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**El ciclo pedagógico de la Lingüística Sistémico Funcional en la enseñanza
y aprendizaje de la lectura del género *abstract* en el área de Educación**

de

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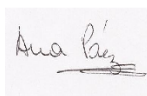
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Ana Claudia Paez

Abstract

Reading texts can be a difficult task, especially in academic contexts in which knowledge of the discipline and conventions of scholarly communication becomes essential. Reading can be even more challenging if it is in a foreign language. In the context of the National University of La Pampa, students of the Human Sciences School are challenged to learn academic reading in English in the field of Educational Sciences. The aim of this thesis is to explore two ESP students' perceptions of a genre-based pedagogical intervention for teaching and learning to read abstracts in the field of education, with a focus on the process types of the transitivity system of Systemic Functional Linguistics (SFL) that characterize the rhetorical moves of the abstract. In order to fulfill the objective of this study, a qualitative research design for multiple case studies was implemented. The findings of this study show that the participating students perceived that the implementation of a pedagogical intervention based on the Teaching-learning cycle facilitated the development of their reading skills to comprehend abstracts. The participants' perceptions indicated that the reading guides were highly useful to solve the tasks required, apply already learnt vocabulary, identify processes and rhetorical moves and work with classmates and teachers in the process of reading abstracts in the field of education. The findings of this study suggest that teaching and learning through Genre-based Pedagogy proves a useful tool.

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List of Abbreviations and Acronyms

ESP: English for Specific Purposes

SFL: Systemic Functional Linguistics

NR: New Rhetoric

L1: first language

EFL: English as a Foreign Language

IMRD: Introduction, Methodology, Results, Discussion

CARS: Create A Research Space

EAP: English for Academic Purposes

UNLPam: Universidad Nacional de La Pampa

EPET: Escuela Provincial Educación Técnica

CHAPTER I

INTRODUCTION

Reading texts can be a difficult task, especially in academic contexts in which the knowledge of specific disciplines and the way it is communicated becomes relevant to new members of a field of study. Reading can also become challenging if it is in a foreign language, mainly in contexts where English is taught with specific purposes (ESP hereafter). This may be due to the fact that texts are written according to specific linguistic conventions defined by academic communities and they are structured according to the genre they belong to, as is the case of the genre *abstract* (Swales, 1990; Bhatia, 1993). ESP students often attend these courses when they start their programmes at the university level. This generally causes an even bigger challenge since they are still acquiring technical vocabulary in Spanish in their own fields of study while they have to understand what they read and how texts are structured in English.

At the Human Sciences School at the National University of La Pampa, Argentina, students need to develop strategies for reading academic texts, particularly *the abstract*. In this school, the reading of abstracts is of key importance as a source of information for the writing of theses in undergraduate programmes, since this genre is a summary of a research study and is always available online. The abstract is a precise and brief representation of the contents of the research article that provides the reader with information about the complete research (ANSI in Bhatia, 1993; Martín-Martín, 2003; Pho, 2008). Besides, being able to understand this genre is highly relevant for future professionals to keep updated in educational topics, specifically to read school projects and scientific displays.

As a general rule, the abstract presents the research purpose, the aims of the study, the description of the methodology, the summary of the results and the conclusions. This genre typically presents the scope of the research as well as the research hypothesis. As regards the methodology, the experimental design, the

participants and the procedures carried out might be introduced. In the results and conclusion of the study, the main findings as well as inferences of the study are frequently presented (Bhatia, 1993; Doró, 2013; Martín-Martín, 2003). The identification of these rhetorical moves and the comprehension of the lexico-grammatical features typical of these moves may be challenging for students who need to read abstracts in ESP settings. Thus, in these contexts, teachers of ESP courses must provide tools to contextualize and scaffold the teaching and learning process in the comprehension of the abstract so that students can interpret the meanings and purposes built in this genre. In this respect, Systemic Functional Linguistics (SFL hereafter) can offer a framework for analysis that enables students to understand the different process types involved in the rhetorical moves of the abstract.

ESP students from the Human Sciences school at the National University of La Pampa find the genre *abstract* relevant to write their theses. In this context, the subject English Level II implements the teaching-learning cycle within SFL to provide a pedagogical framework with specific characteristics to develop reading abilities (Rothery, 1986; Martin & Rose, 2012). In the teaching and learning context described, understanding process types that realize the rhetorical moves of the abstract becomes necessary as it may enable the development of better reading comprehension skills and knowledge of an important genre for the academic and professional life of students.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter provides a description of the theoretical framework used in this thesis and is organized into four sections. The first section (2.1) introduces Genre analysis theory, focusing mainly on the ESP school, which is the theoretical approach followed in this study. Subsection 2.1.1 gives an account of the genre abstract and its unit of analysis, the move. Section 2.2 explains Genre Pedagogy theory, which provides the approach for teaching the genre abstract. Section 2.3 presents Systemic Functional Linguistics (SFL) theory and the Ideational Metafunction. Section 2.4 includes the theoretical framework used to elicit the participants' perceptions of the pedagogical intervention.

2.1 Genre analysis

The concept of genre has changed significantly over time. Genre has been described as “written texts that are primarily literary, entirely defined by textual regularities in form and content, fixed and immutable and classifiable into neat and mutually exclusive categories and subcategories” (Freedman & Meedway, 1994, p.1, as cited in Johns, 2002, p.3). This concept has been used in the analysis of form and function of non-literary discourse, such as the abstract, the research article and the thesis. Although theorists differ in the way genres should be described, there is certain agreement in the scientific community about the complexities of the oral or written responses given by speakers or writers to the demands of a social context. The application of the concept of genre in the educational field has proved to be a useful tool in fields like rhetoric, composition studies, professional writing, linguistics and in ESP among others. Three different schools have studied the concept of genre: North American New Rhetoric studies (NR), the Australian school based on SFL, and ESP.

The New Rhetoric School has defined genre as socially acknowledged activities carried out in specific contexts (Miller, 1984). Since most of the members of this school have devoted their research to first language (L1) studies, they have focused on the social purpose rather than on the discourse structure of texts. According to this school, genres are considered “pragmatic entities that relate the intention of a text and its effect in a specific context” (Miller, 1984, p. 152). Their study has focused on the description of the situational contexts in which genres are used- the purposes and functions they fulfill and the attitudes and values of the discourse community. This has led to a non- linguistic approach to the study of genres and they have adopted a teaching and learning methodology *in situ*.

The school of ESP posits that genres are “a set of communicative events characterized by communicative purposes and patterns of structure” (Swales, 1990, p. 140). These purposes are recognized by the members of the discourse communities and they constitute the rationale for the genre. A discourse community is a group of people who share knowledge on a specific field of study and pursue common public goals (Swales, 1990). A key aspect of this theory reveals that texts can be grouped together according to specific linguistic and rhetorical conventions and they can regulate social activities carried out in specific and purposeful cultural contexts. As a result, a close connection between the discourse community and its genre is established, and the genre becomes the property of the community which uses it.

In the analysis of texts, ESP researchers have focused on the formal characteristics of genres using structural move analysis to describe how texts are organized (Swales, 1981, 1990; Dudley Evans, 1988; Sager - Meyer, 1990; Bhatia, 1993; Thompson, 1994). Other scholars in the field have focused mainly on the analysis of grammatical features of the texts at a sentence level such as verb tenses, hedges, passive voice, among others (Tarone, Dwyer, Gillete & Icker, 1981; Hanania & Akhtar, 1985; Swales, 1990; Salager Meyer, 1994).

The Australian School, also known as the Sydney school, has also taken a linguistic approach to the study of genres. Based on SFL, this theory has defined the concept of genre as “a staged, goal-oriented, and purposeful activity that people engage in as members of their culture” (Martin, 1984, p. 25). According to this school, genre is an aspect in a comprehensive theory of language in context, which is realised in patterns of language choices (Hood, 2011) or “configurations of meanings that enact the social processes” (Martin & Rose, 2008, p. 6). From a pedagogical perspective, the Sydney school developed a genre-based pedagogy which focuses on developing students’ literacy. This school originally created a project for the teaching of L1 writing so that students could achieve literacy in Primary School and write academic texts (Rothery, 1994, as cited in Rose & Martin, 2012). This project developed a teaching-learning cycle for the explicit teaching of genres based on three stages, *Deconstruction*, *Joint Construction* and *Independent Construction*, which leads students to make autonomous use of the genres they need to write. This cycle has been considered of great usefulness for EFL teaching since explicit and detailed instruction becomes necessary for the acquisition of a foreign language.

The relevant contributions of the ESP school for the definition and characterization of the concept of genre, and its perspective on genre description and pedagogical applications make this approach appropriate for the teaching of the abstract, the genre under study in this thesis. The methodology offered by the teaching-learning cycle, developed by the Sydney School within SFL, is relevant for teaching the ability to read abstracts in the field of education. In conclusion, this thesis combines the focus of the ESP school in the characterization of genres and the teaching methodology provided by the Sydney school.

2.1.1 The abstract

The abstract is an open access genre in which authors summarize the main information of a research study. According to the American National Standards

Institute, the abstract is “an abbreviated accurate representation of the contents of a document preferably prepared by its author(s) for publication with it” (1979, as cited in Bhatia, 1993, p. 78). It is usually displayed at the beginning of the research article and is considered the point of departure in the reading comprehension of a scientific paper (Hartley, 2003; Salager-Meyer, 1990). Besides, abstracts “have the main function of serving as a time-saving device by informing the readers about the exact content of the article, indicating in this way whether the full text merits their further attention” (Martín-Martín, 2003). Even though this genre differs from the research article in form, and the author may decide on the topics focused on, the contents presented both in the abstract and the scientific paper should be the same (Pho, 2008). The abstract is the genre that persuades the reader to continue reading the scientific paper and, in the case of scientific journals or conferences, determines whether the paper is publishable or not.

Some authors have considered the existence of at least two different types of abstracts based on functional grounds (Doró, 2013; Martin-Martin, 2003), the indicative and the informative abstract. The indicative abstract provides a general overview of the topics dealt with in the article and it is sometimes called descriptive. It may help readers interpret the nature and scope of the research article. The informative abstract summarizes the whole paper, indicating that “it is a report in miniature” (Jordan, 1991, p. 507). In this type of abstract, “more specific information is provided for prospective readers in informative abstracts, in which reference is made to the research context and methodology, main results and conclusions” (Doró, 2013, p. 123). These differences may lead to the interpretation that the types of abstracts follow either the rhetorical structure of the research article as in the case of the IMRD structure or the Introduction section as in the case of the CARS model. The IMRD structure was proposed by Hill et. al (1982) and it correlates with the four sections of the research article, Introduction, Methodology, Results, Discussion. The Introduction proposes the

context of research and establishes the reasons why it is necessary. The Methods section explains the methodology followed in the study. The Results present the main findings and the Discussion shows the interpretation of such results and suggestions for further investigation. The CARS model (Create A Research Space) was proposed by Swales (1990, 140) and shows that certain characteristics typical of the Introduction of research papers are also present in the rhetorical structure of abstracts. These characteristics include: the need to communicate to the scientific community why doing research in a specific field is necessary, the need to situate the research in terms of that specific importance, and the need to show how research will be done.

2.1.1.1 Unit of analysis: Move

The main unit of analysis of the rhetorical structure of the abstract is the *move*, which has been proposed by the ESP school. Even though the concept of *move* can be applied to different genres, its characteristics are based on existing definitions and descriptions associated with the language of science.

