academic writing skills. They found that this approach produced positive effects on students' learning of schematic structures of argumentative essays and gaining control of grammatical accuracy. However, they point out that writing instruction lessons should address grammar more explicitly and in context in order for better results in the development of academic writing proficiency; writing instruction, they add, should be linked to topics of substantial relevance for students.

Studies in academic writing proficiency of university students using other text types can be also found in Viáfara (2008), who aimed to understand EFL university students' historical development of their writing skills through autobiographic texts (life writing), and in López (2006), who explored and explained the effects of collaborative process-writing on the design of hypertexts.

The literature review also reveals an emerging interest among local researchers in how GBI helps EFL learners develop their academic writing proficiency. Following Widodo's genre-based model for a lesson plan on academic writing instruction, Chalá and Chapetón (2013) used genre-based tasks to look at the roles of genre-based activities in the writing of argumentative essays at a Bachelor Education program of Modern Languages. On the one hand, genre-tasks had a positive effect in helping students decrease the number of grammatical errors' occurrence in their essays. However, this might represent little or no difference to what a product-based approach, focused on grammar mistakes and accuracy of written products, might accomplish per se (Correa, 2009).

On the other hand, Chalá and Chapetón (2013) found that genre-based tasks had a positive effect in increasing students' self-reliance and positive attitudes towards writing. Nonetheless, it remains unclear the forms how the genre-tasks influence students' progress in each stage of the teaching-learning cycle in order for them to learn both the genre and academic language knowledge necessary to write academic texts (Christie, 2001; Colombi, 2002; Schleppegrell, 2004; Schleppegrell & Colombi, 2002) or gain awareness and knowledge on purpose, situation, and audience necessary for composing academic writings (Correa, 2009).

Herazo (2012) studied the usefulness of a genre-based teaching-learning cycle to promote oral interpersonal skills among EFL students at a K-12 institution. He found that

this approach has positive effects on students' capacity to make appropriate lexico-grammatical choices for constructing spoken interactional and factual texts. In his study, he suggests that more classroom genre-based research is needed in EFL contexts, as genre-based pedagogical practices have not been widely addressed in these contexts (Herazo, 2012, citing Feez & Joyce, 1998, Paltridge, 2001, and Thai, 2009). In the same token, Derewianka (2003) has insisted on the need for more research on GB approaches to language teaching and learning in EFL contexts.

To the best of our knowledge, there is one study by Correa and Echeverri (2017) in the field of GBA to teaching academic writing at university level, whose purpose was oriented to understand the usefulness of this approach for developing EFL learners' writing proficiency. In a unit on information reports at a pre-service teacher education program, they found that an SFL GBA for academic writing instruction was useful for learners to understand the concepts of context, purpose, and audience, as evinced in some of their lexico-grammatical and rhetorical choices in their texts. Among learners' difficulties, the researchers found that students struggled with the shift from a traditional view of grammar, as a set of rules, towards a functional, one with a set of choices, as conceived in an SFL GBA to writing.

This state of art evinces the need for more theoretical and pedagogical knowledge on SFL GBA teaching-learning practices for the development of AWP among EFL learners. Moreover, there is little understanding in how to develop academic writing skills of EFL learners from settings, areas, and backgrounds different to those in teacher education and K-12 programs (Chalá & Chapetón, 2013; Gómez, 2011; Herazo, 2012; Nanwani, 2009; López, 2006; Viáfara, 2008; Zúñiga & Macías, 2006;) for instance university professors, graduate students, researchers, and university faculty.

Indeed, genre-based and process-based approaches to teaching academic writing in EFL local contexts have yielded positive results to develop their skills of argumentative essays (Chalá & Chapetón, 2013; López, 2006; Viáfara, 2008; Zuñiga & Macías, 2006), information reports (Correa & Echeverri, 2017), and teaching oral modes of factual and transactional genres (Herazo, 2012). However, researchers in the field seem not to have yet addressed the usefulness and potential limitations of the approach to teach other factual genres, such as the genre of arguing.

Furthermore, little insight has been gained into the extents to which a GBA to teaching writing, genre-based tasks, and other pedagogical resources (Herazo, 2012, citing Feez & Joyce, 1998, Paltridge, 2001, and Thai, 2009) such as explicit teaching of grammar (Martin, 1993; Martin, 2009), social interaction (Cope & Kalantzis, 1993, Derewianka, 2004, Martin, 2009, Vygotsky, 1978), units of work (Knapp & Watkins, 2005), scaffolding (Hyland, 2004), classroom talk, and text planning (Gibbons, 2002) may be useful for EFL learners' progressive development of both genre knowledge and writing proficiency to write academic texts. Although scholars have traced, characterized, and explained the different writing difficulties and challenges encountered by EFL learners (Correa, 2009; Correa & Echeverri, 2017; Gómez, 2011; Nanwani, 2009), more knowledge deems necessary on genre knowledge and linguistic challenges that EFL learners may encounter when learning academic genres within a GBA.

This state of art offers an array of issues of interest. While the usefulness of GBI (Correa & Echeverri, 2017; Herazo, 2012) and genre-tasks (Chalá & Chapetón, 2013) has been positive for the development of academic language proficiency, little is known about 1) the effects of the instructor throughout a genre-based instruction model on EFL learners' development of AWP, and 2) on the particular effects that genre-based tasks may have on

this development in each stage of a GB curriculum cycle for the purpose aforementioned. A second issue may be linked to how some principles of GBI (e.g. staged, socially-situated, needs-based, goal-oriented, learner-centered, and socially interactive) may pave the progress of students' genre and linguistic knowledge for writing an academic text. One final issue of interest here is the extent to which an SFL GBI model may promote AWP for writing of academic texts such as argumentative essays.

In a pilot study I conducted in 2012 at a public university in Medellín, with graduate students and professors attending English Composition courses at this institution, it was evident that the instructors of these courses, as most composition instructors, were using product-based and process-based approaches. The focus of their instruction was on grammar, writing strategies to organize texts, and understand basic notions of formal and informal registers. Consequently, when students finished the courses, they were able to compose texts that showed planning, drafting, and revision skills. In addition, students learned to write e-mails, curriculum vitae, abstracts, and several personal text types as autobiographies. However, they were unable to realize the difference between an argument written for a friend and one written for an academic audience, the difference between colloquial and academic language, or the influence of notions like purpose, situation, and audience on their lexical-grammatical choices, among other academic writing aspects and skills that grammar-focused instruction, process-based, or strategy-focused approaches would hardly focus on.

Facing this panorama, this study incorporated the different gaps and issues previously highlighted within an exploratory research framework. Firstly, this study aimed to describe the usefulness of a genre-based approach to writing instruction from a functional view of language, as originally conceived by genre and SFL scholars, by looking

at its effects over EFL learners' development of academic writing proficiency. Consequently, by exploring the usefulness and effectiveness of this approach for the purpose aforementioned, this study intends to make a small contribution to the currently available pedagogical and theoretical knowledge of genre-based approaches for the development of writing skills of academic texts in the genre of arguing among EFL learners.

Thus, this research study aimed to explore the usefulness, effects, and limitations of a genre-based approach to academic writing instruction for developing writing proficiency of expositions of EFL learners at a professional development program for the public aforementioned. More specifically, the present exploratory case study addressed this question: *What are the usefulness and limitations of using GBI to develop writing proficiency of academic texts such as argumentative essays among graduate students, professors, and university faculty at a Colombian Public university in an EFL composition course of one professional development program?*

To answer the research question, this study aimed to achieve the following specific objectives:

1. To evaluate the effectiveness of GBI in developing writing proficiency of academic texts in a unit of argumentation essays

2. To identify, describe, and explain the limitations of GBI in developing writing proficiency of academic texts in a unit of argumentative essays

The following sections of this thesis will describe the theoretical principles underlying GBI, describe the nature of the genre of arguing and how it can be taught, elaborate a framework of what academic proficiency entails for EFL learners in this study, describe the research setting and the GBI unit implementation, describe data collection and

analysis tools, report and discuss research results, and finally present the study's conclusions.

Theoretical framework

This study draws on sociocultural theories of language, learning, and development, which see language as a social practice (M.A.K. Halliday, 1986; Vygotsky, 1978) that varies according to situation, purpose, and audience (Cope & Kalantzis, 1993; Derewianka, 2004; Gibbons, 2002; M. A. K. Halliday, 1986; Hyland, 2004, 2007; Knapp & Watkins, 2005; Martin, 1993, 2009; Rothery, 1993). One methodological approach that draws on these views of language is genre-based instruction (GBI). The approach, how it can be used to assist students in learning the genre of argumentation, and the macro and micro features that account for proficiency in academic writing of this genre are explained below.

Genre-Based Instruction

Derewianka (2004) claims that GBI is a functional approach to language where shared classroom experiences (e.g. group work, shared reading, joint construction of texts, and conferencing) enable learners to make authentic meaning of the topics and to develop writing skills that are effective for addressing particular purposes and audiences across contexts, cultures, and situations through genres (p. 3-6). In this approach, genres are taught and learned focusing on what happens clause by clause in the text, while scaffolding students' learning of the genres' social purposes, as well as the purposeful and functional uses of lexico-grammar choices in writing (Martin, 2009).

One of the most widely known GBI models is the Curriculum Cycle (CC)[1]. The model was firstly proposed by Martin and Rothery (1989, as cited in Cope & Kalantzis, 1993), and consists of four stages: 1) *building knowledge of the field*, 2) *modeling*, 3) *joint construction*, and 4) *independent writing*. Through these stages, students progressively explore a topic of interest in order to gain informed knowledge on the topics of interest and produce, consequently, their writings at the end of the cycle (*building knowledge of the field*), understand the social functions of a genre becoming aware of its schematic structure and language features in order to gain and develop genre and language knowledge (*modeling*), experience the construction of a text to gain mastery in the written production of a genre (*joint construction*), and apply genre and language knowledge to construct a text on their own for the genre in question (*independent construction)* (Cope & Kalantzis, 1993; Martin, 2009). In this cycle, students also acquire a skills set to structure, draft, revise, edit, share, produce, and publish their own texts considering contextual, purposeful, and functional language aspects of writing (Derewianka, 2000; Gibbons, 2002; Knapp & Watkins, 2005).

The Genre of Argumentation

To Knapp and Watkins (2005), there are at least five macro-genres, which can be characterized by their particular communicative purposes into *describing*, *explaining*,

---

[1] The Curriculum Cycle in this study stems from J.R Martin's model of genre. This model and cycle were originally implemented in the LERN project for Disadvantaged Schools Program in NSW, Australia. Similarly, the use of this model in the present study is grounded on the identified needs of students in this setting who wish to gain access to genres that gives them the meaning-making potential to learn the academic discourses in order to join realms of social activity and power (Cope & Kalantzis, 1993, pp.6-10). As educator and researcher, I strongly believe in the educational and political potential of genre-based approaches to provide students of public universities in Colombia with access to advanced literacy education models that may foster their social, academic, and professional mobility.

instructing, *arguing*, and *narrating*. These macro-genres can be embodied in different text types. The genre of arguing, for instance, can be found in different text types such as essays, expositions, discussions, debates, interpretations, and evaluations (p. 27).

Depending on the communicative purpose of the genre, it can be classified into two kinds: **expositions**, which presents a position argued from a single viewpoint; and **discussions**, which presents a position argued from multiple viewpoints (pp. 191-194). According to Knapp and Watkins (2005), **expositions** consist of a *thesis statement*, *argument (s)*, and a *conclusion* (p. 193), while **discussions** consist of a *statement of the issue, arguments for and against*, and *recommendation* (pp. 194-195).

Depending on their classification, they also have different purposes. The main purpose of *discussions* is to argue for an issue from different viewpoints (Knapp & Watkins, 2005, p. 194), while *expositions* aim to argue for a viewpoint taking position on an issue, or question of interest, and then support it with specific reasons and evidence to persuade their audience (Derewianka, 2004, p. 75; Hyland, 2004, p. 66; Knapp & Watkins, 2005, pp. 188-191).

As such, proficient writers of expository essays should use a logical argument development, a strong claims set, and a pertinent selection of evidence. Proficient writers of essays should be also able to weigh their arguments and evidence by presenting evaluations of their claims, or points, made in the essay (Schleppegrell, 2004, pp. 87-90). To achieve these purposes, they must deploy a variety of macro and micro features. In line with both the objectives of this study and a functional view of grammar, the following paragraphs will describe macro and micro features that reflect an academic writer's proficiency for writing expository essays.

Macrostructure: Textual Features

Schleppegrell (2004) explains that an expository essay has a macrostructure, or staging, consisting of three parts: *Foreshadowing*, *Arguing*, and *Summing up*. In other words, the introduction of an essay *foreshadows* the text's orientation and states the thesis. The body unfolds the *arguments* with their elaboration by supporting the thesis statement using pertinent evidence. The conclusion *sums up* the thesis and its arguments (Schleppegrell, 2004, p. 90). Hyland (2004) calls these as *thesis* stage, c*laim* stage, and *conclusion* stage (p.32). Knapp and Watkins (2005) calls them *Thesis* stage, *Argument* stage, and *Conclusion* stage; having the three of these stages similar functions to the ones exposed by the two previous authors (pp. 192-193).

Demonstrating proficiency in the writing of expository essays demands from writers to accomplish certain actions. In the first stage of an expository essay, writers must show their position regarding the issue argued in the thesis statement (Derewianka, 2004; Knapp & Watkins, 2005). Oftentimes, writers should be aware of the need for background information, or preview, which builds on field knowledge for the audience(s) on the issue, question, or topic of interest (Derewianka, p. 76; Martin, 2009, p. 14); this provides learners with the opportunity to show an authoritative stance as well as field knowledge. Derewianka (2004), Knapp and Watkins (2005), Martin (2009), and Hyland (2004) agree on the fact that an expository essay, after its *Thesis* stage, should present a set of arguments taking into account *Points* and their *Elaboration*. A *point* refers to one reason, or claim, in close relation with the thesis statement. The *elaboration* refers to the gathering of evidence that supports the *point*; the *elaboration* also includes valid, logical, and reasoned explanations, facts, figures, statistics, or quotes. Schleppegrell (2004) claims that body

paragraphs of an expository essay build on arguments following a cycle of *argument announcement*, *evidence*, and *summary* (p. 90).

An important aspect in argument development is the logical unfolding of argument elaboration. Clear information structure (given and new) and thematic structure (Bloor & Bloor, 2004, pp. 71-81) have been recognized as one textual feature of proficient writers of expository essays (Martin, 1997). In body paragraphs, theme progression is a text structure indicator that permits to identify the ways in which writers develop arguments from the *point* statement, at the onset of body paragraphs, through their *elaboration*, along the rest of body paragraphs (Martin, 1997, pp. 251-254). By looking at theme-rheme progression, it is possible to identify how proficient writers of expository essays adopt an objective persona, and how they construct nominal structures to refer to arguments and positions (Schleppegrell, 2004, pp. 99-100).

Finally, proficient writers of expository essays should be able to develop a *Conclusion* stage. In this stage, writers are to reiterate, or reaffirm, the thesis statement and the reasons behind it in form of a brief summary (Hyland, 2004; Martin, 2002). In addition, writers may feel engaged to present a call for action in form of proposal (Derewianka, 2004, p. 76).

Microstructure: Lexico-grammar Features of Exposition

Added to the macrostructure aspects a proficient academic writer of expository essays should be able to deploy, it also requires from them the use of common nouns, abstract nouns, proper nouns, nominal groups, and nominalization to construct subjects and participants in sentences (Bloor & Bloor, 2004, pp. 28-29; Knapp & Watkins, pp. 188-190).

Lexico-grammar resources such as an ample verb repertoire, condensation, nominalization, construction of nominal groups, expanded nominal groups, modifiers, and relational processes (Schleppegrell, 2004) may also reveal how proficient writers of expository essays deal with different types of nouns and noun groups (simple, abstract, and complex), state their position (thesis), make generalizations, and make claims (pp. 96-97).

Moreover, from an SFL perspective, Schleppegrell (2004) proposes a set of ideational, interpersonal, and textual resources writers of expository essays should be able to deploy for composing effective academic texts (p. 94):

Ideational Resources that Display Knowledge

- Abstract nominal groups that name arguments

- Expanded nominal groups that condense information

- Verbs that link nominal structures to construct abstractions and generalizations

- Technical and abstract vocabulary used with appropriate collocations and transitivity structures

Interpersonal Resources that Realize Authoritativeness

- Declarative mood and third person to realize impersonality

- Nominalization and relational processes that enable evaluation

- Resources for presenting stance, including control of explicit and implicit objective options for attributing commitment to a proposition

- Control of modality and other resources for attitudinal meaning

Textual Resources that Structure Texts

- Thematic choices that structure information so that key points are highlighted

- Clause-combining choices that enable condensation of information

- High lexical density through grammatical metaphor

- Use of conjunctive resources to create cohesive links

- Resources for shifting from abstract to concrete in presenting and arguing for a thesis

Schleppegrell (2004) stresses how important it is for the teaching and learning of expository writing that student writers become aware of how their intended communicative purposes influence and are influenced by their lexical and grammar choices. Otherwise, they may experience meaning-making constraints, little control in grammatical resources, and ineffective essay writing accomplishment (p. 97).

Using GBI to Teach the Genre of Arguing

To teach the genre of arguing, this study followed a GBI approach and a curriculum cycle based on theories developed by Knapp and Watkins (2005) and Derewianka (2004). In the *building knowledge* stage, the instructor explores students' experiences in academic writing and their knowledge about argumentative essays. Then, the instructor explores their interests on issues regarding one topic of common interest: the university campus. Then, students choose their topics of interest. As a class, students build knowledge of those topics

using visual aids, class conversations, and worksheets. They are encouraged to hold whole-class conversations and team discussions around the issues, share background information, scavenge related information, and organize it in tables and worksheets, learn about cases related to the issues of interest, and even interview people informally. Then, the instructor introduces students to the social purposes of arguments by having conversations on the genre of arguing and the types of essays in this genre.

As suggested by Derewianka (2004), the instructor should bear in mind to diagnose students' writing proficiency in this initial stage by assigning the writing of an argumentative essay that resembles the type of text they would write at the end of the CC. Moreover, development in writing skills and knowledge on the genre of arguing would become more visible at the end of the CC, as students and instructor may realize writing proficiency progress from the beginning up to the end of the unit (pp. 6-7).

Later on, students are guided to the second stage: *modeling*. Here, as suggested by Derewianka (2004), students are encouraged to carry out several tasks to compare analytically and systematically several text models. Supported on team discussions and class conversations, analyzing model texts intends to help students gain clearer insight into ways of arguing, regarding text structure and language functions, in several text types (pp. 7-8). Tasks such as class conversations, language-centered discussions, and solving worksheets on the schematic structure of essays take place in order to give explicit instruction and model how language works to argue effectively (Knapp & Watkins, 2005, pp. 203-209).

In joint construction, Derewianka (2004) suggests developing scaffolded activities as a whole class in order to elicit student writers' progress in the learning of genre knowledge and learning of writing skills. Activities at this stage may include pooling

information for further text organization, revising model texts, constructing jointly a text of the genre in question, and finally assessing their progress (p. 9).

Finally, the class moves to *independent writing*. Following Derewianka (2004), students are encouraged to write drafts, peer-assess structure and language of these texts, share genre knowledge, and receive scaffolding through conferences. Regarding assessment aspects of students' texts, Knapp & Watkins (2005, pp. 209-213) propose that these be negotiated and agreed with students in accordance with the genre and language features studied during the cycle.

Setting

The GBI implementation took place in the first semester of 2014 at a Colombian public university in an English composition course offered by a program of continued education for professional development for university and administrative faculty, where I did my pilot study in 2013, and where I have been teacher for over 6 years. The specific course was English Composition Level One, which has been offered to graduate students, researchers, and professors from this university for over seven years. These students take this 60-hour course at an intermediate-advanced linguistic level after passing five general English levels or demonstrating competence upon a proficiency test. The course did not have a defined syllabus, teaching approach, or academic orientation at the moment of implementing the unit. The pilot study indicated that previous teachers had focused instruction on the writing of formal letters, e-mails, sections of research articles, autobiographies, and other texts, which students had suggested in the first lessons of the course. It also indicated that teachers did process-writing or taught writing strategies.

Participants

Participants of this study were 10 people including graduate students and university faculty (university professors and administrative staff), and I, in the role of instructor and researcher. Students of this study came from different disciplines such as Communications, Economics, Engineering, Natural Sciences, Philology, Political Sciences, Scenic Arts, Spanish and Literature, and Translation Studies. Based on the pilot study, university faculty, including administrative staff and professors, showed interest in the course to

improve their abilities to write research articles for publications in international journals. As for graduate students, added to the need of writing research articles, they manifested interest in writing formal letters or e-mails for communication with peer researchers abroad, and argumentative essays to pass standardized tests.

In this study, I had the role of instructor and researcher. As such, I designed, planned, and implemented a unit on how to write argumentative essays using a GBI approach to collect data for my research. In addition to the rationale mentioned above, I chose to implement this unit after realizing the importance of teaching both students and professors to write powerful genres such as arguing, which may contribute to their production of texts in their disciplines that require genre knowledge and language skills to argue effectively or pass certification tests such as TOEFL or IELTS.

Method

The present study was qualitative in nature and used a case study research design (Richards, 2003). Richards (2003) defines qualitative inquiry as one that intends to "study human actors in natural settings (…) to understand meanings and the significance of their actions (…) in order to establish different perspectives on the relevant issues" (p.10). The research design aimed to look at the teaching-learning experiences of an instructor and a group of tertiary education students at an English Composition class in a natural setting, with the purpose of exploring the usefulness, effects, and limitations of a GBA for developing their academic writing proficiency of expository essays.

According to Richards (2003), a case study is defined as "a qualitative research tradition focused on generating rich descriptions of particular units (e.g. a class or a program) (...) with the collection and thorough analysis of documents, interviews, observations, and recordings (…) in order to picture features of particular interest, relate them to broader issues, and develop explanations" (pp. 20-21). Similarly, this study reports what happens in a classroom when we use a GBI approach to develop academic writing proficiency in the genre of arguing with a particular group of EFL graduate students, professors, and university faculty at a continued education program for professional development in EFL. To do this, I conducted two group interviews in the first and last lessons of the curriculum cycle, collected students' artifacts (worksheets, final essay outlines, two final essay drafts, final products of essays, and assessment rubrics), and video recorded the lessons taught, which were fully transcribed. Below I describe the different stages of the unit that were implemented, and provide details of the data collected and how it was analyzed.

The Unit

I designed a unit on argumentative essays based on a central theme concerning social issues occurring at a higher education public institution (Appendix M: Unit Plan). The reason for choosing this broad topic lies on its potential for generating learning events of situated social interaction among the study's participants, which would enrich later field knowledge building and writing tasks unfolding. The unit followed the CC in 12 lessons, in a period of 12 weeks with two weekly classes of approximately 90 minutes each.

In the building knowledge stage, the class and I explored the field of social issues at one public university using visual aids. Then, the class conformed expert groups for team discussions, described the issues expressing early positions towards the issues, rose several topic questions to uncover background knowledge, realized field knowledge gaps to engage in topic research, did research to gain deeper field knowledge, used worksheets to collect, organize, and keep a record of information related to the topics, held class conversations to share the gains in field knowledge, and got familiar with the concept of genre. At the end of this stage, students' writing proficiency of argumentative essays was diagnosed following an expository essay assignment (See Appendix A, Worksheet: Writing an Argumentative Essay).

In the modeling stage, the class analyzed through questions and posters the social purposes, the schematic structure, and the audiences of four text models from different genre families: historical recount, explanation, information report, and argumentative essay. Then, the class analyzed in detail two of these texts, the information report and the argumentative essay, in order to understand in-depth genre differences between two different genres. Then, one ineffective and one effective essay were analyzed in teams

using worksheets in order to learn forms of effective arguing as represented in the schematic structure and language of essays. Finally, two effective essay models were studied in teams using worksheets in order to enhance students' knowledge of the language of arguing. Finally, the instructor modeled for students the underlying schematic structure of one of these two essays by deconstructing it into an outline. This was followed by students' deconstruction of the second text into its outline. At the end of this stage, students' learnings on the structure and language of essays were assessed using a decalogue in form of a poster (*Ideacalogue*), which consigned ten good ideas from students for writing an effective argumentative essay.

In the third stage, the class negotiated the joint writing of an argumentative essay for a specific social purpose and audience. In this study, prior to joint construction, the class was asked to choose a topic of interest based on those explored in the first stage, determine its audience and purpose, pool information on it with students, and use a worksheet in order design jointly an outline with the instructor's support. Based on this text plan, the class wrote the introduction of an expository essay with the instructor's writing support. Students finished this essay through team writing in pairs. This would serve them to gain mastery of the rhetorical skills needed for arguing effectively in their future independent writing (Knapp & Watkins, 2005, pp. 202-203). The resulting jointly constructed texts were evaluated using the criteria for writing effective essays as proposed by students themselves in the *Ideacalogue* task.

In the fourth stage, students chose individually the social issues of interest for their essays. Then, they planned their writing using outlines and drafts, provided peer-feedback, revised, corrected, proofread, edited, held conferences with the instructor, and finished their essays. Students in this study were asked to elaborate a text outline, write two drafts of their

expository essays, share these, and peer-assess their progress using a checklist. Evaluation

aspects of the checklist included text structure, paragraph structure, sentence structure, and

register levels (Appendix B: Peer Assessment of Expository Essays - Checklist). The

intended audiences of essays, the university administrators and the campus community,

were negotiated and determined in accordance with the issues of interest chosen by students

in the first stage of the cycle. The purposes of these essays were to effectively persuade the

audience towards the thesis, to give supporting reasons to their viewpoints, and provide

solutions. Final products were to be compiled in a classroom publication. Although the

texts were collected for this publication, the compilation was never made public due to time

constraints at the end of the unit implementation.

Data Collection

To answer the research question, data was collected mainly from three sources:

video recordings of lessons, video-recorded group interviews to students, and students'

artifacts. Data collection began in the first week of February 2014 and went up to the

second week of June 2014. Video recordings were made for all class sessions. The

objective was to keep a record of class activities and of the successes, questions, or

difficulties students had in every learning event throughout the CC.

Group interviews were semi-structured. They were conducted during the first and

last lessons with the whole class. The purpose of the first group interview was to gain

understanding of students' background knowledge and experience in academic writing and

the writing of argumentation genres. The purpose of the second group interview was to

explore the usefulness of GBI for them and see the difficulties when learning academic

genres such as argumentative essays. In addition, this interview aimed to know students'

appreciations about the methodology, its activities, its effectiveness, its limitations, and its

differences contrasted with past learning experiences they had had to develop writing skills.

Artifacts included students' written production throughout the unit. These artifacts

comprised large papers (posters), reading and writing worksheets, outlines, self and peer

assessment rubrics, essay drafts, and final versions of their independent writing essays. The

objective of collecting these was twofold: 1) to gather evidence on students' progress and

difficulties in building knowledge of the genre of arguing and 2) learn about students'

development of academic writing proficiency by observing comparatively the textual and

lexical-grammatical features of their essays (outlines, drafts, and final products).

Data Analysis

A first phase of data analysis was done between June 2014 and January 2015,

covering video recordings, interviews, and worksheets; a second one was done between

August and September 2016 covering students' written products: diagnostic essays,

outlines, drafts, and final products. The two group interviews were video and audio

recorded, fully transcribed, and accompanied by interpretive notes. Video recordings of

classes were viewed and fully transcribed to select excerpts of relevance to the research

question. Finally, students' artifacts, constituted by diagnostic essays, worksheets, posters,

drafts, outlines, and final versions of essays, went through a systematic and comparative

analysis to see how their genre knowledge and written proficiency evolved throughout the

CC (Cope and Kalantzis, 1993; Derewianka, 2004; Knapp and Watkins, 2005; Martin,

2009; Martin & Rothery, 1993). Moreover, artifacts were analyzed to observe to what

extent their texts had the academic (Colombi, 2001; Christie, 2001; Schleppegrell, 2004), generic (Derewianka, 2004, and Knapp & Watkins, 2005), and lexical-grammatical features of expository essays (Schleppegrell, 2004).

Data were analyzed using codes and categories (Richards, 2005). Evidences of students' full, partial, and non-accomplishment of the unit plan's objectives were coded into two classifications, *students' gains* and *students' difficulties*. The purpose of this coding was to identify how GBI contributed in each stage of the CC to students' learning of the genre of arguing or the limitations presented to them in the achievement of the learning objectives. Then, these codes were grouped and classified into two categories: *usefulness of the approach* and *limitations of the approach*.

In order to gain clearer insight into students' development of academic writing proficiency and learning of the genre, diagnostic essays, jointly written essays, independent essay drafts, and final versions of essays were analyzed systematically and comparatively. Following a descriptive approach (Richards, 2003) and SFL theories (Halliday & Mathiessen, 2004), I used the theoretical constructs of academic writing proficiency, as exposed in this paper's introduction and theoretical framework (Christie, 2001; Knapp & Watkins, 2005; Schleppegrell, 2004 – See Table 1 –) to conduct three types of analyses: 1) Schematic structure: To evince students' control of the schematic structure of expositions; 2) Textual Analysis: To evince lexical-grammar features of students' proficiency for the construction of arguments by looking at theme-rheme progression of expositions; and 3) SFL Ideational, Interpersonal, and Textual descriptive analyses: To evince some features of writing proficiency as represented by their lexical-grammatical choices. Table 1 presents the constructs of these analyses. Given the exploratory scope of this study and the volume of data from video recordings, group interviews, artifacts, and the first two types of analysis

of students' essays, results for the third type of analysis have remained at a descriptive

level. Findings, discussion, and conclusions of this study are presented below. The results

of all analyses have been triangulated and shared with my thesis advisor.

Table 1

Analysis Criteria for Evidence of AWP in Expository Essays Following Christie, (2001),

Knapp & Watkins (2005), and Schleppegrell (2004).

Stage		Analysis of Genre Structure: Text structure & Textual Features of essays		SFL Textual Analysis for evidence of proficiency		SFL Descriptive Analysis for evidence of in expository essay writing		
Introduction	1	The text has a thesis statement in the introduction.	1	The use of nouns (abstract, proper, nominal, and nominalization) indicate field knowledge.	Ideational Resources that Display Knowledge	1	Abstract nominal groups that name arguments
	2	The introduction has a general overview of the issue	2	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for stating positions		2	Expanded nominal groups that condense information
	3	The overview demonstrates field knowledge on the issue	3	Theme-Rheme progression indicates the construction of a position (thesis statement) through nominal structures		3	Verbs that link nominal structures to construct abstractions and generalizations
						4	Technical and abstract vocabulary used with appropriate collocations and transitivity structures
Argument Development (Body paragraphs)	4	Body paragraphs have points or claims that support the thesis	1	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making generalizations	Interpersonal Resources that Realize Authoritativeness	1	Declarative mood and third person to realize impersonality
	5	Body paragraphs elaborate arguments through logical explanations	2	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making claims		2	Nominalization and relational processes that enable evaluation

	6	The arguments provide pertinent evidence to support the argument	3	Thematic progression displays argument elaboration		3	Resources for presenting stance, including control of explicit and implicit objective options for attributing commitment to a proposition
	7	Body paragraphs summarize argument elaboration	4	Theme-rheme analysis displays the presence or development of an objective persona		4	Control of modality and other resources for attitudinal meaning
			5	Theme-Rheme progression displays the construction of arguments through nominal structures			
Conclusion	8	The conclusion restates the thesis				1	Thematic choices that structure information so that key points are highlighted
	9	The conclusion summarizes the arguments			Textual Resources that Structure Texts	2	Clause-combining choices that enable condensation of information
	10	The conclusion presents solutions or proposals				3	High lexical density through grammatical metaphor
						4	Use of conjunctive resources to create cohesive links

Findings: Usefulness, Effectiveness, and Limitations of GBI

Findings from this study suggest that GBI contributes significantly to developing EFL graduate students' and university faculty's academic writing proficiency of expository essays. However, there are also some limitations to GBI, especially when implemented for the first time for an instructor and with this specific group of students. The findings of this study are organized as follows:

- Main findings on the usefulness of the approach for the development of AWP

- Findings on the usefulness of the approach: Students' gains throughout the curriculum cycle towards the development of academic writing proficiency in expository essays.

- Findings on the limitations of the approach: Students' difficulties throughout the curriculum cycle towards the development of AWP for writing expository essays.

Main Findings: Usefulness of GBI to Develop AWP of Expository Essays

Students' voices: GBI contributed to the development of academic writing proficiency.

At the end of the IW stage, the instructor interviewed students with the purpose of assessing the unit implementation based on their appreciations and experience (Appendix L: Group interview protocol 2). The analysis of this interview indicates that the experience of writing essays contributed to the development of academic writing skills. For instance, one student affirmed that the methodology's explicitness about the genre of arguing allowed her to write well-structured essays as well as replicate the learned abilities and knowledge on text organization of other academic texts such as the papers in her graduate studies, even in her L1 (Spanish).

"*Nadie me había enseñado a escribir ensayos. En la maestría mucha gente me dice que hagan un ensayo.* Yo estaba en una maestría y no saben hacerlo. Todo el mundo te habla del ensayo, todo el mundo te habla de ensayo, desde que estás en el colegio, pero *en la vida esta es la primera vez en la vida que un ensayo es esto, tiene esto, esto y esto*; y hablo de compañeros que están…porque la maestría, no es de artes, sino de todas las carreas, y *no saben hacer un ensayo, y estamos hablando de ensayos académicos, y yo aprendí a hacer ensayos académicos*. Y entonces ya es más fácil cuando dicen "hagan los ensayos", los hago (chasquido de dedos-rápido). *Si uno es capaz de hacer en inglés [un ensayo]*, cómo no lo va a hacer en español, cómo hacer la tesis, *cómo hacer la descripción del problema, cómo hacer el ---, cómo hacer los cuerpos, cómo hacer todo lo que tiene que ver con la*

confirmación de todo lo que se dice, las Fuentes, los datos. " (Student 6, Group

Interview 2 Excerpt, 2014)

This excerpt highlights the importance of the fact that constructing an expository

essay included tasks applicable to anyone's academic life; she may have referred to

processes such as scavenging information sources, elaborating thesis statements, supporting

a personal position with reasons, and the argumentation process development in writing

texts. This excerpt also highlights the students' little or no background experience in

learning academic genres, either at secondary school or at the university in her graduate

studies.

Besides, students indicated that checklist rubrics were useful for them to gain

security in the writing of expository essays. For two students, checklists were tools to make

more objective revisions of texts, make schematic and systematic revisions, thus

contributing to raising awareness of the writing process, and uncovering the ways to

develop arguments and use counterarguments.

"*A mí lo que más me ha gustado ha sido los checklist porque es algo que*

permite realmente darle **una objetividad a la revisión de los textos***, porque uno*

puede tener simplemente cinco **puntos y uno puede ir revisando que si esté acorde**

a los parámetros*. El hecho que uno tenga ese checklist permite* **que uno pueda**

revisar más detenidamente todos unos puntos que deben tenerse en cuenta *a la*

hora de cumplir unos requisitos o **un orden adecuado para el escrito.**" (Student 9,

Group Interview 2, 2014)

"*Me gustó mucho los formatos porque tienen una secuencia cómo se desarrollaron en el curso, porque me ayudan a ser más consciente en el proceso de escritura y porque uno tiene mayor claridad para los argumentos.*" (Student 7, Group Interview 2, 2014)

On the one hand, checklists guided their own post-production processes (objective and systematic revision). This seems to have led them to gain more autonomy in their writing process. On the other hand, sharing their revisions allowed them to see the quality of their written production and make changes to their argument elaboration in texts. As the checklist design was intended for them to help them make a systematic review of text, paragraph, and sentence structures (See Appendix K), this type of assessment tool had a great impact in these EFL learners in order to gain control and autonomy in the writing of academic texts. Findings also indicate that GBI provided students with learnings on the functional use of language. One student highlighted in the second group interview that one important aspect of the methodology was that it helped her acquire the language concepts to understand argumentative essays and other texts in-depth.