In the context of ESP, Swales (2004) defines the concept of move as “a discursual or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. (...) it is better seen as flexible in terms of linguistic realizations. At one extreme it can be realized by a clause; at the other by several sentences” (p.228). *Moves* are identified as text segments which have a uniform and coherent orientation in relation to the communicative purpose they perform. Bhatia (1993) explains the concept of communicative purpose stating that “just as each genre has a communicative purpose it tends to serve, similarly each move also serves a typical communicative intention which is always subservient to the overall communicative purpose of the genre” (p. 30). This seems to indicate a hierarchical relationship between genre and move, which stems from the existence of both overall and specific communicative purposes. Besides, Bhatia states that moves are “discriminative elements of generic structure” (1993, p. 32) which are related to the

communicative purpose that they serve in the genre. Accordingly, Santos (1996) explains that the choice of a move as a unit of analysis of abstracts “is to be considered as a genre stage which has a particular, minor communicative purpose to fulfill, which in turn serves the major communicative purpose of the genre” (p. 485).

Different taxonomies have been proposed for the analysis of moves in the genre abstract. In the fields of applied linguistics and educational technology, which are the contexts of this thesis, an important contribution on move categories is that proposed by Pho (2008). This author offers a framework for the study of abstracts which suggests five moves:

- *Situating the research* implies setting the scene for the current research.
- *Presenting the research* refers to the purpose of the study, the research questions and the hypothesis.
- *Describing the methodology* describes the materials, variables, subjects and procedures.
- *Summarizing the findings* reports the main findings of the study.
- *Discussing the research* interprets the results and provides recommendations, implications or applications of the study.

The theoretical framework proposed by Pho becomes relevant for this research study due to the fact that the taxonomy he suggests has been applied to the analysis of abstracts in disciplines similar to the ones involved in this thesis. Furthermore, the labels of the rhetorical moves proposed in Pho’s taxonomy reflect the purposes of the moves in the abstracts used in the present study. The next section refers to the relevance of Genre Pedagogy as a suitable approach to teaching the rhetorical moves of abstracts, and describes the methodology of this pedagogy.

2.2 Genre Pedagogy

Genre pedagogy was developed in the 80s as a project of the Sydney School. The main objective of this project was to design a writing pedagogy that could help students meet the demands of the school curriculum (Rose & Martin, 2012). Genre pedagogy aims at making the distribution of knowledge in society more equitable since access to meaning-making resources is not equally distributed in the educational systems (Martin & Rose, 2008). This pedagogy is underpinned by the work of the psychologist Lev Vygotsky and the sociologist Basile Bernstein.

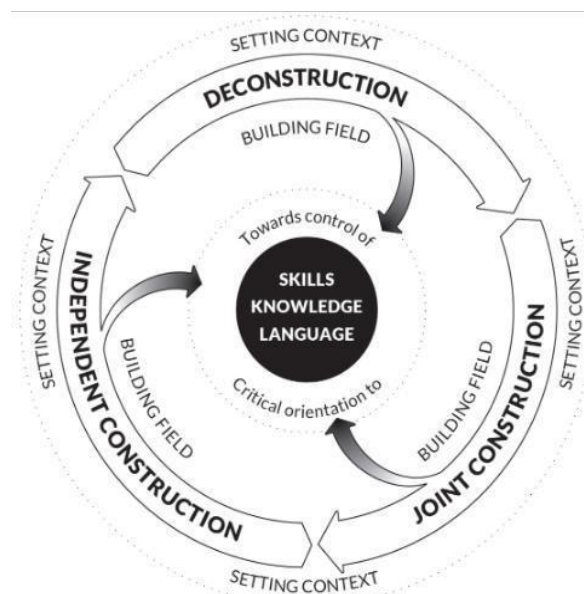
The influence of Vygotsky's (1968) Zone of Proximal Development relates to the importance of peer collaboration and teacher scaffolding. Vygotsky explained that learners can gain knowledge on their own but the influence of a person who knows more will contribute to a better understanding. Bernstein's (1975) contribution helps to explain how the education system of a society works at different levels in the distribution of knowledge and how education outcomes obtained at school become functional to an unequal economic system. Besides, Bernstein dealt with the notion that different modes of teaching according to the context leads to unequal distribution of knowledge in society.

Genre pedagogues argue that if genres are not effectively scaffolded for students, they will not be able to read and produce texts that are valued in their disciplines and workplaces and, therefore, they will not be able to fully benefit from their educational experience (Boccia, 2019). In this context, genre pedagogy aims at making the distribution of knowledge at school more equitable. To this end, this pedagogy is designed "to give teachers the tools they need to overcome the inequality of access, participation and outcomes in their classes" (Rose & Martin, 2012, p. 6). It is an approach to understanding genres in education, especially in teaching reading and writing, so that learners from all socioeconomic, linguistic and cultural backgrounds understand and are proficient in the use of certain genres to succeed in university or in the workplace (Boccia, 2019).

Joan Rothery (1986, 1994, as cited in Rose & Martin, 2012) understood the underpinning ideas of Genre Pedagogy and translated the notion of guidance through interaction, developing a curriculum for teaching and writing genres. In the development of the genre curriculum, Rothery proposed a teaching-learning cycle with the aim of empowering students to read and write different genres. This cycle involved some stages through which genres unfold. After revision and systematization, the final version of the cycle consisted of three stages. The first stage involves the understanding of the topic and the context of production of the text. In the second stage the learner acquires the genres with the assistance of teachers and other learners. In the final stage, the learner independently produces the genre. The present study makes use of the last version of the cycle which includes the following stages: *Deconstruction Stage, Joint Construction Stage and Independent Construction Stage* (Figure 1).

Figure 1.

Teaching-learning cycle (Rothery, 1994, as cited in Rose & Martin, 2012, p. 66)



The *Deconstruction Stage* implies the exploration of the stages through which the genre unfolds, the context of situation in which the genre occurs, and the lexico-grammatical choices involved in the production of texts (Boccia, 2019). In this stage of the cycle, the teacher's role becomes crucial since the teacher presents sample texts to students, highlights the characteristics of the genre and "builds up shared understandings about the genre development" being addressed (Rose & Martin, 2012, p. 69) and engages learners in explicit discussions of the genre proposed.

The *Joint Construction Stage* involves collaborative work between the teacher and the students in a text (Boccia et. al., 2013). In this stage, the text written collaboratively must belong to the same genre and must have the same basic features deconstructed in the previous stage. The teacher first guides and encourages the students to make contributions based on discussions in small groups, then collaborates in the writing of texts by making suggestions, adapting or rewriting ideas on the board. The teacher helps and organizes the students' ideas and contributions, and assesses whether they are able to move to the Independent Construction stage (Rose & Martin, 2012).

The *Independent Stage* implies that students write their own text, which belongs to the same genre as the ones studied in the previous stages. The students submit their texts for consultation with the teacher, who focuses on the characteristics of the genre they have been working with. The teacher performs the role of a "consultant" by helping students overcome their difficulties and discussing their progress in class. The texts can be revised and edited before the students submit their final version.

In the context of teaching reading comprehension skills, Genre Pedagogy results in a powerful tool since it contributes to the development of genre literacy. Students learn how to analyze a text by considering its context of production, the functions the text serves and the linguistic realizations used in the construction of such

text. In this process, students are first guided until they are engaged in interaction. Then, they can learn how to talk about texts until they gain independent control over genres. In this context, teachers have a central role in providing scaffolding to support students' learning, and to build up their control of the genre towards independent control (Vygotsky, 1978, as cited in Rose & Martin, 2012).

Although the teaching-learning cycle aims at the development of writing different genres, in this study, the stages of this cycle become relevant to guide the students in the process of reading abstracts in the field of education with a special focus on the rhetorical moves and one of the lexico-grammatical resources at play in the realization of each move. In the context of this study, process types of the transitivity system of SFL have a central role in the realization of the moves of abstracts. In the following section, the main tenets of the theory of SFL, the ideational metafunction and the transitivity system will be explained.

2.3 SFL and the Ideational Metafunction

The theory of SFL describes language as a semiotic system, since people make meanings by choosing and negotiating texts (Eggins, 1994; Halliday & Hasan 1989; Halliday & Matthiessen, 2014; Thomson, 2004). SFL is grounded on the relationship between the texts and the contexts of interaction in which they are produced. In Eggins' (2004) terms, "Context is in text: text carries with it, as a part of it, aspects of the context in which it was produced" (p. 3). Language is contextual since the choices speakers make are influenced by context. When interacting, speakers are engaged in making meaningful choices that also involve recognizing dimensions of contrast according to the purpose and the context of the situation in which they interact. Language and context are mutually related since context can be deduced from text, and language can be predicted from context (Bloor & Bloor, 2004; Eggins, 2004; Lukin, 2016). Texts are associated with contexts at the level of register and genre. Register refers to the relationship between text and context, and the situational variables that

make a text what it is (Eggins, 2004, Thomson, 2004). As Halliday and Mathiessen (2014) explain, when speakers and writers produce texts, they make choices according to three dimensions:

- *Field*, which refers to the social activity in which people are involved and what the text is about. At the level of semantics, *field* exerts influence on experiential meanings which are realized through the Transitivity patterns of the grammar.
- *Tenor*, which is defined as the relationship assumed between participants in an interaction. The kinds of social roles have an effect upon the interpersonal meanings conveyed, and are realized through the Mood patterns of the grammar.
- *Mode*, which makes reference to the channel of communication (written and spoken language). This dimension influences textual meanings which are encoded by the Theme patterns of the grammar.

Lexico-grammatical features vary according to the register in which they are used. At the level of genre, writers or speakers choose certain linguistic realizations and follow specific conventions for organizing information in a text according to their social purpose in using the language. These choices enable speakers and writers to make three kinds of meanings simultaneously through three different metafunctions (Eggins, 2004; Halliday & Mathiessen, 2014; Martin & Rose, 2008; Thompson, 2004):

- the *ideational or experiential metafunction*, which refers to the representation of experiences, ideas and understanding of the world;
- the *interpersonal metafunction*, which is related to the relationship and interaction with language and others;

- the *textual metafunction*, which entails the organization of our messages either in the written or spoken mode.

Halliday & Mathiessen (2014) define the ideational metafunction as “a resource for construing our experience of the world that lies around us and inside us” (p. 640). This contributes to the explanation of human experiences by naming things, construing categories and taxonomies. This metafunction is subdivided into two (Halliday & Mathiessen, 2014, p.61): the *experiential*, which refers to the use of the language to represent reality, and the *logical*, which makes reference to the use of the language to build logical relationships. The present study will focus on the *experiential* metafunction, in which experiences are represented through the transitivity system in terms of three main components: *processes*, which can be actions or events developed throughout a specific time; *participants*, which are people, animated and inanimate objects, institutions or abstractions that carry our actions or events and are affected by them; and *circumstances*, which provide additional information about the event in terms of extension, location, time and space, cause, manner, among others. The grammatical system by which this is achieved is that of Transitivity (cf. Halliday, 1967/8). The transitivity system construes the world of experience into a manageable set of Process types. Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind (Halliday & Matthiessen, 2014, p. 170). As processes represent the experiences around which participants (realized by a nominal group) and circumstances (realized by an adverbial group or prepositional group) evolve (actions-purposes), this research will focus on the teaching of the processes that characterize the rhetorical moves of the genre abstract in the field of educational sciences.