"*Yo aprecio mucho la capacidad del nivel de detalle que se llega al texto porque uno, desglosar todos esos términos para hacer posible de todo esto [refiriéndose al proceso de aprendizaje de escritura académica] un poquito más legible, entendible.*" (Student 3, Group Interview 2, 2014)

Students also said that instruction on process types (verbs) and their functions was important to learn the skills to give intentionality to ideas in writings. Conversely, students

in the first group interview saw writing in English as an activity permeated by insecurity in the use of correct syntax, register, and lexis.

"*Me pareció importante cuando explicaste los tipos de verbos, porque dan cuenta de la intencionalidad de lo que uno quiere escribir. (…) Y otro muy importante es los contraargumentos, uno lo hace inconscientemente, pero siempre revisar el contraargumento, porque da más fuerza argumentativa.*" (Student 7, Second Group interview, April 2014)

Students' voices show that GBI has the capacity to apprentice students into academic language and skills particular to the genre of arguing. This can be explained by the two appreciations regarding the act of writing in English. As we will see in a further section, this act at the beginning of the cycle was permeated by an almost inexistent experience in writing academic texts or knowledge in the genre of arguing and its language. In fact, the methodology helped them to ultimately learn the language necessary to understand the features of the genre of arguing. Moreover, the findings indicate that GBI allowed them to gain autonomy in their learning process thanks to the assessment proposal using checklists.

Students' essays: GBI contributed to the development of academic writing proficiency.

Figure 1 shows the analysis of students' written products throughout the curriculum cycle: diagnostic essays, joint construction essays, EE drafts, and EE final products. Yellow clusters represent no presence of either textual features or proficiency indicators in these essays. Green clusters represent the presence of these features and indicators in their essays.

The cluster map indicates that, at the end of the unit, most students were able to write argumentative essays that fulfilled the social purposes of this genre: respond adequately to a writing prompt, describe an issue, state positions towards issues, defend these positions with arguments and evidence, anticipate counterarguments, propose solutions, and persuade the audience through the development of an objective persona.

Furthermore, students were able to write essays that fulfilled the schematic structure of expository essays with functionally structured stages. Students were also able to give an appropriate response to a writing prompt, which was the main difficulty evinced in diagnostic essays. In them, the theme analysis showed that these did not respond adequately to the theme given by the writing prompt on University tuition; in other words, texts sidetracked from the topic given in the prompt: "*Should university tuition be free in public universities such as Universidad de Antioquia?*" As expected, other diagnostic essays showed major weaknesses in proficient writing of all the stages of expositions.

JC essays showed a valuable progress in this aspect, in introductions, to state a thesis and giving a general overview of topics and issues and, in argument paragraphs, to introduce claims that support the thesis, argument elaboration through explanations. Drafts and final products of essays evinced major progress in argument development by overcoming difficulties in constructing logical explanations and providing supporting evidence. Introducing an argument summary in body paragraphs was one of the features with almost no frequency among essays throughout the unit. On the conclusion stage, students progressed considerably at introducing thesis restatements, summarizing arguments, and showing brief solutions or proposals to the issues argued.

Figure 1 Cluster map: Analysis of Students' Progress on Academic Writing Proficiency of Expository Essays

			Diagnostic Essays									JC Essays								
			St 9	St 8	St 7	St 6	St 5	St 4	St 3	St 2	St 1	St 9	St 8	St 7	St 6	St 5	St 4	St 3	St 2	St 1
			Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
		Analysis of Genre Structure: Text structure & Textual Features of essays																		
Introduction Stage	1	The text has a thesis statement in the introduction.																		
	2	The introduction has a general overview of the issue																		
	3	The overview demonstrates field knowledge on the issue																		
Argument Development (Body paragraphs)	4	Body paragraphs have points or claims that support the thesis																		
	5	Body paragraphs elaborate arguments through logical explanations																		
	6	The arguments provide pertinent evidence to support the argument																		
	7	Body paragraphs summarize argument elaboration																		
Conclusion	8	The conclusion restates the thesis																		
	9	The conclusion summarizes the arguments																		
	10	The conclusion presents solutions or proposals																		
		SFL Textual Analysis for evidence of proficiency																		
Introduction Stage	1	The use of nouns (abstract, proper, nominal, and nominalization) indicate field knowledge.																		
	2	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for stating positions																		
	3	Theme-Rheme progression indicates the construction of a position (thesis statement) through nominal structures																		
Argument Development (Body paragraphs)	4	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making generalizations																		
	5	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making claims																		
	6	Thematic progression displays argument elaboration																		
	7	Theme-rheme analysis displays the presence or development of an objective persona																		
	8	Theme-Rheme progression displays the construction of arguments through nominal structures																		

49

Figure 1 Continues from Previous Page

			Drafts									Final Essays								
			St 9	St 8	St 7	St 6	St 5	St 4	St 3	St 2	St 1	St 9	St 8	St 7	St 6	St 5	St 4	St 3	St 2	St 1
			Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
		Analysis of Genre Structure: Text structure & Textual Features of essays																		
Introduction Stage	1	The text has a thesis statement in the introduction.																		
	2	The introduction has a general overview of the issue																		
	3	The overview demonstrates field knowledge on the issue																		
Argument Development (Body paragraphs)	4	Body paragraphs have points or claims that support the thesis																		
	5	Body paragraphs elaborate arguments through logical explanations																		
	6	The arguments provide pertinent evidence to support the argument																		
	7	Body paragraphs summarize argument elaboration																		
Conclusion	8	The conclusion restates the thesis																		
	9	The conclusion summarizes the arguments																		
	10	The conclusion presents solutions or proposals																		
		SFL Textual Analysis for evidence of proficiency																		
Introduction Stage	1	The use of nouns (abstract, proper, nominal, and nominalization) indicate field knowledge.																		
	2	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for stating positions																		
	3	Theme-Rheme progression indicates the construction of a position (thesis statement) through nominal structures																		
Argument Development (Body paragraphs)	4	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making generalizations																		
	5	Nominal structures (expanded nominal groups and nominalizations) indicate proficiency for making claims																		
	6	Thematic progression displays argument elaboration																		
	7	Theme-rheme analysis displays the presence or development of an objective persona																		
	8	Theme-Rheme progression displays the construction of arguments through nominal structures																		

Let us see now the particular case of one student. Student 7, a student with comparatively higher language competence than the rest of his class, both in spoken and written forms; he is a professor of Literature. He said in the first lesson that he was eager to learn how to write academic texts in English. In lesson 1, the instructor asked the class to write an expository essay as homework, so he could diagnose students' writing proficiency and skills in academic writing at the moment of starting the unit, and thus orientate the some of the pedagogical resources of the rest of the unit implementation.

Student 7's diagnostic essay did not respond appropriately to the writing prompt; it sidetracked. It shows an introduction describing and explaining the value of Education (See Figure 2). There is a position statement in the second paragraph, which is vaguely supported by one subsequent development paragraph. This was possibly due to little field knowledge and content strategically selected to construct arguments from an authoritative position. His diagnostic essay lacked a clear conclusion as to what could be recommended towards the issue, or a summary of his arguments, or a thesis restatement. Therefore, there was a lack of knowledge on the schematic structure of expositions in English, meaning stages and the functions of each stage.

In spite of sidetracking, little field knowledge, and lacking a proper schematic structure, the SFL textual analysis shows an interesting attempt in stating a personal position:

"Education is one of the most important things in the person's life because it transforms the thought and allows the development of countries." (Student 7, Diagnostic Essay, P1: S1, February 11, 2014)

51

"For the reasons expressing above, the university tuition must be free for everyone in public universities." (Student 7, Diagnostic Essay, P2, S1, February 11, 2014)

The textual analysis also shows the student's effort to produce an argument elaboration with a cohesive use of nominal structures (e.g. abstract nouns, pronouns, textual themes, pronouns):

Education is one of… *When the people* studies, the people…

In order of these reasons, the State… *The education* provides…

The state must to… *For the reasons expressing above, the university tuition* must be free.

In addition, Colombia, our country, needs a… *We* need people who…

We need education… *We* pay our taxes…

(Student 7, Diagnostic Essay, February 11, 2014)

Moreover, there is an attempt in developing an objective persona, as evinced in some nominal structures of impersonalization and third person nouns:

"It is known that *many students* abort *their* careers because *they* do not have money. *Also it is true*, that *some millionnaires* do not want to pay the fee, *and their sons* come to the public university, *but it is true*, that *almost of them* pay the private education and *their sons* come to the public university;" (Student 7, Diagnostic Essay, P2, S1, February 11, 2014)

At the end of the essay, there are first person nouns. The use of these nouns may indicate lack of authoritativeness to maintain an objective stance for arguing; it may also indicate that the student writer did not have control of how and why to present and develop a subjective or objective persona for argument development or drawing conclusions (making final claims or casting reflection, for instance). Moreover, the writer used impersonalization, third person nouns, and abstract nouns. These nouns were used to present generalizations, not to refer to factual data regarding the topic or issue argued; instead, many of these pronouns were used to create cohesion rather than to support argument development or present factual data through information packed sentences.

Thus, this indicates that the student writer came to the classroom with little knowledge on the features of academic texts, for instance expanded nominal groups, information packed nominal groups, technical lexis, high lexical density, and nominalizations (Christie, 2001; Colombi, 2002) to produce construct arguments properly, produce complex, compound, and compound-complex clausal structures, or develop an objective persona.

The findings show that an EFL student with comparatively higher language competence and ample knowledge in Spanish L1, given his background as professor in Literature, does not imply having the skills set or genre knowledge to produce arguments in expositions in academic English (L2). In fact, this student came to the writing classroom lacking knowledge in the schematic structure of expositions in English and very few skills for writing academic texts. Student 7, in exchange, brought with him a set of skills that allowed him to develop an emerging argument through cohesive devices. Moreover, he attempted to construct an objective persona using abstract, third person nouns, and impersonalization, which are indicators of academic writing proficiency.

However, the lack of field knowledge and genre knowledge could explain why his diagnostic essay failed at constructing the essay with the proper schematic structure, develop an objective persona, and demonstrate authoritativeness. In contrast, his expository essay at the end of the curriculum cycle (Figures 3-5) shows major improvements in the aspects exposed above and in other indicators of AWP. On schematic structure, the first paragraph of his essay introduces the topic in the first line, and later describes it, presents its functions, and contextualizes it:

"Graffiti has become an integral part of University of Antioquia's visual landscape." (Student 7, Final Essay, P1: S1)

"Graffiti writing is used to transmit particular conceptions that question the official version of history" (Student 7, Final Essay, P1: S3)

Student 7 also builds up his position in the introduction paragraph. For instance, he uses counterarguments that problematize the topic, and then introduces objectively his position. He also introduces personal claims to establish his position in favor of Graffiti. Finally, he establishes a cause-effect relationship to consolidate his position in favor of Graffiti and highlights its importance:

"**Some citizens think** that drawings on the wall are inadequate, inappropriate and they promote erasing these images; **but, to remove the icons is to eliminate the memory.**" (Student 7, Final Essay, P1: S6)

"(…), and Graffiti express the different thoughts, ideas, ideologies, and feelings." (Student 7, Final Essay, P1: S7)

"Graffiti is a type of writing and drawing that transmit a political, philosophical or ideological message; at the same time, it brings up an aesthetic form of life. **As a consequence**, **it is necessary to do a serious study of this class of artistic expression.**" (Student 7, Final Essay, P1: S10, S11)

Besides, Student 7 demonstrated having gained knowledge on the schematic structure of expositions (Figure 2: Diagnostic Essay; Figures 3-5: Final Essay). For instance, development paragraphs support the political, mnemonic, and aesthetic value of Graffiti (P2), highlight the importance of Graffiti as an artistic, socio-cultural, and political expression linking it with the context presented in the Introduction (P3), and explain why Graffiti needs to be studied (P4). The conclusion paragraph (P5) reinstates the context (S1), makes a proposal to promote Graffiti as a source for cultural promotion and research field (S2, S3), and restates his position as to why Graffiti needs to be studied as a particular class of artistic expression (S4, S5). This evidence indicates that the learning experience of GBI and the curriculum cycle helped Student 7 gain valuable knowledge and skills to elaborate arguments with the stages and functions of introduction, development, and conclusion paragraphs for expositions.

*"**Some people say that** graffiti artists assault the walls in the cities, **but this is a puritanical thought because** the society involves interpersonal relationships, subcultures and different forms of organization.*" (Student 7, Final Essay, P2: S1)

Moreover, Student 7 elaborated arguments through cohesive logical explanations of the value of Graffiti, presents references with authorities, and made claims:

"**These** works confront institutional power. Armando Silva says that **graffiti** is part of the city and its communication. **For that reason**, **it** is considered an urban inscription; **this means**, **it** is a genre writing of prohibition **because graffiti** "*se cualifica entre más logra decir lo indecible en el lugar y ante el sector ciudadano que mantiene tal mensaje como reservado o de prohibida circulación socia.l*" (Student 7, Final Essay, P2: S4, S5, S6)

Moreover, Student 7 demonstrated having gained knowledge of how to write academic texts. Table 2 compares Student 7's lexical-grammatical choices in the first paragraph of his Diagnostic and Final Essays. Here, we can see that he used an ampler repertoire of nominal forms such as abstract nouns, impersonalization, expanded nominal groups, technical lexis, and nominalizations, which demonstrated having gained field knowledge and an authoritative stance through an informed objective persona.

He used more complex nominal groups, which allowed him to compose compound, complex, and compound-complex clauses with packed information. An ampler set of technical lexis and nominalizations indicate an important progress for demonstrating topic knowledge through academic language pertinent to the field, which is an AWP indicator of authoritativeness.

Moreover, Student 7's final essay contained a higher number of complex, compound, and compound-complex clausal structures than those found in his diagnostic

essay. According to Schlepegrell (2004), these structures are also indicators of writing proficiency of academic texts. Some excerpts are presented below:

"It involves an alternative space where graffiti artists educate or interpellates other people." (Student 7, Final Essay, P1: S2)

"Graffiti writing is used to transmit particular conceptions that question the official version of history." (Student 7, Final Essay, P1: S3)

"Some people say that graffiti artists assault the walls in the cities, but this is a puritanical thought because the society involves interpersonal relationships, subcultures and different forms of organization" (Student 7, Final Essay, P2: S1)

This is the reason why we can see large drawings in block 1 that insist on: we need to remember the past because we cannot repeat it." (Student 7, Final Essay, P2: S13)

Table 2

Textual Analysis of Academic Features of the Introduction Stage of Two Expository

Essays, Following Schleppegrell (2004) and Christie (2001).

	Abstract nouns	Impersonalization	Expanded Nominal Groups	Technical lexis	Nominalizations
Diagnostic Essay	Education Things Thought Countries People Behaviors Reasons The State Individuals Opportunity Access Information Science Knowledge	It transforms…	One of the most important things in the person's life Development of countries Their behaviors A different way The way for becoming in best human and in best citizen	Equality conditions	Development
Final Essay	Graffiti University of Antioquia Landscape Graffiti writing Space Conceptions Erasing Awareness Writing Drawing Feelings Expression Battleground Citizens Micro society Thoughts Ideas Ideologies Feelings	It involves… It is necessary…	An integral part of University of Antioquia's visual landscape An alternative space where graffiti artists… Particular conceptions that question the official version of history. The official version of history. This kind of marginal art Perceptions about reality A political, philosophical or ideological message A serious study of this class of artistic expression	Visual landscape Graffiti writing Mnemonic walls Micro society Ideologies Awareness Icons A aesthetic form of life Artistic expression Ideological message	Conceptions Erasing Awareness Writing Drawing Feelings Expression

Figure 2 Student 7's diagnostic essay

EDUCATION: A RIGHT, NOT AN ILLUSION

Pseudonym: Leonard D.
20140211

Education is one of the most important things in the person's life because it transforms the thought and allows the development of countries. When the people studies, the people can change their behaviors and can performance in a different way. In order of these reasons, the State must to provide the equality conditions and the conditions of possibilities for all their citizens. The education provides not only knowledge, but the way for becoming in best human and in best citizen. The State must to afford to the individuals the opportunity in order to guarantee the access to information and the science.

For the reasons expressing above, the university tuition must be free for everyone in public universities. It is known that many students abort their careers because they do not have money. Also it is true, that some millionaires do not want to pay the fee, and their sons come to the public university; but it is true, that almost of them pay the private education and in many times they send their children for the other countries.

In addition, Colombia, our country, needs a free mind, not only policies about economy and around the delinquency. We need people who can dream, because the freedom is a construction in which the mind operates the best role. We need education for the people, and then we could have a better society.

We pay our taxes, but where are they? In bags of corruption? I prefer think that my taxes are in the university where one student can dream with the idea of becoming an engineer, a psychologist, a doctor, a teacher, a philologist or an artist, because the education must be a right and not an illusion.

Figure 3 Student 7's final essay, p. 1

MEMORY ON THE WALL: PAST TIMES, PRESENT PLACES

By

Graffiti has become an integral part of University of Antioquia's visual landscape. It involves an alternative space where graffiti artists educate or interpellates other people. Graffiti writing is used to transmit particular conceptions that question the official version of history. In these cases, the wall is like a battleground. They function as mnemonic walls. Memory is socially constructed, and this kind of marginal art changes perceptions about reality. Some citizens think that drawings on the wall are inadequate, inappropriate and they promote erasing these images; but, to remove the icons is to eliminate the memory. The University of Antioquia is a micro society, and graffiti express the different thoughts, ideas, ideologies, and feelings. Writings raise our awareness. Graffiti is a type of writing and drawing that transmit a political, philosophical or ideological message; at the same time, it brings up an aesthetic form of life. As a consequence, it is necessary to do a serious study of this class of artistic expression.

Some people say that graffiti artists assault the walls in the cities, but this is a puritanical thought because the society involves interpersonal relationships, subcultures and different forms of organization. Graffiti is considered illegal, but its multi-vocal and its visual urban discourse alter the public experience. Stencil-makers create public evidence of powerful imageries and the cultural formation. These works confront institutional power. Armando Silva says that graffiti is part of the city and its communication. For that reason, it is considered an urban inscription; this means, it is a genre writing of prohibition because graffiti "se cualifica entre más logra decir lo indecible en el lugar y ante el sector ciudadano que mantiene tal mensaje como reservado o de prohibida circulación social". Graffiti is not only a political image; it builds memory of the city. For example, in Victoria city, walls come to life with artistic writing and people feel a sense of belonging for them.

In the case of the University of Antioquia, we have different types of graffiti. Some of them express the political issues. Other define some historical moments of the university and remind

59

Figure 5 Student 7's final essay, p. 2

Figure 4 Student 7's final essay, p. 3

2

spectators the necessity to have an image, a past and aspiration. These graffiti represent the imaginary of our society, its dreams and its archetypes. Many graffiti in the University have great aesthetic qualities, and express the voice of the otherness, because they speak about past, present and future of the people. They establish a variety of representation and sometimes they have a pedagogical function. We can reevaluate questions of pedagogy in relation to art practices. To illustrate, some graffiti in block 22 express ideological positions, but the importance in this case is the relationship between drawings and texts, as well as the critical attitude. The artist injects their voice, their creativity and their beliefs into the domain of the public's eye. Designers, as a part of subcultural expression well extended in the university, are motivated by a desire to rebel against social injustices; they try to construct their individual identities and draw a social identity. Still, writers are able to construct social memory through graffiti's pedagogical potential, and contribute to develop the identity of communities. In Colombia, a forgetful country, it is necessary to question people because many of them are in a forgetfulness state like the characters in the Garcia Marquez' awarded novel. That is the reason why we can see large drawings in block 1 that insist on: we need to remember the past because we cannot repeat it. These graffiti are so critical, aesthetic, strategic and they have beautiful poetical forms, style and educational purpose. Somebody could think that the graffiti adulterate university buildings, making it necessary cleaning all walls; but it is better to establish a class of recognition, review them and analyze them.

Graffiti study implies to understand its context and its social dimension. Writing is a social narrative because it recounts not only stories, but history too. Many walls have been turned into mnemonic battlegrounds. Several graffiti are used to make these spaces communicate memories that impugn official versions of the past: the death of student Gustavo Marulanda death or the assassinated of professor and political activist Hector Abad Gómez. For these reasons, the graffiti narrative is a social mnemonic tool, which brings memories about who we are and where we come from. As a consequence, we can affirm that collective memory is not passive. The memory is a construction produced by people. As Edward Said says, "past events are selected, reconstructed, maintained, modified, and endowed with political meaning". Graffiti is a way of communication; it expresses pluralism, ideas, and feelings in our society.

3

Graffiti in the University of Antioquia speak about the freedom and the university history, as well as current stories and memories in the university campus. It is true that the spontaneity is a quality of graffiti, but the University can create new spaces to publish such as walls or virtual spaces, create journals or graffiti festivals and promote analysis of university graffiti. We should develop projects similar to laser graffiti, because the University opinion itself affirms (UdeA News, 2014). This is a scientific project, but it falls short of appropriateness because it does not have a contextualization. Graffiti is not a thing of laboratory, graffiti is an action and action happens in reality: on the street, on walls, in life.

IMAGES

Graffiti on block 16. Photography by

Here, I will describe the textual, interpersonal and ideational analysis of students' texts. Although I am aware of the importance of these analyzes for unveiling details in students' academic writing proficiency in expository texts, I would like to address the audience's attention to the methodological usefulness of GBI from functional view of language, rather than to the sole linguistic domain of students' essays. While this study seeks to extend, for researchers and practitioners, the currently available theoretical and pedagogical knowledge of an SFL GBA to teaching academic writing among EFL learners, a deep SFL analysis might serve best other research purposes and scopes in areas within the field of linguistics.

The textual analysis of students' essays indicates that GBI has a considerably positive impact over their academic writing proficiency. Students showed progress in their proficiency for position statement, which constitutes a pivotal progress for subsequent development in argument elaboration. Although some students decided, for their final essays, to write on a topic different to the ones explored in the first stage of the unit, the use of nouns, nominal structures, and theme-rheme progression show among all of students' proficiency for indicating field knowledge, stating positions, and the construction of those positions using an objective persona and factual content. In body paragraphs, final essays show that students' academic writing proficiency increased significantly to make claims and elaborate arguments through logical explanations, and use pertinent evidence. The analysis of nominal structures showed that students learned to make claims using abstract nouns, noun groups, expanded nominal groups, and nominalizations.

Thematic progression showed that coherence and cohesion levels increased thanks to the appropriate use of addition and cause-effect connectives, substitutors, pronouns, anaphoric references, adverbial phrases, and demonstratives. Some of these lexical-

grammar aspects also contributed to the thematic progression to display argument elaboration. Theme-rheme analysis showed students skills development to construct an objective persona. After comparing diagnostic and final essays, texts showed the avoidance of first person pronouns. In final essays, they appropriately used impersonal structures, modalized verbs, and references to factual sources. Sources to support argument elaboration included studies, journals, reports, magazine articles, newspaper articles, institutional publications, legal publications, and books. Two students included reference lists and the respective citations.

The interpersonal analysis of final essays shows that students preferred a declarative mood and third persons to realize impersonality. While some diagnostic essays had interrogative and imperative clauses, these were more than scarce in final essays, as declarative clauses were preferred over imperative or interrogative. Among the resources employed for realizing impersonality, texts had impersonal structures using "it" as theme, third person pronouns (singular and plural), proper nouns, reported speech, and noun groups (short and expanded). The analysis also showed progress in the use of nominalization and relational processes for evaluation. Relational processes were accompanied by attributes, adverbs, negative polarity expressions, and complements that permitted to elaborate overviews of issues and topics, show stance towards issues, and evaluate participants in clauses. Another visible progress was on the use of modality. While diagnostic some diagnostic essays used imperative mood or modals such as "have to" to provide some stance and attitudinal meaning, final essays showed an ampler repertoire of modal verbs to propose solutions and changes to issues argued, make claims and recommendations, show needs, and hedge.

The ideational analysis of diagnostic and final essays show also progresses in different directions. Nominal groups in diagnostic essays were mainly conformed by concrete actors. Moreover, while abstract nominal groups and claims to name arguments were inexistent, implicit, or at the end of some diagnostic essays, final essays showed a more explicit way to name arguments. In these essays, abstract nominal groups to name arguments were more abundant and composed mainly by abstract nouns, phenomena, and actors. Expanded nominal groups to condense information were more developed in final essays. On the one hand, diagnostic essays had a reduced use of connectives for compound-complex clauses, expressions to indicate circumstances, or expanded nominal groups. Final essays, on the other hand, evinced a more advanced use of expanded nominal groups, in themes as well as rhemes, accompanied by circumstances and conjunctions, projected and non-finite clauses, cause effect-connectives, concessions. Technical and abstract vocabulary was appropriately used to display field knowledge in all essays, except in one text whose field knowledge was constituted by generalizations and personal knowledge.

Findings: Usefulness of GBI for the Development of AWP

Stage 1: Building Knowledge of the Field (BKF)

This stage aimed to diagnose students' writing experience and skills, explore their interests on a broad topic, build knowledge of that topic, and build basic knowledge of the genre of arguing. To achieve these goals, the instructor developed activities to uncover learners' familiarity with the genre of arguing, diagnose their writing proficiency in expository essays, identify issues of interest, describe and elicit their positions towards the issues, explore and enhance field knowledge, and familiarize them with social purposes and structure of genres, especially the genre of arguing. The effects of the methodology over students' gains in the learnings of the genre of arguing are presented below.

Context-bound issues fostered field exploration.
Lesson 1 introduced students to field knowledge exploration with the identification of social problems of the university using a campus map projected on the board. Students pinpointed and described three broad issues of common interest: *insufficient common spaces on campus for studying and eating*, *informal sales*, and *inadequate organization of public areas*. In lesson 2, they were encouraged by the instructor to hold team discussions supported on a worksheet (Appendix C: Lesson 2, Worksheet Defining Topics and Positions). Team discussions and worksheets prompted students to: 1) feature participants involved in the social issues: students themselves, administrative staff, the university students, and university faculty; 2) give reasons for their choices on the issues of interest: i) social problems affect the university community directly and indirectly, and ii) the existent detriment in the use value of the campus facilities; and 3) state their positions as teams

towards the issues. As it will be reported below, later topic exploration activities unfolded propitiously.

Student 4 commented at the end of the CC in the second group interview that the thematic proposal certainly fostered field exploration conversations and team discussions. To him, proposing the University as central theme raised everyone's interest in the issues, enriching class conversations through everyone's personal experiences and knowledge.

"*La metodología es muy apropiada. Primero, uno escribe de algo con que se identifica, le gusta*. *Y de pronto* **escoger la universidad, como punto común fue lo más difícil. Todos tenemos un interés particular. Pero al escoger un punto común entre todos, hace que haya una mayor diversidad de ideas para desarrollar**. *Eso me pareció importante* *y lo otro es* **que cada uno pudo aportar desde su experiencia y desde su conocimiento y logramos construir algo interesante**." (Student 4, Group Interview 2 excerpt, April 2014)

Context-bound issues engaged learners to share knowledge in social experiences of meaningful field exploration, which seem to have guaranteed success of further field building activities. In the excerpt above, there is a sense of identity that justifies the topic choice as a socially situated practice for writing. This practice, from this student's view, elicits social construction of knowledge by sharing viewpoints and experience in each field. This finding is important, as other researchers have found the value of genre-based approaches expressed in its capacity to generate meaningful and socially situated practices for the learning of genres (Chalá & Chapetón, 2013; Chapetón & Chalá, 2012; Correa & Echeverri, 2017; Herazo, 2012).

Social interaction, questionnaires, and scavenging enhanced field knowledge.

This stage aimed to develop deep knowledge of the issues identified through social interaction and worksheets. To do so, learners held team discussions supported on a Fact Sheet 1 (Appendix D: Lesson 3, Worksheet, Fact Sheet). This task would lead students to interact gathering an important amount of background field knowledge on the issues of interest. They identified an ampler range of problem participants, as compared to those identified in Lesson 2: the Ministry of Education, the Colombian government, the University's administration, students, campus visitors, *Consejo Superior Universitario*, and the Colombian society.

This task helped them also determine an ample range of causes and consequences to the issues. Data in team discussions, oral reports, and worksheets showed several causes: lack of administrative planning, political will, interest in quality education and student welfare programs, weak administrative actions facing the issues, high prices of formal sales, and vandalism. These data sources showed learners explaining how the issues have affected students' academic performance and their class attendance, reduced the university's educational quality, promoted spaces occupation, internal displacement, protests, decrease in education quality, undermined spaces for social interaction, generated health issues, lowered nutrition levels, and affected negatively the academic performance of informal student sellers.

After building common ground for field knowledge, the task also led them to realize knowledge gaps regarding issues evolution, solutions, actors' voices, figures, and replication of issues in other contexts. Eventually, the instructor encouraged them to scavenge topics and gain deeper field knowledge. In response, they proposed scavenging documental and personal information sources as archives, surveys, newspapers, websites,

and personal interviews. Teams received a second blank copy of Fact Sheet 1 to consign and organize their research.

Team discussions and worksheets served a multifold purpose: 1) build common ground for field exploration in teams, 2) identify and describe issues, 3) recognize causes and consequences, and 4) realize field knowledge gaps. Notably, students displayed a positive response towards gaining deeper knowledge by means of their initiative to scavenge several information sources thoroughly. After students' realization of field knowledge gaps, worksheets evinced their gains in deeper field knowledge. A comparative analysis of Fact Sheets 1 and 2 shows that they moved from isolated words or phrases to describe the problems onto complete sentences, and from assumptions and general knowledge to more informed knowledge using figures and references. Fact Sheets 2 evinced an interesting approach to problems descriptions, as these resembled *thesis statements* of an AE. Moreover, these problem descriptions included concrete data to feature problems (e.g. figures, estimates, dates, authorities' statements, and institutional statistics), instead of unspecific sentences with general information as seen in Fact Sheets 1:

"-Informal sales involve other problems such as microtraffic drugs. - Some students occupied the common spaces to study." (Student 7 and Student 3, Fact Sheet 1)

"Despite of there are 28 places of business in the main campus of the University, 9 places to photocopies, 4 stationers, the increasing of informal sales goes on and at least these kinds of illegal businesses were estimated in 2012 in 72 places and the tendency will be spread out." (Student 7 and Student 3, Fact sheet 2)

*"*There is not enough spaces to study, share and eat. The campus is big but doesn't provide the facilities and the infrastructures necessary (sic) to the university community." (Student 1, Student 2, and Student 9, Fact Sheet 1)

"There are not enough spaces to study, share and eat. The campus is big but does not provide the infrastructure necessary to the community college. According to some studies and references, UdeA does not have the appropriate amount of space for each student, because it does not have enough budgets to build or adapt the existing. Here we present a benchmark problem. (…)" (Student 1, Student 2, and Student 9, Fact Sheet 2).

As shown by the evidence, these tasks were useful for students to keep an orderly record of field information, build better-informed positions through more detailed problem descriptions and participants' characterization, and glimpse over the register of arguing by formulating sentences in form of *thesis statements*. Samples of gains are shown below:

*"Involved: - students; - administration; - external people **who** come to university."* (Student 7 and Student 3, Fact Sheet 1)

"…Students from University of Antioquia; Teachers **who** buy to the students products such as candies, CD's, videos and minutes; and the university administration because it does not do anything about it [*the problem of increasing informal sales*]" (Student 7 and Student 3, Fact sheet 2)

"The Administrative staff at the University, the faculties and the representative of the students." (Student 5 and Student 8, Fact Sheet 1)

"Administrative staff from University, administrative organizations **in charge to** get resources, Departmental and Local government and students. **There are also exists** private entities that give resources, between these are: Bancolombia, search for the other at the webpage." (Student 5 and Student 8, Fact Sheet 2).

The comparative analysis also revealed that students made more informed descriptions by adding information sources, long nominal groups, cause-effect relationships, attributes, relational verbs, and time context; let us see a sample below:

"In according to **the study carried out by an especial committee in February** the last year, some of the causes the informal sellers had been originated in three categories: by economic survivability, the necessity of getting complementary income in order to go on the study and personal option to obtained additional money. **On the other hand, some experts** defined the problems as the result of the economic crisis in the 90's when so many popular workers lost their employments and their sons had to get resources by themselves to study and continue in the university. **The common perception of university's community** is that the administration didn't do enough to control about the spread out of the informal sales." (Student 7 and Student 3, Fact sheet 2).

69

As compared to Fact sheet 1:

"Causes:

- The situation of students (student situation);

- Administration cann't control the problem;

- The university community don't have a good behavior with the informal

sales;

- The formal sales are expensive." (Student 7 and Student 3, Fact Sheet 1)

Other team explained problems from multiple perspectives using nominalizations,
figures, percentages, legal terminology, technical register, references, and figures (Student
1, Student 2, Student 9, Fact Sheet 2):

"1 - Reducing of public education budget makes that the university has to

face more demand and less quality "La universidad de ve enfrentada al dilema de

crecer, como se lo está exigiendo el gobierno, sin aumentar sus profesores de planta,

recurriendo a la contratación cada vez mayor de profesores ocasionales o mantener

vacantes de profesores pensionados para proveer con esos recursos estos gastos...

(Reference in footnote: Alfonso Tamayo Valencia. La responsabilidad histórica de

la educación en Colombia amenazas a la universidad pública. Universidad

Pedagógica y Tecnológica de Colombia. Tunja 19 de Abril de 2006). Bad

administration.

2 - Bad administration and lack of planning, because the university

infrastructure is almost the same as previous decades but now the students' number

has increased. "Para ello se ha propuesto llegar al 50% de cobertura en educación superior en el 2014, generando 645.000 cupos nuevos, llegando al 75% de los municipios con oferta pertinente y reduciendo la deserción al 40%"* (*Reference in footnote: Elementos para la discusión: Proyecto de Ley. Por el cual se regula el servicio público de la educación superior. Marco Normativo y de Política Educativa). The evidence is obvios. If there is more people it has to be more offers and they do not exist" (Student 1, Student 2, Student 9, Fact Sheet 2).

As compared to their Fact Sheet 1 where references were missing and explanations undeveloped:

"- The reducing of public education budget.
- The lack of planning.
- Bad administration and lack of interest in education quality and students welfare.
- Vandalism." (Student 1, Student 2, Student 9, Fact Sheet 1)

Fact Sheets 2 also show that students listed several causes, made brief logical explanations to problems, and showed their respective effects; for instance:

" - Reduction of investment in welfare services at public universities, specifically by the restrictions derived from the 30 Law of 1992.
- Lack of available space in campus to build.
- Lack of commitment of government.

71

- The effects of illegal vandalism inside the Campus, **because** once there was a place designated to it but it was destroyed by these illegal groups.

- Students that receive the complementary meal must spent time searching for it outside the university Installations, **maybe this situation** affect the adecuate assistance to classes.

- Both undergraduate and graduate students that haven't access to this benefit, must search for resources to cover their meals and **that maybe implies** spending time of their academical activities in economical activities" (Student 5 and Student 8, Fact Sheet 2).

To sum up, the evidence above indicates that social interaction, questionnaires, and scavenging were effective pedagogical resources for enhancing learners' field knowledge. Students were able to recognize an ampler range of problem participants, causes, and consequences, as compared to a previous lesson. Moreover, realization of field knowledge gaps helped them guide further topic/issues research. Team discussions, scavenging, and worksheets produced a favorable progress in terms of issues description, causes and consequences recognition, thorough and orderly scavenging, and even glimpse over the register of arguing. In fact, worksheets were useful for them to adjoin efforts towards in-depth field exploration, systematic and orderly data organization, and orientation of discussions on newly acquired knowledge. The comparative analysis of worksheets confirmed students' progress by means of full-sentences in problem/issue descriptions, nominalizations, technical register, more detailed context descriptions, specific descriptions of participants, abundant factual data, and logical explanations (e.g. cause-effect relationships).

Field exploration contributed to purpose and audience awareness of the genre.

After fulfilling initial field exploration tasks, the class engaged in a conversation where they felt encouraged to discuss their plans regarding their future argumentative essays. The instructor asked them about the purposes and audiences aimed for their essays at the end of the unit. To them, their essays should take and defend a position (viewpoint) towards the issues; identify, analyze, convince, prove, and show consequences around issues; and propose solutions.

- Instructor: "*What should be the purposes of our essays?*"

- Student 6: (...)

- Student 7: "***Show the consequence of the, the problem. Maybe give some strategies that can solve the problem.***"

- Student 6: "*In essay, I can do all?*"

- Student 4: "*I think is necessary **to identify a general problem that convince to the audience that can affects directly or indirectly**, because when something don't affect to you or affect indirectly you can think that it's not your problem, but **in the essay you can prove that it affect** in many **you can addressing this.**"

- Student 3: "***We should include some kind of different point of view about the problem** (...) (the purpose) **is to take the position about this position, to defend our viewpoint...***" (Class conversation, February 17, 2014)

In this conversation, students recognized the University's administration as the common agent involved in every issue. Mindfully, they suggested addressing final essays to this audience (*Consejo Superior Universitario*). Let us see a class conversation excerpt:

- Instructor: "***Who should hear about these issues?***" [Choosing an audience for expository essays]

- Student 1: "***Consejo Superior Universitario (...) Because there are different representatives first of the university and these people belong to the society, too.***"

- Student 9: "*All **the community, students, professors, the public government.***"

- Student 3: (...) "*Now there isn't representation of the students because the student decided five years ago only to not appear in this faction, it is impossible to connect with the students in this way. **It is easier to connect with students at the facultades, rectoral committee.***" (Class conversation, February 17, 2014)

As shown, they decided to aim final essays at university faculty, people in general, and the government. This evidence suggests that the methodology and its activities are useful in building field knowledge to start raising students' purpose and audience awareness of the genre. Students' involvement in building field knowledge contributed to start gaining awareness on the social purposes of the genre, make conscious and strategic audience choices in line with an essay's communicative purposes, and feature their essays within a situated context of situation and culture.

GBI contributed to developing positions towards social issues

Data from class conversations and worksheets showed evidence of positions development towards their issues of interest in building knowledge of the field. In lesson 2, social issues on a projected campus map allowed the class to pinpoint problems, feature them, and state basic positions. Then, students received a fact sheet to share field

74

knowledge in teams and build up their positions based on a set of questions (see Fact sheet 1 in Appendix section). After socializing their background field knowledge, the instructor gave students a new clean copy of fact sheets in order for them to scavenge information about their topics and do deeper into their topics. In Lesson 3, they shared their research, which helped them ratify their positions towards the social issues.

A comparative analysis of class conversations, Fact Sheet 1, and Fact sheet 2 shows that between Lessons 2 and 3 students evolved towards informed positions towards social issues. Table 4 shows this evolution. Data shows that this development was reflected in the emergence of an objective persona, more detailed problem descriptions, reasoned explanations (cause-effect relationships), factual data with references and direct citations, figures, technical register, and actors involved.

While data suggests that students' transition from spoken mode to written mode contributed to the development of their positions, it also added up to the emergence of some features particular to academic writing: nominalizations, compound nouns, technical register, citations and references, factual data, informed field knowledge, the use of an objective persona, complex sentences, compound sentences, and compound-complex sentences.

The tasks and activities proposed (projected map, programmed questions, conversations, team discussions, and worksheets) were useful to guide students to state initial positions towards issues, eventually gain deeper understanding of issues through scavenging and team discussions, and finally develop positions in written mode. Tasks and activities progressively encouraged student writers to develop their positions by showing topic familiarity, sharing background knowledge, gaining informed knowledge, and writing their positions within the worksheet frame. Developing and stating positions around issues

are important skills academic writers must learn to compose academic texts effectively for the genre of arguing.

Table 3

Students' Development of Positions Towards Social Issues

Data source			
Class conversations		Fact sheets	
Lesson 2: Class conversation **Identifying problems and stating initial positions** **(February 12, 2014)**	**Lesson 3: Class conversation** **Socializing team discussions and stating team positions** **Lesson 3, Class conversation, (February 17, 2014)**	**Lesson 3: Fact Sheet 1**	**Lesson 3: Fact Sheet 2**
Student 1: "Maybe, parking, there are many cars or motorcycles, the problem it isn't only the space but the organization. Specially for motorcycles, because motorcycles are everywhere. I think it must be as specific place to parking." Student 9: "Here, I would say, yes here [pointing at one spot in the map], there are some drugs problem." (Lesson 2, Class conversation, February 10, 2014)	Student 9: "Student 1, Student 2, and me. (...) The topics that we found that are problematic are like the areas where to study and to eat, that was the common point, we consider that there are not enough spaces for that purpose, also we consider that there are lack of planning to provide to the university communities more spaces; and that we were talking for a better education is necessary to improve facilities infrastructure, electrical and electronical devices, it is necessary to control informal sales, because they use the tables and the means that the community means."	"There is not enough spaces to study, share and eat. The campus is big but doesn't provide the facilities and the infrastructures necessary to the University community." (Excerpt from Fact Sheet 1, Student 1, Student 2, and Student 9)	"There is not enough spaces to study, share and eat. The campus is big but does not provide the infrastructure necessary to the community college. According to some studies and references, UdeA does not have the appropriate amount of space for each student, because it does not have enough budgets to build or adapt the existing. Here we present a benchmark problem: "La mayoría de los centros educativos tienen 2,5 metros por alumno, ni la mitad de lo ideal. Mientras que los estándares internacionales que debe haber entre 5 y 7 metros cuadrados por estudiantes, las universidades locales se rajan y no alcanzan ni la mitad. Sin embargo, están realizando mejoras..." (Fact Sheet 2, Student 1, Student 2, and Student 9)
Student 3: "There are too many problems, but the principal problem is the treatment with the drugs in the stadium, in arts, and the how can I say 'desplazamiento', because the drugs are moving to the new spaces at the university. The traditional spot is changing and extending to another areas, coliseo, also the new structure of the arts, the plazolet. Other problem is that Teatro al Aire Libre has been visited now specially at night with some people that use drugs. So, there	Student 7: Our problem is related with the first and the second team, we focus in the public area, what is the organization in this university, and currently that kind of students that take our space or tables for selling products, candies, all of those products. That is our main problem. Because all students can't to use these spaces for studying, that is a big problem. The university must give some strategies for solving this problem. (...) The university in the last time tried	"- Informal sales involve other problems such as microtraffic drugs - Some students occupied the common spaces to study" (Excerpts from Fact Sheet 1, Student 7, Student 3)	"Despite that there are 28 places of business in the main campus of the University, 9 places to photocopies, 4 stationers, the increasing of informal sales goes on and at least these kinds of illegal businesses were estimates in 2012 in 72 places and the tendency will be spread out." (Fact Sheet 2, Student 7 and Student 3)

are, this is worrying because the security has been affected." (Lesson 2, Class conversation, February 10, 2014)	to give some strategies, but they didn't resolve the problem, I think that is necessary two things in the problem, with the real construction with the community for example a different solutions with the students and the teachers and the university in different dimensions. (...) no...		
Student 8: I can't believe that some motorcycle park in the pedestrian walk. Sometimes I saw some bikes on the pedestrian walk. Why? there is like no discipline about that. And there is another problem, the lines inside the parking lot, the way is very narrow and some motorbike are placed in, how do you say, more to the side. When you are driving a car you are afraid that you can hit a bike.	Student X*: The problem is the violence around the protest, because the esmad and the students, destructions, because people think only the violence form the student and forget the violence come from the esmad, the violence come from the both, is not only the violence into the student protest. The second is because the or everybody affect the academical environment, it dangerous in universities faculties and I think is affects the environment. The third question is a we think that the university should be a place for the discussion and the opinion without using violence, a way to impose the ideas because we are people in education process with the ability to think, without using violence. I think the, we don't agree in more because the three person don't coincide in the diagnostic; is very difficult, time is short, we don't have time in long discussion to deepen, because many people require information about informal essays, is a superficial diagnostic, is repeat the same discussion the, because for me is isn't the problem, informal sale, is one face of the real problem* *Student X was not part of the sample. This excerpt represents Student 8's team conclusions about their positions towards issues as reported by St. X.	"There is a problem regarding to lunch counter service at this university particularly because there is not infrastructure (students must go to other building to looking for it) and it just covers undergraduate students with specific conditions." (Excerpt from Fact sheet 1, Student 5 and Student 8)	"Although, University has improved the services for students, there is no enough coverage, only students from strata one and two can obtain the restaurant service. So, other student are forced to buy expensive lunch or worst have lunch until arrive home. Bienestar Universitario has informed that almost 70% students are included in the benefit, what happen with lack 30%? It is possible that strata qualification doesn't ensures that people above 3 stratum have enough economical resources, and it could be an inequality discrimination. Only undergraduate students and some administrative staff can obtain the benefit. It is necessary to prove some requirements to get the service. Maybe due to the designation of the university architecture as a National heritage, it could be difficult to build..." (Excerpt from Fact sheet 2, Student 5, and Student 8)

Stage 2 Modeling

This stage aimed to guide students' learnings on the structure and language of Expository Essays (EEs), effective and ineffective forms of arguing, and features and functions of essay's outlines. To achieve these goals, the class developed two genre analysis tasks (GATs), one contrastive analysis of effective and ineffective forms of arguing, and one comparative analysis of two well-written EEs. The instructor assessed their learnings with a poster decalogue, which we called *Ideacalogue*. Finally, the instructor modeled and scaffolded the deconstruction of one of one these well-written essays into an outline, followed by students' deconstruction of the second one. Findings for this stage are presented below.

Genre analysis tasks contributed to building knowledge on the genre of arguing.

At the beginning of the CC students' genre knowledge was rather limited. Facing these limitations, the first GAT in Lesson 4 aimed to compare the social purpose, register, audience, and schematic structure of four different text types. This would guide students to build general genre knowledge (See Figures 6-9; posters by Student 2, Student 9, and Student 4).

Presentations of their analyses displayed various gains. To them, an information report illustrates the features of an event, informs about a topic or situation, and recounts it. A historical recount describes the deeds of a character, recounts a series of events, informs on the life of a personality, and makes a biographical recount of a person's milestones. An explanation informs and describes how a process unfolds, and presents the sequence of events of this process. Finally, an essay discusses and raises awareness on a topic of social

interest, claims for recognition of social interests, shows need for action, and describes

conditions around a problem. On register and audience, worksheets show students skills to

identify formal language addressed to several audiences of different educational and socio-

cultural backgrounds. However, students had difficulties to describe the schematic structure

of the genres. This finding is not surprising given that in the first group interview (See the

following sub-section) students had manifested little experience and knowledge with

writing academic texts in English.

Figure 6 Poster 1 Task: Building Knowledge on Genres
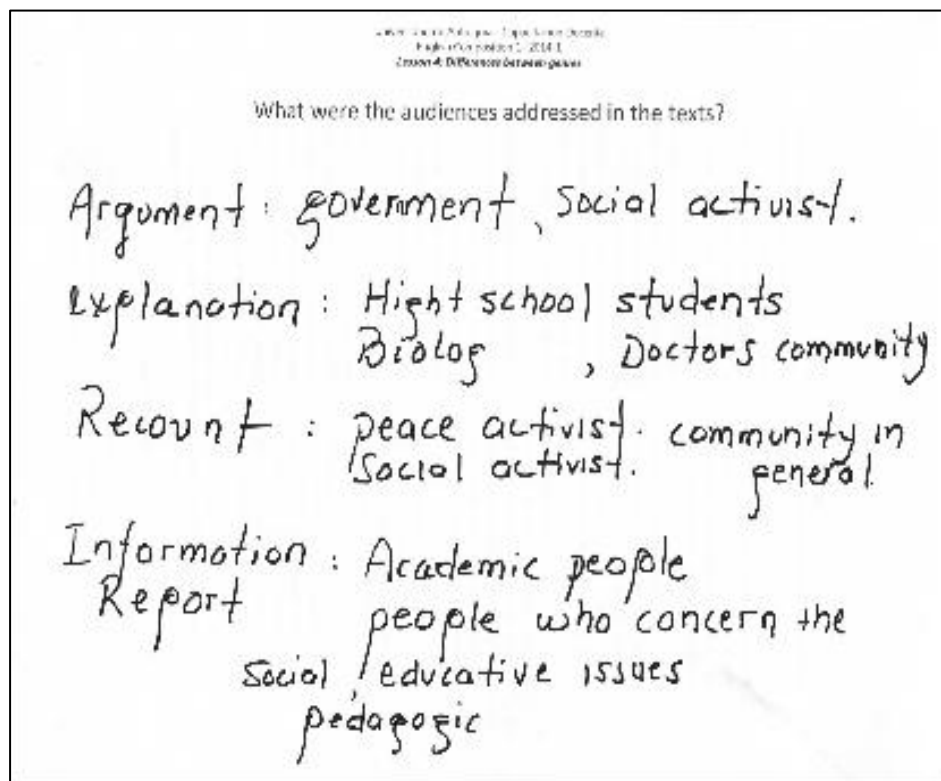
Figure 7 Poster 2 Task: Building Knowledge on Genres

Universidad de Antioquia - Capacitación Docente
English Composition 1- 2014-1
Lesson 4: Differences between genres

What are the social purposes of an argumentative essay?

Lesson 4
Genre Analysis Poster
Caro — Juanfe —
Temis
02 26 2014

It is necessary that the governm
recognize the civil unions of
same sex couples. to afforded
equal rights regardless of race,
gender or sexual orientation.

Figure 8 Poster 3 Task: Building Knowledge on Genres

Universidad de Antioquia - Capacitación Docente
English Composition 1- 2014-1
Lesson 4: Differences between genres

What are the differences in the structure between these genres?

* Recount: It's a historical text. Describe scence
by chronological form.
* Explain: It's a described text which explain an
especific process follow a sewence.
* Information: It's a informative text that show
the characteristic of a specific case based in
statistic and historical datas.
* Argument: It's pretend to persuate and give
evidence with examples about a specific
problem.

Figure 9 Poster 4 Task: Building Knowledge on Genres
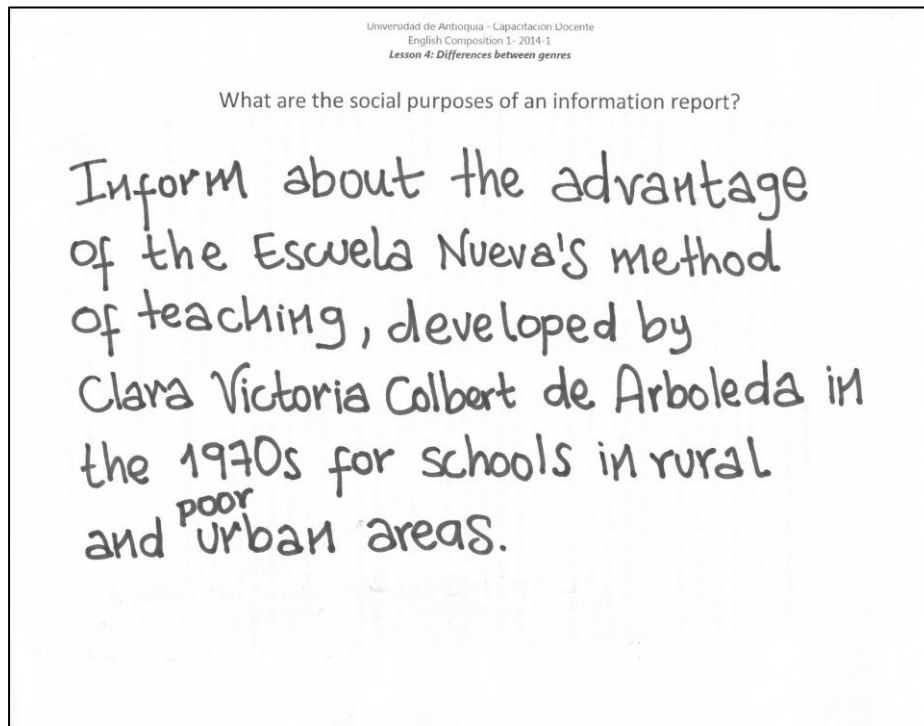
After presenting their comparative analysis, students drew some conclusions regarding argumentative essays. They explained that knowing how to write this text type is useful for writing other academic texts, for instance research papers. They also explained that an essay is a complex, multigeneric text, due to its embedded genres such as recount, for narrating topic backgrounds, explanation, for expressing cause-effect relationships, and reporting.

To build deeper knowledge of the genre of arguing, Lesson 5 encouraged students to work on an in-depth GAT comparing the information report (IR) and the AE, using the same model texts of the four-genre GAT of Lesson 4. For this purpose, they teamed up to dig into the text models using a questionnaire around these aspects: social purpose, structure, stage functions, audience, content, information sources, language features, and

connectives (Appendix E: Genre Analysis Task: Information Report; Appendix F: Genre Analysis Task: Argument). Oral reports and worksheets of this in-depth GAT were consistent in students' further gains of genre knowledge.

First gains dealt with social purposes. To them, an essay states a position, defends an informed position, persuades audiences towards making changes over a situation, informs on an issue of interest, and argues for a social need. As for the IR, its purposes are to describe, discuss and inform on a topic, and recount a story. The in-depth GAT enabled them to move from unclear knowledge of the schematic structure of a genre to a clearer understanding of it.

While genre knowledge in Lesson 1 was limited and figuring out the AE and IR schematic structures was difficult to them (See Limitations of GBI) in the four-text GAT, the in-depth GAT helped them uncover the genres' stages, and their respective functions. Students found that the ***introduction*** of an AE gives a problem description, hooks the reader, contextualizes the issue in question, states a problem, and presents the author's position.

The second stage featured was the ***development of the argument***, which, according to students, gives factual evidence or examples and reasons to support the thesis. The third and last stage was the ***conclusion***, whose functions are to summarize the text, reiterate the author's position, and propose a solution. Sharing their analyses engaged students in the use of proper genre-based metalanguage to present their work, name and delimit stages clearly, describe their functions, and report detailed observations. Gaining control of metalanguage is important for the development of academic writing skills.

Class conversations and worksheets produced further gains in terms of content selection for composing an essay. The in-depth GAT helped students to learn that choosing

certain content for a text type has a functional relation with its communicative and social purpose as genre. For instance, one student commented that the AE's persuasive purpose requires reliable [factual] data to support arguments, whereas the IR requires relevant data for informing, rather than supporting an author's position or arguments. By highlighting that an AE and an IR differ in terms of content, they said that and an AE's development paragraphs unfold arguments closely related to the essay's issue and the author's position, which requires supporting evidence such as examples, cases, comparisons, verifiable knowledge, and factual information. Meanwhile, the IR requires geographic, demographic, conceptual, statistic and biographical information, experience of actors involved, stories, and interviews at the expense of no arguments, reasons, or explicitness in the author's position.

Finally, the in-depth GAT also elicited students' skills to identify register variations between an IR and an AE. To them, although both texts share formal and technical languages, an IR seems to develop a more informal/personal language than an AE.

To wrap up, the comparative four-genre and two-genre GATs produced gains in several ways. Student writers made considerable progress in genre knowledge when applying this two-step analysis. While in Lesson 1 students' misconceptions on the genre of arguing were evident and in Lesson 4 genre knowledge was emerging, the two GATs permitted them to gain and affirm genre of arguing knowledge regarding social purposes, stages identification, stages functions, functional content selection and organization, audience, register, and functional use of language features. In addition, the tasks fostered students' skills to spot sentence structures and lexical cues to see audiences, as well as register variations. Finally, they figured out the incidence of a genre's communicative purposes over content selection, especially for body paragraphs.

Genre analysis tasks contributed to overcome genre assumptions

Considering the findings above, the analysis of the first group interview and the class conversations at the end of the modeling stage shows changes in students' assumptions regarding types of essays and schematic structure. Table 4 shows these changes.

Table 4

Changes in Students' Assumptions on the Genre of Arguing

Stage of the CC	Building Knowledge of the field *Group interview 1 and Class conversations*	Modeling *Class conversations derived from class activities and worksheets*
	Essays are classified into "Literary Essays" and "academic" essays.	Argumentative essays are a general classification.
	Information Essays is one type of argumentative essays	
	Essays in Spanish and English differ in terms of language, not in terms of schematic structure.	In Spanish language, essays are classified deliberately, regardless of purpose or nature.
		In English language, argumentative essays are classified according to their schematic structure into Expository and Discussion
	Argumentative essays have these parts: Introduction, Main idea, Conclusion, and References.	Expository essays are constituted by Introduction, body paragraphs, and conclusion.

In lesson 1, the researcher administered a group interview (Appendix G: Group Interview Protocol 1). This interview aimed to *uncover students' familiarity with argumentative essays*. Their knowledge of types of AEs in English was certainly limited, as it was their first formal academic writing experience.

- Instructor: "*How much experience do you have in writing, in English writing, inside and outside the university? Have you written papers in English?*"

- Student 8: "*Short essays; abstracts.*"

- Student 6: "*Go to international encuentros; and I can speaking there, and talk in English for everyone, but I don't write.*"

- Student 5: "*Posters; it is easier because it is a summary of a paper or a job.*"

- Student 4: "*Only the abstract of my paper.*" (Group Interview 1, Feb 10, 2014)

On types of essays classification, one student said the following:

Student 7: "*I think there are two different essays. First, **academic essay** is most formal and try to explain or develop an idea with the different statements and conclusion, a concrete conclusion. And in the other hand, we have the **literary essay** and is more free and have some figures, rhetoric figures, or metaphorical languages or for me is different. Metaphoric, for example metaphoric languages, and for me is more funny more free, and is more is , and has more fluency for me because essay for me is more formal.*" (Group Interview 1, Feb 10, 2014)

Students considered that differences between Essays in Spanish (L1) and English (L2) resided in writing style and language, not structure. They were insecure in this respect:

Student 8: "*I don't know. **I think it is the same**. **The difference to me is the way to write**, because in English you must be **concrete**, but in Spanish for our culture it doesn't matter…**But I don't know.**" (Group Interview 1, Feb 10, 2014)

Student 7: "***For me is the same; the difference for me is the language**; and in this way, the English language is more **concrete**, but the difference is that, for me,*

for example in these days, I have been reading [an essay in English] *about the different kinds of images related to literature. **This writer** uses metaphorical languages, **organize his ideas in the same way we are writing in Spanish**."* (Group Interview 1, Feb 10, 2014)

Regarding structure, students' description was confusing as per what should be the labels of the stages, their order, their communicative functions, or their relationships. Let us see a Group Interview 1 excerpt:

- Instructor: "*What do you know about the structure of argumentative essays?*"
- Student 9: "*I have here some kind of structures because is not like the only way to write an essay, but is like one style,...the style is that you **should write like the contrary thesis**, like you **have your thesis** and you should also know what are the another thesis, or, or some ideas that is against and demonstrate why not what is not the right one.*" (Group Interview 1, February 10, 2014)

This evidence shows that EFL university students come to the writing classroom with both limited knowledge and assumptions on the genre of arguing and its differences between Spanish (L1) and English (L2). To help students overcome misbeliefs and assumptions on the genre of arguing was one of the main goals of the modeling stage. At the end of this stage, as reported in the previous subsection, limited knowledge and assumptions were overcome in terms of genre classification, types of essays, and schematic structure. Genre analysis tasks allowed students to gain knowledge of two types of essays, expository and discussion. Class conversations confirmed that tasks at the end of modeling

helped them identify clear structural features of this genre. This finding is surprising as it is expected that professors and students at graduate level in this course should have formal knowledge of this genre, at least in L1, given its relevance for academic purposes. In this way, GBI was useful for them to gain genre knowledge in L2 regarding types of essays and schematic features in English.

Social interaction reaffirmed students' learnings of the structure of essays.

After the four-genres and the in-depth GATs, students were asked to unscramble an expository essay (EE) in order to assess their recently gained knowledge in schematic structure. Students figured out the central issue of the EE, identified the author's position, and the author's intention. Then, one student explained that the essay had an *introduction*, an appropriate development of statements [*arguments or elaboration*], and a *conclusion* that summarized the text in the last paragraph. Unscrambling constituted a short but effective way to assess students' learnings in the structure of essays.

However, students faced a particular difficulty in this activity, which they overcame eventually thanks to team discussions. This activity was assigned individually at first, and then shifted to teams. Finding individually the right structure was difficult for them due to general disagreement on the logical order of the essay's paragraphs. Thereby, the instructor asked them to get in teams and analyze the text back again.

In teams were they now able to figure out the right text structure. Moreover, students found signposts to do so: the definition of the central topic of an essay in the introduction, the presence of sequence markers in the themes of the first sentences of the development paragraphs, and the explanations unfolded in these paragraphs. This indicates that team discussions, as mechanisms of social interaction and problem-solving, seem to have enhanced their chances to unscramble the essay, thus exhibiting and reaffirming their

knowledge of an essay's structure.

Genre analysis tasks contributed to the learning of effective ways of arguing.

As part of the objectives in the modeling stage, students learned in Lesson 6 about effective and ineffective forms of arguing using one GAT that included team analysis, two model texts, and a questionnaire (Appendix H: Genre Analysis Task: Good & Bad Essay). The focus of instruction of this task was schematic structure of EEs. Evidences of their learnings are presented below.

On the effective forms of arguing, students' deep analysis of the good essay indicated that strong arguing makes its schematic structure clear and delimited. For instance, one student wrote in her worksheet:

"**Introduction**: Explain the problem and contextualize the reader; **Body**: To show the arguments of its [the author's] ideas; **Conclusion**: to show that many different nations [universities] know the problem and their are searching equal opportunities." (Student 2, Worksheet Good and Bad Essay, Lesson 6, Questions 3 & 4).

At the beginning of the unit, students were unfamiliar with the schematic structure of the genre of arguing (see Table 5). In the modeling stage, the four-genre and in-depth genre analysis tasks allowed them to get familiar with the schematic structure of argumentative essays, more particularly expository essays. The excerpt above shows a further progress in this genre aspect, regarding awareness and the functions of the stages of expository essays. This progress is reflected in their use of words such as "*explain the problem*", "*contextualize the reader*", and "*show the arguments*" for the Introduction and

Body stages, which represents an approximation of students' knowledge about stages' communicative aim, as deemed by functional theories of language (Schleppegrell, 2004). However, at this point, their knowledge of the communicative functions of the Conclusion stage was emerging.

As shown by worksheets, students found that effective arguing implies multiple arguments coherently aligned with the thesis statement. For instance, one student (Student 6) wrote in her worksheet a brief line showing the thesis and the three argument topics (Sentence 2):

"The SAT's are not an accurate way to predict firs year college grades [college admission]. It is an unfair test bias on the basis of race[,] income[,] and gender." (Student 6: Worksheet Good Bad Essay, Lesson 6, Question 6).

Using their worksheets as support, students said in class conversations that ineffective arguing implies a short and poor *introduction* that fails to contextualize or describe the problem or state a thesis on one central issue, a *development* that presents new problems in each paragraph, shows unspecific arguments, and includes examples based on personal experiences and general explanations, and a *conclusion* that states a personal concern or opinion, rather than an objective position. Moreover, a student added that the unclear schematic structure of the bad essay made counterarguments hard to see.

To them, effective essays include clear, signposted, functional counterarguments. Two students commented that the expression "*just one*" is a counterargument signpost: "*SAT is just one factor among many and does not by itself determine…*". Another student (Student 5) wrote in her worksheet that the expression "*Some might argue…*" signposted a

counterargument in the good essay. To her, the function of this counterargument was to show a different perspective with regard to the thesis. Students concluded that while good essays have counterarguments that strengthen arguments, a bad essay overlooks viewpoints different to the author's, thus decreasing its persuasive effects.

Data in class conversations show students recognizing that an author of an effective essay demonstrates topic knowledge through citations (Student 8), text organization (Student 8), analysis of the issue (Student 7), use of figures (Student 7), use of examples and cases (Student 7), topic description and history (Student 2), and the use of multiple information sources. More specifically, worksheets show that students found that the author of an effective essay includes statistics with their respective references, samples of evidence directly related to the issue argued (Student 2), statements made by authorities in order to stress the problem (Student 2), and figures and percentages to make the point of an argument (Student 6), and direct citations of authorities (Student 7). Students discovered that ineffective essays, in contrast, omit pertinent evidence while disregarding the audience's background knowledge. For example, after recognizing that the bad essay lacked specific [factual] supporting evidence, one student (Student 9) said that the only factual evidence of the bad essay (the Columbine shooting case, See Appendix H, Model Text 2, Bad Essay) was inappropriate in relation to the argument developed, and was introduced disregarding the background knowledge of the audience, causing an effect of inappropriateness. Furthermore, students highlighted that an ineffective essay's author resorts mostly to personal and general experiences, and opinions in order to develop arguments.

Data evinced students' learnings of how effective essays present fewer, or no, grammar mistakes than ineffective essays. In the bad essay, one student identified a few

mistakes and corrected them explaining their forms: Saxon possessive, noun-verb agreement in third persons, and verbal tenses. Among the mistakes found, there are: "*I don't*", "*this six weeks*", "*for the kids who's granpa*". The instructor scaffolded the use of demonstratives and explained why the use of apostrophes is inappropriate in academic writing. Data also show that students found how an effective essay has a more ample repertoire of cohesive devices than an ineffective one. For instance, students found contrast, addition, cause-effect, sequence, summary, example, and addition-copulative connectives.

Data show that students found that the register of an effective essay is formal and technical, while in an ineffective essay it is emotional, colloquial, personal, and informal. Interestingly, some students found that an effective essay may also contain personal positions embedded in impersonal expressions with or paragraphs that lack citations to denote a personal position. More specifically, videos show how one student (Student 4) exemplified the impersonal register with one expression "there is no need for a single…" from one of the model texts; then, he explained that this sentence, although formulated impersonally, encloses a very personal position. Added to that, another student (Student 8) said that the good essay had one paragraph with absence of citations, implying that this paragraph surely enclosed a personal opinion.

Finally, students realized that an effective essay creates persuasive effects through content references, examples to support explanations, and sentences that are always on track regarding the topic. Videos of class conversations, while discussing on the good essay, show students commenting that website references had a strong persuasive impact (Student 9) and the use of examples to enhance explanations around an issue was also effective (Student 4). Another student (Student 6) said that the sentence "*if you have more money, there is a better score*", in the good essay, shook her, thus creating a persuasive

effect; she explained that money in this sentence was a critical factor for obtaining a good education level, educational access, and obtaining good or bad SAT test scores. Another student (Student 8) said that the case at "University of Berkeley" in the good essay was persuasive. He explained that this case of a well-known institution supports coherently the thesis proposed by the essays (Student 8). In addition to students' conversations, worksheets show that students found that an effective essay contains reliable data, sources, content, and orderly text organization to produce persuasive effects. For example, they found that ideas with statistic data and reliable sources had a persuasive effect (Student 5 and Student 3). They also found that the sections of the good essay in which the author stated the thesis (Student 1 and Student 2) or dealt with a critical issue like social discrimination or inequality (Student 1 and Student 6) were persuasive.

As for a bad essay, data show that students did not find expressions or parts with persuasive effects. Students commented in class that direct questions in the bad essay failed to achieve a persuasive effect. One student (Student 1) explained in her worksheet that questions do not help prove a thesis and are not convincing because they do not give an answer to the problem, but raise more doubt. Likewise, some students wrote in their worksheets that the lack of persuasive effects of the bad essay occurred because the essay's author was unclear as he presented no concrete arguments, used their personal experience for argument development, and missed factual evidence to support ideas (Student 7, Student 4, and Student 3).

At the end of the lesson on effective and ineffective forms of writing an argumentative essay, students engaged in a conversation where they affirmed that the *modeling* stage led them to reflect upon planning and composition aspects of the writing process. For example, one student gave his opinion about the essay writing process; to him,

the first step for writing is to think previously of the thesis and then develop properly. He emphasized that one needs to write an essay staying on track of the thesis statement.

The evidence above shows that GAT helped to raise students' awareness of how writing effective essays entails a systematic process in terms of planning and coherent argument development from the thesis through the development paragraphs. This GAT also guided student writers to learn that arguing effectively entails a clear thesis statement, coherent text organization, argument-evidence consistency, context and problem descriptions, presence of multiple voices, informed field knowledge, and factual content as supporting evidence. Moreover, they learned that arguing effectively purports an orderly and consistently developed stage progression. For effective argument development, it is important to use functionally counterarguments, explanations, examples, cause-effect relationships, factual cases, statistics, figures, and reliable data sources. Furthermore, data shows that students did gain control of genre knowledge by using metalanguage properly to identify both essays' stages, describe their functions clearly, and discuss some language features while making sense of their appropriate use.

Genre analysis tasks contributed to the learning of the language of arguing.

In order for students to learn the language of arguing, Lesson 7 encouraged students to work in teams on the comparative analysis of two new well-written EEs. This GAT was supported on a worksheet (Appendix I, Worksheet, Genre Analysis Task: The Language of Essays: Comparing Two Good Essays), which included several aspects inherent to the language of arguing. Evidence of their learnings, mainly from worksheets, is presented below.

Students found that EEs contain formal and technical registers, as seen in a reduced amount of jargon, and a uniform amount of gerunds, facts, citations, and field terminology.

They also found predominance of noun groups, abstract nouns, proper names, and objects over pronouns. They found and discerned nouns for all the categories: pronouns, concepts, noun groups, nominalizations, and proper nouns.

However, they faced problems to identify and distinguish process types. After the instructor's support, they eventually found that action (or material) and mental processes predominate in EEs. While theme progression was a difficult concept for most students (see Findings on Limitations), one team succeeded at first at this aspect (Student 2, Student 9, and Student 4) by properly identifying themes, mostly subject themes (see Figure 10)

Figure 10 Worksheet sample 1: The language of essays: Comparing two good essays

Class conversations showed students' gains on theme progression by elaborating explanations of this concept. One student (Student 7) gave his definition of theme progression as follows: "*Theme progression is how the author present the information in some structure but with the progression of the ideas, not the title, but the idea, in the argument of the develop the thesis. (…) In other words, the progression is the presentation of subtopics with a coherence*". Another student (Student 3) gave her own definition of theme progression as "*The focus that the author elected with the evolution of the text*".

One student (Student 6) concluded that a good essay shows progress in developing ideas, in contrast with a bad essay, which does not display thematic progress. Regarding substitutors and their effects, worksheets show that students realized that expository essays were constituted by several substitutors such as "it", "they", "that", "these", "as such". For instance, one student (Student 7) identified these substitutors "those, "these, "those", "they", "who" to refer to "drivers" in the first essay, as well as "this" and "they" to refer to "education systems" in the second essay. Another student (Student 1) highlighted "it", "who", and "everybody" as substitutors. To them, substitutors produce cohesion and coherence, add emphasis, and avoid noun or information repetition. For instance, one student (Student 7) wrote in his worksheet about the effects of substitutors: "*Connecting ideas. They permit doesn't repeat information, and create coherence*" (On essay 1), and "*The author uses with certainly emphasis 'they' to refer the education system. This way permits him to argue the problem and how that systems are obsoleted*" (On Essay 2) (Lesson 7, Worksheet,. The Language of Essays, Question 6). Another student (Student 5) wrote in her worksheet that substitutors "*are useful for creating cohesion between two sentences and coherence between ideas*" (Lesson 7, Worksheet: The Language of Essays, Question 6). Regarding cohesive devices and their functions, worksheets show that students identified an ample repertoire of connectives with specific functions. For example, they showed connectors of contrast (e.g. however), comparison, cause-effect (e.g. because) addition (e.g. furthermore), and exemplification (e.g. as such). For instance, one student (Student 8) identified "however", "on the other hand", "in connection with", "on the other hand", and "generally". During the discussion about this aspect, students explained that connectives in EEs show contrast, help a writer conclude a text, show causes and effects, and add reasons or evidence.