Processes are central in the clause in the ideational metafunction: the clause is primarily about the action, event or state that the participants are involved in (Halliday, 2014). The process is typically realized by the verbal group in the clause. The

transitivity system presents six different types of processes: material, mental, relational, verbal, behavioural and existential. *Material* clauses constitute processes of 'doing' or 'happening', and usually define concrete, tangible actions. In material clauses a participant, the Actor, performs some action that affects another participant, the Goal. These participants can be animate, inanimate or abstract entities. *Mental* clauses construe feelings, thoughts and perceptions and involve two participants. One participant, the Sensor, is endowed with consciousness and thus feels, thinks or perceives. The other, the Phenomenon, may be realised as a thing or a fact that is being felt, thought or perceived by the Sensor. *Relational* clauses encode states of *being*, and characterize and identify two separate identities. Relational processes can be classified into two types: attributive and identifying. *Attributive* relational processes "ascribes an attribute to some entity" (Thomson, 2004, p.120). The participants are the Carrier and the Attribute. The Carrier is an entity assigned to a class or to an attribute or a quality in an attributive descriptive process, while the Attribute is a class an entity belongs to or the quality an entity is assigned. *Identifying* relational processes involve identifying an entity by reference to some other entity. This process has two participants: the Token and the Value. The Token is a more specific entity while the Value is a more general entity (Thompson, 2004). *Verbal* clauses represent processes of saying. They involve three participants: the Sayer, the Receiver and the Verbiage. The Sayer, the participant responsible for the verbal process, is typically but not necessarily conscious, the Receiver is the participant whom the saying is directed, and the Verbiage expresses verbal behaviour, i.e., what is said. In *Behavioural* processes the participant is endowed with human consciousness and describes physiological and psychological behaviour. In these processes, three different types of participants may be involved: *Behaver*, *Behaviour* and *Range*. The Behaver is a person or animal having the behavior, usually endowed with consciousness; the Behaviour usually repeats the behavioural process with some added attribute; the Range is a participant different in nature from the process itself. *Existential* clauses indicate existence or happening

through a process and a participant that is claimed to exist, the Existent. These processes involve the use of *there*, without a representational function. To sum up, Processes are the core of the clause since meaning is construed through the different process types shaping the representation of the world of experience. As a consequence, this study will focus on the teaching of processes of the Transitivity system of the SFL that characterize the rhetorical moves of the abstract in the area of education. In the following section, perceptions about EFL learning will be explored.

2.4 Perceptions of EFL learning

Since the beginning of the 1950s, there have been changes in teaching and learning methodologies. The traditional teacher-centered method has been abandoned and both the teacher and the learner have gained new roles. As for the teacher, new roles include being facilitators, guides or helpers. These roles involve motivating students, fostering awareness of their own learning process, giving them the tools to learn more effectively and autonomously, among others. As for the student, differences in learning processes have been studied since learners do not acquire knowledge in the same way. This unequal access to knowledge creates hierarchies of success and failure, which in turn causes inclusion and exclusion in the education system (Rose & Martin, 2012). In order to avoid inequality, several strategies have been implemented. One of them relates to students' active involvement in their own learning process. This occurs when students understand and accept that being successful in language learning is dependent on both the teacher and the learners. This implies a shared responsibility of teaching and learning objectives (Scharle & Szabó, 2000).

It has also been proved that students bring their own beliefs, attitudes and perceptions to the learning process, which exert an influence on the ways in which they experience learning (Benson & Voller, 1997; Richards & Lockhart, 1995). Beliefs are "cognitive entities, based on personal experience or the opinions of significant others, characterized as something that learners were aware of and could talk about stable

over time, and potentially right or wrong” (Kalaja & Barcelos, 2013, p.2). The concept of attitude relates to a positive or negative response to an object or item (Oskamp, 1977) and perceptions are processes whereby sensory stimulation is translated into organized experience (Lindsay & Norman, 1977). Related to perceptions is the concept of metacognition, the ability to critically reflect upon our own thinking process, which may prove a useful tool to make specific changes in how learning is managed, and in the strategies chosen for this purpose (Griffiths, 2008). Students’ reflection on the purpose of the tasks proposed by the teacher may help them become aware of the ways in which a task can help them in their own learning process. In Benson and Voller’s terms (1997), this may “help them know how the work they are doing is helping them” (p. 77). The students’ assessment of the task is an important factor in their own learning and contributes to the enhancement of teaching strategies to be implemented in future tasks. For the purposes of this thesis, students’ perceptions will be explored.

By knowing about students’ perceptions, teachers may have a broader idea of how students feel in their classroom and what they might need to improve their learning. Therefore, this study aims at eliciting and analyzing the participants’ perceptions of a pedagogical intervention for the teaching of reading abstracts in the field of educational sciences through the stages of the teaching-learning cycle. Through the analysis of their perceptions, it will be possible to observe how the participating students perceive their own learning, and value the pedagogical intervention for the teaching of the processes that realize the rhetorical moves of abstracts in the field of educational sciences.

This chapter has described the theoretical framework for this study. In doing so, it explained the theories of Genre Analysis and Genre Pedagogy. Besides, it introduced the theory of Systemic Functional Linguistics and the Ideational Metafunction, focusing on the notion of processes. Finally, it gave an account of the theoretical framework used to elicit the participants’ perceptions of the pedagogical

intervention. The following chapter provides a description of relevant studies that have been conducted around these topics.

CHAPTER III

LITERATURE REVIEW

This chapter provides a review of the literature relevant to this study. The first section (3.1) provides an overview of past research about Genre Pedagogy and reading instruction. Subsection 3.1.1 describes the studies which focus on Genre pedagogy and reading instruction in EFL contexts within the framework of SFL. The second subsection (3.1.2) gives an account of Genre Pedagogy and reading instruction in ESP contexts. The second section (3.2) reports studies on students' perceptions on the application of Genre Pedagogy in academic contexts. The research questions and objectives set for this study are also presented.

3.1 Genre Pedagogy and Reading instruction

In recent years, the application of Genre Pedagogy for teaching reading in varied contexts has been widely studied. Several authors have focused on Genre Pedagogy in EFL and academic writing (Cai, 2016; Fan & Lo, 2016; Gonzalez Vuletich & Valsecchi, 2019; Mirallas, 2021), since, as it is well known, the ultimate aim of this approach is the development of writing. However, numerous studies have also examined the application of Genre Pedagogy for the teaching of reading in EFL contexts (Ladrón de Guevara Arnedo, 2017; Montero-Arévalo, 2019; Salgado, 2022) as well as ESP contexts (Hyon, 2001; Hu et. al, 2024; Kalali & Pishkar, 2015; Minaabad et. al., 2012; Muñoz et. al., 2016; Rajagopalan & Jie, 2016; Sadeghi et. al., 2013).

3.1.1 Genre pedagogy and reading instruction in EFL contexts

In contexts in which English is taught as a foreign language, some scholars such as Kalali and Pishkar (2015), Ladrón de Guevara Arnedo (2017), Montero-Arévalo (2019) and Salgado (2022) have concentrated on the implementation of Genre Pedagogy for the development of reading.

Kalali and Pishkar (2015) conducted research to determine whether a 16-hour genre-based course improved the L2 reading comprehension of expository genres in Iranian EFL learners. The 30 participants from the English course of studies were randomly divided into control and experimental groups, and were assigned pretests and posttests. The results of this study demonstrated that the experimental group, who were taught through Genre-based Approach, outperformed their counterparts due to their familiarity and ability to identify the context of production, topic, setting, and understand the purpose of the texts they were exposed to.

Ladrón de Guevara Arnedo (2017) investigated the effectiveness of Genre Pedagogy to develop abilities to read narratives that would enable students to understand meanings from this genre and write their own stories. To this end, the researcher followed an action research approach and used documentary sources, such as video recordings and direct observations, in a group of 34 8-year-old students in an elementary technical bilingual school in Colombia. The results showed that Genre Pedagogy enabled students to interact with each other while solving activities collaboratively. The students' interaction with the teacher was also significant since they improved their reading comprehension through scaffolding and constant feedback. Finally, the researcher also found that this approach enabled them to read and write narratives on their own.

Montero-Arevalo (2019) focused on the application of Genre-based Approach among 9th grade students in an EFL context in Colombia. The researcher analyzed how the use of this approach affected the students' reading comprehension and writing of anecdotes and recounts by comparing their performance before and after its implementation. To carry out this study, the researcher implemented the teaching-learning cycle during six lessons and collected data through three instruments: tests, questionnaires and interviews. The results of this study showed that the students' reading comprehension, writing and motivation skills improved after the use of Genre-

based Approach. The students stated that the course helped to develop their reading comprehension and autonomy. Participants also reported satisfaction towards the instructor who provided scaffolding by offering active support to the students during the lesson activities. As a result, the students were motivated to read and they were able to understand, explain and recreate the genres that were part of the study.

Salgado (2022) applied Genre-based Pedagogy through Action Research. The study aimed at analyzing how the analysis of the genre manga promoted the development of literal, inferential and evaluative reading comprehension. The participants were a group of 8 fifth-year students between the ages of 15 and 17, from a governmental accredited bilingual school, who took some hours of EFL classes compulsorily either in person or online. The methodology involved an action plan with a series of 6 interventions, a series of semi structured-audiotaped interviews, students' journals and a teacher reflective diary. The results of this study showed that there were multiple changes in terms of the students' willingness to participate in activities and the development of reading skills to understand the manga genre as the teaching-learning cycle evolved. Besides, the results showed that teacher feedback enhanced the development of the reading comprehension skill. These changes were perceived by all participants of the study as the different stages of the teaching-learning cycle were applied.

The studies reported in this section aimed at describing the application of Genre Pedagogy for reading instruction in EFL contexts. The results obtained in these studies highlight the importance and effectiveness of the implementation of this approach for the development of EFL reading in varied primary and secondary school settings. In the next section, studies focusing on Genre Pedagogy and reading instruction in ESP contexts will be described.

3.1.2 Genre Pedagogy and reading instruction in ESP contexts

Several researchers have focused on the use of Genre Pedagogy for the teaching of reading instruction at university level. Some of these scholars include Hyon (2001), Minaabad et. al. (2012), Sadeghi et. al. (2013), Kalali and Pishkar (2015), Rajagopalan and Jie (2016), Muñoz et. al. (2016), and Hu et. al (2024).

Hyon (2001) investigated the effects of an EAP genre-based reading course on 8 non-native speakers in Michigan University by conducting interviews one year after these students had attended the course. The results of this study showed that the students recalled the technical language used in different genres such as the hard news story, feature article, textbook, and research article, and specific text features learnt during the classes when reading their own materials. Students also replied that they were able to apply some reading strategies developed during the course, which enabled a better comprehension of the genres they read.

Minaabad et. al (2012) studied the effect of the Genre Pedagogy on ESP learners' reading comprehension of research articles in an Iranian university. The participants were 150 students from the field of computer engineering, who were organized into two groups based on their English Proficiency level, and then subdivided into experimental and control groups. After a six-lesson genre-based intervention, the results showed that Genre-based Pedagogy had a significant effect on the students' comprehension of the articles analyzed. The researchers found this pedagogy had a positive effect on reading comprehension since students improved their reading skills. Besides, it contributed to the students' development of reading comprehension achievement in ESP contexts as well as their general English proficiency.

Like Minebaad (2012), Sadeghi et. al (2013) studied the effects of genre-based instruction in an ESP reading comprehension course for university students in Kurdistan. Five common text structures of the expository genre in the biology field were

taught. The participants were divided into control and experimental groups. The experimental group was taught following Genre Pedagogy while the control group was taught through the traditional method. The results showed that genre-based instruction enabled a better comprehension of rhetorical structures and enhanced learners' overall reading comprehension of the expository genre.

Rajagopalan and Jie (2016) focused on the explicit teaching of the rhetorical moves of the abstract through Genre Pedagogy in undergraduate engineering and science courses. The participants were 20 Japanese and Chinese students who took a genre-based writing course which served as a case study. The results of this study showed that even though the students lacked knowledge of the academic language used in abstracts, introducing them to the rhetorical moves of this genre helped them write an abstract on their own.

Muñoz et. al. (2016) proposed the application of the teaching-learning cycle proposed by the Genre Pedagogy through a didactic sequence for the development of reading of the genre textbook. These activities were aimed at third year students in an engineering course of studies at the National University of Río Cuarto, Argentina. The researchers concluded that this approach contributed to the development of the students' identity as members of an academic culture as they learnt to read texts with a social and communicative purpose.