In spite of having some difficulties to identify clause types, they were eventually able to classify them, and then find accurate examples upon one student's scaffolding (Student 1). After, realizing her classmates' difficulties with clause types, this student took the initiative, researched, and explained the clause types in a subsequent session. She provided examples of simple, compound, complex, and compound-complex clauses. Worksheets and class conversations show that the class, after the scaffolding, successfully recognized simple, compound, complex, and compound-complex, dependent, independent, subordinate clauses and pointed out specific examples.

Regarding voices (active and passive) as well as their correct use, worksheets show that students found the active voice as predominant in EEs. They (Student 9, Student 2, Student 4, Student 7) considered that the use of active voice helps to convey ideas in a clear and direct way by indicating agency. Students (Student 1, Student 8, and Student 7) gave examples of sentences in which active voice has the function of showing the author's intention to highlight the responsibility of an actor for an action emphasizing who does the action. On the other hand, one student (Student 5 and Student 1) stated that passive voice is more formal, helps convey stronger arguments, and shows the writer's intention of emphasizing an action, instead of the actor.

In sum, the evidence above suggests that a comparative GAT of two good essay models is useful for student writers to apprentice into the language of arguing. This GAT led students, individually and as a class, to make systematic, deep, and holistic analyses. To them, the language of arguing is characterized by the use of formal register, the predominance of action and mental processes, the presence of subjects ranging from pronouns up to concepts, proper names and institutions, and long nominal groups, the use of multiple types of circumstances, a coherent theme progression, the functional use of an

ample repertoire of substitutors and connectives, the predominance of complex and compound-complex clauses, and the predominance of active voice.

Outline tasks raised awareness on text planning usefulness.

In order to scaffold students' learning of text planning of an EE, the instructor outlined one of the two good essays analyzed in Lesson 7 (Good Essay, Model 1: "Texting While Driving", see Appendix I). After defining the concept "*outline*", he explained its purposes in the writing process. Then, he reframed the essay's introduction sentences as examples of outline sentences. Later, he asked students to get in pairs and outline the rest of this essay, and then the second essay independently (Good Essay Model 2: "Skills VS Knowledge", See Appendix I). Finally, they were encouraged to peer-review their resulting outlines, and finally share their insights. Among their appreciations, they commented that outlining helped them become more aware of the writing process as a *consciously planned activity* rather than *spontaneously deliberate*. One student (Student 8) compared his past writing experiences, which were compulsive, with his new perception of writing deemed as a reflective activity over the possible interpretations a text's messages may arise. To him, writing needs sheer clarity to convey messages properly to the audience. Students also learned that text planning requires awareness of reader-writer positioning. One student (Student 4) explained that he did the first outline from the reader's position, using sentences that focused on the essay's topics (e.g. "*The old education system where all the knowledge are based in books and teacher information*"). After sharing his outline with a peer (Student 5), he realized that outlining should be done from the writer's position, in other words, using not *topic* sentences, but full meaning sentences (e.g. "*[To] Introduce an argumentative idea about the education system using books or teachers.*"), as seen in his classmate's worksheet (Student 5).

Furthermore, they recognized that an outline's primary function is to foresee content organization for consistent text construction. Two students (Student 8 and Student 7) commented that an EE outline sets out ideas for strategic content selection so as to be clear, understandable, and meaningful, thus allowing writers to focus on their communicative purpose without losing any sense at all.

Students also commented on what a good outline should be like and proposed text-planning strategies. Two students (Student 1 and Student 9) discussed that a good outline should always be guided by its *thesis statement* and its *communicative purpose*. As a strategy to do so, one student (Student 8) explained that placing the thesis on top of a text plan page permits the writer to stay on track of the argumentative process, thus providing him/her security about the exposition and sound coherent throughout the text.

Modeling and worksheets contributed to outlining skills development.

Worksheets show that, after the instructor's outline modeling, they used different approaches to break texts down into outlines. They used cues such as purposes of essays, topics of paragraphs, functions of sentences and stages, and author's intentions. Furthermore, worksheets indicate that students figured out functions of sentences and were able to determine the type of content of every paragraph in order to break down the outlines.

On purposes, one student (Student 2) wrote for Essay 1:

"To show that the common practice of text while driving has many dangers and the better solution to minimize the accidents is avoiding to do this" (Student 2, Lesson 8, Worksheet Outlines of Two Good Essays). As for Essay 2:

"To explain that skills are more importants than knowledge" (Student 2, Lesson 8, Worksheet Outlines of Two Good Essays)

One student (Student 5) wrote her outlines using infinitive expressions for each relevant section of the essay (Figure 11).

Figure 11 Worksheet sample 2: Outline of two good essays

Stage	Part to consider: hook, thesis statement, history, argument plant, context, etc
Introductio n	To give a general idea about education systems in the world To introduce the problem of kind of knowledge can be measured by test To give the thesis statement: is more important that students will be able of focus in deep understanding, creativity and information management.
Stage	Parts to consider: argument, evidence, explanation, example, etc.
Body Paragraph 1	To present an argumentative idea about how are designed the majority of education systems in the world To show supporting ideas about the bias caused by classify student according test. To give an explanation of difference between understanding and only memory
Body Paragraph 2	To present an argumentative idea comparing knowledge and understanding using a well-known citation. To support the last idea with reference which mention how many kind of intelligence are. To give an example of deficiency of common tests used.
Body Paragraph 3	To present an argumentative idea about skills are more important than knowledge. To support the last idea showing that is more important find organize and analyze information. To explain why this skill are innovative.
Stage	Parts to consider: Summary, recommendation, thesis statement, solution
Conclusion	To summarize what people think about education To summarize that nowadays is important skills like creativity and deep understanding To give a suggestion how change the education system in order to prepare kids for age of technology.

As shown by the sample, the table of the worksheet listed the stages on the left-side vertical axis and student would write her outline on the right side. One student (Student 7) went beyond and redesigned the worksheet splitting the right column into two categories: Author's intention and Structure (Figure 12).

99

Figure 12 Worksheet sample 3: Outline of two good essays

Danger texting...		
Purpose	To show how many drivers cause road accidents when they text while driving	
	Author intention	**structure**
Introduction	• The author hooks the reader and presents his thesis	• Hook: "Nowadays, it is common..." • Thesis: many drivers across the globe cause road accidents when they text while driving
b.p. 1	• He illustrates his thesis with some evidences and statistic examples in order to convince him about his point of view	• Evidence, statistic citation: "studies have revealed that...", "Researchers have discovered that...", "According to the National Highway Transportation Admission...", "...the Virginia Tech Transportation Institute equates..."
b.p. 2	• He support this purpose with other citations, and explains how the people get absorbed into the text when they are driving	• Evidence, statistic citation: "the Human Factors... has revealed...", "Statistic conducted by the National safety council indicate...", "the Harvard Center for attribute..." "The institute for Highway Safety... has concluded..." • Explanation: "the people get very absorbed into the text... they forget..."
Conclusion	• He exemplifies with the laws that have passed in many countries, and the presents one recommendation in the end of text	• Solution: "many countries have passed laws...", "people are often advised to pull..." • Recommendation: "the most effective means of minimizing accidents...."

Skills vs. knowledge		
Purpose	To explain that knowledge is less important than skills and creativity	
	Author intention	**structure**
Introduction	• The author presents the topic and thesis of his essay, and shows some characteristics of the traditional educations system	• Thesis: educations systems are based on the idea that students get and remember information from teachers and books • Explanation of thesis
b.p. 1	• He gives some features of how education system is	• Explanation of thesis (to give reason of how education system is: "one reason is that schools feel the need...", "from earliest grades, students are put...", "another reason schools like..."
b.p. 2	• He advertises about the importance of skills and cite some important intellectuals • Author talks about the understanding and he makes a review to tests	• Argument: "imagination is more important than knowledge...", "all the knowledge in the world is useless", • Citations (as arguments): Einstein, Gardner
b.p. 3	• He insists in the importance of the skills	• Argument: author talks about the importance of skills
Conclusion	• He makes a summary about the relation between skills and information and repeats his own thesis	• Summary: "most people in the world believe..." • Thesis: "knowledge is less important than creativity."

Student 4 and Student 8's worksheet showed a different approach. For the Introduction and Conclusions of the essays, they outlined from a writer's position:

Introduction:

-       **Introduce** an argumentative idea [thesis] about the education system using books or teacher information

- **Give** an explanation about the importance of skills to create a new education.

Conclusion:

- **Conclude** what about the people believe traditional education in contrast skills education

- What must be the education focus?

As for body paragraphs, Student 4 and Student 8 wrote the argument up front and the supporting ideas below, for instance:

Body paragraph 1:

- The education systems is based remember things

- The schools compare students and think if the student remember it's can understand.

Body paragraph 2:

- The people must[t] create the knowledge

- There are many kind of intelligence. it is more important to see, feel, heart because is very different between people."

This evidence suggests that modeling supported on worksheets contributed to the development of students' skills for outlining essays. This development was reflected in different approaches to outlining. These approaches derived from students' identification of the essays' schematic structure, authors' intentions and positions, and communicative functions of stages and steps within. Learners' analytical skills helped them to adopt a

writer's perspective and then materialize their work into outlines that were functional for writing purposes.

GBI contributed to developing genre knowledge for effective writing practices.

Students' knowledge of the structure and language of the genre of arguing was evaluated by designing in teams a poster *Decalogue* at the end of the modeling stage. The instructor explained that this decalogue would become an "*Ideacalogue*" by eliciting from them ten good *ideas* that any writer should take into account for writing a good quality argumentative essay (expository essay). Students' presentations and posters evinced the internalization of academic writing principles and learnings about effective writing of essays. Table 5 summarizes their learnings as shown by *Ideacalogues*:

Table 5

Summary of Students' Ideacalogues for Writing Effective Expository Essays

Purpose	Have a clear and specific communicative purpose to devise how to convince the audience.
	Know exactly the sense of the essay: *academic* or *literary*, *in favor* or *against* an issue.
Audience	Feature the audience(s) in order to adjust language accordingly [tenor-register relationship].
Content	Have a clear thesis or hypothesis.
	Have a good arguments set, each encompassing the author's intention, text purpose, facts, supporting evidence, and counterarguments.
	Account for different information sources to nurture the essay.
	Use references and citations.
Schematic structure	Have clear for oneself the type of essay: *Expository* or *Discussion*
	Be coherent and cohesive.
Language	Account for correct grammar use and textual clarity.
	Use appropriately voices, circumstances, and tenses.
	Use formal language.

	Demonstrate language knowledge using verbs, prepositions, and pronouns.
	Minimize grammatical mistakes.
	Give protagonism to active voice sentences.
Planning (Pre-writing)	Plan or design the text by stages: *Introduction*, *Development* [paragraphs], and *Conclusion*.
	Do research on the topic to demonstrate field knowledge.
Writing (During-writing)	Have a writing methodology that devises lexicon, syntax, and ideas priority keeping the thread with the viewpoint.
	Unfold a clear theme progression.
	Use connectors to guarantee theme progression.
	Keep focused on the essay's central topic (avoid sidetracking).
Publication (Post-writing)	Edit the text before publishing (grammar and presentation format).

The evidence above suggests that an *Ideacalogue* constituted an efficacious way to assess students' learnings of the structure and language of essays for effective writing of argumentative essays. Their learnings appear to reflect a perspective over writing as an active and planned practice, rather than an unconsciously deliberate one. *Ideacalogues* reflected students' learnings at the end of the modeling stage, in which writing is deemed as a purposeful, conscious, intentional, planned, organized, and systematic activity.

Besides, data evince students' learnings on writing an argumentative essay entails assembling a viewpoint/ thesis/hypothesis, a strong arguments set, counterarguments, and evidences in accordance with a clear social/communicative purpose, a consistent schematic structure, a progressive thematic line, a proper type of essay, and a definite audience. *Ideacalogues* also show that students gained awareness of how lexical-grammatical choices influence the quality of a final written product as well as the achievement of an essay's communicative purposes.

Stage 3 Joint Construction

JC aimed to write the outline of an expository essay as a class, write its introduction for a specific purpose, situation and audience, and finish it by team writing. After choosing a topic of common interest, the class decided on a purpose and an audience for the joint essay. Then, the class pooled and organized the content for a joint outline. Using this outline as reference, the instructor wrote with students the essay's introduction, and teams would complete it. Finally, the resulting texts were evaluated using the criteria in *Ideacalogues*. Evidence suggests that despite some difficulties (to be reported in a later sub-section), JC tasks were useful to ***elicit*** students' genre knowledge for composing an expository essay with certain effectiveness in text structure, lexis, and register. Findings and evidence of their learning outcomes are reported below.

Joint construction educed text planning skills.

To scaffold an expository essay in Lesson 8, the instructor followed a set of programmed questions. Students' first move was to choose a topic pertinent for the context in which the text would be published. They proposed to combine three topics into one: lack of restaurants, informal sales in campus spaces, and lack of a policy regarding these two problems. Then, demonstrating their planning skills, they (Student 9, Student 1, and Student 4) proposed to write a problem description addressed to the audience directly involved with these issues: students, professors, and the administration, which would foster readership.

They later proposed to give an overview in the *Introduction* including aspects such as places, prices, and food variety, in order to catch these audiences' attention. On purpose, they proposed to make the problem visible while casting reflection upon it. To them, this

purpose would affect their position as writers and influence pooling content for arguments, problem description, and context. These proposals and decisions seem to be consistent with their learnings on the purposes of AEs, audience awareness, as well as pooling, planning, and outline strategies covered in the modeling stage.

After delimiting purpose, situation, content, and audiences for the text plan, the class engaged in joint outlining. Firstly, they proposed a thesis statement brainstorming several associated arguments: "*highlighting the importance of good restaurant services*". Two students gave these arguments: 1) *the long shifts of faculty staff inside the university*, 2) *the negative impact of the bad food quality over the academic performance*, and 3) *the quality/price relation of the food inside the university*. This finding is in line with students' learnings in modeling where they discovered that an effective EE must have *Thesis-Arguments* consistency. Afterwards, one student (Student 1) saw the need for reformulating the *thesis statement* to elicit more arguments:

"*The University community needs more comfortable restaurant services and places to eat.*" (Student 1, Lesson 8, May 12, 2014)

This thesis reformulation helped the class to brainstorm two more reasons:

"*Because there is no enough restaurant places to eat, because students doesn't/don't have enough money to buy, food doesn't have good quality, (…) the relation number of people, we are many people. There is no a policy about restaurant service, (…) food quality is low.*" (Student 8, Lesson 8, May 12, 2014);

105

"The places are used for other types of services, for other purposes, to sell candies…" (Student 4, Lesson 8, May 12, 2014).

To build arguments, the class engaged in pooling diverse types of supporting evidence. For this, they suggested figures and statistics on restaurant services, student and teacher staff population, students' and teachers' personal budgets, infrastructure data, university restaurant policies, interviews to alimentary services users, and other institutional cases. Data show students' skills at developing arguments through rhetorical strategies such as *comparisons* and *emphasis*. For instance, one student (Student 9) proposed to compare the local situation of the university, in which the principal totally ignores the restaurant facilities and services, with other university's situation, wherein the rector actually goes to restaurants to foster the restaurant services. Relevant here it is that she explained how the persuasive effect of this comparison could face a counterargument. Other student (Student 4) suggested making explicit the number of students that bring food to the university from home in order to emphasize the insufficient food services capacity on campus. In spite of this fluent joint construction, the class did not follow a systematic process to organize arguments for each reason given. Thus, their list of arguments was written by the instructor on the board: "*there is not enough rooms to eat*", "*students don't have enough money to buy food*", "*we are many people*", "*there is not visible policies*", "*places aren't used for studying for selling, teachers don't have enough time to go out*".

Students worked collaboratively with the instructor to introduce counterarguments and understand how to use them. He would read aloud the beginning of an argument that might potentially reduce the force of their arguments. The purpose was for them to learn how to anticipate counterarguments and express this with concrete ideas. For instance, after

the instructor's reading aloud of the sentence "*The mission of the university is only to educate, but…*", students completed it with the following sentences:

"*…But it is implicit that if you are going to study, you have to eat.*" (Student 9)

"*…It [eating] is a complementary need in order to have good students [healthy students] and high education levels; and (it) is a social function.*" (Student 8)

"*(To have an) Integrated [integral] education*" (Student 4).

Finally, for the conclusion, videos show that students considered *thesis restatements* and *solutions* as indispensable parts of an essay. More specifically, students took the initiative to integrate thesis restatements within the text plan's conclusion, considering recommendations of social order to solve the community's problems. For instance, one student (Student 8) suggested restating the University policy on the alimentation services in order to focus the attention on the current dispositions to propose modifications. Then, one student (Student 5) suggested paraphrasing the current problem and restating the thesis. Another student (Student 4) said that the conclusion should include the university community's capacity to solve the problem thanks to the university research body and problem-solving experience.

The evidence above suggests that JC following a scaffolded approach, systematic text planning, collaborative class conversations, and programmed questions educes from student writers' genre knowledge, planning skills, strategic rhetorical decisions on purpose, situation, audience, and functional content choices. These findings reflect student writers'

awareness gained on the social purposes of argumentative essays, as studied in the modeling stage. Moreover, the evidence above indicates that student writers learned to see the text as a unit of meaning grounded on the need for a holistic view of its schematic structure (from the introduction, through the arguments, up to the conclusion) in the pursue of an effective EE. These findings uphold students' learnings in the modeling stage as reflected in the posters and GATs. Programmed questions and class conversations fostered appropriate text planning decisions regarding content selection, purpose, situation, and audience, which are skills proper of effective academic writing practices. More importantly, scaffolding of outlines materialized learners' knowledge proper of academic writers regarding purposeful, social, and functional uses of the genre of arguing, audience awareness, topic relevance, strategic content selection, and text organization, fostering academic writing proficiency.

This evidence indicates that social interaction encouraged students to support each other's contributions towards a more effective argument plan, more specifically, building a consistent text structure linking thesis statement and reasons. This evidence also suggests that social interaction favors revision and edition of propositions (*thesis* and *arguments*). These two aspects, supportive contributions as well as revision of propositions, mean that social interaction contributed to the development of practices proper of academic writers such as revision, strategic content selection, and pursuit of coherence in planning an academic text. These add up to the skills proper of writers of effective essays.

Scaffolding and classroom interaction contributed to students' gaining control of essay writing practices.

After joint outlining, the class wrote jointly the EE's introduction. Modeling, classroom interaction, and scaffolding had been encouraging students to gain control of the

essay's schematic structure, properly define purposes, situation, and audiences, support students' appropriate lexical and grammatical choices, foster team writing, and negotiate meanings. A great deal of students' success in this activity was due to collaborative work, organizational skills, revision, and edition of their lexical-grammatical choices. These achievements were to be replicated for joint writing of their expository essay.

The class agreed on these steps for the *Introduction*: context description, problem description, and thesis statement. Data show that students' efforts focused on contextualizing the problem geographically, presenting the topic, highlighting the problematic nature of the issue, presenting the participants, recounting university's background, and its attributes using facts. When writing both their *thesis statement* and the last part of the *Introduction*, the class encountered a problem. As mentioned in a previous sub-section, the arguments for the essay outline were weaved disorderly during the joint outline construction. Therefore, students realized how important it is to have a fully developed writing plan (thesis + reasons) before writing the essay. One student expressed her opinion on this concern:

> "*I think to construct the introduction it's easier if we define which will be the main arguments that we are going to develop through the essay, and depending on that or where we want to focus which are going to be the three main arguments, then we can transform those arguments into the introduction…Do you [addressing the instructor] have those arguments?*" (Student 9, Class conversation, Lesson 9).

Grabbing her notes and overviewing the arguments listed in the joint outline, she invited the class to go back and draw attention specifically on the organization of the three

arguments that the essay should cover. To support her proposal, the instructor explained

that a text plan sentence in an *Introduction* could be useful for presenting the essay's main

arguments to the audience. Thus, he wrote on the board the expression "*This essay will*

focus on…" in order for students to list the argument plan. Three students (Student 9,

Student 8, and Student 1) proposed the following arguments:

1. "*Lack of infrastructure for restaurant facilities*"
2. "*The quality of the restaurant services*"
3. "*The institutional policies*".

Thus, the class re-examined the schematic structure of arguments in order to

improve the development paragraphs outline. After discussing the arguments set, the

schematic structure, and the steps of the introduction, the instructor became students' hands

and wrote their text on the board. Four students led the writing of the *Introduction*. Then,

three students made corrections to language aspects. Some aspects corrected by students

with the support of the instructor were: the use of connectives (Student 8 – use of

"despite"), the use of punctuation marks (Student 1 – use of comma), attributes (Student 8 –

use of biggest), and substituted nouns (Student 1 – University of Antioquia for the

university, for another word to avoid repetition) (Student 8 – For its community); synonyms

(Student 2 – "spots" to avoid the repetition of the expression "spaces" in the same

sentence). The resulting jointly constructed introduction is presented below:

"As one of the most important Universities in Colombia, regarding research,

academic level and student population, the University of Antioquia has more than

40.000 students and 6.000 faculty staff in a campus of 287.467 square meters. Despite its area and prestige, many of these people have to look for different spaces and options to eat because there are not sufficient spots and restaurant services quality is low. How to improve the quality of restaurant services and create enough comfortable places to eat have been some of the problems for its community for the past 20 years. Some of the reasons are the lack of infrastructure for restaurant facilities, the quality of the restaurant services, and institutional policies." (Result of the jointly constructed Introduction for an Argumentative Essay, Lesson 9)

The evidence above indicates that instructor and peer scaffolding, and classroom interaction contribute to writing jointly an expository essay introduction, re-examining a text plan, reorganizing content, writing collaboratively, and applying appropriate content/language corrections. This evidence confirms that JC educes student writers' learnings of rhetorical strategies (pre-, during-, and post- writing) proper of academic writing practices such as planning, packaging information into full-meaning sentences, demonstrating audience awareness, using formal language, using technical data and terminology, composing complex and compound complex sentences, constructing long nominal groups, and writing a socially purposeful introduction of an expository essay.

Stage 4 Independent Writing

This stage aimed to have students demonstrate proficiency in academic writing of expository essays. For this goal, activities included the elaboration of an expository essay outline, draft writing, peer revision, conferencing, draft rewriting and submission,

instructor's feedback, and final versions submission. The number of artifacts analyzed in this stage varied in number of outlines, drafts, and final essays submitted by students. Findings are presented below.

Text planning and peer assessment contributed to outlining an expository essay.

The analysis of classroom conversations, first version of outlines, and the worksheets on model outlines (modeling stage) showed that student writers (Student 7, Student 8, Student 9, Student 2, Student 4, and Student 5) who followed the outline rubric guidelines (Appendix J: Peer Assessment of Outlines) and developed more carefully the outline tasks in the modeling stage were more effective in writing EE outlines (e.g. Figures 15-19, Samples of Student 2's outlines). Table 6 shows the outlines of six students who elaborated their outlines following the task guidelines. Student 1 and Student 3 did not submit an outline. Student 1 handed in the draft of the text. She explained that she had not understood the guidelines to the task. Student 3 did the same.

Among the students with unsuccessful outlines, Student 6 presented some strengths and weaknesses. Among the strengths, her outline demonstrated having purpose, situation, and audience awareness. On purpose, her essay aimed to argue for the need of adequate infrastructure for developing classes at a Faculty. This had been one of the purposes of arguing, as studied in the first stages of the CC. On situation, her topic choice is relevant for her context; this evinces her interest to argue for a socially meaningful topic. Finally, on audience, she clearly chooses an audience set to adjust her register and content selection. Thus, she shows a plan in construction to persuade the audience towards a need that implies the audience. Among the weaknesses, the arguments listed in her text plan do not show a functional connection between her position towards the issue and the supporting reasons.

Moreover, the outline lacks from a content selection that demonstrates field knowledge, for instance references, cites, factual data, statistics, figures, or other type of supporting evidence. Finally, her outline lacks the content and function for the conclusion of her essay.

Figure 13 *Sample of Student 6's Outline, V1*

Introduction

Thesis . The Necessity for adequate infrastructure for developing of classes of students the Faculty of Arts.

Describe the problem with infrastructure and necessity of students, installed capacity , areas and numbers of students, number teachers, administrative staff , technical resources, enough places, comfortable places.

hook: Future years the Faculty will no have enough infrastructure for developing of main function the quality education ¿ what will be a possible solution for a big problem like this?

Audience : Consejo superior, professors, University students.

Arguments

1. Faculty of Arts have different necessity that required specialized rooms for , music , dance, plastic arts and theater.
2. The importance of art in the university community
3. The important of art in the society
4. Counter arguments
   - Investment in arts is very expensive for University

5 . conclusion

113

Table 6 *First Version of Outlines: Stages and Content Selection Made by Students*

Student 4	Student 5 & Student 8	Student 9	Student 7	Student 2
Introduction	Introduction	Introduction	Introduction	Introduction
Thesis statement Context description	Problem description Context description Argument plan	Purpose of the essay Problem statement Contextualization Thesis statement	Purpose of the essay Problem statement Context description Thesis statement	Thesis statement Problem description Context description Hook
Arguments for body paragraphs 1 and 2 Evidences Figures & Factual data Explanation Counterarguments	Body paragraph 1	Body paragraph 1	Body paragraph 1	Arguments Demonstrate the existence of the problem

Explanation: why it is a problem

Causes to the problem

Counterarguments

Body paragraphs plan (1, 2, and 3) |
	Argument phrase Factual data Reasoned explanation Counterargument	Argument Counterargument Evidence Evidence	Argument sentence Counterargument Evidence Evidence	
	Body paragraph 2	Body paragraph 2	Body paragraph 2	
	Argument Explanation Factual data Counterargument	Argument Counterargument Evidence Evidence	Argument Counterargument Evidence Evidence	
	Body paragraph 3	Body paragraph 3	Body paragraph 3	
	Argument sentence Reasoned explanation Counterargument	Argument Counterargument Evidence Evidence	Argument sentence Counterargument Evidence Evidence	
Conclusion	Conclusion	Conclusion	Conclusion	Conclusion
Recommendation	Thesis restatement Recommendations	Thesis restatement Recommendation	Thesis restatement Recommendation	Thesis restatement Solution proposed

Figure 15 *Sample of Student 2's Outline Version 2, p. 1*

Outline

Carolina González M.

Title: Insufficient space to study, share and eat in the University of Antioquia.

1. **Introduction**

- Thesis: In the University of Antioquia there aren´t sufficient space for study, eat and share and this can affect the academic and personal students and teacher life.
- Description: Describe the problem and contextualize

  The campus is big but does not provide the infrastructure necessary to the community college. According to some studies and references, UdeA does not have the appropriate amount of space for each student, because it does not have enough budgets to build or adapt the existing.

  The tables and chairs for eat are few so many people eat in the floor.
  The tables and chairs for study are few so many students go home to study and they can meet to work together.

  The causes of the problem are Occupation of space by informal vendors, destruction of infrastructure, bad administration and lack of planning and reducing of public education budget.

- Hook: To show that the problem can affect the quality education.

  A quality education not depend only of assist to class, is necessary that the university has the sufficient space that promote the interaction between the university community. For example the students need space for to do work together, need tables and chair for eat because the floor is unhygienic (sometimes is good but all the time is not the best) and need others types of spaces where they can to share and live situation that promote their emotional state.

2. **Arguments**

   - **To show that the problem exist**
- Currently More than 70 people have stationary sales tables at the University and 50% of chairs are intended for sales. The problem continues because vendors claim they need to sell to stay and study at U de A.
- The students' number has increased but the University infrastructure is almost the same as previous decades.
- Destructions of chairs and tables during protest, caused by the ESMAD and the students.
- In a normal day of the week is difficult to find a table in the library for study or find a computer with internet and Microsoft office and if you can find the table, the wifi is wrong and if you find the computer the time is limited .

Figure 14 *Sample of Student 2's Outline Version 1, p. 1*

Outline

Carolina González M.

Title: Insufficient space to study, share and eat in the University of Antioquia.

1. **Introduction**

To show data about number of students and area: The university of Antioquia has more than 40000 students in a campus of 287.467 square meters

Although the campus is big, does not provide the infrastructure necessary to the community college. According to some studies and references, UdeA does not have the appropriate amount of space for each student, because it does not have enough budgets to build or adapt the existing.

Mention causes: The lack of spaces in the UdeA has several cause including, occupation of space by informal vendors, destruction of infrastructure, bad administration, lack of planning and reducing of public education budget.

Emphasize in the importance of doesn´t have spaces:

Without spaces there aren´t good quality of education.

Without chairs and tables, many students to lunch all the time on the floor, this can cause health problems.

Few spaces to socialize can cause depression problems

The few spaces for study can affect the group and individual academic progress.

Show the thesis: In the University of Antioquia, there aren´t sufficient space to study, eat and share and this can affect the academic and personal students and teacher life.

Body paragraph 1: Spaces to study.

The spaces for study are limited. The library is the main and biggest space to study in the campus, however, its capacity is insufficient for the students.

For example in a normal day of the week is difficult to find a table in the library for study or find a computer with internet and Microsoft office and if you can find the table, the wifi is wrong and if you find the computer the time is limited .

Some faculties have others spaces to study but are too few and sometimes these spaces are occupied by informal sales or the chairs and tables are wrong because the destructions during protest, caused by the ESMAD and the students.

Without spaces to study, the students can´t work together and this is against of the academic development of each student and the institution.

Body paragraph 2: Space to eat.

Show that the restaurant are few: The relation between university staff and restaurant service is 1600 to 1.Also there aren´t variety in the food and the nutritional quality is bad.

Figure 16 *Sample of Student 2's Outline Version 2, p. 2*   Figure 17 *Sample of Student 2's Outline Version 1, p. 2*

- At lunchtime, only the fastest person can find table to lunch because there are few tables, so many people to lunch in the floor and others how some teacher lunch in theirs offices or go out (home or a restaurant).
- How the students not find others spaces for to share, except the "airport", many of them occupy corridors and halls of different blocks for singing, laughing and talking and this affect the activities of others persons.

-Why is a problem?

Without spaces there aren't good quality of education.

The students to share few between them, so this can cause depression problem that finally affect their academic performance.

To eat all the time in the floor can cause health problems.

The few spaces for study affect the group work and sometimes if the person not count with a good space in home, the academic individual progress.

Causes of the problem

- Occupation of space by informal vendors
- destruction of infrastructure
- bad administration
- lack of planning
- reducing of public education budget.

3. Counterarguments

-According to the rector Alberto Uribe efforts are being made to improve spaces, for example the University went from 2.47 to 2.82 square meters per student

- New buildings like engineering and the coliseum

- The university promote the formal sales: Burbujas de Café Program and Snack vending machines.

4. Body paragraph 1: Space to eat: Development the idea with the arguments that show that the problem exist, why is a problem? And causes of the problem.
5. Body paragraph 2: Space to study. The same that BP1.
6. Body paragraph 3: Space to share. The same that BP1.

7. Conclusion

Restate the thesis: The spaces for eat, study and share are limited.

Consequence: This affect the academic quality.

To show that there aren't tables to eat: At lunchtime, only the fastest person can find table to lunch because there are few tables, so many people to lunch in the floor, not eat and others how some teacher lunch in theirs offices or go out (home or a restaurant).

Consequences: Not eat or eat on the floor (unhygienic) can bring health problems that finally can damage theirs academic quality.

This is because the students' number has increased but the University infrastructure is almost the same as previous decades.

Body paragraph 3: Space to share.

Importance: The space to socialize is very important for the university staff because a quality education not depend only of assist to class, is necessary that the university has the sufficient space that promote the interaction between the university community

The students and teachers need others types of spaces where they can to share and live situation that promote their emotional state.

There aren't these spaces: This space is also limited in the campus

Consequences: Socialize with others students is important to learn each other, without these spaces they can surfer psychological problem how a depression.

How the students not find others spaces for to share, except the "airport", many of them occupy corridors and halls of different blocks for singing, laughing and talking and this affect the activities of others persons.

Body paragraph 4:

Put the counterarguments and the common ideas:

Although according to the rector Alberto Uribe efforts are being made to improve spaces, for example, the University went from 2.47 to 2.82 square meters per student and there are new construction like engineering buildings and the coliseum, the lack of spaces is a reality that live the university staff.

One reason of this is the informal sales. Currently More than 70 people have stationary sales tables at the University and 50% of chairs are intended for sales. The problem continues because vendors claim they need to sell to stay and study at U de A.

To combat this, the administration of university promote the formal sales : Burbujas de Café Program and Snack vending machines. However the problem continue and is evident the lack of planning of university.

Conclusion

Restate the thesis: The spaces for eat, study and share are limited.

Consequence: This affect the academic quality.

Figure 18 *Sample of Student 2's Outline Version 1, p. 3*

Figure 19 *Sample of Student 2's Outline Version 2, p. 3*

We need a University that promote the academic and personal life of university staff, for this is necessary have the sufficient spaces that encourage the study, feeding and the enjoyment of the University community.

Solution: Is for that reasons that the University administration need to create new spaces, to put more chairs and tables in the different places of the Campus.

We need a University that promote the academic and personal life of university staff, for this is necessary have the sufficient spaces that encourage the study, feeding and the enjoyment of the University community.

Solution: Is for that reasons that the University administration need to create new spaces, to put more chairs and tables in the different places of the Campus.

To sum up, major modifications to outlines were applied to body paragraphs and thesis statements. One student (Student 1) did not elaborate her outline, as she misunderstood the task. She handed in a draft of her essay.

After analyzing comparatively students' first and second versions of outlines, the evidence suggests that text planning in two phases and peer reviewing using rubrics in between had a positive impact on outline writing and content organization, especially for structuring body paragraphs. Activities were useful for students to plan stages functionally, make proper content pooling and grouping, and start applying their revision and edition skills.

During the revision and edition phases (after conferencing), students did not manifest discontent or major questions regarding the evaluation criteria of the rubrics. In fact, these tasks encouraged social interaction to exchange valuable genre-related and content-based suggestions among them, while achieving their essays' social purposes and consolidating their knowledge on the schematic structure. The findings suggest that GBI and its social principles for language teaching and learning were useful for students to elaborate outlines of expository essays. Moreover, the rubrics had a positive effect over their gaining control of the macrostructure features of essays.

Scaffolding enhanced writing proficiency of expository essays.

This section will report findings on students' essay drafts. Three students (Student 1, Student 4, and Student 3) submitted a first draft of essays. Texts were assessed, firstly by a peer and secondly by the instructor, following a rubric (Appendix K: Rubric for peer- and final assessment of Expository Essays). Then, students received scaffolding from the instructor to hand in a final corrected version of their EE. Only one student did not participate in peer assessment. Six students did not receive the instructor's scaffolding due

to personal and professional occupations (Student 6, Student 8, Student 9, Student 5, and Student 2) or to a high quality of their first draft that deemed corrections unnecessary (Student 7). As explained in the theoretical framework, scaffolding aims at providing students with the knowledge and skills to gain higher control of the purposeful and functional uses of grammar (Martin, 2009). Scaffolding in this stage focused on giving support to students' outlines, drafts, and final versions of expository essays. In accordance with the assessment rubrics previously negotiated, the instructor's scaffolding in independent writing focused on six aspects of the genre: 1) genre's purpose, situation and audience, 2) text structure, 3) paragraphs structure, 4) sentence structure, 5) lexis, and 6) resources. Scaffolding was done in conferences that encouraged students to follow the assessment guidelines of rubrics, gain confidence in their written production, make text revision and edition, reorganize texts stages and paragraphs for higher coherence and cohesion levels, improve texts with complementary content, and rewrite arguments consistently according to text plans.