Hu et. al. (2024) conducted research to determine the influence of an 18-week genre-based course to improve students' reading comprehension skills in Chinese Polytechnic Universities. The participants studied the narrative genre and were provided with pre-tests and post-tests. For the study, they were divided into control and experimental groups. Interviews were carried out in the experimental group to collect students' opinions on the methodology followed. The experimental group revealed a higher interest in reading comprehension after the course and a better understanding

of specific linguistic choices since they improved their word by word reading towards the identification of recurrent discourse patterns when approaching the narrative genre.

The research studies described in this section have reviewed some of the most recent research on the application of Genre Pedagogy for the teaching of reading in ESP contexts. These studies have shown the effectiveness of the implementation of this pedagogy in reading courses. The following section will report some studies which have focused on students' perceptions on the application of Genre Pedagogy.

3.2 Students' perceptions on the application of Genre Pedagogy in academic contexts

Authors like Hyon (2001), Yang (2012), Gonzalez Vuletich and Valsecchi (2020), and Mirallas (2021) have explored students' perceptions towards the use of Genre Pedagogy in academic contexts.

Hyon (2001) investigated students' development of reading skills to comprehend the genres hard news story, feature article, textbook, and research article by implementing a genre-based reading course. The aim of this study was to analyze the extended effects of the course in 8 non-native students in Michigan university through interviews conducted one year after the course delivery. The participants expressed that they continued to read some genres, for example newspaper articles, after the course finished, and were able to apply some strategies learnt during the course such as the recognition of text structure, the identification of information in the text and the comprehension of technical language.

Yang (2012) implemented an online questionnaire to assess the perceptions of twenty-four polytechnic Taiwanese university students, who took an 18-week genre-based ESP writing course. The perceptions of these students revealed that this approach helped them gain confidence in writing narratives on hospitality and tourism.

Besides, the participants highlighted the importance of providing sample texts and analyzing a genre from a linguistic and contextual perspective.

Gonzalez Vuletich and Valsecchi (2020) also studied the application of Genre Pedagogy in the context of EFL teaching. The authors implemented a didactic sequence for the explicit teaching of thematic progression in the expository genre in an undergraduate course at the National University of Río Cuarto. After the implementation of the pedagogical proposal, the researchers carried out interviews to collect students' perceptions of the teaching of this concept. They found that the participating students considered Genre Pedagogy to be a useful tool for the acquisition of thematic progression in the expository genre and felt ready to apply this concept to the writing of their own texts.

Mirallas (2021) conducted research to analyze students' perceptions of the implementation of a genre-based writing course in an EFL context. After applying tasks developed by the Reading to Learn Pedagogy for the teaching of writing of scientific research articles, the researcher implemented surveys after each class and at the end of the course. The researcher analyzed the surveys considering Attitude of the system of Appraisal. The results showed that Joint writing and Detailed reading were entities frequently evaluated positively, mainly in terms of usefulness. Negatively appraised entities included contents and exercises, which were perceived as "difficult".

The studies reviewed above had the general objective to analyze the perceptions of EFL learners on the implementation of Genre Pedagogy for the development of academic literacy. Based on the findings of these studies, it can be concluded that Genre Pedagogy clearly promotes the development of academic reading comprehension from an affective as well as linguistic dimension.

As this literature review has shown, one of the angles from which EFL and ESP reading has been studied relates to the rhetorical structures of academic texts and

the teaching methodology applied to comprehend them. A key resource in this respect is Genre Pedagogy. Based on the literature available, there seems to be few studies devoted to the exploration of the impact of the explicit teaching of rhetorical moves in the genre abstract as well as of the opinions of the students as regards the teaching and learning processes they have experienced. Given the importance of studying these two aspects, Genre Pedagogy stands as a very useful means to explicitly teach resources that are implicated in the teaching of genres. This review has described a variety of studies that have applied genre pedagogy in the EFL and ESP contexts, especially in writing, reading, the analysis of rhetorical moves, linguistic resources and students' perceptions on Genre Pedagogy. As perceptions about reading instruction in ESP contexts seems to be a less explored area, this study attempts to investigate this topic, particularly students' perceptions in the context of teaching and learning the reading comprehension of abstracts. Hence, this thesis attempts to answer the following research question:

1. What are the perceptions of two ESP university students about a genre-based pedagogical intervention for teaching and learning to read abstracts in the field of education, with a focus on the process types of the transitivity system of SFL which characterize their rhetorical moves?

In order to answer this research question, the following objectives are proposed:

General Objective

To explore two ESP students' perceptions of a genre-based pedagogical intervention for teaching and learning to read abstracts in the field of education, with a focus on the process types of the transitivity system of SFL which characterize their rhetorical moves.

Specific Objectives:

1. To describe two ESP students' perceptions of the activities provided in the different stages of the pedagogical intervention for the development of skills to read abstracts in the field of education.
2. To examine the students' perceptions of the activities for the recognition of the context of reception and production of abstracts.
3. To explore the students' perceptions about the activities for the comprehension of process types of the transitivity system of SFL and their purposes in the rhetorical moves of abstracts.
4. To analyze the students' perceptions of the role of the teacher during the different stages of the pedagogical intervention.

CHAPTER IV

METHODOLOGY

The purpose of this chapter is to describe the methodological aspects considered to carry out the study. First, the research design adopted for the study is explained, then the context of the study and the participants are described. Finally, the instruments used to collect data are set forth, followed by the procedures to carry out the study and analyze the data.

4.1 Design

In order to fulfill the objectives of this thesis, a qualitative research design for multiple case studies was implemented. The qualitative methodology implied “investigating the way in which people make sense of their ideas and experiences” (Savin-Baden & Howell Major, 2013, p. 11). Besides, a multiple case study was adopted since the unit of study was limited to the experiences of two students selected from the course English Level II at the Human Sciences School at the National University of La Pampa. Furthermore, it was a *multiple* case since differences and similarities between participants were observed (Savin-Baden & Howell Major, 2013).

4.2 Context

This research study was implemented in the subject English Level II delivered for the Teacher Training and Bachelor’s programmes in History, Geography, Literature, and Social Communication studies at Human Sciences College, UNLPam. This subject promotes the development of reading strategies to comprehend academic texts written in English related to teaching and learning issues. English Level II provides tools to design, plan, elaborate on pedagogical strategies, evaluate and do research on teaching and learning. To that end, the subject is delivered during a semester with two classes per week of two hours each.

4.3 Pedagogical intervention

A pedagogical proposal was implemented for the development of the reading skill in the course English Level II during the second semester of the year 2022. This intervention consisted of a pedagogical proposal for teaching the different types of processes, following Halliday's Transitivity system, that realize the rhetorical moves of the genre abstract in the field of Educational Sciences. The implementation of the pedagogical intervention took six weeks on the basis of two classes per week of two hours each. For ethical reasons, this proposal was implemented with the whole class group, which consisted of 22 students.

For the development of reading abilities to comprehend the genre abstract, the teaching-learning cycle proposed by the Sydney school, known as Genre Pedagogy, was used in this intervention. This cycle consists of three phases, namely, *Deconstruction*, *Joint Construction* and *Independent Construction*. In the *Deconstruction* stage, students were presented with three prototypical models of articles in the field of education sciences and were introduced to the concepts of abstract, rhetorical moves and processes. The students were provided with a guide for reading comprehension and worked on different tasks under the teacher's guidance (See Appendix A). In the *Joint Construction* phase, students were provided with a new guide to work collaboratively with their classmates. The reading guide contained activities about the topic of the abstract, the context of production, the specific language used, the main processes involved, the rhetorical moves employed and a final task integrating the previous activities (See Appendix B). In this stage, the teacher performed as a facilitator. In the *Independent Construction* stage, students worked with two reading comprehension guides. In the first one, they had to select an abstract related to their course of studies and analyze it on their own at home, as a quiz, at their own pace and using resources available (See appendix C). In the second guide, assigned as a midterm exam, students engaged in the task of analyzing on their own

an abstract provided by the teacher, in class and with a limit of two hours (See Appendix D).

4.4 Participants

Two students from the subject English Level II were selected as participants in this study. The students belonged to different programmes at the Human Sciences College, UNLPam, and took the course at different moments during their studies. The method for participants' selection was homogeneous purposeful sampling. Selection was "done a priori" (Savin-Baden & Howell Major, 2013, p. 314) with the aim of "intentionally select[ing] individuals and sites to learn or understand a central phenomenon" (Creswell, 2012, p. 206). The sampling strategy selected was homogeneous, characterized as a small sample of individuals with a membership that has some similar and defining characteristics" (Savin-Baden & Howell Major, 2013, p.315). In the context of this study, the two selected students shared the trait of having major problems in reading comprehension in English. The participants' pseudonyms were Yamila (20) and Melli (26). They were female, second-year students enrolled in the subject English Level II.

4.5 Instruments

In order to address the research objectives, data collection included the following instruments: 1) a diagnostic test, 2) a socio demographic survey, 3) four reading tasks, 4) three semi-structured questionnaires on perceptions, 5) three semi-structured interviews about perceptions (see Tables 4.5.1 and 4.5.2).

To collect data, the following instruments were used:

1. A diagnostic test for participants' selection. This diagnosis served the purpose of observing the students' level of difficulty in the reading comprehension process in order to select the participants for the study (See Appendix E).

2. A socio demographic survey. The purpose of this instrument was to build the participants' profiles and find out about their preconceived notions in relation to reading and to EFL reading at university. The survey consisted of 22 questions which addressed the participants' experience in reading comprehension in Spanish and English, their acquisition of the English language in different educational contexts and their opinion about learning English at university, particularly, developing the reading comprehension skill in educational contexts, among others (See Appendix F).
3. Four reading comprehension guides. These guides were aimed at teaching and learning to read the genre *abstract* in the area of education and focused on the types of processes of the Transitivity system of the LSF that characterize its rhetorical moves. The first one was implemented in the *Deconstruction* phase, the second assignment was provided in the *Joint Construction* phase and the last two reading guides were applied in the *Independent Construction* phase. The tasks carried out guided the questions to conduct the questionnaires and interviews (See Appendixes G and H).
4. Three semi-structured questionnaires on perceptions. The questionnaires aimed at identifying the students' perceptions about the pedagogical intervention carried out, and inquired into the contents developed in the guides in relation to their usefulness, complexity, application and methodology of the teaching-learning cycle. The questionnaires were conducted at three different times (after each stage of the intervention, i.e., *Deconstruction*, *Joint Construction* and *Independent Construction*) to assess the participants' perceptions about the contents dealt with as well as their own development as readers. The first questionnaire was administered after the third class at the end of the Deconstruction phase and addressed the perceptions about the materials for the comprehension of abstracts, the analysis of rhetorical moves and the

usefulness of the activities to read the abstract, identify the purpose, audience and process types that realize its rhetorical moves. The second questionnaire was completed after the fifth meeting at the end of the Joint Construction phase and aimed at inquiring into the students' perception of the usefulness of solving activities related to reading comprehension, rhetorical moves and vocabulary for the comprehension of rhetorical moves and vocabulary, the activation of prior knowledge, and the relevance of working with classmates and teacher scaffolding. The third questionnaire was completed after the seventh meeting at the end of the Independent Construction phase and inquired into the application of knowledge gained in previous readings, the importance of the vocabulary learnt and the usefulness of working with classmates. The questionnaires were sent by email to the participants of the study, after each stage of the pedagogical intervention. Students were expected to answer within 24 hours so as to obtain the students' immediate perceptions on the pedagogical intervention (See Appendix G).

5. Three semi-structured interviews about perceptions. The interviews were designed to inquire about the students' perceptions on different aspects dealt with in the reading guides. The interview protocols were based on the analysis of the students' answers to the semi-structured questionnaires and on the aspects that the researcher was interested in deepening. In the three instances, the participating students were interviewed to obtain further information about their perceptions regarding the usefulness of the methodology applied, the activities implemented in the three phases of the teaching-learning cycle, the scaffolding their classmates and teachers provided and their own performance on the reading skill during the pedagogical intervention. These interviews were carried out at the end of each phase of the pedagogical cycle (See Appendix H). Table 1 shows the relationship between the research questions and the

instruments of the study, and Table 4.5.2 summarizes the instruments and schedule of the pedagogical intervention on abstract reading instruction.

Table 4.5.1

Relationship between Instruments and Research Questions

Instruments	Aims of the study
-Questionnaires -Interviews on perceptions -Reading guides	To explore two ESP students' perceptions of a genre-based pedagogical intervention for teaching and learning to read abstracts in the field of education, with a focus on the process types of the transitivity system of SFL which characterize their rhetorical moves.

Table 4.5.2

Instruments and Schedule of the Pedagogical Intervention on reading comprehension of abstracts in the field of educational sciences

Assessment of the Pedagogical Intervention on the reading comprehension of abstracts in the field of				
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educational sciences				
Instruments	Reading guide	Sociodemographic survey	Questionnaires about perceptions	Interviews on perceptions
Weeks				
1 st week	Reading guide 1	Sociodemographic survey	-----	-----
Aim/s of instruments	-To select the participants	-To build the participants' profile	-----	-----
2 nd week	Reading guide 2	-----	Questionnaire 1	Interview 1
4 th week	Reading guide 3	-----	Questionnaire 2	Interview 2
6 th week	Reading guide 4	-----	Questionnaire 3	Interview 3
Aim/s of instruments	-To raise students' awareness of the predominant process type in the rhetorical moves of the abstracts in	-----	-To elicit students' perceptions about the intervention	- To inquire into the students' perceptions expressed in the questionnaire

	the field of educational sciences			
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4.6 Data collection procedures

The first step for data collection was to analyze the abstracts in the teaching materials of the subject English Level II in order to observe the predominant types of processes in the rhetorical moves of the abstracts examined. These abstracts were published in the Journal of Applied Developmental Psychology, Teaching and Teacher Education, Learning Media and Technology and Education Sciences. The abstracts were examined following Pho's (2008) taxonomy.

The second step was to select the participants for the study. The selection process consisted of the implementation of a reading task solved by the whole class and then checked by the teacher. The two students who scored the lowest grades were selected. These participants, Yamila and Melli, agreed to take part in this research and signed an informed consent form (See Appendix I). Then, they completed a socio-demographic questionnaire which aimed to build their profiles in relation to their experience in reading comprehension in Spanish and English, their experience in acquiring the English language in different educational contexts, and their opinion about learning English at university, particularly, developing the reading comprehension skill in educational contexts, among others.

The third step involved the implementation of a six-week pedagogical intervention with the whole group of students of English Level II. The intervention was based on the three phases of the teaching-learning cycle proposed by the Genre-based Pedagogy within the frame of SFL. The aim of this proposal was to guide students in the development of the reading comprehension ability to read abstracts related to educational sciences. The use of the teaching-learning cycle had the

purpose of explicitly teaching the processes that characterize the rhetorical moves of abstracts in the field of educational sciences.

The fourth step involved administering the questionnaires and interviews to the two participants in order to find out about their perceptions of the stages and contents of the pedagogical intervention. The questionnaires were administered after each stage to inquire about students' perceptions on different aspects of the pedagogical proposal such as the usefulness of the genre and activities provided for the development of reading comprehension of abstracts in the field of educational sciences. The interviews, carried out in Spanish, were conducted after each questionnaire to expand on the participants' answers about their perceptions. They were recorded and transcribed for analysis. (See Appendix J).

4.7 Procedures for data analysis

The analysis of the data collected involved two steps: a linguistic analysis of the different abstracts selected for teaching purposes in the course English Level II, and content analysis of the participants' perceptions (Cresswell, 2012). All the data collected on each participant was considered a case (Case 1 for Yamila and Case 2 for Melli) (Yin, 2003).

As regards the criteria for the selection of abstracts in Language Level II, all abstracts are related to the educational field, an umbrella field in this subject, given the different programmes students belong to: History, Geography, Language and Social Communication. The taxonomy proposed by Pho (1998) was chosen for the analysis of these texts due to the similarity between the corpus used to build this taxonomy and the texts selected in this subject. Besides, the labels of the rhetorical moves proposed by this author in this taxonomy are representative of the purposes of each move in abstracts in the field of education.

The analysis of the abstracts was based on the process types from the Transitivity System of SFL that realize the rhetorical moves of this genre (Halliday, 2014). The main processes were analyzed in terms of their meaning and the participants involved in each move. Then, they were analyzed in terms of the purpose they served.

The answers of the students' questionnaires and interviews were grouped by emerging categories using the technique of content analysis or qualitative coding, which consists of identifying and classifying segments of information into themes or patterns (Hernández Sampieri, et. al. 2006; Creswell, 2012; Savin-Baden & Howell Major, 2013). Then, the categories that arose from the interviews with the participating students were analyzed.

The data obtained from the analysis of the questionnaires and from the perception interviews was interlinked in order to describe in depth their assessments of the relationship between the implementation of the pedagogical cycle for teaching and learning to read the abstract, and their own performance in the reading skill.

After the analysis of each individual case, a cross-case analysis was performed to identify similarities or differences between the cases (Yin, 2003). Data from the individual cases as well as cross-case comparisons were displayed in tables according to the different categories of analysis presented. The analysis of the entire collection of tables was used to draw cross-case conclusions about the aspects under study, namely, perceptions regarding the usefulness of the methodology applied, the activities implemented during the three phases of the pedagogical cycle, the scaffolding their classmates and teachers provided and their own performance of reading abstracts in the pedagogical intervention.

The coding of the questionnaires and interviews was done through content analysis -the inductive coding of data through the analysis, segmentation and labeling

of text- which allowed for the identification of emerging categories for each of the participants' accounts (Creswell, 2012; Savin-Baden & Howell Major, 2013). As suggested by Creswell (2012), data analysis entailed careful reading of transcriptions and noting down ideas in order to identify recurrent text segments to which to assign categories or themes. In this way, data were organized and reduced into recurrent themes or topics (See Appendix K for the content analysis of students' questionnaires and interviews carried out).

Several measures were taken in an attempt to ensure the validity of the procedures. The first one was the implementation of a multiple case study design (Yin, 2003). The selection of two cases allowed for the possibility of replication, i.e., conducting the same research with other cases in order to favor the cross-case synthesis, and obtain more powerful analytic conclusions. The second strategy to account for validity was the use of multiple sources of evidence (or data triangulation, Creswell, 2012), such as the reading guides, questionnaires and interviews. Having external auditors revise the categories of analysis and findings was another procedure used to ensure the accuracy of findings (Creswell, 2012). In the case of this study, one colleague outside the project served as external auditor. This auditor first observed the data (the questionnaires and the interviews) and the different categories assigned to them. Then, the auditor was asked to discuss any possible disagreements with the analysis, until total agreement was reached.

This chapter aimed at describing the research design implemented in this investigation, as well as the context, the participants, the data collection instruments and the procedures for data collection and analysis. In the next chapter, the findings of the present study are reported.

CHAPTER V

RESULTS

The aim of this chapter is to present the results obtained from the multiple case study carried out in relation to the research questions posed. First, the results for each case study are reported and, then, a cross-case analysis is conducted. Finally, a summary of the results is presented.

5.1 Case 1. Yamila

5.1.1 Profile and perceptions about reading and learning the English language

Yamila was a 19-year-old undergraduate student who was in her second year of study at the Geography Teacher Training Program at La Pampa National University (UNLPam), Argentina. Before university, Yamila had taken English lessons at primary and secondary school, and in a private institute.

When asked about her perceptions towards the English language, Yamila expressed that understanding English had always been difficult for her, since words adopt different meanings according to their context of use. In her words: “se ve de distintas perspectivas de los significados aplicados a cada situación [los significados cambian dependiendo del texto que se está comunicando]... y vas adquiriendo lenguaje nuevo y se hace difícil de poderlo pronunciar o aplicar en escritura... material de trabajo”. Besides, she mentioned that pronunciation was a challenge since most words are pronounced differently from the way they are written. In most responses, this student manifested difficulty in understanding spoken and written English due to graphophonemic mismatches.

With regard to her reading abilities, Yamila revealed that she considered herself a good Spanish reader since her previous learning experience in reading allowed her to be fluent in this ability. In relation to this, she highlighted the valuable help of supportive teachers in the different institutions she had studied. Besides, she

said that she enjoyed reading in Spanish because this activity enabled the acquisition of new words. As regards topics of interest, this student added that she preferred topics related to the present day reality and topics within her field of study. In this respect, she stated: “El tipo de lectura que me gusta realizar es textos relacionados al ámbito de mi carrera [Letras]... tipos de textos informativos sobre la realidad de los resultados de la actualidad”. In sum, when the student shared her perceptions about her reading abilities and preferences in Spanish, she manifested interest and joy for reading different types of texts.

Regarding her reading abilities in English, Yamila said that she liked reading in English since she thought it would be necessary when travelling abroad. Besides, she mentioned that she was motivated to read in English and that she felt curious about the language. With respect to her perception about the development of the reading ability at university, the student stated that the teacher's explanations, class organization and pronunciation were very helpful to learn this ability. As for the strategies she regarded as relevant to read in English, Yamila reported that she considered it necessary to rely on cognates or borrowings. The student said that she felt herself able to shape meanings in a text. She also reflected that it is important to read the title of the text because it helped her know what the text would be about. In this respect, she expressed:

Pienso que el primer paso para comenzar a leer inglés es poder saber diferenciar alguna palabra transparente... que conozcamos o usemos a diario... para poder ir visualizando y armar el significado de la frase del texto. A los aspectos que presto atención antes de leer es el título para saber de lo que puede llegar a tratar el texto.

Finally, Yamila considered that the subject English Level II could contribute to her professional development and she hoped to improve her use of the English language in order to be able to express herself more often, avoid shame, and

communicate in different countries. As Yamila reported: “Los aportes que creo que esta materia puede darme en un futuro profesional son: soltarme a expresarme un poquito más, evitar la vergüenza, comunicarme en cualquier país, mejorar el uso de la lengua”.

To summarize, Yamila shared her experience and opinions about learning the English language and, in particular, reading in English and Spanish. In relation to these aspects, Yamila expressed that she enjoyed doing this activity and that she was interested in learning English.

In the following section, the results of the research study are presented on the basis of the participant's perceptions about a pedagogical intervention on the genre abstract. These perceptions were collected by means of a questionnaire and an interview at the end of each stage. Then, the participant's perceptions were categorized and reported.

5.1.2 Yamila's perceptions about the pedagogical intervention

After each stage of the pedagogical intervention, the participating student responded to a questionnaire and an interview. The questionnaire aimed at obtaining the participant's perceptions about the activities for the development of the skills needed to comprehend an abstract in the field of education sciences. After answering the questionnaire, the participant attended an interview in which she expanded on her previously given answers.

5.1.2.1 Yamila's perceptions of the pedagogical intervention after the Deconstruction stage

At the end of the Deconstruction stage of the pedagogical intervention, Yamila answered a questionnaire and attended an interview. The questions focused on the guidance of the tasks provided to students for the comprehension of abstracts, the usefulness of the activities done to help the students understand the purpose and the audience of an abstract, the sequence of activities provided to students to recognize

processes and their purposes within an abstract, the analysis of the rhetorical moves of the abstracts and other aspects she considered relevant when learning about this topic.

Yamila first expressed her opinion on the guidance of the reading comprehension guide. With respect to this, the participant answered that she found the guide useful since she acquired knowledge of a genre that she had never heard of. Besides, Yamila indicated that learning about this genre was interesting since she may have to apply what she learnt about the abstract in the future: “el modelo de abstract está bueno... poder tener la oportunidad de aprender los pasos a realizar para un futuro, te puede ser útil para aplicar lo aprendido”. The participant added that even if she needed to write an abstract, the concepts learnt in this class would help her. In this respect, she stated: “...[si] te toca hacer el abstract ya sabes cómo puedes utilizar los pasos [movimientos retóricos] que aprendemos en el aula... puede ser una base de lo que puede llegar a ser”. In sum, the student revealed that she found it useful to learn about the abstract and the rhetorical moves used in it.