Evidence on writing proficiency improvements focus here on the students who participated in conferences. Using the aspects of the peer-assessment rubric, a comparative analysis of the first and second versions of their drafts presented satisfactory results, which are summarized in the following gains:

Text Structure

- Purposes were made clearer by stating positions explicitly in the thesis statements.

- *Introductions* stages stressed the relevance of their problems by introducing details in problem descriptions.

119

-   Persuasive effects in body paragraphs were achieved by including some counterarguments strategically placed along with arguments.

-   Argument plan sentences were included in the *Introduction* stage.

-   Description of pertinent and tangible solutions to the issues in the *conclusion* paragraph.

-   Clearer transition between paragraphs thanks to effective argument plan deployment and argument sentences at the beginning of body paragraphs.

Paragraph Structure

-   Wider repertoire of cohesive devices, especially connectives of contrast and addition, thus increasing cohesion levels.

Sentence structure

-   Proper use of simple, compound, complex, and compound-complex clauses with minor punctuation mistakes.

Language & Resources

-   Language register grew formal and academic by avoiding contractions, avoiding first person nouns, avoiding emotional language, and using third persons in plural and singular forms, nominalizations and impersonalization.

-   Stance emerged by reformulating overt personal demands into nominalized concerns expressed in third person.

-   Hedging emerged thanks to the use of modalized verbal forms.

Limitations of GBI

This section will report the results on the limitations of a GBI approach for the development of academic writing proficiency. To contextualize the present findings, the researcher wishes to highlight for the audience that the implementation of this approach took place as a first-time, formally-structured academic writing teaching-learning experience, for the instructor as well as for students.

One of the major limitations of this pedagogical implementation was that the CC could not be completed. The objectives for Lessons 10 through 12 were partially achieved (see Appendix M: Unit plan). Although some students participated in individual conferences appointed in Lesson 11, the whole class could not go through proofreading, edition, and publication tasks.

This could be explained by the prolongation of some modeling activities that were, according to students, time-consuming, or by students' difficulties with homework accomplishment. Given their professional and academic responsibilities, students in this setting have little time available to carry out extra-class activities. Then, some class time was spent developing unfinished homework. The schedule did not either favor the unit completion. The class at 6am is, for students in our local context, difficult to deal with in terms of punctuality. This might have had a negative impact on unit completion. Another explanation for this could reside in the tasks design. As we will later see in this section, students perceived an excess of social interaction. Moreover, some materials in some lessons, for instance Task: Comparing two good essays (See Appendix I), had an extensive range of aspects that were developed, modeled, and socialized in periods of up to three sessions (1 ½ weeks).

121

These findings show that the local culture behaviors, students' homework habits, and tasks extensiveness are three important factors that must be considered to dampen GBI limitations when implemented. From my experience in this study, I would recommend implementing intensive micro-tasks in modeling, which combine social interaction and language-focused activities, in order for 1) students to maximize their in-class learnings and 2) the instructor to maximize his/her modeling and scaffolding opportunities. By doing so, 1) students might progressively gain the knowledge and skills necessary to carry out longer and more demanding genre-analysis tasks, and 2) the instructor may contribute to more frequent and satisfactory learning opportunities inside the classroom.

As the audience will appreciate in the lines below, and in the discussion of this paper, the pedagogical roles of the instructor in the implementation of a GBI approach have had an impact on its effectiveness and limitations. This educational experience yielded for the instructor several learnings derived from students' reflections and the effects of GBI in some stages, especially in the JC stage.

Stage 1 Building Knowledge of the Field

In general terms, data reflected no major limitations of the approach for building students' knowledge of the field. This finding is can be explained by students' background linguistic knowledge. Students took this English Composition course after passing five general English courses, as prerequisites. This finding is significant because it suggests that students in tertiary education contexts that have an intermediate level of English command have a language knowledge base and skills that permit them to explore topics, gather content related to the topic, discuss issues, share field knowledge, and learn in a social

environment in L2, which in turn favors building knowledge of the field and becoming familiar with the genre in question. Therefore, the limitations of GBI to develop field knowledge can be minor.

As reported in previous sub-sections, social interaction and classroom conversations, team scavenging, oral reports, worksheets, and promotion of autonomous field exploration produced important gains. These allowed student writers to pinpoint and describe issues of interest, take positions, show audience awareness, gather relevant field data, develop deep field knowledge, discuss openly their learnings, and get familiar with the genre of arguing and its communicative purposes.

We must pay attention to the fact that at the end of the CC, four students discarded their topic choice and field knowledge explored, engaging into a completely new topic for their expository essays. Two of them (Student 7 and Student 1) fulfilled the objectives of the unit. The third student (Student 3) submitted a final version of her essay after the end of the course; she did not fulfill the learning objectives within the unit's implementation timeframe. The fourth student (Student 6) did not submit her final product, which means that she did not accomplish the learning objectives of the unit. As will be explained later, topic choice had an impact over the accomplishment of the unit's goals.

This can be a limitation of the approach in the sense that the first stage of the curriculum cycle proposed (Building knowledge of the field) was, in the end, optional or non-meaningful for some students. While the GBI approach in this study intended for students to build deep field knowledge, this is no guarantee that it was meaningful to all of them, as reflected by the four students' shift in topics and issues for their final products of expository essays. This suggests that the first stage of the cycle (Building knowledge of the field) had little relevance, as their background knowledge in English language and their real

interest to take an English composition course may reside in learning about the genre, how to write academic texts, and develop their writing skills for writing argumentative essays. In other words, their intrinsic motivation and engagement was progressively linked to the acquisition of genre knowledge and the development of writing skills, rather than the topic explored and its capacity to serve as the basis for their expository essays.

Stage 2 Modeling

Functional grammar concepts posed language challenges.

Data from Lesson 7 on the language of arguing showed some of students' difficulties to grasp a few grammar concepts from a functional perspective. The first concept is *"circumstance"*. Students considered that "*event*", "*situation*", and "*circumstance*" referred to a happening or a situation, regardless of the name. Given that this was their first experience with functional grammar aspects, the instructor attempted to facilitate the understanding of this concept by modeling with [grammar] expressions of their control. After asking learners to identify expressions referring to *locations*, *time*, *frequency*, and *manner* in one model essay, four students (Student 2, Student 4, Student 7, and Student 9) did this identification and reported to the class. The instructor intended to model this concept with a four-action cycle: *differentiation*, *explanation*, *exemplification*, and *classification*. Students identified locations, time, frequencies, and manners in themes and rhemes in sentences of model texts; they were finally classified with the support of the instructor. P*rocess* was another challenging grammar concept for students. Students expressed that they were more familiar with the traditional label "*verb*", and the word "*process*" seemed strange. The instructor explained that, for example, some *actions* cannot

124

be really evinced by the human senses (*mental* and *behavioral* processes) and some *actions* cannot be equated to *verbs*, as *expressions of an act*, but are words that link subjects with complements (*relational processes*). Thus, after students discussing that the label *action* referred to *verbs* from the traditional grammar perspective, they concluded that this label could be also limited when featuring *mental actions* or *behaviors*. Then, the instructor modeled this concept with a three-action cycle: *definition of process types*, *exemplification*, *classification*, and *amplification*. Students succeeded at drawing out process types from the model essays for the classifications presented (*relational*, *material*, *behavioral*, *mental*, and *verbal*). Students highlighted in the second group interview that, for a future course, *processes* and their *functions* should be covered in a full lesson with many detailed explanations. However, the findings indicate that students' traditional conception of "verbs" changed towards a more "functional" one, in which verbs have specific functions.

"***A mí lo de los verbos me pareció muy difícil, porque nosotros no tenemos como esa categorización de los verbos***. *Me volví como escéptica, porque finalmente uno viene marcado toda una vida*, *que es mucha vida*, ***sobre que los verbos es la "acción"***. ***Pero uno nunca piensa en esa "función", que los verbos tengan unas funciones específicas y eso me estremeció*** *porque finalmente* ***sería un punto muy bueno para uno trabajarlo lingüísticamente*** *y uno puede hacer una tesis sobre eso, sería un tema de investigación.*" (Student 3, Group Interview 2, April, 2014)

"*Pero yo creo que* ***en el curso hay que gastar un poco más de tiempo en ese tema*** *[referring to processes]. Yo creo que es un tema que amerita las dos horas de una clase.*" (Student 1, Group Interview 2, April, 2014)

"*Esta tarea (pointing out at "The language of essays" worksheet) me pareció muy difícil, **la de los verbos**. Pero no sólo era eso, sino también que **circunstancias**. Yo sentía que al momento de hacer la tarea tenía un montón de dudas. No sabía a qué se refería [the worksheet] a un efecto particular, a **circunstancias, esos tipos de verbos**. Por ejemplo, **todavía lo de los verbos no lo tengo claro.**"* (Student 2, Group Interview 2, April, 2014)

The third challenging aspect was related to "*compound clauses*", "*complex clauses*", and "*compound-complex clauses*". Surprisingly, one student, with high command and knowledge of English given her undergraduate studies (Student 1), felt encouraged to model this language aspect for the class in the second stage of the CC. She autonomously looked for the definition of these concepts exemplified them, and encouraged the class to draw other examples from model essays. Thus, the class discovered that *complex clauses* and *compound clauses* predominated in the models.

This evidence suggests that *functional grammar* concepts (*circumstances, clauses, and processes*) may pose challenges to student writers when learning the language of arguing given their exposure and background knowledge in *traditional* grammar. However, instructor- and peer-modeling were effective ways to face these challenges.

This finding implies that although a genre-based functional approach to teach writing may lead students to face new ways of understanding grammar, genre analysis tasks, social interaction, instructor- and peer-modeling are effective didactic tools for them to identify, define, exemplify, classify, and understand language aspects of the genre of arguing.

126

For instance, some students understood, up to a great extent, the concept of *process* (from a functional grammar perspective) and their classifications: mental, verbal, action, and modals. This task was useful for them to identify and make sense of the functions of language aspects such as noun groups, processes, voice, and theme progression. Moreover, this task contributed to students' understanding of how substitutors, conjunctions, and cohesive devices have a direct effect on the construction of cohesion and coherence. Furthermore, in spite of students' difficulties at understanding clause types and their classifications, the findings suggest that the socially interactive environment of the pedagogical approach contributed to encourage peer scaffolding, thus helping everyone to build knowledge of the language of arguing in this aspect.

At some extent, students at this education level feel encouraged to unravel complex language aspects of genres and toil to make sense of their functions. They felt encouraged to explore and then analyze language aspects carefully using metalanguage and reasoned explanations supported on text examples. Students' individual analysis of language aspects, lately enhanced by classroom social interaction and peer scaffolding, gave opportunities for everyone to exchange and build up linguistic knowledge. Notoriously, they were encouraged to scaffold each other, use metalanguage appropriately, and clarify -functional-grammar doubts.

Stage 3 Joint construction

Task choice influenced students' development of writing proficiency.

The unit plan for JC devised four tasks: JC of an outline, JC of an expository essay's introduction, collaborative writing to complete the essay, and final product assessment. As

reported in a previous section, the class showed significant gains in the *outline* and *introduction* joint constructions. However, joint writing of essays showed students struggling with register, text structure, and sentence aspects. On text structure, no essay had counterarguments. Arguments had few supporting reasons, logical explanations, or evidence. Some essays' arguments sidetracked from topics or arguments, affecting argument elaboration. In other cases, argument paragraphs focused on descriptive information or raised awareness on the relevance of issues, rather than serve as support to the thesis statement.

On sentence structure, the following excerpts will show us some examples. For instance, the excerpt below shows a paragraph with little control of punctuation marks. Serial commas predominate and periods inside the paragraph are inexistent. Direct questions to the audience mark the progress of the argument paragraph. The use of references is ineffective as they disconnect from the argument. This excerpt presents mainly relational processes, although in the modeling stage one of the conclusions drawn by the class referred to the predominance of mental and material processes in essays. Nominal groups do not help construct packed clause structures, which indicates little academic writing proficiency.

"It is not a missionary purpose that people are well nourished taking into account that human being needs to be well fed to comply fully with their academic activities and jobs? As stated above, the university has a population of 50000, as big as a city (according to European Statistical Conference of Prague a city is a place with over 20000 inhabitants, among other considerations), can you imagine a city where many of their citizens have to go out to search for their food in few minutes,

the time they have in the break, or to have to eat food previously prepared, that is to say, food with additives, is it good food? These two facts are against the quality of nourishment which is a fundamental right." (Student 1 & Student 6, JC Essay, Body Paragraph 3)

In the following excerpt, we can also see punctuation problems regarding commas and periods. The paragraph shows some spoken (or whatever type of fast food – just eating a sandwich –) and colloquial expressions, which evinces students' lack or little of control in academic language.

"However in general there are little variety in the feeding offeres, so, many teachers and students, have to go home for lunch, bring their own food, well known as "La coca" or simply spend all the day just eating a sandwich, "papa rellena" or whatever type of fast food. Considering that the most teachers and students spend more than 6 hours at the university, this can seriously affect the nutrition, health and budget of the University community, specially of the students, that are who has to stay longer at the University and have lest economic possibilities to buy or to go home." (Student 9 & Student 2, JC Essay, Body Paragraph 3)

The following excerpt presents us with some problems in impersonalization ('is important to create'), noun-verb agreement in third person ('a policy wich involve'), punctuation, use of conjunctions ('and'… 'and'), word choice ('which' – 'carry out'), and the construction of complex, compound, and compound-complex structures.

"In conclusion, one of the purpose of the university is to bring an integral education not only academic. For this reason is important to create a policy which involve the students, teacher and administrative welfare including a good nutrition and good access to quality and quantity food to carry out the university of Antioquia mission." (Student 4 & Student 9, JC Essay, Conclusion Paragraph)

As shown by the evidence above, several sentence structure problems emerged in students jointly constructed essays. I will try to explain the origin of these issues. In this stage, the instructor designed a set of questions to write jointly the outline of an expository essay:

1. What positions will we include towards the issue?

2. How will we organize the positions? Why?

3. What would be a good way to start with the first stage? Will the essay start with a hook, a fact or a topic sentence?

4. What are our arguments?

5. What pieces of evidence may support best the reasons? Why?

6. What will be our conclusion?

7. How are we connecting these two paragraphs?

8. What will be the function (s) of this stage/idea in the text?

After the joint outline construction, the class moved to construct jointly the Introduction stage of an expository essay. However, the instructor did not prepare a question set on language aspects or functional grammar to help students gain mastery of the

writing of expository essays. Instead, he drew up spontaneous questions rather related to content selection and organization:

1. What would you mention about the history?
2. What do you think about this first line?
3. What would be the second sentence?
4. Is it relevant to mention that it is the second university in Colombia?

While joint construction of an outline and an introduction of an expository essay helped students gain mastery in text planning, the evidence above shows that a Completing the Essay was ineffective to develop academic writing proficiency of an expository essay. The ineffectiveness of this task was added to the fact that the instructor did not prepare a set of questions directly related to help students make argument elaboration, use the language of arguing functionally, or develop effective arguing.

The purpose of this stage, according to the principles in GBI and the learning objectives, was to help students gain mastery of writing the arguments and conclusion of an expository essay by means of scaffolding, educing genre knowledge, and scaffold their writing skills towards independent writing. The findings indicate that great part of the success of this stage rests on the shoulders of the instructor, who must certainly make a conscious task choice and design a questions set that compels students to uncover their genre knowledge and, subsequently, help them gain mastery of the genre through social interaction and scaffolding.

However, the task choice, completing the essay, phased out students' possibilities of receiving proper scaffolding for writing body and conclusion paragraphs of an expository

essay, which is core to educe students' writing skills for arguing. Moreover, the lack of a question set for eliciting genre knowledge and language knowledge hindered learners' opportunities to gain proficiency in the writing of essays and write effective essays in this stage. In a different scenario, where the task chosen and the question set had supported this scaffolding, both students and the instructor would have been able to work jointly on argument elaboration, construction of a conclusion, devising the functions of text stages, examine text coherence and cohesion, study thematic progression, discuss functional lexico-grammar aspects, evaluate punctuation, develop an objective persona, review modality, elaborate complex clausal structure, and work on the effect of connectives on coherence and cohesion.

Stage 4 Independent writing

In this stage, four students (Student 4, Student 2, Student 5, and Student 1) went through all the outline, draft, revision, conferencing, revision, and edition. Two students (Student 9 and Student 8) outlined and stopped at the first draft, making no further revision or edition. Two students submitted drafts, but not their final product (Student 3 and Student 6). One student (Student 7) jumped to the draft, conferenced with the instructor, and handed in a final version. The final versions of essays analyzed in this study corresponded to the corrected drafts, either those revised by a peer or by the instructor. Five students went through peer-assessment and submitted their essays; two students who skipped peer-assessment of outlines and drafts, to hold conferences with the instructor.

In more detail, two students (Student 2 and Student 4) focused their attention on essay outlining, producing between two and four essay versions with the support of the

instructor during conferences, and wrote up to two drafts and one final version. Two

students produced one outline and one draft (Student 8 and Student 9); they skipped

conferences for revision and edition maintaining their first drafts as the final versions of

texts. Three students (Student 1, Student 6, and Student 7) skipped the outline phase and

went straight to drafting. One student (Student 3) was unable to make corrections to her

draft essay and write the essay's final version within the period of the unit. Table 7 shows

students progress in the independent writing tasks:

Table 7

Students' Progress for Independent Writing of Expository Essays

	Student	New topic	Language proficiency (Comp.)	Text planning	Drafting	Revision: Peer assessment	Edition	Conferencing with instructor	Final product accomplishment
1	Student 6	Yes	Low	Yes	Yes	No evidence	No	Yes After unit implementation	No
2	Student 7	Yes	High	No evidence	Yes	No evidence	Yes	Revision and edition.	Yes
3	Student 1	Yes	High	No	Yes	No	Yes	Text plan, draft, revision, and edition.	Yes
4	Student 3	Yes	Mid	No evidence	Yes	Yes	Yes	Text plan, draft, and revision.	Yes After unit implementation
5	Student 4	No	Mid	Yes	Yes	Yes	Yes	Text plan, draft, and revision.	Yes
6	Student 9	No	Mid	Yes	Yes	Yes	No	No	Yes
7	Student 8	No	High	Yes	Yes	Yes	No	No	Yes
8	Student 5	No	High	Yes	Yes	Yes	Yes	No	Yes
9	Student 2	No	Mid	Yes	Yes	Yes	Yes	Text plan, draft, and revision.	Yes

The findings above indicate two approaches to independent writing: outline-focused and draft-focused. Although the unit plan intended for students to submit all their outlines and essays after peer-revision using the rubrics, these findings unveil students' interests to receive either peer-feedback or the instructor feedback on their outlines and drafts. There are two facts that draw our attention here. Firstly, outline-focused (Light Grey) students were highly prone to hold between two and four conferences, which highlights their interest in careful text planning: pooling, content organization, and text structure. Secondly, the two students who skipped outlines straight to conferences for draft revision were those who accounted for highest command and knowledge of English and Spanish languages, given their degrees in Translation and Spanish literature or their previous studies of English, respectively.

The evidence above supports the claim that the effectiveness of the approach outweighs its limitations given that only one student did not accomplish her learning objectives at the end of the unit and the CC. In fact, this student went through the whole curriculum cycle and participated actively in most stages and activities. At some extent, this represents a success of the methodological approach, as it was able to engage this student until the end of the CC in spite of perceiving that show would not be able to accomplish her final product. She deserves all the credit after all.

Moreover, these findings indicate that despite the objectives of the unit in this stage, students manifest particular interests in evaluation (peer-revision of instructor). Certain levels of trust or confidence may underlie these interests. On the one hand, trusting the instructor's knowledge may interest students with higher language command or experience. On the other hand, students with regular command in English may have an interest in other people's reading before submitting their paper to the instructor, as a figure of authority to

assess the task. Finally, this evidence suggests that conferences and peer-revision for outlining and drafts may atone for aspects of the language of the genre of arguing and other academic discourse features that had been unmodeled or unscaffolded in modeling and joint construction, respectively.

Students overcame struggles with some academic writing features of expository essays.

In spite of the overall gains of the approach and the accomplishment of students' final products in accordance with the learning objectives, some linguistic aspects posed a challenge for students. These challenges were part of students' development of their independent writing skills for final product elaboration; they certainly strengthened students' capacity to strive towards their own learning achievements, which I consider as a positive gain from a GBA to writing instruction.

In general, students with an outline-draft-final product approach and a draft-final product approach to final essays showed no significant differences or problems at paragraph, sentence, and lexical levels. The comparative analysis of drafts and final versions of essays, show some writing issues regarding text structure, paragraph structure, lexico-grammar choices, and clause construction.

On text structure, one essay had no explicit thesis statement. The introduction of this essay did not have a plan sentence at the end and unfolded some arguments. Two essays (Student 1 and Student 3) employed direct questions to present the communicative purpose of the essay. In doing so, the pronoun '*you*' was used to refer to the audience, which deems inappropriate according to academic writing practices. Most draft essays had thesis statements in the introductions. Half of the essays had general issue descriptions or contextualization as to using general information on the origins of issues, few details on

issues evolution, and causes and effects of issues. Essays with underdeveloped issue contextualization and context description presented argument development problems like sidetracking, no argument sentences, or few supporting evidences (Student 6 and Student 1). While three drafts presented their argument plans in the last sentence of the introductions, the rest omitted argument plan sentences.

Body paragraphs of draft essays evinced significant efforts to elaborate arguments. For instance, most students overlooked counterarguments and focused on reasons to support thesis statements. One student (Student 3) wrote body paragraphs without argument sentences, while other writers did an effort to include one or two argument sentences at the beginning of paragraphs. Besides, the body paragraphs of her essay were more informative, than explanatory, around the problems' background. Her essay had a very moderate use of addition and cause-effect connectives between and within body paragraphs. Punctuation aspects on commas and stops had an effect on thematic progression issues. These were solved thanks to peer-assessment, conferencing, and further text edition.

Regarding lexical and register aspects, essays showed that a few students translated literally some oral language expression from Spanish into English, e.g. "to make me understand" and "all times" (Student 6). One essay had register problems as it addressed the audience inappropriately, administrative staff and authorities, by means of modalized verbs that expressed specific obligations of these audiences (e.g. "Must recognize" (Student 1)). Two essays drafts had difficulties constructing an objective persona as they included direct questions with pronouns such as "You". Regarding modals for positioning the author, three students preferred not to use modal verbs for this purpose. In one case, a student wrote her text using only one single modal verb "must". Regarding clause construction, some essays problems on relative pronouns in dependent clauses, e.g. "who". In one case, one essay had

a high number of sentences separated by running series of commas. Other essays showed clauses with incomplete impersonalizations due to the omission of the pronoun "it". Four essays presented difficulties in voices and tenses.

In sum, difficulties for students production of expository essays could be grouped into *misconjugation of present simple negative form*, *omission of pronoun in impersonal constructions*, *omission of past participle ending particle in regular verbs*, *third person noun-verb disagreements* (in a nominal group), *object pronoun choice*, *infinitives and gerunds misuse*, *simple past misconjugation*, *adverb of place with sentence omitting pronoun* (e.g. in the university does not exist), *and noun-determiner disagreement*.

Regarding academic language, some students had few or no problems for demonstrating topic knowledge and using academic over personal language. One student, who surprisingly had ampler knowledge in English given her experience and degree in translation, used oral language expressions: "that's to say", "are so expensive", "so good", "no matter their". Regarding information sources and list of references, only one student used primarily personal experience to refer to facts around the essay's issue. Most students omitted the citations and the list of references in their drafts.

In spite of the important gains a GBI approach to teach writing may bring to student writers in terms of text structure, content organization, and language of the genre of arguing, data shows that students struggle to integrate academic discourse features and register into their expository essays. Students seemed to struggle with using personal and impersonal pronouns appropriately, stating and constructing positions, making explicit the communicative purposes of essays, developing an objective persona, elaborating arguments, counter-arguing, modalizing verbs, and hedging. Therefore, instruction on the language of arguing and on academic discourse features go hand in hand, but on different

paths. While learning and gaining control of the language of arguing is important for developing proficiency of expository essay writing, academic writing discourse features should receive close scaffolding of authoritativeness, register choices, argument elaboration, and development of an objective persona.

New topic exploration affected final product accomplishment.

One student did not achieve the learning objectives of the unit. Her essay dealt with an issue different to the ones explored in the first CC stage: *Infrastructure and Administrative Problems at the Faculty of *** at the University*. She did one outline and one draft; both outlines had partial elaboration of introduction and body paragraphs, in terms of content pooling and coherence. Her [implicit] thesis statement and its arguments were disconnected, which certainly affected her final product. She had no time to revise and correct her essay, neither by conferences nor by peers.

The final essay that this learner produced (see Figures 20-22), submitted after the unit implementation period, presents the following characteristics. Her body paragraphs do not have argument sentences. Omission of periods and the use of serial commas makes extremely difficult to see the argument elaboration. Instead, body paragraphs present context information in form of references (BP2, S1) or present references disconnected from an emerging thesis statement (BP3:S1). Instead, these have a redundant fashion around the characteristics of the central issue. BP3 presents a personal experience to support the argument of "lack of resources inside the Faculty", which in the end may be equated to the essay's thesis statement.

The nominal groups in these argument paragraphs do not support the writer to make claims, but to inform the reader about the historical background of one central topic of the text.

138

"**The Faculty of Arts of the University of Antioquia has been consolidated over time** as one of the most important centers for the study, production, preservation and dissemination of the disciplines of Music, the Performing Arts and Visual Arts (1)." (Student 6, BP1, S1)

The verbs that link nominal structures construct concrete attributes, rather than abstractions or generalizations. Moreover, technical vocabulary presents problems in adjective-noun agreement or an appropriate choice of a technical concept. Punctuation to separate sentences was marked by serial commas:

"Faculty of Arts of University of Antioquia *has not* enough *capacity installed* for a good performance in class, *there* *is* *lacks infrastructure* and technical resources required to enable all activities relating to the fine arts, in the middle of this problem, a question arises." (Student 6, Introduction Paragraph, S1)

" Moreover the rooms **are** usually small and lack air conditioning, *suitable homes* for *performing arts* **and not** exist *Soundproof rooms* for music or specific spaces for all forms of visual arts." (Student 6, BP2, S4)

Some declarative sentences permit to evince the writer's realization of impersonality. However, there are grammatical inaccuracies in the use of the pronoun "it" in impersonal sentences. Omission of periods made difficult to see start/end of clauses.

"**While it is clear** the purpose of high quality academic mission of the faculty **in practice is different** because the faculty lacks technical resources necessary for the proper development of a quality arts education, …" (Student 6, Final Essay, BP3:S3)

BP3 evinces lack of control of to commit to a proposition from an objective stance. The writer presents a personal stance to commit to her argument of "low economic resources". In doing so, the writer resorts to a reflexive false cognate of an oral expression in Spanish, a personal pronoun, while presenting personal evidence to support her point. Finally, there is little control of third person nouns and possessives resources to refer objectively to external participants.

"**To make me understand at this point I will make a sample of fifth semester course of undergraduate theater program this year called New Poetics**, *each student* must make a performative proposal with *its* own resources and soil appreciated as a teacher that students with fewer resources are generally short to express *his* poetry." (BP3:S5,S6)

Figure 20 Student 6's Final Essay, p. 1

Some problems Faculty Arts college of Antioquia

Faculty of Arts of University of Antioquia has not enough capacity installed for a good performance in class, there is lacks infrastructure and technical resources required to enable all activities relating to the fine arts, in the middle of this problem, a question arises; ¿How It to offer an artistic quality education under these circumstances?

The Faculty of Arts of the University of Antioquia has been consolidated over time, as one of the most important centers for the study, production, preservation and dissemination of the disciplines of Music, the Performing Arts and Visual Arts (1) but the faculty required specialized architectural designs for rooms in each area mentioned. Since 2002 the faculty began a process reform which has been so far insufficient, because staff has grown. In my personal experience as a student and later as a teacher, I have experienced the need to find a free room for training, these are always busy, usually you must make a reservation a week in advance and this greatly retards the academic artistic processes. Moreover the rooms are usually small and lack air conditioning, suitable homes for performing arts and not exist Soundproof rooms for music or specific spaces for all forms of visual arts.

Mission of faculty is " *The Faculty of Arts of the University of Antioquia is a cultural unit dedicated to academic study, research, production, preservation and dissemination of the disciplines related to music, the visual arts and the performing arts, disciplines and management body . It offers undergraduate and graduate programs, whose purpose is to train art professionals, educators, cultural managers and highly qualified researchers; continuing education programs and pre-college programs and outreach in the form of non-formal education aims to expand the population related to the arts, art appreciation qualify and fulfill its commitment to society they should.*" (2) While it is clear the purpose of high quality academic mission of the faculty in practice is

141

Figure 21 Student 6's Final Essay, p. 2

different because the faculty lacks technical resources necessary for the proper development of a quality arts education, students must get all necessary for the conclusion of their artwork resources, any artistic activity presupposes a high cost in its production from expensive musical instruments like; Piano, trumpet, flute, tuba, violin, cello, etc., and through the required inputs in visual works and the costumes and stage designs for body arts, apparently a lot of money to be a student of the faculty of arts is needed and this creates a differential gap in artistic works thereof, could assert students who lack economic resources generally do not achieve a high quality product, to make me understand at this point I will make a sample of fifth semester course of undergraduate theater program this year called New Poetics, each student must make a performative proposal with its own resources and soil appreciated as a teacher that students with fewer resources are generally short to express his poetry. unfortunately the faculty has no funds to fix this problem. Arts there is a close relationship between production and technical resources and our faculty all times lacks basic resources such as paper and paint, desks are the same as 30 years ago and no internet for rooms on the second floor, not renewing the endowments for visual arts or musical instruments.

Today, also with the support of the Dean and the Department of Sustainability, the Faculty physical forward a draft reform that seeks to improve labor and environmental conditions as well as provide a new facade and better access to blocks 23, 24 and 25, both from the parking lot, as the goal from the river. This proposal has been presented to the faculty and staff who welcomed it in a positive way. Faculty of Arts initiated and implemented in 2010, with the support of the Dean, the project to acquire the old building of the Museum of Modern Art of Medellin, located in Carlos E. Restrepo, which has generated new dynamics with respect the extension. For this project, the Faculty undertook some resources that had been allocated for the reform of the physical plant; however this building is away from campus and students must pay transport to move from one activity to another, and otherwise promotes the privatization of the public university offering a varied program with entrance fees to both students and the general public.

Figure 22 Student 6's Final Essay, p 3

To conclude, I would refer question about enunciate a principle ¿How It to offer an artistic quality education under these circumstances? really is difficult incline by an artistic quality education in the absence of sufficient resources however difficult to say it does not equal impossible, this difficulty is used by students and teachers to sharpen their creativity and make art products with local and global recognition.

must recognize the efforts made by the faculty and university of Antioquia policies improve the spaces in the faculty, however we shows that this effort is not enough, still much to do regarding the incrementation of resources and budget for the arts

Bibliography

(1) http://www.udea.edu.co/portal/page/portal/SedesDependencias/Artes/
B.InformacionFacultad/A.quienesSomos
(2) http://www.udea.edu.co/portal/page/portal/SedesDependencias/Artes/
B.InformacionFacultad/B.direccionamientoEstrategico/A.MisionVision

This evidence suggests that making a new topic choice at the end of the CC for writing an expository essay may have a negative impact over students' achievement of the learning goals. This result makes an interesting contrast with two other students, whose command of English was comparatively higher than the student mentioned above, and wrote their essays with great accomplishment of the learning goals. These two students, chose new topics, scavenged, planned texts, drafted, conferenced with the instructor, and corrected their drafts producing an excellent final version.

Therefore, it is recommendable for students who manifest themselves, or show in some tasks, having limited English proficiency or command to stay on track with the topic explored in the first stage of the CC, in order to take advantage of this knowledge, and then focus on in-class text planning and in-class drafting.

Moreover, it is recommended that students with apparent or evident lower command of English or writing proficiency, as evinced by their learning progress in previous stages, hold conferences directly with the instructor from during independent writing for the different writing events: pooling, text planning, drafting, revision, edition, and final presentation.

GBI raises concerns on social interaction and learning.

Students shared their concerns regarding writing expectations and lexical-grammar teaching didactics. Two students commented that their course expectations were more oriented towards frequent writing tasks, rather than on social interaction. Moreover, two students manifested their concern on the fact that language aspects had been covered mostly in the modeling stage, and not from the beginning of the unit. For instance, one student explained that lexical or grammatical questions should be solved as soon as they emerged at any stage or task, and not entrained only at a specific stage of the CC.

Students also described the effects of the approach over their learning experience. One student explained that the exploratory nature of the methodology was difficult, painful, and eventually time-consuming. Notwithstanding, she recognized that this approach was indeed positive and generated deep learning. Other student shared her realization on the importance of having well-rooted knowledge of L1 (Spanish). To her, deep L1 knowledge, in terms of grammar and metalanguage, may facilitate the learning of English writing.

In response, students made valuable proposals for a future GBI implementation. Two students suggested more frequent writing tasks in all CC stages. One student questioned the effectiveness of "*strong moments*" for writing activities only at the beginning (*diagnostic essay*) and at the end (*outlines*, *drafts*, and *final versions*) of the CC. They also suggested making moments of grammatical apprenticeship more explicit, especially on punctuation and the use of articles. On assessment, students acknowledged the value of peer revision of texts and the use of checklists. To them, these activities were useful for decreasing their anxiety towards evaluation, guiding their writing from early stages of their essays elaboration.

Less talk, more action.

In contrast to the importance of social interaction in this approach, one of students' discontents with its implementation was related to the long class conversations. They manifested in the second group interview that their expectations were oriented to more frequent formal writing tasks during the whole CC and not only through a diagnostic essay, outlines, drafts, and final essay. Their comments may be explained by the time-consuming fashion of the Modeling and JC stages due to the genre analysis tasks, class conversations, team discussions, and scaffolding. Although genre-theorists explain that the creation of contexts for language learning through classroom talk is a fundamental principle for a

purposeful, scaffolded, and social teaching-learning experience (Martin, 1989, Derewianka, 2004; Cope and Kalantzis, 1993; Gibbons, 2002), the present GBWI implementation indicates that the use of this approach must consider some writing frames, such as small writing tasks or language-focused worksheets, during the Modeling stage, in order for students to apply their knowledge. In this regard, Christie (1993) explains that many teachers are unaware of how their teaching-learning social process takes place in the classroom and how language traverses this process (p. 155).

Planning plays a fundamental role in raising awareness of these two aspects and in the development of more effective teaching-learning practices (pp. 154-155). Then, this raises the question on how classroom talk and writing frames can merge into a balance (talk and learning to write) in the CC in order to fulfill the learning-to-write expectations of higher education EFL student writers. The present pedagogical experience teaches us that instructors adopting GBI must make a careful didactic design that melts purposeful classroom talk schemes, paced learning events, recurrent writing frames, socially interactive frameworks, and goal-oriented genre analysis tasks.

In spite of students' discontent, they also valued the importance of classroom conversations for field exploration. As expressed by one student in the second group interview, choosing "The University" as the central topic was important for enriching classroom conversations from different classmates' experiences and areas of knowledge. This diversity, as suggested by Cope and Kalantzis (1993), is a resource for social access to discourse and schooled literacy (pp. 78-79). This may explain why students' identity with this topic contributed to a dialogic environment that permitted building field knowledge and gauging a meaningful class environment for learning about the genre in the subsequent stages.