In connection with the usefulness of the activities to help the student understand the abstract, Yamila expressed that she found all the activities useful since they scaffolded her learning process, as reflected in the following quotation: “todas las actividades me han sido de utilidad, para saber ubicarme en cada tema de la materia, y poder realizar una lectura, noto en mí que me cuesta comprender”. As regards the activities on the purpose and the audience of an abstract, Yamila also had positive thoughts about them as she considered they proved helpful. In sum, the participant highlighted that the activities guided her in the reading comprehension process and she could understand the abstract that she had to read.

As for the activities carried out to study the different rhetorical moves that constitute an abstract, Yamila reported that the activities proposed helped her identify the different rhetorical moves which could be helpful when writing her own abstracts in the future. The following comment illustrates her opinion: “Podés diferenciar las

distintas etapas que contiene un abstract y te ayuda si un día te toca redactar uno”.

She stated that the most useful activity was to match parts of the abstract with the rhetorical moves they referred to. The participant also observed that this activity could have been more helpful to her if the labels of the rhetorical moves had been written in Spanish. In her comments, Yamila shared: “Me confunde a veces ya que en algunas partes de la guía de lectura está en español y en otras en inglés. Necesitaría trabajar en una misma lengua para que no se me mezclen las ideas de significado”. In sum, the student positively commented on the helpfulness of the activities aimed at understanding the rhetorical moves of abstracts and she could evaluate how the activity would prove more useful to her.

With respect to the activities proposed to identify the different processes and their purposes within the abstract, Yamila said that these activities were helpful to her since the teacher provided a theoretical explanation on the function of processes in the text and there was group discussion on this topic. In this respect, the student said: “La profe hizo una clase tipo 'teórico' y debatimos y corregimos las actividades”. However, Yamila also expressed that these activities would have guided her more if she had taken the course English Level I, which aims at teaching different grammar aspects such as the grammatical function of words. In sum, the student evidenced the relevance of learning about process types when reading the genre abstract and acknowledged that if she had taken the previous course, she would have had more tools to comprehend the texts.

Finally, Yamila reflected upon aspects other than the reading comprehension guide and the activities that she found relevant when developing reading comprehension skills. The participant highlighted the importance of group discussion and solving the tasks collectively in a shared word document displayed on the blackboard. Group discussion proved helpful since she could debate her ideas with her classmates and the teacher, while solving the activities together.

By the end of the Deconstruction stage, the participating student highlighted the usefulness of the reading comprehension guide, the activities she completed to develop the skills to read this genre and the methodology followed by the teacher during the class. All in all, Yamila evaluated the process of reading the abstract positively.

5.1.2.2 Yamila's perceptions of the pedagogical intervention after the Joint Construction stage

After the second stage of the pedagogical intervention, the Joint Construction Stage, Yamila answered a second questionnaire and attended another interview. The questions focused on the following aspects: the participant's ability to relate the contents learnt in the Deconstruction stage with the contents learnt in the Joint Construction Stage; the usefulness of the activities to identify the rhetorical moves of the genre, the process types that realize those moves, and the vocabulary used in abstracts; and the relevance of working with classmates and teacher scaffolding.

With reference to her ability to relate the contents learnt in the Deconstruction stage and the ones learnt in the Joint Construction Stage, Yamila answered that in order to read an abstract in the second reading comprehension guide provided, she was able to apply previously learnt content: "Si, retomé contenido aprendido de clases anteriores como por ejemplo los movimientos retóricos, actividades de los cuadros, conocer las partes que integran un abstract (fecha de publicación, autores, palabras claves, etc)...". She also stated that features such as the date of publication, authors, keywords, among other aspects, helped her recognize the context of production of the abstract. What is more, she reported that she found the activity in which she analyzed the context of the production of the abstract as one of the most helpful ones. In relation to this aspect, the participant said: "te das cuenta o sea si es de una revista, si es un libro, como sabés por ejemplo, o si después la fecha, los autores, porque tienen un orden... los autores.. y poder explicarlo". In addition, she said that learning about active

and passive structures helped her notice different word classes. In this respect, Yamila expressed:

porque... [la voz pasiva te ayuda] a diferenciar no sé... podemos ver lo que nos explicaste en clase y sí te ayuda.. porque para leer te da una mano, como ser... ponele en una palabra como estábamos viendo hoy en clase también te ayuda en ciertos modos a diferenciar en una frase si fuese un verbo o un adjetivo o después lo de la ing.

Besides, the participant gave her opinion on the number of activities in this reading comprehension guide, which she valued as sufficient and relevant. Yamila said that when solving these activities she felt that she could understand the abstract more accurately:

o sea que ya ahora me largo más sola y lo voy mejorando... puedo ir haciendo las actividades... por ahí no necesito de otro para entender... o con el diccionario ya lo usé en la práctica... ya algunos conceptos y algunas palabras las vas sabiendo de antes que van quedando... el significado, y es más fácil, más llevadero.

In sum, Yamila expressed that she benefited from the activities proposed and she could integrate previously learnt content and newly learnt content.

As for the usefulness of the activities aimed at recognizing the rhetorical moves of an abstract in the field of educational sciences, Yamila mentioned that the activity that had helped her the most was the task in which she had to read the excerpts extracted from an abstract, identify the rhetorical moves and answer whether the proposed fragment corresponded to the rhetorical move proposed. In her words: “las [actividades] que tenemos de los cuadros de los movimientos retóricos.. saber diferenciarlos... leer las partes del abstract y darte cuenta de qué movimiento está hablando en cada oración ... o al principio... o en medio...”. To sum up, the student

highlighted the benefits of solving activities that were aimed at the recognition of the rhetorical moves that constitute the genre abstract.

As regards the activities that aimed at identifying the different processes that realize the rhetorical moves of the genre abstract, Yamila remarked that the activities had contributed to the development of her understanding of the processes used in the abstract. In this aspect, the participant reported that: “lo practicas más [las actividades de la guía] y te va mejorando en comprender los procesos (verbos)”.

Moreover, Yamila reported on the activities assigned to study the differences among the rhetorical moves of an abstract. She commented that the most useful activity was presented in a chart which she had to complete with the participants, the process types involved, the rhetorical moves represented and their purpose within the abstract. In this respect, these were the participant's words:

Las actividades de lectura que fueron útiles para comprender un abstract en inglés fueron la 3 [análisis del contexto de producción y recepción del abstract] y la 9 [cuadro para brindar el equivalente de una frase al español y asignarle el movimiento retórico correspondiente de acuerdo a la función que cumple en el abstract]. En realidad, de todas aprendo y me acredita interés en poder resolver y aprender un poco más sobre el tema.

She expanded her comment by saying: “se hace más dinámico y ya al verlo anteriormente lo podés aplicar mejor en la segunda guía... ya habiéndolo trabajado lo podés aplicar mejor y lo puedes reconocer más rápido que por ahí en la primera te cuesta más”. These statements revealed that these activities provided the participant with tools to understand the different rhetorical moves of the genre abstract.

Finally, Yamila reflected upon the scaffolding provided by the teacher and her classmates. The participant positively valued her classmates' help: “los compañeros te van guiando en lo que vimos, lo que fuimos viendo porque ya tenían previo

conocimiento, entonces vos ya, o sea al principio, te sentís medio perdido, pero después ya no o sea te van comentando”. Besides, the student asserted that she found the teacher’s guidance very helpful to understand the topic and the purpose of the abstract. Yamila said: “Porque creo que [las clases] son claras y dinámicas en el propósito que pide cada actividad a la hora de poderlas realizar luego, ayudan mucho a comprender el tema del abstract”. In sum, the participant observed that she could benefit from the scaffolding provided by her teacher and her classmates.

By the end of the Joint Construction stage, Yamila’s perceptions of the activities of the reading comprehension guide were described in positive terms. However, the student still regretted not having taken classes in the previous English course, which she found to limit her reading comprehension process.

5.1.2.3 Yamila’s perceptions of the pedagogical intervention after the Independent Construction stage

At the end of the Independent Construction stage, Yamila answered a third questionnaire and attended a third interview. The questions were related to whether the participant could apply, in this stage, the contents learnt in the previous stages of this intervention, whether the activities based on vocabulary, rhetorical moves and processes done previously had helped her, and whether her reading comprehension skills had developed enough to understand the genre abstract in future scenarios.

In connection with her perceptions on the application of the contents studied in the previous reading comprehension guides, Yamila reported that she could apply previously learnt contents since there was a variety of activities in the guides which made her feel more confident when reading the abstract she had been assigned in this stage. Besides, the participant reflected that the activities presented in the reading comprehension guides allowed her to read autonomously. According to the participant:

creo que te ordena cada actividad a poder comprender para cuando te enfrentas a la lectura de un abstract, saber cómo poder encontrar las respuestas ante las preguntas... me resultó de interés la 1 y 2 [guías de lectura] ya que en mi proceso personal de llevar el inglés me resultó más práctico y dinámico, no me sentí tan perdida en las guías dadas por la profesora.

In sum, the participant valued the scaffolding offered by the activities in the reading comprehension guides positively, which led her to read autonomously.

On the activities related to the typical processes of each rhetorical move, Yamila also expressed a positive opinion. The participant alluded to the importance of studying different word categories in the texts which helped her in the translation of sentences into Spanish: "Porque por ahí pasás desapercibido en la lectura rápida un verbo y nunca imaginás que puede ser una acción. La interpretación del abstract te cambia trabajar lo mencionado [categorías de palabra] te cambia la definición de la oración y después te conlleva a que marques el error en la traducción, y hace que tengas una mejor lectura del texto y prestes más atención". In sum, this participant positively valued the activities in which she analyzed the typical processes involved in each rhetorical move, since the activities made her reflect upon the meanings conveyed and allowed her to interpret the abstract appropriately and accurately.

When Yamila was asked about her understanding of the different rhetorical moves, she answered that doing activities related to this topic was beneficial for her. She highlighted that identifying the different moves helped her understand the genre abstract. She mentioned that this would be interesting in case she had to apply this knowledge in future research studies or the thesis of her course of studies. In this matter, Yamila said: "Me guía en poder diferenciar de qué movimiento habla [refiere] cada parte del abstract y es interesante saberlo, por si el día de mañana te toca aplicarlo si llegás a hacer una investigación o la tesis de tu carrera; te llevás una idea y

un mejor aprendizaje”. In sum, Yamila considered that acquiring this knowledge was highly relevant to her when reading an abstract in different contexts.

When asked about instances that helped her to understand the genre abstracts, Yamila considered the reading comprehension guide from the Independent Construction stage highly relevant. As Yamila put it: “La instancia de aprendizaje [que más la ayudó] para poder ser más autónoma... [estuvo] en la última guía y tener la confianza de poder realizar [una lectura] sin un otro [la ayuda del docente o compañeros], aprendés a no depender de que otro te brinde una respuesta”. In this way, the student showed that she could finally comprehend this genre independently.

Referring to the challenging aspects in the reading comprehension guide, Yamila asserted that the activities about the identification of processes in each rhetorical move was the most difficult for her. However, she stated that as these activities were also provided in the previous stages, she could understand their purpose and solve them. The participant asserted:

creo que al practicarlo varias veces en todas las guías anteriores dadas por la profesora, encontré comprender mejor cada apartado del cuadro, y eso ayudó a que avance mi proceso en la lengua inglesa, a tener menos errores que en las otras guías cuando empezamos con el tema.

In sum, Yamila said that solving the activities proposed in the chart in a chart to complete with the rhetorical moves of the abstract was the most difficult task. However, doing it helped her develop her reading comprehension skills.