146

<div align="center">**Discussion**</div>

This case study aimed to explore the usefulness, limitations, and effectiveness of GBI to develop academic writing proficiency of expository essays among EFL student writers at a professional development program for university faculty at a Colombian public university. Findings of this study have indicated that the usefulness and favorable effects of this methodological approach in this setting outweighed its limitations.

The following subsections discuss the findings in the light of its effectiveness and limitations. They intend to explain some of the successes of this pedagogical implementation, explain why access to GBI may be crucial for advanced literacy development, explain the influence of planning over the effectiveness of the approach, argue for some pedagogical principles and actions for more effective GBI implementation, and intend to highlight the value of the present assessment proposal to support autonomous development of writing proficiency.

On the Usefulness of an SFL GBI Approach to Teaching the Genre of Arguing

Derewianka (2003) and Herazo (2012) have claimed that more research in the field of genre-based pedagogies among EFL learners. Aiming to expand the currently available theoretical and pedagogical knowledge in this respect, this study has shown that GBI form a functional view of language (SFL) contributed to EFL students' learning of the genre of arguing and the development of academic writing skills for writing expository essays. The students in this setting, professors, researchers, graduate students, and university faculty, found this methodology as useful for the purposes aforementioned. In this way, this study

becomes one of the first to be implemented for this public, obtaining positive results in the field of pedagogy for academic writing instruction in EFL, which in turn complements the currently available knowledge in the field from other contexts such as K-12 and teacher education programs (Chalá & Chapetón, 2013; Gómez, 2011, Herazo, 2012; López, 2006; Nanwani, 2009; Viáfara, 2008; Zúñiga & Macías, 2006).

As Derewianka (2003) and other genre theorists as Cope & Kalantzis (1993), and Martin (1993) have pointed out, introducing GB approaches requires contextual analysis. The present pedagogical intervention was conceived, designed, and implemented after conducting a pilot study that characterized the contextual conditions of the institution, the language demands, the program, the syllabus, the students, the activities, the instructors' approaches, the assessment instruments, and the historical background of the curriculum. This may explain the positive impact of an SFL GBI on students' achievements.

However, needs analyses in other approaches for language instruction should extend to critical discussions during and after a methodological implementation in order to avoid "*colonizing forms of pedagogy*". This, according to Correa (2009) is one of the critiques to EAP, in which genre approaches are seen as lacking of critical stance (p.121). Our implementation here gave students a voice to take position towards the methodological implementation; students said that:

- Although social interaction is important in modeling and joint construction, it was abundant. They expected more frequent writing tasks, instead.
- The methodology was time-consuming.
- Learning the language of arguing should have been given from the beginning of the cycle.

148

- Grammar questions should be boarded all over the CC, not only at the beginning of the unit, or in a particular stage only.

However, this is not enough. Students facing any innovating pedagogical experience should be given the opportunity to raise their voice, to ask and answer critical questions on issues of context, curricular goals, interests, power, classroom activities, and assignments (Derewianka, 2003; Correa 2009).

Students should be encouraged to question any form of pedagogical action, even if instructors or institutions consider this action as beneficial for students' social, academic, or professional mobility. Some questions on critical issues that students and instructors [and policy makers] should address before (needs analysis), during, and after (assessment) any innovating pedagogical implementation are:

- ***Context***
  - Could GBI be implemented, not only in this program, but also in other programs of our institutional contexts? Why? How?
  - Could this methodology be implemented for courses in Spanish (L1)? Why How?
- ***Interests***
  - How do you think that you, as academic / university student / researcher / professor, may benefit from the learnings acquired under this approach or methodology?
  - How do you think that you might contribute to your local context/institution from the knowledge and skills gained here?

- o How do you think that your school/institution might benefit from the knowledge you will have/have acquired in this learning experience?

- o How do you think the learnings in this unit/program/methodology will/did help you achieve your professional/academic/social goals?

- *Power*

  - o In what moments of your learning experience did you feel empowered?

  - o What event or class materials encouraged/impeded you to take control of your own learning? How?

  - o What aspects of the teacher-student relationship engaged/disengaged you during the course/unit? Why?

- *Instruction, didactics, and materials*

  - o If you could live the learning experience again, should the curriculum cycle follow the same order? What would you change?

  - o Should text models be written by native English speakers?

  - o Do you think a native speaker of English language instructor is necessary to guarantee satisfactory learning experiences with X methodology?

  - o Do you think a non-native speaker of English instructor might guarantee satisfactory learning experiences with X methodology?

Developing the unit based on a topic related to students' context had a great positive effect over students' engagement and subsequent apprenticeship. "The university", as the central topic, engaged them in the unit and with their writing practices. They gained ample field knowledge with fact sheets, class conversations, team discussions. Joint construction engaged them in the construction of an introduction to an expository Essay. Even those

who chose a new topic for independent writing chose topics directly related to their context. Zúñiga and Macías (2006) have suggested that this kind of topical choice might have a more positive impact over learners' production of argumentative essays. The findings in this study showed that an SFL GBI approach served to this purpose, as opposed to process-based approaches, which might neglect context awareness. Correa (2009) has claimed that is important to take advantage of a meaningful topic choice to raise engagement, thus helping students become more proficient in their writing practices.

Another of the successes of the methodology was developing students' genre knowledge. As shown in the findings section in the modeling stage, students were able to get familiar with the concept of genre, understand the concepts of purpose, situation and audience and their differences in relation to four different genres, recognize characteristics of the language of arguing, recognize the schematic structure of expositions, and use some metalanguage in class conversations. Common in all these gains it is the principle of social interaction and dialogue. Gibbons (2002) highlights the value of classroom talk, as one opportunity for dialogic construction of knowledge. To her, classroom talk among ESL learners, such as children, responds to an IRF pattern that elicits students' their learnings of language or genre (pp. 16-17). While in children classrooms the instructor occupies a central role to generate and lead IRF patterns, the current study has demonstrated that in a university context it is possible for students to engage in and lead classroom talk to learn and produce learning in the genre of arguing. Student 1, as we have seen, felt empowered to engage in classroom talk to answer her classmates' question regarding clauses. After consulting, she helped the class to understand the definition of clauses, and even modeled some examples. This is a revealing finding as to what language aspects of a genre, for instance clauses or processes, can students be empowered by, in order to produce

151

meaningful forms of modeling, scaffolding, teaching, and learning a genre beyond the roles centered in the instructor in GBI.

Another success in the present GBI implementation resides in the value of students creating their own criteria for writing expository essays. Chapetón & Chalá (2013), Correa and Echeverri (2017), and Herazo (2012) have found that genre based approaches in EFL contexts contribute to learn genres as a socially situated practice. In this study. ideacalogues represented an interesting example in which an EFL classroom, with learners from diverse disciplines and one interest in common, learning the genre of arguing for their academic and professional goals, can socially determine, according to their own learnings and genre knowledge, a set of "quality standards" as to what an expository essay should be like, as well as the specific schematic and language features it should comply with for effective arguing.

Another positive effect was that of outlines for writing independent essays. The present GBI SFL implementation showed that constructing outlines, with the support of worksheets the instructor's guide, the checklists, and social interaction with peers did have a positive effect on students' AWP. Nanwani (2009) has suggested that instructors of academic writing should focus on how an outline is designed.

From a critical perspective, Correa (2009, citing Kaplan, 1966 and Land & Whitley, 1989) explains that academic writing instructors must address not only the conventions of academic writing and the grammatical features of this discourse, but how texts are organized. In this way, instructors from an SFL GB perspective should be encouraged to bring outlines into the classroom in order to integrate elements of social interaction, scaffolding, assessment so that students gain control of the schematic structure of academic texts.

The Effectiveness of GBI as a Response to an Issue of Access

EFL students, students in teacher education programs, and students in the disciplines at universities in Colombia must have early access to language learning experiences that enhance their opportunities for academic and professional mobility. This study uncovered students' lack of access to formally structured academic writing experiences, programs, and learning practices at undergraduate and graduate levels. It also revealed this specific group's tardy and limited access to either academic discourses or genres valued in academia. This suggests that this university setting, or any other in Colombia with students in similar conditions, should give students access to developing their English academic writing skills at earlier education stages. Regarding this concern on access, Colombi and Schleppegrell (2001) contend that native and nonnative students need to move on from initial to advanced literacy, by learning to use language in new ways, which is indispensable for them to gain access to empowering academic and scientific discourses and succeed in their academic and scientific endeavors at school and in professional contexts (pp. 1-4).

The claim above has two implications, one for teacher education programs, and one for students in the disciplines. Firstly, teacher education programs in Colombia should take actions to apprentice student teachers into pedagogical approaches to teach languages in new ways that foster the development of EFL learners' advanced literacies, different to process approaches. Although process-based approaches have contributed to develop academic writing proficiency in university contexts (Gómez, 2013; Zúñiga & Macías, 2006), they do not focus on the development of the academic writing abilities necessary for

academic mobility, scientific communication, and learning of powerful forms of discourse (Correa, 2009). For instance, Zúñiga and Macías (2006) found that a process-approach yielded essays with problems in text organization and lexico-grammar features. Under this approach, lack of scaffolding and analysis of target forms or, in other words, model texts, before the writing of texts, may explain why students' essays in their study had a considerable amount of lexico-grammar mistakes and text structure problems. López (2006) found similar problems in students' written production following this approach to foster academic writing proficiency through hypertexts.

In contrast, GBWI in this study secured the analysis of model texts, outlining, and scaffolding to provide guided support to students' lexico-grammar knowledge, using the text, the paragraphs (stages), and the sentences as units of meaning in modeling, prior to the writing process. Then, essay drafts and final versions had with a low number of text organization problems and a considerable amount of academic writing aspects: proper uses of citations, development of an objective persona, thesis statements in all essays, argument elaboration in most essays, argument sentences, compound and compound-complex clauses, expanded nominal groups, little sidetracking, and thesis restatements in most conclusions. This compels us to think that an explicit approach to language learning, modeling, outlining, and scaffolding, as essentials of genre-based pedagogy, were key to giving these students access to lexico-grammar, text organization, and discourse patterns that helped them develop writing proficiency of academic texts.

Secondly, students of teacher education programs within trends of new ways to teach and learn languages may be able support undergraduates, graduates, professors, and researchers in the disciplines to gain mastery of the academic discourses and genres valued in academia, by means of GBI-oriented pedagogies for instance. Concerning this, Hyland

154

(2004) argues that genre pedagogies provide NN student writers of English access to powerful forms of meaning-making resources through academic genres (pp. 5-11). Although, as claimed by the introduction of the present paper, local efforts have emerged to provide university students with access to academic genres through GBI (Correa & Echeverri, 2017; Chapetón & Chalá, 2013; Herazo, 2012), much more institutional and pedagogical effort urge universities for the promotion of academic literacies among higher education students in the disciplines and in teacher education programs, particularly, at early stages of their careers. This claim clearly matches the increasingly accelerating demands of academic and research communities around the world nowadays, whose lingua franca is English and valued mode is the written one.

Therefore, having introduced GBI in this specific setting represents a favorable standpoint beyond process approaches for the development of new ways of teaching and teaching language and powerful forms of discourse to foster social, professional, and academic mobility. Unfortunately, this standpoint echoes within the status of this university, and several others in Colombia, where English academic writing subjects are mainly addressed to students in teacher education programs (Caviedez, et al., 2016; Chapetón & Chalá, 2013; Gómez, 2013; Nanwani, 2009; Viáfara, 2008; Zúñiga & Macías, 2006), rather than to students in other disciplines. This also echoes among writing instructors, whose number currently runs dramatically low, process-approaches flag their instruction, and task-based practices signpost intermittent English composition practices. What is more, as exposed by this study, meaningful teaching-learning experiences in advanced literacies arrive tardy, or at advanced levels, in university learners' academic history. This panorama compels us to reflect critically on why Colombian higher education curricula seem to be missing the formalization of advanced EFL literacy programs or

subjects at early stages of careers in B.Ed. programs, in the disciplines at undergraduate and graduate levels, and especially in academic offers as outreach and professional development programs.

As argued above, access restriction to GBI, or other methodological approaches in rapport with EAP or ESP, may constitute a serious obstacle to the progress of Colombia's academic and research bodies in relation to Colombia's critical status in EFL education trends and policies (see Usma, 2009). In this line, Cope and Kalantzis (1993), in their five *basic principles of explicit pedagogy for inclusion and access*, have exposed that genre pedagogies can provide student writers with explicit language learning that will guide them from simple, widely, and socially accepted forms of language towards more complex and abstract structures of language proper of academic and scientific registers (pp. 78-80). What is more, overlooking this access issue may also signify a dire educational gap between local and worldwide students, professors, and researchers.

Colombian university students could be in serious disparity with those from other tertiary education contexts such as Australia, the United States, Africa, and Europe. Therein, GBI approaches to writing instruction have yielded satisfactory results. Explicit language pedagogy through GBI models has proven to enhance mastery of academic writing skills in different genres of schooling at several educational levels, including universities, with native and non-native speakers of English and EFL/ESL language learners (Colombi, 2001; Colombi & Schleppegrell, 2001; Delpit, 1988; Derewianka, 2004; Gibbons, 2002; Hillary & Nesi, 2012; Knapp & Watkins, 2005; Martin & Rothery, 1993; Christie, 2001; Hyland, 2004; Schleppegrell, 2001). Nonetheless, I must emphasize that local institutions and practitioners should avoid unreflective reproduction of genre-based pedagogies, and engage instead in critical reflection and actions towards context-based,

situated, needs-based, new, and effective ways of teaching and learning EFL academic writing in universities and other contexts.

To conclude, on the one hand, this case study showed how EFL student writers in a tertiary education context of Colombia become proficient in academic writing and gain, up to worthwhile extents, mastery of powerful forms of discourse through expository essays, contributing to academic and professional mobility, certification purposes, and academic communities construction. On the other hand, this study opens a door for EFL/ESL teachers, especially in tertiary education, and teacher educators to take pedagogical actions and embrace this approach, propose formally structured advanced literacies teaching-learning experiences at all school levels, and tackle the limitations of the approach as exposed by this study. When embracing this approach, a teacher may require careful planning and, if possible, mentorship from a more experienced and knowledgeable instructor who contributes to raising awareness on genre-pedagogies principles and orient a meaningfully situated educational experience, deploy a CC effectively, and design systematic, goal-oriented, and purposeful learning tasks.

The Influence of Unit Design on the Effectiveness of GBWI

The effectiveness of GBI in this study can be explained by, among all its pedagogical tenets, the careful unit design prior to its implementation. Correa (2009) argues that the design of writing rooted in genre-based pedagogies must take into account the situatedness of the knowledge, in this case English language and writing, as well as the purpose, situation, and audience where the instruction takes place (pp. 123-124). In Cope and Kalantzis' view (1993) the unnatural attribute of schooling implies that the learning

experience in itself be adjusted to "the short-term requirements in lesson scaffolds and the long-term fundamental structure of subjects" (p. 81-82). Hence, this learning experience has been, up to a valuable extent, relevant for learners in such a way that the unit design, in proper articulation with the pedagogical principles of genre-based pedagogies, encouraged the class to learn about language, through language, and why and how to make functional lexico-grammar choices for academic texts, audiences and genres. In the same token, this case study revealed that the design of GBWI requires from instructors a holistically situated view of the curriculum's context with the purpose of making a strategic and purposeful selection of staged and systematic learner- and language-oriented activities.

On that account, the development of academic writing skills for students in this setting, as well as in other educational settings, should be guided by a pedagogical design rooted in needs analyses, diagnostic assessments, strong pedagogical knowledge base, awareness of learners' profiles, purposeful didactic designs, goal-oriented classroom practices, and socio-linguistic skills. Colombian teacher educator programs in EFL/ESL are thus called to provide students with these pedagogical practices and skills so as to gain a holistic view of the contexts where they aim to implement GBWI or develop their learners' academic writing skills. Similarly, programs in other disciplines should adopt these practices to guide the implementation of new ways of teaching languages for academic and professional development.

From a critical viewpoint, Gibbons (2002) argues that a classroom where a teacher exhibits lack of *learning outcomes explicitness* for teaching to write is a place where educational success is impeded (p. 60), thus perpetuating conditions of inequality, exclusion, and disempowerment around the dominant forms of discourse (pp. 59 - 60). Making *explicit* the knowledge of the language forms allows student writers to make

informed language choices for writing texts independently (Derewianka, 2004, p. 5). This implies that GBI writing instructors should be **aware** [long beforehand in lesson planning, if possible] of which language and text structure aspects need [and which ones do not] *explicit* instruction during the CC as well as *scaffolding* and *authentication* in the JC stage.

A GBI-oriented writing instructor should be aware of those aspects that do not need marked instruction by keeping records of students' progress in genre knowledge and [academic] writing skills. Moreover, an instructor *aware* of *metalanguage explicitness* may have better chances to find pedagogical [and dialogic] ways to assist student writers into language specifics of a genre, in order for them to master powerful forms of [academic] discourse (Schleppegrell, 2004, p. 41; Yasuda, 2011, pp. 111-113). This entails for instructors a multidimensional classroom design that intends for learners to make informed language choices during the GBI learning experience and in future writing of other [academic] genres. The point here is that any English teacher can embrace GBI for [academic] writing instruction as long as a conscientious pedagogical planning upbrings task designs towards a meaningful, staged, progressive, explicit, dialogic, and goal-oriented implementation. Based on this study's findings, the lines below will expose a pedagogical reflection highlighting the importance of *awareness* and *authentication* as two principles worthy of attention for more effective GBWI implementation.

Towards More Effective GBWI Implementation

In this study, some writing proficiency weaknesses in jointly written essays and expository essay drafts were found. These have been attributed to the inappropriate task choice for joint construction, which phased out scaffolding for students' gaining mastery of

the writing skills necessary for effective argument elaboration. Genre-based theories purport *scaffolding* and *joint construction* to be preeminent for student writers to gain mastery of a genre's structure and language, thus consolidating their proficiency for further independent writing (Hyland, 2004, p. 156). GBI theorists have developed an informed basis of actions for effective scaffolding and appropriate implementation of joint construction activities. In the light of the literature and this study's findings, this sub-section addresses some methodological shifts for a more effective GBI implementation to develop academic writing proficiency.

A genre-based approach to teaching writing focuses instruction on needs-based, goal-oriented, purposeful, explicit, authentic, and meaningful learning experiences (Cope & Kalantzis, 1993; Derewianka, 2004; Gibbons, 2002; Hyland, 2004; Martin, 1989; 2009). This multi-dimensional approach entails pedagogical challenges for planning and implementing appropriate tasks, scaffolding techniques, and assessment tools. A review of the literature in pedagogical principles of teaching English as SL/FL and genre-based pedagogies arrays a set of tenets that should receive attention. While some of these principles come from studies carried out with children and young population in schools, their conjunction with this study's findings might shed light on what an effective joint construction implementation should be like for purposes of academic writing proficiency development of expository essays.

The role of Awareness for genre-based instructional design.

In general terms, this study has shown how the instructor's ***awareness*** for pedagogical design contributed to the achievement of the students' learning outcomes in the CC through appropriately designed tasks and properly interwoven tasks. More particularly, Building Knowledge of the Field and Modeling stages yielded positive learning

160

accomplishments. In Independent Writing, texts evinced students' significant progress in academic writing proficiency. However, the Joint Construction stage evinced certain limitations due to a wrongful task choice of the instructor for the development of activities in this stage. As a result, texture problems in jointly constructed essays emerged at text, paragraph, sentence, and register levels. The Complete the Essay task planned for this stage phased out students' possibility to receive scaffolding, and gain mastery of the skills necessary for adequate argument development of expository essays. These findings argue for the importance of "*Awareness*" as an essential principle for instructors in the pedagogical design of this particular CC stage to guarantee positive effects in learners' academic writing proficiency.

GBI-oriented instructors must be *aware* of task choice effects. Within GBI's "*visible pedagogy*" framework (Cope and Kalantzis, 1993), an instructor should make informed task choices bearing in mind how they will make both *learning outcomes* and *metalanguage* explicit during the CC stage from and for learners. Hyland (2004) explains that learning to write takes place in an environment where *outcomes* are to be made *explicit* (pp. 88 - 89), which in turn will educe from learners the particular language knowledge, genre knowledge, and skills for a writing task. Therefore, a GBI-oriented instructor must plan carefully what and how learning outcomes will be made explicit by a particular task, which in turn will draw out from learners the knowledge and skills required for the writing task.

Then, GBI-oriented instructors must be *aware* of how language learning takes place through metalanguage explicitness. GBI is an explicit approach to language learning that leads students and teachers to use *metalanguage*, or as Derewianka (2004) calls it "*language for talking about language*" (p. 5). This author explains how the use of

questions plays a key role in making metalanguage explicit as these contribute to uncovering the genre and language knowledge learned by student writers during the CC. Moreover, Derewianka (2004) highlights that *metalanguage* is important since shared terminology and text knowledge between teacher and students enhance learning opportunities for writing as a class (pp. 5-6). An instructor *aware* of both, the *metalanguage concepts* a task will elicit from students and the key *questions* that will bridge these concepts with the writing practices, may have better chances to scaffold the particularly important language aspects for the materialization of both students' writing mastery and the learning goals. He/She would also be better equipped to engage students in metalanguage talk that might enhance their learning opportunities to master the genre in question and the language for the purposes in context.

For instance, the questions devised for this study perhaps predisposed students to produce writings with texture problems. Derewianka (2004) contends that two types of questions may raise discussions and reflections upon "the language to talk about language": "*spontaneous*" and "*programmed*" (p. 5). As mentioned in the findings section, the JC lessons aimed at writing jointly the plan of an expository essay and its introduction. For these two aims, the instructor was ***aware*** of eliciting students' genre knowledge through *programmed* and *spontaneous questions*, then prompting the necessary writing skills. The following programmed questions supported joint construction of the outline:

1. What positions will we include towards the issue?

2. How will we organize the positions? Why?

3. What would be a good way to start with the first stage? Will the essay start with a hook, a fact or a topic sentence?

4. What are our arguments?

5. What pieces of evidence may support best the reasons? Why?

6. What will be our conclusion?

7. How are we connecting these two paragraphs?

8. What will be the function (s) of this stage/idea in the text?

Questions 1 through 6 impelled writing gains in purpose, situation, audience, and pooling aspects. However, only questions 7 and 8 referred ***explicitly*** to language on the functional use of cohesive devices and functional aspects of text structure of the genre. In this way, scaffolding on text and paragraph structures perhaps led to texture problems in their collaborative writings. Later, in the Joint Writing of the Introduction, ***spontaneous questions*** focused discussions and reflections to content aspects. This focus on content, rather than language, may have undermined the scaffolding of their actual writing skills. Let us see some of these questions posed by the instructor during this activity:

Excerpt 1:

   - Instructor: "***What would you mention about the history?***"

   - Student 3: "*Maybe to locate geographically the place (…): 'At the university of Antioquia, the second institution of Colombia, there is some problems about the restaurants and places to eat for the students and the university community.*"

Excerpt 2

   - Instructor: "***What do you think about this first line?***"

   - Student 3: "*I would like to add the places to eat and the two services in order to precise…*"

163

Excerpt 3

- "***What would be the second sentence?***"

- Student 9: "*Student 2 [after Student 2's whispering of something to Student 9], I was thinking the same, Student 2 is saying that is the second university, is the second in what, or respect a que, the second biggest, the second important…*"

Excerpt 4

- Instructor: "***Is it relevant to mention that it is the second university in Colombia?***"

- Student 8: "*Probably mention it is a public... public university, it is.*"

- Student 1: "*It could be but not in the introduction*"

- Student 9: "*More as an argument*"

- Student 6: "*But maybe… I think is important to say is the second university in Colombia (…) Ah, yeah, it's a big university, it is important, (better in the arguments)*"

- Student 8: "*At Universidad de Antioquia there are some problems, specially, or one of them is the restaurant service.*"

These excerpts (Lesson 8, May 14, 2014) show that ***spontaneous questions*** focused on organizing content, as opposed to ***making metalanguage explicit*** to engage in conversations that enhanced their learning opportunities to master expository essay writing.

To sum up, whenever writing instructors are ***aware*** of ***scaffolding techniques*** and ***dialogic ways*** that elicit ***metalanguage*** and genre knowledge ***explicitly*** for text construction, his/her capacity to make adequate decisions regarding task design and choice, classroom talk design, and scaffolded learning experiences might increase the quality of a

164

teaching-learning experience. Finally, the number of texture weaknesses in students'

collaborative writings in JC might have decreased thanks to a task choice that had

encouraged a full-text scaffolding experience. Likewise, ***programmed and spontaneous***

questions more focused on eliciting metalanguage discussions and reflection might have

encouraged students' application of language knowledge, thus developing their writing

skills.

        The role of Authentication for materializing student writers' knowledge and

skills.

        As explained above, JC requires from instructors an extent of pedagogical

awareness for eliciting from students the genre and language knowledge to master writing

skills. By eliciting such knowledge, JC stage becomes a holistic process of ***authentication***.

From a pedagogical perspective, Van Lier (1996) defines ***authentication*** as a principle

underlying a learning event that unveils "*who teachers and learners are and what they do*

as they interact with one another for the purposes of learning" (p. 125). Then, in the

writing classroom, the instructor is a ***designer*** of pedagogically appropriate tasks (Yasuda,

2011), as well as a ***generator*** of dialogic contexts for eliciting and authenticating student

writers' genre knowledge (Gibbons, 2004, p. 14-28; Van Lier, 1996, p. 136-145).

        Therefore, the instructor must become a ***guide*** of genre and language knowledge

who articulates social interaction with learning events that unfold scaffolded collaborative

writing activities: joint writing on the board, pooling, small texts writing, parallel texts

writing, edition, and negotiation (Hyland, 2004, p. 135). The instructor must become

responsible for devising ***authentication*** activities and ***actions*** that draw out students' genre

knowledge and materialize it [academic] into writing skills. In fact, the genre-oriented

instructor should be responsible for the ***design*** of techniques for scaffolded learning

experiences in all CC stages, *generation* of pedagogical dialogue, and *guidance* of specific writing activities, especially in Modeling and Joint Construction.

A contribution of this study to EFL/ESL practitioners relates to some questions that may have accompanied tasks to foster classroom conversations on metalanguage, authentication of students' genre knowledge and rhetorical skills, application of their knowledge and skills, and even the assessment of their genre-related gains:

- **Actors**: What actors should we consider for the essay? How can we write these actors within a theme? [In order to scaffold noun group formations]

- **Abstract and technical terms**: What key terminology are we going to consider for this topic? What acronyms should we consider? [In order to scaffold register of academic discourse]

- **Positioning, modality, and processes choices**: What processes could better express our position/thesis statement in this introduction? What modal verbs could best represent our position in the development paragraphs? [In order to scaffold tenor and authoritativeness]

- **Adverbial phrases and clauses**: What expressions/phrases can help us make a more detailed context description in terms of place, time, frequency, and manner? What relative pronoun can we employ to link these two sentences? [In order to pool and organize content, and scaffold complex and compound-complex clauses formation]

- **Nominalization**: Is there a way to express this/that action/sentence in form of a noun or concept? What nominal groups can we conform to pack up this/that clause or information? [In order to scaffold packed clauses and comply with AW conventions]

- **Passives**: Is there a way to express this active voice sentence in passive form? What agency can we hide using passive voice? What agency needs to be made

166

visible/hidden in the text using active/passive voice? [In order to scaffold the development of an objective persona]

- **Cohesion and cohesive devices**: What connectors can help us improve the flow of our context/problem description? (Cohesion and cohesive devices); what cause-effect connectors can help the reader better understand the logical development of our reasons in these body paragraphs paragraph?; what concluding expressions can help us close this essay? [In order to scaffold text structure through cohesive devices increasing logical development of argumentation]

- **Modality**: Is there any expression that may help us use hedging in this sentence? [In order to scaffold authoritativeness and mood]

- **Argument sentences**: How should we structure our argument sentences of the development paragraphs? Should we use nominalizations and/nominal groups or compound nouns? [In order to scaffold claims formulation, argument elaboration, and textual features of expository essays]

The role of Social Interaction for writing proficiency development.

Social interaction in this study has been core for developing academic writing skills. Genre-based authors contend that learning development takes place through social interaction patterns between instructor and learners (Hyland, 2004; Gibbons, 2004; Knapp and Watkins, 2005). According to GBI principles, the teaching and learning experiences to teach genres should respond to a social construction of language knowledge, and take place as a socially-situated practice (Cope & Kalantzis, 1993; Correa, 2017; Derewianka, 2004; Herazo, 2012; Chapetón & Chalá, 2012; Hyland, 2004). GBI principles are Supported on Vygotsky's ZPD theories, in which learning occurs when a more experienced individual (peer or instructor) uses language to interact with less experienced individuals (learners) in

order to give progressive assistance in achieving a goal, developing a particular task, or solving a problem so as to gain eventual independence in achieving a future context or situation with this goal, developing a similar task, or solving a problem of alike nature.

> "*The Zone of Proximal Development (...) is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.*" (Vygotsky, 1978, p. 86)

In these terms, learning can be evinced whenever a student, after moving progressively from an actual level of performance to a higher one through meaningful social interaction, is no longer dependent on the teacher's - or a more experienced peer's - assistance to achieve a goal, perform a task, or solve a problem. In this study, social interaction contributed to achieving learning outcomes in all stages, especially in Building knowledge of the Field and Modeling. In Joint Construction, progress was seen in joint text planning through guided, goal-oriented social interaction through appropriate **content pooling** and **text organization** conversations guided by **programmed questions.** However, learners' progress stalled due to inappropriate t*ask choice* JC and content-focused scaffolding *questions*.

Social interaction is the vehicle of **scaffolding**, which in turn nurtures writing proficiency development. GBI theorists (Christie, 1993; Cope and Kalantzis, 1993; Derewianka, 2004; Gibbons, 2002; Knapp and Watkins, 2005; Martin, 1993; 2009) agree on the importance of scaffolding in JC (and in other stages), so that learners gain mastery of both appropriate and informed lexical-grammar choices for eventual independent writing

tasks. They also agree on the idea that the instructor's roles in scaffolding, his/her pedagogical planning, and his/her *in situ* pedagogical practices influence the success of students' development. Gibbons (2002) highlights that learners should receive scaffolded guidance using particular learning tasks in an environment of social interaction (pp. 8-11). Hence, scaffolding in JC requires from the instructor eliciting their knowledge on structure and language of the genre (Derewianka, 2004, pp. 8-9). This idea must compel writing instructors to devise mechanisms of **social interaction** that uncover writing proficiency and mechanisms of **systematic scaffolding** stages that promote writing proficiency. The following paragraphs will elaborate on these two mechanisms and on how they could be used for a more effective GBI.

Pedagogical Implications for More Effective GBWI Implementation

The lines above opened the question on how *social interaction* facilitates effective scaffolding and joint construction. To address this question, theoreticians and researchers on GBI have agreed that *scaffolding* and *joint construction* are key to develop learners' skills for future independent writing (Christie, 1993; Cope and Kalantzis, 1993; Derewianka, 2004; Gibbons, 2004; Humphrey and Macnaught, 2011; Hunt, 1991; Hyland, 2004; Knapp & Watkins, 2005; Martin, 1993, 2009).

In making a distinction between these two, Hyland (2004) indicates that *scaffolding* refers to the teacher providing initial explicit knowledge and guided practice, while *joint construction* refers to teachers and learners sharing responsibility to develop texts until learner can work alone." (p. 123).

In the light of this distinction, it can be inferred that learning to write occurs in

social learning frameworks (Vigostky's ZPD), as social events where teachers and learners are guided by principles of negotiation, collaboration, support, meaning construction (Hyland, 2004, p.89), interaction, and dialogue (p. 122). According to Gibbons (2002) and Hyland (2004), scaffolding is essential for any GBI approach that aims to develop successfully learners' abilities in writing of academic genres.

Therefore, a GBI instructor must be aware of how social interaction elicits gradual evolution of genre knowledge (Gibbons, 2002, p.2). Gradual evolution of students' knowledge and skills occurs thanks to the instructor's capability to generate socially purposeful pedagogical practices to support student writers' development of genre register and writing skills (Gibbons, 2002, p.10).

To do this, developing the register necessary for writing a genre should be given by systematic and meaningful social interaction events that bridge the instructor's register with learners' genre knowledge so as to converge towards an ultimate writing task (Gibbons, 2002, pp. 14-17), which in turn constitutes a valuable pedagogical task in a writing curriculum:

"*An instance of a curriculum genre will be a successful one when the two registers converge for a sustained period of time, for it will be then that genuine learning about how to perform some pedagogically valued task will occur.*" (pp. 155-156).

Therefore, systematic scaffolding stages will allow unfolding learning events through tasks that spark social interaction between two academic registers, one under construction from students, and one for purposeful pedagogy from the instructor.

Principles and Actions for more effective GBWI.

How *social interaction* and *scaffolding* take place in JC, and other stages, is an issue of interest for different GBI researchers as Derewianka (2004), Humphrey and Macnaught (2011), Hunt (1991), Knapp and Watkins (given the fact that it is critical for writing development). They are consistent on the idea that the JC stage in the teaching-learning cycle (TLC) can unfold through a series of actions or stages in meaningful interaction with students. To address this issue, Derewianka (2004) explains that JC can evolve through the instructor's active role in *researching* the topic of interest with students, *pooling* information for the essay with them, *revising* the structure of the text before joint writing, *writing* jointly the text, and *assessing* student writers' progress (pp. 8-9). Hunt (1991), as cited in Humphrey and Macnaught (2011), explains that JC can unfold in four stages: *genre review*, *task orientation*, *text negotiation*, and *conclusion*. Extending Hunt's model, Humphrey and Macnaught (2011) explain that JC develops through a cycle of three stages: *bridging*, *text negotiation*, and *review*. Knapp and Watkins (2005) argue for the use of *units of work*, which can be defined as tasks for students to learn about genres and the dynamics of language specific throughout the CC stages. Figure 23 displays a model of how social interaction and scaffolding can merge with these four systematic frameworks, and with the two principles exposed above, for more effective and meaningful teaching-learning experiences in JC, as well as in other CC stages. Of importance here is the idea that an genre-based writing instructor must be clear over the key pedagogical actions and social interaction patterns that will allow student writers to progressively gain mastery of the writing skills necessary for independent writing of texts and the learning goals (Van Lier, 1996, p. 190).

171

Figure 23 Pedagogical Model for More Effective GBI and CC Implementation
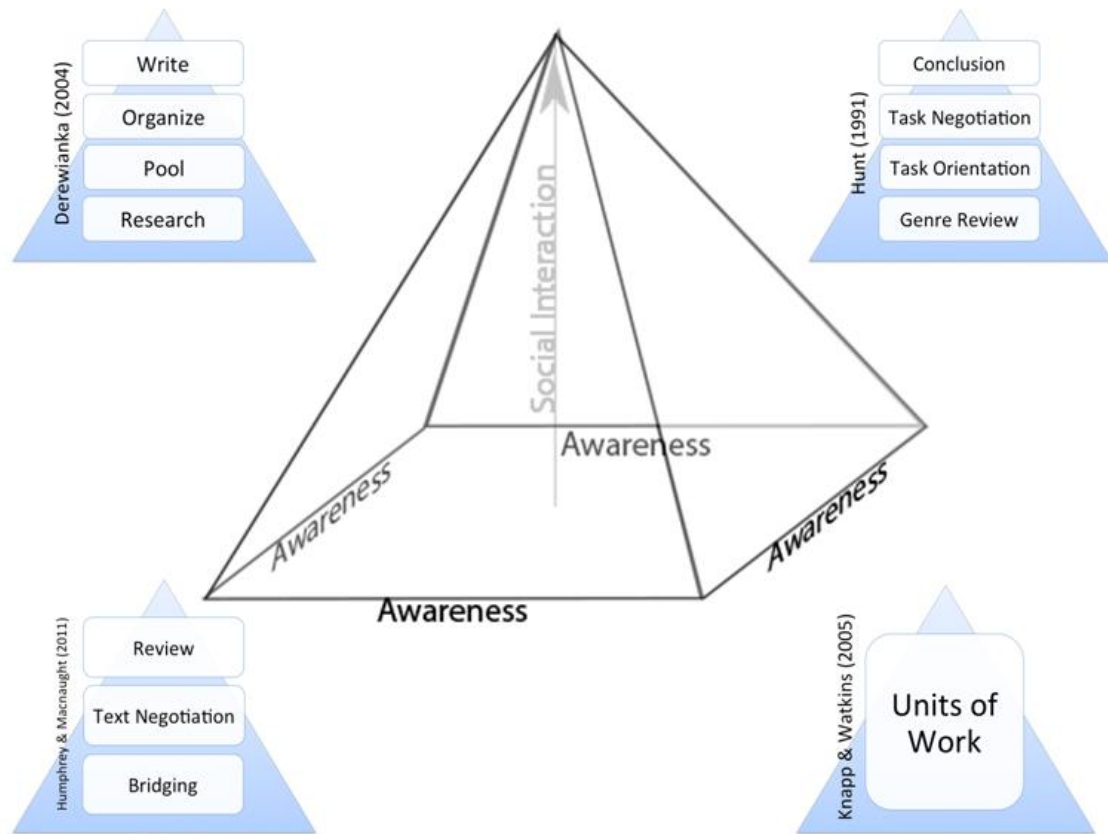
Besides this didactic proposal for more effective GBWI implementation, some pedagogical actions that instructors should follow when using genre-based pedagogies are:

- Using units of work throughout the CC by moving from concrete to abstract aspects of a genre, and when introducing new genre and grammar knowledge (Knapp & Watkins, 2005, p. 83-84)

- Organizing the genre in question for JC by considering its schematic structure and its content organization (Hyland, 2004, p. 136; Knapp and Watkins, 2005, pp. 91-92)

- Asking students to revise and correct grammatical problems in a text during and after writing (Hyland, 2004, p. 136)

- Discussing with students language appropriateness and accuracy during the JC of the genre (Hyland, 2004, p. 136)

- Supporting students' academic register development (Hyland, 2004, pp. 140-143)

- Recuperating students' field knowledge to write jointly an expository essay (Gibbons, 2002, p. 66)

- Considering as a class both alternative and more appropriate word choices and content organization in a text under joint construction (Gibbons, 2002, p. 66)

- Promoting the use of functional grammar concepts for enhancing their learning opportunities in writing (Knapp and Watkins, 2005, pp. 92-93)

- Modeling the writing process by revising and editing the text with students during and after the JC (Gibbons, 2002, p. 67; Knapp and Watkins, 2005, pp. 92-93)

The principles, model, and actions proposed above may certainly give writing instructors, teacher educators, teacher education programs, writing centers, scholars, and even theses directors some ideas to orientate their teaching and scholar practices. Likewise, as researcher, I would dare to suggest that these practices could be extended from the field of writing instruction to and be adapted to pedagogical models for developing academic oral proficiency in university contexts that follow EAP or ESP approaches to teaching languages. It is important to highlight that an instructor following a GBI approach to teaching languages must be willing to make a careful lesson planning, while keeping an

openness to interact socially with students so as to achieve the learning goals through social construction, and not pedagogical imposition.

On the effects and implications of topic choice on independent writing.

As reported in the findings section, new topic exploration had an effect on final product accomplishment for some students in the last stage of the CC. In general, the class accomplished their expository essay using familiar topics. One student did not accomplish her final product, as her topic was unfamiliar and her language proficiency was relatively low; she attended one conference with the instructor during the writing process. Particularly, two students with comparatively higher language proficiency wrote their essays on non-familiar topics, but accomplished the learning objectives of the final product. Differently, they went through field exploration, text planning, drafting, revision, conferences, and editions to produce their essays. Two points may be of relevance here. First, a student with low language proficiency should be advised to stay on track with a familiar topic, as explored in the first stage. The second point is that this type of student should be encouraged to receive instructor guidance all along independent writing.

On the first point, GBI studies have a long-standing tradition within K-12 contexts in which students produce their texts in line with topics from field exploration (Cope and Kalantzis, 1993; Derewianka, 2004; Gibbons, 2002; Herazo, 2012; Knapp and Watkins, 2005; Martin, 1989; Schleppegrell, 2004; Rothery, 1993). These studies have demonstrated that this in-line production yields positive results on K-12 students' final product accomplishment and achievement of the learning goals, thus demonstrating the extent of their writing proficiency development. This study certainly proves that taking on one familiar topic for the class also leads to successful independent writing of an academic genre for university students.

However, little insight has been gained into the implications that choosing a new (or unfamiliar) topic, especially for low proficiency students, entails in independent writing tasks. Correa (2009) explains that university students in the process of writing academic texts, for instance *expositions*, must spend an important deal of time looking into different sources for content on a topic given, devise the textual organization of the writing, and make sense of the lexical-grammar features required to produce the text (p. 124). In line with this, this study revealed that students with these skills, and comparatively higher proficiency, were able to succeed at writing their expository essays, regardless of their topic choice. However, a student who lacks these skills, or has comparatively lower proficiency, may not be aware of the implications that choosing an unfamiliar or new topic may bring over the subsequent processes of writing, affecting the later accomplishment of the final product.

Zúñiga and Macías (2006) have also shown that, among advanced students of an undergraduate EFL program, unfamiliarity with a topic made difficult the composition process of argumentative essays. Similarly, topic unfamiliarity seems to have complicated our student's composition process. In the face of the pre-writing, writing, and post-writing processes (content selection, text planning, text outlining, drafting, revision, and edition), this student decided to abandon progressively her independent writing activities. This led her to a written product that did not reflect her learnings on either the genre or her academic writing skills. As GBI is a purposeful, goal-oriented approach, when failing at achieving a quality final product, this student may have seen her efforts as innocuous and purposeless, leading to a frustratingly unfinished learning cycle.

On the second point, the instructor's guidance permitted to support other students' accomplishment of their final product. Herazo (2012) asserts that the instructor in GB

approaches acts as a mediator, so that the student can materialize their meaning-making potential into text. In addition to this mediating role, Correa (2009) explains that writing instructors in genre-based approaches to academic writing must be able to support students' work in every stage of the CC, especially to give support on proofreading, revision, and edition. Critical here is the fact that independent writing does not act in the same way for each student. While some students will know how to cope with topic choices, pre-writing, writing, and post-writing processes independently, instructors should persuade and encourage low proficiency students to foresee the implications of their topic choice, realize their meaning-making potential in pre-writing processes, scaffold their writing processes, and accompany their post-writing activities.

Zúñiga and Macías (2006) have discovered that while peer feedback produce audience and context awareness in writing academic texts, the instructor's authority remains crucial for academic writing tasks (p. 325). The above is in consonance with the findings in Table 8. Students who participated in conferences with the instructor presented higher levels of academic writing proficiency in expository essays, compared with students (Student 9 and Student 8) who went through peer-assessment alone. These latter students did not attend conferences or made final editions to their texts. Further studies might look at how EFL students' decision-making and interaction processes (peer – peer / student – instructor) shape their independent writing processes in order to characterize their pathways to construction of academic texts.

Finally, Gómez (2011) discusses that composing academic texts may be a challenging activity for students with no experience in academic writing in English. This encompasses with the present case study findings. Here, in response to the challenges posed by the unit and the approach for academic writing development, as said by one of the

students in the second group interview, the instructor's support was helpful when providing explicit instruction of grammar.

Formative assessment for autonomous writing proficiency development.

This pedagogical implementation had three assessment essentials: needs analysis, diagnostic essays, and checklist rubrics (for outlines and drafts). After conducting the needs analysis in the pilot study to feature the specific needs of students in this setting, the assessment proposal aimed to evaluate students' proficiency with a formative approach (Hyland, 2004, pp. 160-163). Checklist rubrics were thus designed following an analytical and formative approach. Students used these rubrics for peer assessment and the instructor used these ones to evaluate final products. As suggested by Derewianka (2004), carrying out a diagnostic in the first stage of the CC permits to uncover students' strengths and weaknesses in their writing of genres, thus making more visible their needs (pp. 6-7). Certainly, the diagnostic essays shed light over specific linguistic needs, academic writing weaknesses, and genre knowledge gaps. Knapp and Watkins (2005) explain that the diagnostic assessment is an important mechanism to address student writers' needs in a systematic way during the CC in accordance with the assessment purposes (formative and/or summative), the instructional objectives, and the writing itself (pp. 86-87).

The second group interview at the end of the unit highlighted the importance of checklists, as they supported the detailed and systematic revisions, contributing to raising awareness of the writing process. Derewianka (2004) states that when learners have for themselves the language resources clear, they will be able to make better choices for effective independent writing (p.5). More particularly, this assessment proposal of checklists permitted students to become aware of the features of their final essays, scope out the skills needed to succeed at the independent writing task, and monitor their written

production before, during, and after writing. Van Lier (1996, pp. 69-75) explains that language learning takes place in the presence of consciousness. Raising learners' consciousness using the checklist rubric permitted learners to gain control of their own writing expectations, make proper lexico-grammar choices, aim for specific writing targets, and monitor consistently their writing proficiency before, during, and after performing the writing tasks.

Conclusions

The main purpose of this case study was to explore and evaluate the usefulness, effectiveness, and limitations of a genre-based methodological approach to develop EFL students' academic writing proficiency of expository essays. In this study, nine EFL students of different educational levels, areas, and professions and their instructor underwent a unit on the genre of arguing to learn how to write expository essays in a professional development EFL program at a public university in Medellín, Colombia. After conducting a pilot study in this program and elaborating a diagnostic baseline with students' skills, this study has attempted to i) extend the theoretical and pedagogical knowledge currently available in the field of genre-based approaches for academic writing instruction and skills development in EFL contexts; ii) reflect on and provide some pedagogical implications and recommendations for a better implementation of a GBA to writing instruction; and iii) share with the audience some questions of relevance for further research.

The findings of this study, as shown by the analysis of students' gains stage by stage and their written proficiency development throughout the CC, evinced that the effectiveness of GBI heavily outweighs its limitations. The approach permitted students in this context to learn about the social purposes of the genre of arguing (among other genres), the schematic structure of expository essays, the language of arguing, and develop their academic writing proficiency and skills. Moreover, GBI yielded important gains among student writers in terms of genre awareness, audience awareness, academic writing skills, social interaction for pedagogical purposes, field exploration skills, field knowledge construction, genre analysis skills development, joint construction of essays, peer scaffolding, text organization skills, outlining, drafting, revision, and edition of academic texts.

Regarding these gains, this paper discussed that access to methodological approaches such as GBI, which go beyond process-based or strategy-based ones, is critical for EFL students at universities. Its implementation responded, up to a worthwhile extent, to the rationale of this study, in which students in tertiary education institutions must gain access to powerful forms of written communication, academic discourse, and advanced literacy skills in order to certify their English language proficiency and face in more successful ways social and professional mobility challenges in English language. This paper also discussed that given the multidimensional pedagogical features of GBI (social, explicit, situated, context- and needs-based, purposeful, scaffolded, and learner-centered), its implementation's effectiveness requires a careful unit and pedagogical design.

As researcher and instructor, I have argued for the inexorable commitment that local B.Ed. students in EFL/ESL, English teachers, writing instructors, EFL teacher educators, and university curricula have to foster more systematic implementations and construction of methodological approaches and teaching models, which support non-native speakers of English to develop academic writing skills in the disciplines at undergraduate, graduate, and professional development programs. Overlooking this commitment may open a more pronounced gap between local university EFL students, professors, researchers, and scholars and those from other countries around the world where GBI pedagogies have had a notable impact on the development of academic literacies.

As per limitations of the approach, language concepts, from a functional perspective, such as circumstance, processes and clauses posed challenges to student writers. To overcome these challenges, the instructor employed modeling cycles that allowed the class to understand functionally *circumstances* as well as *processes*. Furthermore, peer modeling constituted valuable socio-pedagogical tool to overcome

difficulties with *clauses*. The approach saw also an obstacle facing an inappropriate task choice in Joint construction (Complete the essay), which phased out the instructor's possibilities to scaffold students' writing skills in argument elaboration of expository essays. Despite this situation, students' expository essays in independent writing demonstrated valuable gains in writing proficiency of expository essays with important evident academic writing features.

This paper also discussed limitations from a pedagogical perspective towards a more effective implementation of GBI. Some pedagogical principles, derived from the learnings yielded by the limitations of the approach in this context, were merged into a model for effective GBI implementation: *Awareness*, *Authentication*, *Social Interaction*, and *Systematic Frameworks*. Another limitation of the approach was found by students, in which they recognized the need for more frequent writing frameworks. Although they acknowledged the importance of classroom talk for the learning of the genre, they recognized the need for more frequent writing tasks throughout the curriculum cycle.

For further research, more studies on the effects of GBI in other contexts at undergraduate and graduate levels are needed in order to obtain a clearer perspective of other gains and limitations this approach may produce for EFL students in teacher education programs, in professional programs, and in the disciplines. This research constitutes a call for EFL teachers and practitioners to start implementing, through genre-based pedagogies supported on functional views of language, meaningful teaching-learning experiences outside the box of process-based approaches at all school levels. Finally, further research should address different questions on the effects GBI to develop writing proficiency of texts and academic writing skills using other genre families and text types valued by their power to foster social, academic, and professional mobility.

REFERENCES

Bloor, M. & Bloor, A. (2004). *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold.

Camp, H. (2012). The psychology of writing development – And its implications for assessment. *Assessing Writing*, *17*, 92-105.

Caviedez, L., Meza, A., & Rodríguez, I. (2016). Collaborative Work and Language Learners' Identities When Editing Academic Texts. *HOW*, *23,* 2, 58–74. http://doi.org/10.19183/how.23.2.267

Chalá, P. & Chapetón, C. (2012). The Role of Genre-Based Activities in the Writing of Argumentative Essays in EFL, *15*, 2, pp. 127-147.

Chapetón, C. & Chalá, P. (2013). Undertaking the act of writing as a situated social practice: Going beyond the linguistic and the textual. *Colombian Applied Linguistics Journal*, *15*, 1, 25-42.

Christie, F. (1993). Chapter seven: Curriculum genres: Planning for effective teaching. In B. Cope & M. Kalantzis (Eds.), *The Powers of Literacy* (pp. 154-178). Pittsburgh, PA: University of Pittsburgh Press.

Christie, F. (2001). Chapter three: The development of abstraction in adolescents in subject English. In M. Schleppegrell & M. Colombi (Eds.), *Developing Advanced Literacy in First and Second Languages. Meaning with Power* (pp. 45-66). Mahwah, NJ: Lawrence Erlbaum Associates.

Coffin, C., Curry, M.J., Goodman. S., Hewings, A., Lillis, T. M., Swann, J. (2005). Teaching Academic Writing: A Resourcekit for Higher Education. United Kingdom: Routledge.

Colombi, M. (2002). Chapter four: Academic language development in Latino students' writing in Spanish. In M. Schleppegrell & M. Colombi (Eds.), *Developing Advanced Literacy in First and Second Languages. Meaning with Power* (pp. 67-86). Mahwah, NJ: Lawrence Erlbaum Associates.

Colombi, M., & Schleppegrell (2002). Chapter one: Theory and Practice in the Development of Advanced Literacy. In M. Schleppegrell & M. Colombi (Eds.), *Developing Advanced Literacy in First and Second Languages. Meaning with Power* (pp. 67-86). Mahwah, NJ: Lawrence Erlbaum Associates.

Cope, B. & Kalantzis, M. (1993). Introduction: How a genre approach to literacy can transform the way writing is taught. In B. Cope & M. Kalantzis (Eds.), *The Powers of Literacy* (pp. 1-21). Pittsburgh, PA: University of Pittsburgh Press.

Correa, D. (2009). Exploring academic writing and voice in ESL writing. *Íkala, Revista de Lenguaje y Cultura*, *14*, 21, 103-132.

Correa, D. & Echeverri, S. (2017) Using a Systemic Functional Genre-Based Approach to Promote a Situated View of Academic Writing Among EFL Pre-service Teachers. How Journal, *24*, *1*, 44-62.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*, 3, 280-298.

Derewianka, B. (2004). *Exploring How Texts Work*. Rozelle, N.S.W.: Primary English Teaching Association.

Dudley-Evans, T. (1997). Chapter 11: Genre Models for The Teaching of Academic Writing to Second Language Speakers: Advantages and Disadvantages (pp. 150-159). In Functional Approaches to Written Text: Classroom Applications, Tom Miller (Ed.). Washington D.C: English Language Programs.

Gardner, S. & Nesi, H. (2012). A Classification of genre families in university student writing. *Applied Linguistics Journal, 1-29.doi*: 10.1093/applin/ams024.

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom.* Sydney, Australia: University of Technology.

Gómez, J. (2011). Teaching EFL academic writing in Colombia: Reflections in contrastive rhetoric. *Profile, 13,* 1, 205-213.

González, J. (2013). Cognitive Demands and the EFL Writer: Observations on Kind, Degree, and Agency. *Íkala*, *18*, 3, 65–75.

Halliday M. A. K. & Matthiessen C. M. I. M. (2004). *An Introduction to Functional Grammar*. London: Arnold.

Humphrey, S., & Macnaught, L. (2011). Revisiting joint construction in the tertiary context. *Australian Journal of Language and Literacy*, *34*, 1, 98-116.

Hyland, K. (2004). *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press.

Johns, A. (1993). Written argumentation for real audiences: Suggestions for teacher research and classroom practice. *TESOL Quarterly*, *27*, 1, 75-90.

Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar*. Australia: UNSW Press.

López, M. (2006). Exploring students' EFL writing through hypertext design. *Colombian Applied Linguistics Journal*, *8*, 74-122.

Martin, J. R. (2009). Genre and second language learning: A social semiotic perspective.

Linguistics and Education, 20, 10-21.

Martin, J. R. (2002). Writing history: Construing time and value in discourses of the past. In M. J. Schleppegrell & M. C. Colombi (Eds.), Developing advanced literacy in first and second languages: Meaning with power (pp. 87-118). Mahwah, NJ: Lawrence Erlbaum Associates.

Martin, J.R. (1997). Chapter 18: Waves of Abstraction: Organizing Exposition (pp. 244-259). In Functional Approaches to Written Text: Classroom Applications, Tom Miller (Ed.). Washington D.C: English Language Programs.

Martin, J. R. (1993). Making meaning in writing. In B. Cope & M. Kalantzis (Eds.), *The Powers of Literacy* (pp. 137-153). Pittsburgh, PA: University of Pittsburgh Press.

Martin, J. R., & Rothery, J. (1989). Factual writing: Exploring and challenging social reality. Oxford: Oxford University Press.

McCune, V. (2004). Development of first-year students' conceptions of essay writing. *Higher Education*, *47*, 3, 257-282.

Nanwani, S. (2009). Linguistic challenges lived by university students in Bogotá in the development of academic literacy. *Colombian Applied Linguistics Journal*, *11*, 136-148.

Nesi, H., & Gardner, S. (2012). Genres across the disciplines: Student Writing in Higher Education. New York: Cambridge University Press.

Newell, G., Beach, R., Smith, J., VanDerHeide, J., Kuhn, D., Adriessen, J. (2011). Teaching and learning argumentative reading and writing: A review of research. *Reading Research Quarterly*, *46*, 3, 273-304.

Richards, L. (2005). *Handling Qualitative Data.* Thousand Oaks, California: Sage Publications.

Richards, K. (2003). *Qualitative Inquiry in TESOL.* New York, USA: Palgrave Macmillan.

Scarcela, R. (2002). Chapter 11: Some key factors affecting English Learners' development of advanced literacy. In M. Schleppegrell & M. Colombi (Eds.), *Developing Advanced Literacy in First and Second Languages. Meaning with Power* (pp. 209-226). Mahwah, NJ: Lawrence Erlbaum Associates.

Schleppegrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Schleppegrell, M. & Colombi, M. (2002). *Developing Advanced Literacy in First and Second Languages. Meaning with Power*. Mahwah, NJ: Lawrence Erlbaum Associates.

Swales, J. M. (1990). Genre Analysis: English in Academic and Research Settings. Ann Arbor: The University of Michigan Press.

Van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity*. New York: Longman.

Viáfara, J. (2008). From pre-school to university: Student-teachers characterize their EFL writing development. *Colombian Applied Linguistics Journal*, *10*, 73-92.

Vygostky, L. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Wilches, J. (2009). Education and language policy in Colombia: Exploring processes of inclusion, exclusion, and stratification in times of global reform. *PROFILE Issues in Teachers' Professional Development*, *11*, 1, 123–141.

Wingate, U. (2012). Using academic literacies and genre-based models for academic writing instruction: A 'literacy' journey. *Journal of English for Academic Purposes*, *11*, 26-37.

Yasuda, S. (2011). Genre-Based tasks in foreign language writing: Developing writer's genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing*, *20*, 111-133.

Zúñiga, G., & Macías, D. (2006). Refining students' academic writing skills in an undergraduate foreign language teaching program. *Íkala, Revista de Lenguaje y Cultura*, *11*, 17, 311-336.

APPENDIX A

WORKSHEET: DIAGNOSTIC ESSAYWRITING AN ARGUMENTATIVE

ESSAY

Universidad de Antioquia
Capacitación Docente
English Composition 1
2014-1

Activity Writing   **Grouping** Individual   **Time** 20-30 min

Objective
- To write an argumentative essay in order to diagnose my knowledge in academic writing of this type of texts.

Guidelines
Write an argumentative essay based on this question: *Should the university tuition be free for everyone in public universities such as UdeA?*

Your essay

APPENDIX B

PEER ASSESSMENT OF EXPOSITORY ESSAYS – CHECKLIST

Lesson 9: Peer assessment of argumentative essays

Objective: To evaluate a classmate's essay and give them feedback to improve it.

Guidelines: Exchange your essay with a classmate. Read it and then use the checklist below to evaluate it. Remember to always stay positive for any comments that help him/her to improve his/her essay.

Title of the essay that you evaluated:

_____
___

Author of the essay:

_____
___

Your name:

_____
___

	Purpose, situation, and audience	Yes	No	If the answer is no, explain why and give recommendations.
	Is the purpose of the essay clear?			
	Is there an attractive hook?			
	Is the issue clearly described?			
	Is the thesis statement direct and clear?			
	Does the thesis present a clear position towards the issue?			
	Is the topic pertinent to the social and cultural situation where the essay takes place?			
	Does the essay address a particular audience?			
	Are language choices consistent and appropriate for addressing the audience?			
	Do arguments anticipate counterarguments from the audience?			
	Text structure			
0	Is there a strong thesis statement in the introduction?			
1	Is the issue well described and contextualized in the introduction?			

2	Is there an argument plan in the introduction?			
3	Do body paragraphs have arguments?			
4	Do body paragraphs provide supporting evidence?			
5	Do body paragraphs present counterarguments?			
6	Is the conclusion pertinent and suggests tangible solutions?			
7	Are transitions between paragraphs clear?			
	Paragraph structure			
8	Do paragraphs show cohesion through the use of substituting, referencing, and connectives?			
9	Is there a clear theme progression between sentences in each paragraph?			
	Sentence structure			
0	Are nominalizations correctly constructed?			
1	Are clauses correctly constructed?			
2	Do subjects help develop an objective persona?			
3	Are voices and tenses correctly constructed?			
4	Do modal verbs help position the author appropriately?			
	Lexicon			
5	Does lexical variety demonstrate ample knowledge of the topic?			
6	Does the author use academic instead of personal language?			
	Resources			
7	Does the author use information sources?			
8	Is there a list of references?			

APPENDIX C

WORKSHEET: DEFINING TOPICS & POSITIONS

Universidad de Antioquia
Capacitación Docente
English Composition 1
2014-1

Activity Discussion   **Grouping** 3-4 people   **Time** 20-30 min

Objective
Students will discuss a topic of interest to write about regarding university issues.

Guidelines
Find some classmates who share your same interest in one topic from those identified in the previous
Campus Map activity. Then in groups, discuss the following questions, take notes, and share later with the
whole class:

What topic are you interested in writing about?
Why did you choose it?
What is the group's position towards the issue?

Your notes…

_____
_____
_____
_____
_____
_____
_____
_____

_____

APPENDIX D

WORKSHEET: FACT SHEET

Universidad de Antioquia
Capacitación Docente
English Composition 1
2014-1

Activity Fill out   **Grouping** 3-4 people   **Time** 15-20 min

Fact Sheet

Objective
Students will find out how much it is known about a problem of common interest.

Guidelines
In teams, fill it out with what you know about the problem you discussed in the previous lesson.

1	Describe the problem	
2	Who have been involved in this issue?	
3	Causes of the problem.	
4	Consequences of the problem.	
5	How did the problem begin?	
6	How has the problem evolved since its beginning?	
7	What solutions have been proposed to this problem so far?	
8	Where else have you seen this problem?	
9	What do the people or actors involved say about the problem? (University, students, faculties, teachers, and others)	

APPENDIX E

GENRE ANALYSIS TASK: INFORMATION REPORTS

Universidad de Antioquia
Capacitación Docente
English Composition 1
2014-1

The Structure of Information Reports

Student Name(s):
_____

_____

Objective
To understand the differences between information reports and argumentative essays

Guidelines
By using the information report studied in the previous class, analyze its structure. Scribble some notes on this copy; then, post your complete answers on large papers and share with the class.

What is the overall purpose of the report?	
What seems to be the targeted audience of the report? How do you know this is the audience?	
What are the stages of the report?	
What is the function of each stage in the report?	
What type of information is included in each stage?	
What information and sources does the author use to develop his/her report?	
What kind of language is used? (Informal, formal, personal, technical)? Give examples.	
What expressions does the author use to introduce relevant information?	
What words are used through the text to connect ideas?	

APPENDIX F

GENRE ANALYSIS TASK: ARGUMENT

Universidad de Antioquia
Capacitación Docente
English Composition 1
2014-1

The structure of Arguments

Student Name(s):

_____

_____

Objective
To understand the differences between information reports and argumentative essays

Guidelines
By using the argumentative essay studied in the previous class, analyze its structure. Scribble some notes on this copy; then, post your complete answers on large papers and share with the class.

What is the overall purpose of the essay?	
What seems to be the audience of the text? How do you know this is the audience?	
What are the stages of the essay?	
What is the function of each stage in the essay?	
What are the main arguments being made?	
What evidences does the author provide to support his/her arguments?	
What kind of language is used? (Informal, formal, personal, technical)? Give examples.	
What expressions does the author use to introduce his/her claims?	
What words are used through the text to connect ideas?	

APPENDIX G

GROUP INTERVIEW PROTOCOL 1

Data collection technique	Group interview
Name	GI-1
Type of interview	Semi-structured
Location	Universidad de Antioquia, classroom.
Date	February, 2014
Number of participants	_____
Course	English Composition 1

Objective: To uncover students' experience and knowledge on argumentative essays.

Questionnaire

- What brought you to this English Composition course?
- What experiences have you had in English writing in and out of the university?
- What experiences have you had with academic writing in English?
- What difficulties have you encountered when writing in English?
- For example, grammar, spelling, punctuation, organization of paragraphs, etc.
- What types of texts do you consider are important to know how to write in English?
- What do you know about argumentative essays in English?
- In your experience, in what situations do you see necessary knowing about argumentative essays?
- What do you think are the purposes of argumentative essays?
- Do you know about any differences between argumentative essays in English and in Spanish?
- What types of argumentative essays do you know about in English?
- What do you know about the structure of argumentative essays in English?

APPENDIX H

GENRE ANALYSIS TASK: GOOD & BAD ESSAY

Model Text 1: Good Essay
Universidad de Antioquia
Capacitación Docente
English Composition 1 - 2014-1
Lesson 6

Activity Comparing essays   **Grouping** Individual   **Est. time** 30-35 min

Objective
To compare one well and one badly written argumentative essays in order to recognize effective and ineffective ways of structuring an essay.

Guidelines
Read the following essays. Then, answer the questions on the table. Finally share with the class.

GOOD ESSAY
SAT Test for Admission in Tertiary Education

The Scholastic Aptitude Test, or SAT is a very well-known test, especially by high school students across America. This test consists of 138 questions, all multiple choice except for several math graphs, divided into two sections-math and verbal, both scored on a scale of 200 to 800 (Pacenza). The SAT's are currently a determining factor for college admissions. The SAT was born in the 1920s-the product of a growing desire by American educators, led by Harvard president James Bryant Conant, to open up their universities to the best students across the country (Pacenza). After searching for something that could satisfy their quest for intelligence, the American educators came to a test created by Princeton psychologist Carl Brigham. Brigham had created this test because he concluded in his 1922 book, *A Study of American Intelligence* that, "American intelligence is declining, and will proceed with an accelerating rate as the racial admixture becomes more and more extensive." The test was created because according to the author there needed to be a "division since racial admixture becomes more and more extensive." The author made the test to be able and pick out the smart, white males and be able to put them in recognized institutions.

The author's motives were to be able and select the intelligent American individuals apart from the diversity. The author believed that the decline of American intelligence was due to the acceleration of the rate of racial admixture. This leads to believe that the author created the SAT test to segregate "American intelligence" from racial admixture. In other words, the author wanted to be able and pick apart the intelligent white Americans before racial admixture made it harder. A test of such bias intentions should not be a factor for college admissions. The SAT is biased against low income and non-white test-takers, in addition to gender bias. There are other educational factors that surpass the importance of the SAT's. Overall the SAT's should not be in any way a reliable factor for a student's admission into college.

The SAT is biased against lower-income and non-white test takers. This is evident when examining actual SAT questions. The following question is an actual SAT question released by Educational Testing Service (ETS). In the SAT students are asked to select the answer that best expresses the same relationship as that best expresses the same relationship as that between the two capitalized words:

RACQUET: TENNIS:
(A) springboard : diver   (B) horse : polo   (C) glove : boxing (D) club : golf   (E) gun : hunting

The answer to this question is (D). This question is answered correctly by 53 percent of white students but just 22 percent of black student answer the question correctly (Weiss 12). Clearly this question does not measure a student's scholastic aptitude. It is a matter of knowing what these middle and upper class American activities are. The reality is that not all students are of a middle and upper class status. However, correlation does not lead to causation since the 53 percent of white students that answered the question correctly usually are from a high income family. Therefore, by being exposed to golf, clubs, horses and polo that does not necessarily mean that they would automatically know the answer to the question. The 78 percent of black students who answered the question incorrectly are from a low income family. They are usually not exposed to golf, clubs, horses or polo. Another example of how there is a direct relationship between family income and SAT performance is the statistics from 1988 college board findings (Owen 198):

Family Income	Average SAT Score	Family Income	Average SAT Score
More than $70,000	992	$30,000-$40,000	902
$60,000-$70,000	961	$20,000-$30,000	876
$50,000-$60,000	946	$10,000-$20,000	833
$40,000-$50,000	928	Under $10,000	781

This clearly shows that, on average, the wealthier a student's family is the higher that student's SAT scores. The SAT's are monopolizing who gets into college and who does not by the bias assumptions made in their questions and answers. Correlation is not equal to causation because a reason why the SAT scores are higher for high income families is that high income families are usually composed of parents who attended a college. Making it easier for these high income parents to be able and assist their children with more high education level questions. It is also likely that the parents, who attended college, will emphasize the need of a good education on their children. These families will likely hire tutoring and other resources to help their children succeed in their education. Low income families usually are composed of parents who did not attend college, making it harder for them to help their children on questions regarding college and the SAT's test. It also makes harder for their children to know about the SAT's, and help to prepare for the SAT's is limited.

The SAT's are not only bias to income and race. They are also bias to gender. On the SAT, girls score significantly lower, on average, than boys. For example, in 1988 girls as a group scored 56 points lower than boys (Weiss 15). According to these SAT scores, does this mean girls are not as intelligent as boys? Of course not! Studies show that girls earn higher grades in both high school and college (Weiss 14). Some might argue that girls are worst test takers. The fact is that the SAT's include questions that make it easier for males to answer then for females. This following question is typical of the SAT question (Weiss 15):

"A high school basketball team has won 40 percent of its first 15 games. Beginning with the sixteenth game, how many games in a row does the team now have to win in order to have a 55 percent winning record?" The question is aimed to measure differences in math ability, but 27 percent more boys than girls answered correctly (Weiss 15). The question is about a topic which boys are more likely to understand, making it harder for girls to answer. These types of questions do not credit the SAT's toward being equal to gender. Clearly SAT's are not accurate predictions of a student's college performance.

SAT's should not be given a deciding factor of whether a person is admitted or denied to a college. There are other factors that are much more accurate measure of a student's hard work over their high school years. A high grade point average (GPA) is a much better indication of a student's hard work in high school. The proof that a student strived for good grades throughout their high school career is of much more value, than that of a single test. The ETS itself admits that high school grades are far better predictors of college grades than the SAT (Weiss 19). Another important factor that colleges should pay more attention for college admissions is the type of classes a student takes in high school. If a student takes classes like AP

195

physics, honors English and calculus are classes available in high school that have a college level curriculum. These classes challenge high school students and are similar to classes a first year college student takes. These classes are a better indication of a student's performance in college since the curriculum is quite similar. The recommendations that teachers write out for students are solid statements of a student's capabilities.

A teacher has gone through college and knows how challenging college is. By writing a recommendation for a student, they are stating that they believe the student has what it takes to do well in college. Their opinion is of great value since they know the student and know what they are capable of .Though it is important to point out that not all colleges require recommendation letters because of their large application intake. If all of these factors are supplied and stand high they show that over the course of four years, in high school, the student has demonstrated to be intelligent and hard working. There is no need for a single test to be the factor a students' college acceptance.

Some might argue that the SAT is just one factor among many and does not by itself determine whether any individual will be rejected or admitted (Owen viii). The statement is devious, because the SAT permeates every part of the current college application process. The SAT's affects college admissions officers' interpretation of every other element in each applicants' file (Owen viii). From affecting the students own perception of their abilities to making the college categorize the student under a stereotype. The ETS has defended the SAT's for many years. Even though the SAT's have been through so much scrutiny, the ETS stands behind it firmly. Why is this? Well, it may be due to the fact that roughly 1.3 million high-school seniors per year take the test, and more than half take it at least twice, yielding an annual revenue stream of more than $200-million (Gose). Estimates on the amount of money students spend on SAT prep materials each year reach well over $100 million . Such great outcome of revenue must be worth all of the effort the ETS makes in order to have the SAT's be a factor for college admissions.

The SAT's are not an accurate way to predict first year college grades. It is an unfair test bias on the basis of race, income and gender. There is no test that can accurately predict every individual's college grades. There would have to be made a custom test for every individual, which would be the only way to accurately predict every individual first year in college. These of course cannot be done; the best thing would be to eliminate a test that carries such power and predicts inaccurately. The only reason the SAT's are still around is because of the financial needs of the ETS. Colleges continue to use the SAT's because the ETS has fought to make it seem that the SAT's are vital toward defining a student's academic ability. Colleges need to revise the SAT's and understand the background of the SAT's as well as its bias format. The main focus of students in high school should be their grades and taking challenging courses. After all college is not so much a matter of knowledge as it is a matter of studying and dedication. Many universities are pushing toward eliminating the SAT from their admission requirements in order to bring more diversity into their college. The University of California at Berkley has started to look closely at removing the SAT's from their admission curriculum. Students' lose much more when having to take the SAT's than by not having to. The University of California at Berkeley is one of the universities that are considering taking the SAT's out of their admittance requirements. UC is one ETS biggest source of income, since it is the nation's largest and most prestigious public university system, it has required the SAT's for all students who apply. Bringing much attention to what decision they come to.