By the end of the questionnaire and the interview, Yamila was asked about the usefulness of this genre and the activities proposed in the reading comprehension guide. The participant explained that she found this genre relevant to her and that she could learn different features of the language frequently used in this type of text after participating in this pedagogical intervention. When asked about the future applications

of the knowledge acquired, she stated that she could eventually implement it in the writing of her own thesis.

5.2 Case 2: Melli

5.2.1 Profile and perceptions about reading and learning the English language

Melli was a 26-year-old undergraduate student who was in her second year of studies at the Language Teacher Training Program at La Pampa National University (UNLPam), Argentina. This course of studies was the second she enrolled in, since she had previously tried the Maths Teacher Training Program in the same university. Before university, Melli had taken English lessons at secondary school.

In relation to her perceptions towards the English language, Melli expressed that she faced difficulties in understanding the meaning of words or phrases in texts even when resorting to the use of a dictionary. However, she acknowledged that English is a universal language, thus, it becomes important to learn it so as to be able to comprehend a variety of written and oral texts.

In reference to her reading abilities in Spanish, Melli stated that she liked reading in Spanish since this was her mother tongue and she did not have difficulties to read and interpret texts in this language. Besides, she considered herself a good Spanish reader since she was in constant exposure to news items, articles, academic texts, web pages, social networks, among others. In sum, this student reflected that she was fond of reading a variety of texts in Spanish.

Concerning her reading abilities in English, Melli shared that she did not like reading in English because she found it difficult to remember the meanings of words, and she had to resort to the dictionary very often in order to make sense of a text. In addition, she added that she did not consider herself a good English reader. She said that it was difficult for her to understand the meanings of words in a text as she did not pronounce them properly. The participant commented on her difficulties: “Porque se me

dificulta por no entender los significados de los textos, y tampoco pronuncio las palabras de manera correcta en la oralidad”. However, Melli expressed her desire to learn English at university, since she considered that texts provide her not only with knowledge about the English language, but also with content about her course of studies. In her own words: “los textos están buenos porque aparte de aprender inglés te informan acerca de temas relacionados a la carrera elegida y que muchas veces las teorías están relacionados a la carrera que elegí”.

When asked about her reading strategies in English, she answered that she found it relevant to interpret the title, scan the text, understand cognates and the main words in each sentence. She added that she first looked up highlighted phrases or words in the dictionary, and then she focused on other expressions she may not know or understand. Besides, she stated that to understand a text, she needed to know about sentence structure and the right way to start phrases, and how to identify processes or verbs. In sum, although Melli showed her dislike for reading in English, which, she explained, may be caused by her lack of vocabulary in that language, she also acknowledged the importance of learning this language and highlighted the strategies she used in order to approach the activity of reading in English.

As for her expectations for the subject English level II, she thought that this subject would provide her with tools to understand texts of the discipline accurately. She also considered that being able to interpret abstracts and understand processes in English was the basis for her course of studies: “Espero aprender de esta materia a interpretar de manera correcta la información de los textos, los verbos según el tiempo expresado y algunos temas importantes que son fundamentales para la carrera (por ejemplo: el abstract)”. Finally, she expressed that she hoped that this subject could provide her with multiple opportunities to read about different topics relevant for her future career.

5.2.2 Melli's perceptions about the pedagogical intervention

After each stage of the pedagogical intervention, Melli answered a questionnaire and an interview. The aim of the questionnaire was to obtain the participant's perceptions on the activities for the development of skills to comprehend an abstract in the field of education sciences. After responding to the questionnaire, she attended an interview in which she expanded on the replies previously given.

5.2.2.1 Melli's perceptions of the pedagogical intervention after the Deconstruction stage

After the Deconstruction stage, Melli answered a questionnaire and attended an interview. The questions focused on the guidance of the activities provided by the teacher, the usefulness of the activities to help the students understand the purpose and the audience of an abstract, the sequence of the activities offered to the students to help them recognize processes and their purposes in an abstract, and the reading comprehension process in general.

Melli's opinion about the guidance provided by the activities was that the reading guide was interesting and useful since she would continue learning about abstracts in other subjects of her university studies. In addition, the participant expressed that she valued the teacher's explanations about the realization of the rhetorical moves of the abstract in the reading comprehension guide, as she stated: "Además te van explicando cómo se va armando [los diferentes movimientos retóricos del género *abstract*] cosa que yo hasta este momento nunca había visto". What is more, she commented that she considered it fundamental to read an abstract fluently and accurately, since it is a genre which anticipates the content of a research article. Readers may determine whether they would continue reading the whole research article based on the information contained in the abstract. In her own words:

considero que [leer un abstract] es fundamental para la carrera porque el abstract es el tipo de resumen de investigación que hará que el lector sienta o

rechace el deseo o necesidad de leer el texto. Además, se escribe de manera obligatoria en inglés, por lo tanto, es importante entenderlo y poder trabajarlo de manera fluida y con escasa o reducida dificultad.

In spite of her positive comment about the usefulness of the abstract, Melli reported that reading abstracts was complex since she had difficulties with the language: “siempre me costó inglés y hay palabras muy técnicas... hay cosas que todavía es más como yo no estoy de meterme mucho con el inglés y todas esas cosas que otros chicos sí han visto cosas que yo no”. She related her difficulties with the English language to the fact that she had studied English for the last time at secondary school: “hacía muchos años [ocho] que yo deje la EPET [Escuela Provincial de Educación Técnica]”, where the approach to language teaching was different: “era más que nada, nos hacían leer textos en voz alta”. Besides, she expressed that she did not frequently read texts in English since she did not have the need to read in English in her daily activities. She explained that if she had to read in English, she would find the tools to learn the language.

In relation to the usefulness of the activities to study the context of reception and production of an abstract, Melli reported that she was able to understand the purpose of the abstract since the activities proposed were carried out in several classes and the explanations were clear, which helped her read and understand the abstract in the reading guide. Melli also mentioned that she found the collaborative work with her classmates useful to comprehend the context of the text, particularly the hierarchy among authors. In her own words: “sí, porque analizamos el abstract de manera grupal y la profe nos guió y explicó la jerarquía entre autores, entre otros.”

When asked about the usefulness of activities to help the students understand the processes that realize the rhetorical moves of the abstract, Melli expressed that she felt insecurity and confusion when she had to identify processes in the text and understand the purposes they fulfill, since she experienced uncertainty and difficulty to

analyze word categories. Besides, she commented that she sometimes confused word categories, especially processes with nouns or nominal groups, which led her to a wrong interpretation of the abstract. In her words: “Me confunden porque no hay una ‘fórmula’[como por ejemplo, un sufijo para reconocerlos], además, hay verbos más predominantes que otros y como aun no logro comprender de manera correcta la escritura se me dificulta entenderlo [al idioma inglés]”.

On the guidance of the activities in the Deconstruction stage, Melli reported that the sequence of activities guided her in the comprehension of an abstract related to the field of educational sciences. The participant also commented that the most interesting activities involved working with the word categories, as reflected in her comment: “esa que dice los procesos o acciones porque está muy relacionada a mi carrera...[letras]. This meant that she could relate knowledge from the core subjects of her programme to the knowledge gained in this course. In addition, she acknowledged that learning about processes helped her understand word categories. In her own words: “Entonces vamos buscando en los textos también como vos explicas que... según la terminación varía... de un sustantivo la clase de palabras todo eso que está relacionado más que nada mi carrera [letras]”. Besides, Melli expressed that she needed more activities for practice so as to understand the processes which realize the rhetorical moves of an abstract: “yo necesitaría más de esto, del movimiento retórico del abstract, por ejemplo, para practicar el movimiento retórico del abstract”.

By the end of the Deconstruction section, Melli’s perceptions of the activities proposed to read and understand the genre abstract were described in positive terms in spite of her difficulties in understanding the English language.

5.2.2.2 Melli’s perceptions of the Joint Construction stage of the teaching-learning cycle

After the Joint Construction stage, Melli answered a second questionnaire and attended another interview. The questions were related to the participant's ability to relate the contents learnt in the Deconstruction stage and the ones learnt in this stage, the usefulness of solving the activities to improve her understanding of the genre abstract and the academic vocabulary used in this genre, the relevance of working with classmates and teacher scaffolding, and any challenging aspects when solving the reading comprehension guide.

Considering Melli's ability to relate the contents learnt in the Deconstruction stage and the ones learnt in this stage, she reported that she was able to understand the structure and function of the active and passive voice in the abstract. She considered that learning this structure from a syntactic and semantic point of view contributed to improving her comprehension of this genre since she had more linguistic resources to differentiate word classes. As Melli stated: "podés distinguir si es un verbo o un adjetivo y te va a cambiar el significado porque no es lo mismo estar en plural que en singular y si es un verbo si es un adjetivo, te va a cambiar en la oración el significado". Besides, she reported that she could transfer previously learnt knowledge to carry out activities in a different reading guide. For example, she mentioned that she applied her previous knowledge of the abstract to understand its purpose, the rhetorical moves that make up this genre and the verb tenses of the different processes found in the text. In addition, she expressed that she had more practice on how to find information about the context of production of an abstract. For example, she practiced how to read titles, identify the keywords, the rhetorical moves, the main topic, and the audience that the genre is addressed to, among other aspects. In her interview, Melli acknowledged that doing these activities helped her understand the specific features of an abstract. In her own words: "sí, porque te das cuenta o sea si es de una revista, si es un libro, como sabés por ejemplo, o si después la fecha, los autores, porque tienen un orden... los autores.. y poder explicarlo y te sirve en cierto modo [los conocimientos

adquiridos sobre el género *abstract*]. In sum, the participant affirmed that she gained knowledge about the genre when completing this reading comprehension guide.

In relation to Melli's perception of the usefulness of solving activities to improve her understanding of the genre abstract, Melli stated that the activities proposed in the guide helped to revise concepts previously learnt. In her words: "porque como vamos retomando, a uno le va quedando en la cabeza y lo va interpretando capaz que no terminaste de entenderlo y al volverlo a ver o lo volvés a recordar o te termina de cerrar". Among the activities which were useful to understand an abstract in the field of Educational Sciences, Melli reported that learning the structure of the text, the context of production and the website in which texts are published were useful to her. Among all the activities solved, Melli considered that "lo que más me ayudó es lo que habíamos visto de la voz activa pasiva porque más o menos ya me voy orientando". Regarding the vocabulary typical of the abstract, the student reported that the technical words of the research paper she read was the most useful vocabulary she acquired. In relation to the scaffolding provided by the teacher, Melli had a positive perception. In this aspect, the student reported that "[la profesora] explicó todo detalladamente y retomó varias veces los temas y nos dio tips de los verbos. This contributed to her reading comprehension process.

As regards the aspects that proved challenging when solving the reading comprehension guide, Melli answered that identifying processes that realize the rhetorical moves of the abstract was the most difficult in this guide. In this respect, she stated that she sometimes misunderstood verb tenses and felt unsure about her interpretation of the text. As the participant put it: "Los procesos/ acciones principales (...) si era presente simple o el pasado simple, o sea, al principio sí me generó dudas y o sea, y ver si estaba bien o estaba mal pero o sea en ciertas cosas me resultó dudoso". When asked if she could solve the activity in spite of this difficulty, the participant asserted that she was able to do it.

All in all, the student reported that she benefited from the contents learned in the previous reading comprehension guide because she could apply this knowledge when completing the new guide. Besides, she stated that she gained new knowledge related to the passive voice, which allowed her to distinguish process types in the text and acquire new vocabulary connected to her field of studies.

5.2.2.3 Melli's perceptions after the Independent Construction stage

At the end of the Independent Construction stage, Melli answered the third and last questionnaire and attended a final interview. The questions referred to various key areas: the application of knowledge gained in previous readings, the value of previous activities based on vocabulary, rhetorical moves and process types in understanding the abstract, the usefulness of working with classmates, challenging activities experienced while studying the abstract, and interesting aspects acquired during the learning process.