UC President Richard Atkinson was the person who most recently brought up the subject of revoking the SAT's from Berkeley's admissions requirements. One of the main reasons why Atkinson has made the proposal to remove the SAT's is because "The SAT would more properly be called the Scholastic Attitude Test" because it is biased "in favor of those best prepared to serve the status quo (Schoch)." Atkinson has

made a formal proposal to University-wide Academic Senate to abolish SAT I, but it is still to be approved. If it is approved the earliest possible year for eliminating the SAT I test at UC is the fall of 2003 (Schoch). If the UC decides not to require the SAT's for incoming students they would make the University of California the first public university to do so (Schoch). Atkinson has stated that, "My hope is that the whole nation, not only the University of California, will begin to rethink this matter, and the nature of college entrance tests will change for the nation as a whole"(Schoch). Atkinson refers to the possibility of having all of the nation's universities revoking the SAT's from their admissions requirements. Universities should follow the example of UC and push toward eliminating the SAT's from all admissions requirements. This country is made up of many different nations coming together and creating an equal opportunity for the pursuit of happiness. Yet the SAT's are limiting the success of many of this nation's bright students by allowing the composite of such a bias test.

Source:http://people.oregonstate.edu/~petersp/ORST/WR121_files/Argument%20Documents/Should%20SAT's%20be%20a%20factor%20in%20college%20admissions%20sample%20essay.doc

Model Text 2: Bad Essay

Universidad de Antioquia
Capacitación Docente
English Composition 1 - 2014-1
Lesson 6

Activity Comparing essays   **Grouping** Individual   **Est. time** 30-35 min

Objective
To compare one well and one badly written argumentative essays in order to recognize effective and ineffective ways of structuring an essay.

Guidelines
Read the following essays. Then, answer the questions on the table. Finally share with the class.

Bad Essay
Are We Addressing The Needs Of Our Schools?

There are many problems that need to be addressed in the public schools today. What factors are causing these problems in the schools? The main causes are absence of prayer, the many pressures of school, lack of dress code, and insufficient numbers of caring teachers, faculty, and students.

When I say lack of prayer in the schools, I don't mean let's make everyone one religion and every morning at school we can pray in that one religion. Instead there should be a moment of silence. Not to take up time but to let everyone have a moment to pray to whomever or however they wish. For the kid who's grandpa died and has to go to school because they need their two points for this six weeks. And the ones who wish not to pray can take that moment to just think. Lord knows we as high school students don't have much time to just stop and think.

There are many pressures in the public schools. All of a sudden in high school everything changes. Everyone takes that first merger into "the real world". As a junior there is much more pressure put on the students. One minute a sophomore thinking "Yeah I'm going to college". While the next as a junior thinking "How on earth am I going to get to college". Now that we are juniors we are supposed to be grown up. Everything from "Where am I getting my gas money?" to "Where am I going to college?" is going through our minds all of the time, and yet somehow we are supposed to come out calm and prosperous. All of this pressure and many of young adults do not get a chance to let it out. It is like tossing a human body in to outer space with no protection. It's a vacuum that just tears it apart piece by piece. Could this have been what caused the Columbine shooting? Perhaps there was so much pressure put on those two boys to be in the "in crowd" that one day they just couldn't take it anymore.

A small element in all of this is the dress code. How sad is this? There is a shooting at least every year in a school, and administrators and teachers are worried about whether our shorts are too short. The office complains of girls wearing shorts that are too short when there are rather larger girls running around with an extra layer of skin. Perhaps we should have uniforms. Would that really solve the problem though? Kids would still get theirs clothes too tight or too baggy. The schools would still have as much segregation as there is in the schools today. People do not only judge by how we dress but also by what we live in, where our house is located, what we have, and who we are related to. No one can change any of these things. Maybe uniforms will make a difference and maybe they won't?

Another factor in all of this is the faculty, parents, and students attitudes. Most of the faculty either just do not care, or they are afraid to say something in fear of losing their jobs. The guidance counselors are another

part of this. When students go in to talk to the guidance, they are always eating and they say come back later. When you come back, they are still eating. When aren't they eating? Then we actually catch them not eating, go in to tell them our problems, and they end up telling us theirs; then nothing gets done about the students' problems. Where are the students supposed to go? We go to a teacher; they tell us that is what the guidance is for. We go to the guidance, and they are eating. We go home and our parents are at work. So here we are all nowhere to turn so we are forced to bottle it up inside. When we do catch the counselors and tell them our problems supposedly in all secrecy the whole school and half the town ends up knowing. What were we better off doing? Students end up with even more anger than before they even told anyone.

It is no wonder that we have all of the problems in our schools. We have no organization, the students don't understand what dress code means and the administration doesn't understand that they aren't supposed to bend rules for relatives. The teachers, parents, and faculty aren't any additional help. Or maybe we could just let these problems take their course and we won't have to worry about over populating the earth. It's ironic that with all the things students have to worry about, now we have to worry about the safety of going to school. Whether it be the ride to school on the bus, being at school, or being discriminated against.

Source: http://onlineessays.com/essays/issues/iss063.php

Worksheet: Good & Bad Essay

Student's names: _____

GOOD ESSAY	VS	BAD ESSAY
1) What is the purpose of the essay? Is it clear?		
2) What is the audience? How does the writer address the audience: formally or informally? How do you know?		
3) What are the stages of the essay? Is there a coherent progression between stages?		
4) What is the function of each stage in the essay?		
5) How does the author demonstrate knowledge of the issue argued?		
6) What are the main arguments? How does the author introduce his/her arguments?		
7) What evidences does the author provide to support his/her arguments? What are the sources?		
8) What kind of language is used (informal, formal, personal, technical)? Give examples.		
9) What connectors are used to organize the essay? What are their functions?		
10) What grammatical mistakes can you find? Give examples.		
11) What counterarguments are there? Give examples. What are their functions?		
12) What parts or sentences of the essay have a persuasive effect in you? Why? Which ones do not? Why?		
12) What parts or sentences of the essay have a persuasive effect in you? Why? Which ones do not? Why?		

APPENDIX I

GENRE ANALYSIS TASK: THE LANGUAGE OF ESSAYS: COMPARING TWO GOOD ESSAYS.

Good Essay, Model 1: "Dangers of Texting While Driving"

Dangers of Texting while Driving

Nowadays, it is a common occurrence to see people messaging from their cellular devices in the midst of driving. Many drivers, across the globe, engage in the practice without contemplating about the potential detrimental effects of their actions. Notably, researches have depicted that texting while driving is one of the major causes of road accidents. As a matter of fact, accidents caused due to messaging while driving have superseded those which are instigated by drunk drivers.

Worth noting is the fact that a majority of drivers are inclined to the belief that they can send some messages without negatively impacting on their driving abilities. However, studies have revealed that drivers are not as capable of multi-tasking as they believe they are. Researchers have discovered that drivers who text while driving look at the road 400 times lesser compared to those who do not message. According to the he National Highway Transportation Admission, texting while driving increases an individual's chances of being involved in an accident by 23%. In connection with that, the Virginia Tech Transportation Institute equates texting for 5 seconds at a speed of 55 miles per hour with driving blind a distance equivalent to a football field.

Furthermore, the Human Factors & Ergonomics Society has revealed that messaging while driving tends to reduce an individual's brake reaction speed by almost 18%. Sometimes, the people get very absorbed into the text such that they momentarily forget that they are driving. Sadly, it is those few seconds of distraction which have cost several individuals their lives. Statistics conducted by the National safety council indicate that texting while driving responsible for over 1600000 accidents annually. On the other hand, the Harvard Center for attribute 330000 fatal injuries per year to texting while driving. Furthermore, the Institute for Highway Safety Fatality Facts has concluded that 11 teenagers die in road accidents daily which are caused by messaging the midst of driving.

Notably, many countries have passed laws which forbid messaging while driving. Whereas law enforcement agencies strive to ensure that drivers adhere to the regulations, everybody has an individual role to play in order to eradicate the menace. As such, parents should set a good example by refraining from making calls or texting while driving. People are often advised to pull off the road, park and respond to the text. Generally, teenagers tend to be rebellious in all aspects. In connection with that, parents can confiscate or lock up cellular devices of their teen children who take the drivers' seat. However, the most effective means of minimizing accidents prompted by texting is avoiding the temptation to text while driving.

Source: http://atiadmissions.org/argumentative-essay-example-on-the-dangers-of-texting-while-driving

Good Essay, Model 2: "Skills VS Knowledge"

Sample Argumentative Essay

Skills vs. Knowledge in Education

Jonan Donaldson

Jonan Donaldson

Academic Writing

January 12th, 2010

Sample Argumentative Essay

Skills vs. Knowledge in Education

Education systems all over the world are based on the idea that students get and remember information from teachers and books. These systems test this knowledge with standardized tests which compare students to each-other. They only test the kind of information which is possible to measure in tests. The goal is gaining information, not developing skills by which to use and make information. Unlike the old style of education where people remembered things in order to pass tests and get higher scores than other students, the modern world calls for a new kind of education in which the focus is deep understanding, creativity, and information management skills.

Most education systems in the world are designed to make students remember things. One reason is that schools feel the need to compare students. They do this by giving tests. They want to be able to give grades and decide which students are smart and which are not. They function as a sorting mechanism for society. From the earliest grades, students are put on tracks that will decide their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. They believe that if students remember things it is the same as understanding those things. Schools also like to impart knowledge because in this way, although students can have different individual skills, they can all have the same knowledge.

Einstein said "Imagination is more important than knowledge. Knowledge is

limited. Imagination encircles the world" (Needle, 2007). All the knowledge in the world is useless unless you are able to use information in creative ways. Knowledge is what other people have created. Understanding is all about what you think about something. Everybody sees, hears, feels, and thinks differently. No two people in the world have the same understanding of the same thing. It is impossible to give tests on a point of view. Because of this, tests are illogical. The only reason tests exist is to label students as "smart" or "stupid." There are many kinds of intelligence, however. One of the most famous researchers in the field of intelligence, Gardner, found at least seven different kinds of intelligence (Gardner, 1999). Intelligence and understanding are related. Unfortunately, tests only measure one type of intelligence.

In the modern world skills are more important than knowledge. If a person knows many facts, it is impressive, but not very useful. It is of much greater importance to be able to find information quickly, organize that information, analyze and understand the main ideas, put different pieces of information together (synthesize), and create new information. Together these skills make what we call information management and innovation, the skills which are most desired in the business world.

Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information. However, this idea no longer matches the reality of the modern world in which knowledge is less important than creativity and deep understanding. To be successful in the age of technology, education must focus on helping students gain information management and innovation skills.

<div align="center">Sources Cited</div>

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY: Basic Books.

Needle, Andrew, et al. (2007). Combining art and science in 'arts and sciences' education. *College Teaching* 55.3

Worksheet: The Language of Essays: Comparing Two Good Essays

Students' names: _____

ESSAY 1	ESSAY2
1) What is the purpose of the essay? Is it clear?	
2) What is the audience? How does the writer address the audience: formally or informally? How do you know?	
3) What are the stages of the essay?	
4) What is the function of each stage in the essay?	
5) How does the author demonstrate knowledge of the issue argued?	
6) What are the main arguments? How does the author introduce his/her arguments?	
7) What evidences does the author provide to support his/her arguments? What are the sources?	
8) What kind of language is used (informal, formal, personal, technical)? Give examples.	
9) What counterarguments are there?	
10) What parts or sentences of the essay have a persuasive effect in you? Why?	
11) What types of verbs are part of the essay? Relational, material, mental, behavioral, existential.	
12) What subjects and objects are there in the text?	
13) What circumstances are presented in the essay? Location, manner, time, frequency, etc.	
14) What is the theme progression along the essay?	
15) What words are used to substitute subjects and objects in the essay?	
16) What words are used to refer to subjects and objects mentioned previously?	
17) What connectives are there and what are their functions?	
18) What types of clauses are there? Active, passive; give examples.	
19) What voices are there in the text? Active, passive; give examples.	
20) What modal verbs are used? What are their functions?	

APPENDIX J

PEER ASSESSMENT OF OUTLINES (CHECKLIST RUBRIC)

Lesson 9: Peer assessment of outlines
Objective: To evaluate a classmate's essay outline and give them feedback to improve it.

Guidelines: Exchange your outline with a classmate. Read it and then use the checklist below to evaluate it. Remember to always stay positive for any comments that help him/her to improve his/her essay.

Title of the essay that you evaluated:
_____

Author of the essay:
_____

Your name:
_____

Introduction	es	o	If the answer is No, explain why and give recommendations.
Is there a problem description?			
Is there a contextualization of the problem?			
Is there a thesis statement or position?			
Is there a plan stated?			
Body paragraph 1			
Is there a reason in pro of the thesis? (Argument)			
Is there a reason against the thesis? (Counterargument)			
Is there any supporting evidence 1?			
Is there any supporting evidence 2?			
Body paragraph 2			
Is there a reason in pro of the thesis? (Argument)			
Is there a reason against the thesis? (Counterargument)			
Is there any supporting evidence 1?			
Is there any supporting evidence 2?			
Body paragraph 3			
Is there a reason in pro of the thesis? (Argument)			
Is there a reason against the thesis? (Counterargument)			
Is there any supporting evidence 1?			
Is there any supporting evidence 2?			
Conclusion			
Does the conclusion restate the thesis statement in other words?			
Does the conclusion provide recommendations or suggestions?			

APPENDIX K

RUBRIC FOR PEER- AND FINAL ASSESSMENT OF EXPOSITORY ESSAYS

Lesson 9: Peer assessment of argumentative essays

Objective: To evaluate a classmate's essay and give them feedback to improve it.

Guidelines: Exchange your essay with a classmate. Read it and then use the checklist below to evaluate it. Remember to always stay positive for any comments that help him/her to improve his/her essay.

Title of the essay that you evaluated:
_____

Author of the essay:
_____

Your name:
_____

	Purpose, situation, and audience	es	o	If the answer is not, explain why and give recommendations.
	Is the purpose of the essay clear?			
	Is there an attractive hook?			
	Is the issue clearly described?			
	Is the thesis statement direct and clear?			
	Does the thesis present a clear position towards the issue?			
	Is the topic pertinent to the social and cultural situation where the essay takes place?			
	Does the essay address a particular audience?			
	Are language choices consistent and appropriate for addressing the audience?			
	Do arguments anticipate counterarguments from the audience?			
	Text structure			
0	Is there a strong thesis statement in the introduction?			
1	Is the issue well described and contextualized in the introduction?			
2	Is there an argument plan in the introduction?			
3	Do body paragraphs have arguments?			

4	Do body paragraphs provide supporting evidence?			
5	Do body paragraphs present counterarguments?			
6	Is the conclusion pertinent and suggests tangible solutions?			
7	Are transitions between paragraphs clear?			
	Paragraph structure			
8	Do paragraphs show cohesion through the use of substituting, referencing, and connectives?			
9	Is there a clear theme progression between sentences in each paragraph?			
	Sentence structure			
0	Are nominalizations correctly constructed?			
1	Are clauses correctly constructed?			
2	Do subjects help develop an objective persona?			
3	Are voices and tenses correctly constructed?			
4	Do modal verbs help position the author appropriately?			
	Lexicon			
5	Does lexical variety demonstrate ample knowledge of the topic?			
6	Does the author use academic instead of personal language?			
	Resources			
7	Does the author use information sources?			
8	Is there a list of references?			

APPENDIX L

GROUP INTERVIEW PROTOCOL 2

Data collection technique	Group interview
Name	GI-2
Type of interview	Semi-structured
Location	Universidad de Antioquia, classroom.
Date	June, 2014
Number of participants	_____
Course	English Composition 1

Objective: To uncover students' experience and knowledge on argumentative essays.

Questionnaire

- What did you learn about constructing argumentative essays?
- What part of the learning process seemed more interesting for you?
- What seemed easy and difficult for you to master when writing?
- How different was the learning experience of this unit from previous ones?
- What could be proposed to improve the methodology used in this unit?
- What do you think about the evaluation techniques?

APPENDIX M

UNIT PLAN

Research Question	
What are the usefulness and limitations of using GBI to develop writing proficiency of academic texts such as argumentative essays among graduate students and university faculty?	
General objectives	To build knowledge about the types of arguing genres with argumentative essays To raise awareness about the influence of concepts such as purpose, situation, and audience in writing argumentative essays
Language objectives	To develop knowledge of lexicon on social issues related to Universidad de Antioquia. To develop knowledge of textual features of expository essays To develop knowledge of lexical-grammatical devices for arguing effectively: expanded nominal groups, coordinated clauses, embedded clauses, abstraction, technical lexicon, grammatical metaphors, objective persona, modality, and nominalization.
Content objectives	To build knowledge about controversial social issues going on at the university.
Research objectives	To evaluate the effectiveness of GBI in developing writing proficiency of academic texts in a unit of argumentation essays To identify, describe, and explain the limitations of GBI in developing writing proficiency of academic texts in a unit of argumentative essays
Materials	Video camera, photographic camera, tape recorder, log, notebooks, laptop, video beam, slides, worksheets, large papers, markers, speakers
Timeframe	13 lessons of 90-100 minutes, 2 lessons per week
Place	University classrooms

Lesson 1
Exploring knowledge in academic writing of argumentative texts

Stage	Week	Objectives	Activities
Introduction: Exploring previous Knowledge and experience	1	**Research** 1) To see students' familiarity level with the genre of arguing. 2) To diagnose students' genre and language knowledge for composing argumentative essays.	**Task 1 Group Interview (60 min)** The teacher will introduce himself to the class. Then, he will proceed to ask students their names and some background information like profession, studies, and course expectations. Later, in order to see students' knowledge and experience with academic writing and argumentative essays, he will conduct a group interview using the following questionnaire: For what reasons did you enroll in this course? What experiences have you had in English writing in and out of the university? What experiences have you had with academic writing in English? What difficulties have you encountered when writing in English? For example, grammar, spelling, punctuation, organization of paragraphs, etc. What types of texts do you consider are important to know how to write in English? What do you know about argumentative essays in English? In your experience, in what situations do you see necessary knowing about argumentative essays? What do you think are the purposes of argumentative essays? Do you know about any differences between argumentative essays in English and in Spanish? What types of argumentative essays do you know about in English? What do you know about the structure of argumentative essays in English? The teacher will take notes of students' answers and make some follow-up questions to get details about some of the questions above mentioned. **Course presentation (30 min)** The teacher will explain his research project in terms of: purpose, objectives, methodology, and assessment. He will answer the class questions. **Assignment (5 min)** The teacher will give students a writing assignment. This assignment is an argumentative essay based on this question: Should the university tuition be free for everyone in public universities such as UdeA? The purpose of this essay is to make a diagnostic of language and context which will serve as the focus of lessons in the unit of argumentative essays.

Assignments		Students will write an argumentative essay on whether tuition should be free for all in public universities.	

Lesson 2
Exploring topics: Reading Aloud & Brainstorming Social Issues at UdeA

Stage	Week	Objectives	Activities
Building Knowledge	**1**	**Research** 1) To have a baseline on how students are writing 2) To identify social issues of social conflict at UdeA's Campus 3) To uncover students' background knowledge around topics of social controversy at UdeA. 4) To see how students state positions towards a topic of social interest 5) To define purpose, situation, and audience for the writing of argumentative essays.	**Task 1: Read aloud: Essays (20-30 min)** The teacher will encourage students to read aloud their papers. At the end, the teacher will collect **students' essays.** **Task 2: Brainstorming topics 1: Issues at UdeA (15-20 min)** He will explain how the issue about the tuition has been long debated inside and outside the university by different actors. Then, he will connect this idea with the possibility of identifying other issues on Campus. Then, the teacher will project a map of *Ciudad Universitaria* on the board. After, he will ask students whether they can pinpoint the places where other social issues currently take place and describe these problems. **Task 3: Discussion: Purpose, Audience, and Positions (20-30 min)** The teacher will ask students to team up (2-3 people) around a topic of common interest from those identified on the campus map. Then, he will give them a **worksheet** for them to discuss in teams: What topic are you interested in writing about? Why did you choose it? What is your position towards the issue as a team? Finally, teams will share what they discussed. With this, the class will delimit the purposes and audience of the essays; so, the teacher will bring up these questions: Who should hear about these issues? How can we make them aware of them? Who will be our audience? What is going to be our purpose? What medium will we use to make our essays visible to the community and the audience?
Assignments		Students will be encouraged to find out further issues they might like to write about.	

Lesson 3
Fact Sheets and Scavengers

Stage	Week	Objectives	Activities
Building Knowledge	2	**Research** 1) To uncover students' background knowledge around issues of social controversy at Universidad de Antioquia. 2) To identify sources of information for constructing a reasoned position towards a social issue.	**Task 1: Fact Sheets & Presentations (15-20 min)** Students will team up as in the previous lesson. The teacher will present a **scribbled fact sheet (FS 1)** he created for his problem. Then, he will give teams a fact sheet. They will fill it out with what they know about the problem they have discussed in the previous lesson. **Task 2: Presentations (15-20 min)** Students will present what they know and do not know about the problem using their fact sheets. **Task 2: Gathering new information (20-30 min)** The teacher will explain to students that, for constructing our essays, it is necessary to explore the problem in detail. Then, he will brainstorm with them where and how they the missing info can be obtained: Where can we find the info that we lack? How could we go deeper into the problem and have better view of it? Finally, the teacher will show a **second fact sheet (FS2)** with details of his problem. He will present to them the different sources that complemented his search. At the end of this task, the teacher will collect students' fact sheets and send them a scanned copy, so they can guide their further search for info. **Task 3: Search (5-10 min)** Based on the fact sheets and the ideas on info sources, the teacher will invite students to make a search on details related to the issues. They will present to the whole class what they found.
Assignments			In teams, students will scavenge for new information they are missing or for them to go deeper into the exploration. The teacher will bring markers and large papers to analyze a text in the following class.

Lesson 4
Exploring the field: Scavengers and Differentiating Genres

Stage	Week	Objectives	Activities
Building Knowledge of the Field And Exploring the Genre of Arguing	2	**Research** **Content** 1) Students will demonstrate knowledge of new information about social issues at UdeA. **Research** 1) To build on lexicon about social issues at UdeA. 2) To identify students' difficulties in obtaining information on a topic of interest. 2) To identify students' preferred sources to build up field knowledge. 3) To build knowledge of genre structure differences between Historical Recount, Information Report, Explanation, and Argument.	**Task 1: Scavengers' presentations (25-35 min)** Teams will present what they found about their issues. The teacher will ask them about the **problems** they had in finding the information and **the pieces of info that called their attention**. Finally, he will ask them **whether their position towards the issue has changed based on the new info**. Then, the teacher will explain that in order to do an argumentative essay is necessary not only to know the problem well, but also to know the structure of argumentative essays. **Task 2: Differentiating genres (30-35 min)** The teacher will present to the class 4 texts of different genres: Historical Recount, Information Report, Explanation, and Argument. In groups, they will analyze the texts. They will be asked to analyze texts' social purpose (s), structure, stages and purpose of each stage. Students will elaborate a poster with their analyses and present them. **Task 3: Conclusions (20-25 min)** The teacher will have students draw conclusions as to the purposes, structures and language features of these types of texts. Some questions to draw conclusions can be: What are the overall social purposes of these types of texts? What are the differences in the structure between these genres? What were the audiences addressed in the texts? The teacher will inform students that next class the structure of argumentative essays will be studied.

Assignments	No homework

Lesson 5

In Depth: Exploring the Genre of Arguing

Stage	Week	Objectives	Activities
Building Knowledge of the Field And Exploring the Genre of Arguing	3	**Research** 1) To build knowledge of the genre of arguing 2) To build knowledge of structural and language differences between Information Reports and Arguments	**Task 1: Exploring differences between genres: arguing and information report (35-40 min)** By using the same texts studied in the previous lesson, the teacher will draw students' attention to the Argumentative Essay and to the Information Report. The class will be divided into 4 teams; two teams will receive a copy of the argumentative text and two teams will receive a copy of the information report. The instructor will hand out large papers for them to fill out and paste on the wall: The purpose (s) of the essay/information report The audience addressed How the text is organized The function of each stage **Task 2: Presenting analyses (20-25 min)** Teams will present their analyses using the large papers. **Task 3: Conclusions** The teacher will have students draw conclusions as to the purposes, structure, and language features of argumentative essays in comparison with information reports. The teacher will ask students what were some of the difficulties during the lesson and why.
Assignments			Bring highlighters for next class to analyze an essay's language.

Lesson 6
Modeling: Unscrambling and Comparing

Stage	Week	Objectives	Activities
Modeling	**3**	**Research** 1) Students will demonstrate knowledge of the structure of an argumentative text. 2) To build knowledge of effective ways to structure an argumentative essay. 3) To learn about ineffective ways of structuring an argumentative essay.	**Task 1 Workshop: Unscrambling an Essay (5-10 min)** The teacher will present a new text, a scrambled argumentative essay. He will encourage students to unscramble it text based on what they have learned: *description of the problem, statement of position, arguments against/arguments for, and conclusion*. **Task 2 Presentation and discussion: unscrambled essay (10-15 min)** Students will present their work and then the teacher will discuss with students the results of their work. For this discussion, he will ask them about: The position (s) presented in the text The objectiveness or subjectivity of the positions The arguments in favor The arguments against The qualities of the evidence presented to support the arguments The way how the conclusion is presented **Task 3 Good Essay VS Bad Essay (30-35 min)** Students will receive two new essays. They will compare in pairs both essays and identify the differences between a "good" essay and a "bad" essay. This will help students see how structural differences influence the ways how an effective argument is constructed and how it differs from an ineffective one. They will do this with comparative worksheets. **Task 4 Presentations (5-10 min)** Students will present the results of their analysis. **Task 5 Conclusions (10-15 min)** The teacher will have students draw conclusions as to the structure of effective arguments and ineffective arguments. Some of these questions may guide this discussion: What are the stages of an effective argument? What other alternative structures can be also effective? What should be avoided when constructing arguments? What made the good essay so effective? What made the bad essay so ineffective? How could even the good essay be improved?
Assignments			Students will read the essays again and prepare a personal impression about the lexical-grammatical aspects of the essays. Bring materials to elaborate a Decalogue (Ideacalogue activity in lesson 7). Bring materials to highlight language aspects in two essays.

Lesson 7
The Language of Argument: Successful Argumentative Essays

Stage	Week	Objectives	Activities
Modeling	**4**	**Research** 1) To build knowledge of the language of arguing. 2) To assess students' knowledge of the structure and language of the genre of arguing.	**Task 1 Presenting reasons (5-10 min)** Students will present their reasons why they think each essay is well written or not regarding language aspects. **Task 2 The Language of Essays: 2 Successful essays (20-25 min)** The teacher will ask students get in teams. They will look at two well-developed essays closely at their organization, stages, overall purpose, audience, and particularly these language aspects using a list of questions: Types of verbs (material, relational, mental, behavioral or verbal) Types of verbal tenses and the most common ones Subjects and objects (themes and rhemes) Connectives and their functions Adverbs (simple and phrases) Types of nouns: simple nouns, noun phrases, and nominalization Possible synonyms for connectives, adjectives, and adverbs (amplification) For this, the teacher will ask students to highlight each language aspect with different colors as they read. **Task 3 Discussion (10-15 min)** Students will share their ideas about the language of argumentative essays. The teacher will also ask students what language aspects seem difficult for them to understand (grammar). The teacher will answer their questions. **Task 4 Drawing conclusions: *Ideacalogue* (25-30 min)** In trios, students will elaborate a decalogue based on what they have learned on argumentative essays. This *ideacalogue* is for students to agree on ten good *ideas* on what a good essay should look like (in terms of purpose, situation, audience, structure, and language aspects). They will present their ideas and explain why. They will hand in the ideacalogues to the teacher.
Assignments			No homework.

Lesson 8
Outlining an Essay and Gaining Mastery in Writing Expository Essays

Stage	Week	Objectives	Activities
Joint Construction	**4**	**Research** 1) To deconstruct a well written essay into an outline to build knowledge of essay outlines. 2) To scaffold students' writing abilities in joint construction of an expository essay	**Task 1 Outlining an effective essay (30-35 min)** Then, the teacher will ask students to get in teams. They will read two good essays in order to construct a detailed outline of it on large papers. The teacher will give them a worksheet for this. Outlines will be shared and the class will decide which outline is more complete and well structured. We will draw conclusions as to the ways how a good outline can contribute to construct our own essays in the future. **Task 2 Joint construction: Outline construction (20-25 min)** The teacher will pose a topic from the university issues identified in Lesson 2. Then, he will ask students to define purpose(s), a medium, and the audience to address a new argumentative essay. Then, added up to the aspects studied in the previous task of the lesson, the teacher will write up an outline on the board with them by using the questionnaire below: What positions will we include towards the issue? How will we organize the positions? Why? What would be a good way to start with the first stage? Will the essay start with a hook, a fact or a topic sentence? What are our arguments? What pieces of evidence may support best the reasons? Why? What will be our conclusion? How are we connecting these two paragraphs? What will be the function (s) of this stage/idea in the text? **Task 3 Joint construction: 1ˢᵗ paragraph (15-20 min)** The teacher will write the first paragraph of the essay with the whole class based on the outline. **Task 4 Joint construction: Students finish (20-25 min)** In groups, students will finish the essay following the outline. The teacher will collect their essays at the end of the class.
Assignments		Students will bring the concept maps and other additional info they consider necessary for constructing their essays.	

Lesson 9
Negotiating Evaluation Criteria & Elaborating Outlines of Essays

Stage	Week	Objectives	Activities
Independent Writing	**5**	**Research** 1) To negotiate and define evaluation criteria for writing expository essays 2) To write independently an draft of an expository essay outline 3) To write independently a draft of an expository essay. 4) To scaffold students' writing of expository essays based on specific structure and language criteria.	**Task 1 Analysis and Discussion with Ideacalogues (25-30 min)** The teacher will hand out copies of one of the essays they produced in the previous lesson (a good one). Supported by their *Ideacalogues*, they will analyze the essay on: The parts developed in the whole text in relation to the outline. Why it is well written and why not: purpose, situation, audience, structure, and language aspects. How this essay can be improved. **Task 2 Assessment Criteria Aspects (15-20 min)** Now, the teacher will explain it is necessary to move on to producing the essays independently. For this, the teacher will bring for students two rubrics: one for evaluating outlines and a second one for evaluating the final products of their essays. The class will negotiate the criteria using the rubrics. The macro-aspects in the rubric will include: Purpose, situation, audience, and outline. Micro- aspects will include: Text structure: particular genre features and stages. Paragraph structure: theme-rheme, punctuation, thematic flow, cohesive devices (connectors, references –anaphors and cataphors–, linking phrases). Sentence structure: noun groups, nominalization, simple/complex clauses, relative clauses, coordinated clauses, grammatical metaphors, modality, impersonalization, and active/passive voice. Lexicon appropriateness: technical/academic/formal. After presenting the rubric, students will be asked for their observations and comments, agree on these criteria and start writing independently. **Task 3 Drafting an outline (30-35 min)** Students will receive a worksheet for them to write up outlines of their essays. For this, they will use both the concept maps of the issues developed in previous lessons and the rubric. Also, they will receive teacher support in this process. At the end of the lesson, the teacher will collect their outlines and send them digitalized via email. **Task 4 Homework: Writing Drafts (5 min)** The teacher will ask students to write a draft of their essays and bring it next class for peer evaluation.

Assignments			Students will write the drafts of their expository essays and bring them for next lesson.

Lesson 10
Feedback on outlines & Peer Evaluation

Stage	Week	Objectives	Activities
Independent Writing	**5**	**Research** 1) To scaffold students' work on outlines. 2) To develop skills and knowledge in peer evaluation.	**Task 1 Outlines: feedback (15-20 min)** The teacher will give students detailed feedback of their outlines using the rubrics. Students will read their feedback and will be encouraged to ask questions to the teacher before proceeding with peer evaluation of the essays they wrote as drafts for homework. Students with no questions will proceed to do peer evaluation. Students will make the corrections to their drafts according to the outlines' feedback, and vice versa. **Task 2 Peer evaluation (40-45 min)** By using the rubric agreed upon, students will meet in pairs, evaluate each other's work, exchange feedback, take notes, and make the pertinent changes at home. **Task 3 Homework (5 min)** Students will apply the suggested corrections to their outlines and drafts. Then, they will type everything and send it via email to the teacher.
Assignments			Students will make the corrections to the outline and draft as suggested by the teacher and peers. They will be sent via email so they can be printed for individual feedback.

Lesson 11
Hands-on Joint Construction of an Argumentative Essay

Stage	Week	Objectives	Activities
Independent Writing	**6**	**Research** 1) To scaffold students' progress in the control of t	**Task 1 Appointments for feedbacks on drafts (120 min)** Each student will receive feedback on their essay drafts with individual appointments. They will make the changes to their essays at home and send them back before the next class.
Assignments			Students will apply the corrections suggested by the teacher.

Lesson 12
Preparing for Publication, Proofreading, and Edition

Stage	Week	Objectives	Activities
Independent writing And Publication	**6**	**Research** 1) To decide on guidelines for an effective publication of expository essays. 2) Students will develop proofreading skills 3) Students will learn about editing texts for publication.	**Task 1 Publication Guidelines (15-20 min)** The teacher will remind students the audience and the medium agreed for the publication. According to this, the teacher will set with students final publication guidelines in order to impact the audience positively and persuade readership towards their essays. **Task 2 Proofreading (35-40 min)** The teacher will ask students about the ways how they proofread their texts in Spanish and English and why those forms are particularly effective for them. Then, he will discuss with them the most difficult things to see inside a text when proofreading. Finally, he will present a checklist with proofreading aspects: Titles & Subtitles, if any. Spelling: duplications, misspelling, missing words Processes: phrasal verbs, tenses, and subject-verb agreements Capitals: first word and proper names Punctuation: periods, commas, colons, marks, brackets, Saxons, etc. Citations and figures: intertextual, paraphrasing, direct citations, ordinals, cardinals, statistics Cognates The teacher will ask students if they can proofread their texts, share their mistakes as examples, explain the mistakes, and make the corrections. **Task 3 Discussion on proofreading (10-15 min)** Then, the teacher will ask them about the easy and difficult aspects to spot when proofreading, why, and how the difficult ones can be faced more easily. Finally, he will ask students to proofread again and format their essays in accordance to the publication guidelines agreed at the beginning of the lesson. **Task 4 Edition (15-20 min)** The teacher will show different text designs (formats). He will ask students what design could have good aesthetic qualities them to publish the essays (considering audience, guidelines, and medium). The teacher will explain students how to edit on Microsoft Word according to the model agreed upon: Fonts, sizes, margins, spaces, interlining, indentation, etc. Students will proofread and edit their essays and send them to the teacher via email.
Assignments			Students will type and send a Word version of their essays (Times New Roman,

| | | | 12pts, double space interlining, and 2.5 in. margins) to the teacher via email. |

Lesson 13
Publication and Final Impressions

Stage	Week	Objectives	Activities
Independent writing And Publication	7	**Research** 1) To publish students' final products and gather their impressions about it. 2) To evaluate the methodological implementation in a group interview.	**Task 1 Publication (15-20 min)** The teacher will present the final publication of their work in the medium. He will ask for their impressions about it and give their comments to raise the aesthetic and academic values of the medium: pictures, format details, decorations, layout, complementary materials, hyperlinks, linked social networks, etc. **Task 1 Group interview (35-40 min)** The teacher will acknowledge students work, effort, and progress during the unit. Then he will proceed to ask them using a questionnaire: What they learned about constructing argumentative essays What part of the learning process seemed more interesting for them What seemed easy and difficult for them to master when writing How different was the learning experience from previous ones What could be proposed to improve the methodology What they think about the evaluation techniques
Assignments		Students will check the publication and share further impressions and comments via email or online with the teacher.	