In relation to the application of knowledge gained from previously analysed readings, Melli reported that she could practice the abilities recently acquired to understand the abstract. In the participant's words: "porque había preguntas y ejercicios similares a las de los abstracts anteriores". Besides, she could also benefit from the activities related to the analysis of the context of production of the text. For example: "dónde y cuándo fue publicado el texto, quiénes son los autores, esa me parece más fácil que por ejemplo los movimientos retóricos que (...) hay que interpretar el texto lo que dice". In this respect, she stated that she could read an abstract on her own if she could make use of a dictionary to help her.

As regards the vocabulary learnt, Melli reported that she found it important to know about academic vocabulary and that she could apply it to the readings proposed. By doing so, she focused only on the vocabulary about the topic of the abstract. Besides, she valued positively the assignments to work on vocabulary since they were

clear and guided her in the reading comprehension process. In sum, the student's perceptions about the vocabulary learnt were positive since she could identify words already learnt and she focused on new vocabulary items only.

Concerning the activities proposed to understand the typical process types used in the abstract and the identification of rhetorical moves, Melli commented that she found it useful to identify processes, relate them to a rhetorical move and identify their meanings in the context of the sentence. In the participant's words: "(...) cuando me puse a estudiar me di cuenta que hay algunos tips por ejemplo según... dice Resultados ya lleva un tipo de movimiento retórico... pero igual hay que ver el contexto (...). Por eso yo me guío más en la oración no tanto en el verbo". Besides, when commenting on the identification of rhetorical moves, Melli said that she found some moves easier to identify than others. As she expressed: "En algunos casos sí (el estudio del movimiento retórico del abstract la ayudó a comprender las diferentes secciones de este género) porque está claro el tipo de movimiento retórico. (...) lo que menos me costó fue la descripción porque son métodos o cosas que son más llevaderas y después me costaba también saber si era una implicancia o si era un resultado". In this way, the student gave importance to two different features of the abstract such as the typical processes and the rhetorical moves, which helped her in the reading of an abstract.

Regarding challenging activities in the reading comprehension process, Melli reported ambivalence about the activities in which she analyzed the processes of rhetorical moves. On the one hand, these activities were difficult for her since she had to relate processes to the different rhetorical moves of the abstract, and she sometimes misunderstood them. On the other hand, she commented that she found them useful to learn about the rhetorical moves of an abstract and that she would probably apply these concepts in her future career. In sum, the student acknowledged the usefulness

of the activities to learn the rhetorical moves of the abstract even though she had difficulties in understanding this topic.

By the end of the interview, Melli stated that she found the abstract an interesting genre to learn about while acquiring reading comprehension abilities. The participant expressed that she may have to read and understand these texts as she becomes an advanced student of Language Teacher Training Program and she may need to interpret and write abstracts in her professional career.

5.3 Cross-case analysis

This section displays a cross-case analysis of the findings of the individual cases with respect to the participants' perceptions of the pedagogic intervention in the three different stages: a) Deconstruction Stage b) Joint Construction Stage c) Independent Construction Stage.

5.3.1 Perceptions on the Deconstruction Stage

The analysis of the participants' answers to the first questionnaire and the first interview showed similarities in their perceptions of the first reading comprehension guide in the Deconstruction Stage.

When analyzing the overall perceptions about the guide used for the comprehension of abstracts in the field of educational sciences and the analysis of rhetorical moves, both participants made positive comments on the importance of understanding this genre. Yamila expressed that understanding an abstract was important for her future as a geography teacher in case she wanted to travel overseas or she did research in this area. Melli explained that even though understanding the language of abstracts proved complex for her, she found this genre interesting since she will have to continue reading this type of text in other subjects.

Considering the usefulness of the activities to read and comprehend the abstract, each student valued different activities. While Yamila found the activities on the rhetorical moves as the most useful, Melli expressed that the activities focusing on process types proved the most beneficial for her.

Regarding the guidance of the activities to identify the purpose of the abstract, both students commented positively on the scaffolding provided by the teacher. Melli mentioned particularly the activity in which she was helped to identify the purpose of the rhetorical moves in the genre abstract while Yamila focused on the clear explanations provided by the teacher.

In relation to the guidance of the activities to identify the author and the audience of an abstract, the participants shared the same perceptions. Yamila considered that the teacher provided clear theoretical guidance to understand these features in the text, and Melli reported that the explanations on the context of production and the author's hierarchy were clear.

When asked about the guidance of the activities to recognize the processes that realize each rhetorical move, the participants manifested their difficulty in the identification of word categories. Yamila mentioned that she could not become aware of the processes in the texts and Melli stated that she needed more scaffolding to be able to identify the processes that realize the rhetorical moves of an abstract.

After being asked about the guidance of activities in the reading comprehension process, students showed differences in their answers. While Yamila mentioned that all the activities contributed to her development of reading comprehension abilities, Melli expressed that she needed more practice to understand the processes she found in the text.

All in all, it can be observed that Yamila and Melli emphasized mainly their positive views as regards the activities applied in the Deconstruction stage. Table 5.3.1 displays a summary of the participants' perceptions about this stage.

Table 5.3.1

Participants' perceptions about the Deconstruction stage

Aspects about the Deconstruction stage	Yamila and Melli's perceptions about the Deconstruction stage
-Overall perceptions of the guide for the reading comprehension of abstracts and analysis of rhetorical moves	-Useful contribution of the activities to the understanding of a genre of importance in the academic field
-Usefulness of activities to read and comprehend the abstract	-Proved to be useful to identify the processes that realize the rhetorical moves of the abstract -Helped them relate contents learnt in different courses - Contributed to the understanding of the purposes of rhetorical moves in the abstract

-Guidance of the activities to identify the purpose of the abstract	- Highlighted the usefulness of these activities in the reading comprehension process -Set value to teacher scaffolding to achieve the purpose of this activity.
-Guidance of the activities to become aware of the author and audience	- Highlighted the importance of extensive teacher scaffolding in these activities.
-Guidance of the activities to focus on process types	- Uncertainty / frustration produced by not being able to identify processes in the rhetorical moves
Guidance of activities in the reading comprehension process	-Found it useful to know about the linguistic resources present in the abstract -Set value to the transference of knowledge acquired in this stage to the following stages

5.3.2 Participants' perceptions on the Joint Construction stage

The cross-case analysis of the two participants' questionnaire and interview after the Joint Construction stage revealed similarities in the answers provided.

As regards their opinion about the participants' ability to relate the contents learnt in the Deconstruction stage with the contents learnt in the Joint Construction stage, both participants emphasized the fact that they could apply already learnt contents to read an abstract and identify the different processes that realize its rhetorical moves.

Regarding the usefulness of the activities to understand the purpose and context of production of the abstract, and the processes and their purposes in the rhetorical moves, both participants made positive comments. In connection with the participants' comprehension of the purpose of the abstract and its context of production, both of them stated that these activities allowed them to easily identify the authors and their affiliation, the audience the abstract is aimed at and the purpose that it serves. Regarding the activities focusing on the processes and their purposes in the text, Yamila and Melli answered that reading a variety of abstracts allowed them to practice and improve their reading comprehension abilities. They indicated that the activities helped them focus on key words to identify processes. About the activities to analyze the rhetorical moves of the abstract, both participants expressed that the tasks were really useful to identify the different moves. In sum, both participating students positively valued the activities proposed in the guide since they contributed to the development of their reading comprehension skills.

In connection with the relevance of working with classmates, the answers showed that both students had a positive perception on the work carried out collaboratively with their classmates since they could share their opinions, knowledge and ideas about the text they analyzed. However, both participants stated that studying the processes of each rhetorical move was a difficult task in the guide. In this respect,

both Melli and Yamila commented that they often misunderstood word categories, which led to a confusing interpretation of the abstracts they read.

The students showed different opinions when reporting about an interesting topic learnt in the reading. Yamila found it interesting to learn about the linguistic aspects of the genre, specifically the voice (active or passive) in which the different processes of each rhetorical move were expressed. Melli said that working with rhetorical moves was the most significant content for her. She expressed that having knowledge of these moves helped her identify how an abstract is organized.

To conclude, these participants made positive comments after the Joint Construction Stage since they could both take advantage of the contents learnt in the Deconstruction stage, and relate them with the contents acquired in this stage. They could also benefit from the collaborative work to understand the meanings conveyed in the abstract given.

Table 5.3.2

Participants’ perceptions about the Joint Construction stage

Aspects about the Joint Construction stage	Yamila and Melli’s perceptions about the Joint Construction stage
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Perception about relating contents learnt in the Deconstruction stage with the contents learnt in the Joint Construction stage	- Successful application of previously learnt knowledge to read an abstract - Accurate identification of linguistic aspects of the processes that realize the rhetorical moves of an abstract (active and passive voice) - Similar activities in the different reading guides helped to recognize the context of production of the abstract and its paratextual features.
Usefulness of activities to understand the purpose of the abstract and its context of production	Same for both cases: - Easy identification of the context of production of the abstract. - Helpful for the immediate recognition of purpose and audience

Usefulness of activities to understand processes and their purposes within the text	- Set value to reading different texts - Helped in the recognition of the processes that realize the rhetorical moves of abstracts - Improved reading comprehension abilities
Usefulness of activities to understand rhetorical moves in the abstract	- Extensive practice contributed to a clear understanding of each rhetorical move.
Relevance of working with classmates	- Successful collaborative work improved the understanding of abstracts
Interesting aspect in the guide	- Learning of linguistic aspects that realize the rhetorical moves of an abstract
Difficult aspect of the guide	- Learning about the processes that realize the rhetorical moves of abstracts.

5.3.3 Perceptions on the Independent Construction Stage

The cross-case analysis of the participants' perceptions of the Independent Construction Stage showed similar results.

When inquired about the application of knowledge gained in previous readings, both participants stated that the cycle of activities contributed to reading the abstract autonomously. Yamila revealed that she could implement all the knowledge she gained in the previous classes while Melli stated that doing similar activities in the different reading comprehension guides helped her to improve her reading abilities.

Regarding the usefulness of the activities carried out in the Deconstruction Stage and the Joint Construction Stage, both participants reported that the activities were useful for autonomous work, as they helped them understand the contextual features of the abstract. Yamila reported that the activities done in the previous stages guided her to read the text independently while Melli expressed that doing activities repeatedly in the different guides improved her reading comprehension skills.

In connection with the use of vocabulary learnt in previous reading guides, both participants showed awareness of the words typically used in abstracts. While Yamila said that previously learnt vocabulary made her reading comprehension process easier in this stage, Melli said that she had to focus on the words related to the topic of the abstract only.

Regarding the relevance of being able to identify processes in this genre, participants showed differences in their experiences. While Yamila mentioned that learning about process types was important to identify the rhetorical moves in the analyzed abstracts, Melli considered that learning about processes was difficult for her because interpretation depends on the context of production of the text.

Considering the relevance of being able to identify rhetorical moves in the abstract, both students manifested that they could apply the different strategies and knowledge acquired in the reading process in the previous stages of the intervention. However, both students commented that learning about process types and rhetorical moves was quite difficult at first.

In connection with the usefulness of working with classmates and the teacher, both students indicated that collaborative work with the teacher and classmates during the Deconstruction and Joint Construction stages contributed to their development of reading comprehension skills for abstracts. Yamila stated that working collaboratively also improved her self-esteem as she could share her views with her classmates. Melli expressed that working with classmates enabled her to exchange interpretations of the abstract.

On the whole, both participants voiced that learning about this genre was relevant due to a variety of factors. As regards Yamila, the participant highlighted that she would have never thought about all the linguistic aspects that are necessary to consider when reading an abstract, while Melli stated that having knowledge about the abstract would prove most useful later in her course of studies.

Table 5.3.3

Participants' perceptions about the Independent Construction stage

Aspects about the Independent Construction stage	Yamila and Melli's perceptions about the Independent Construction stage
Usefulness of the activities done in the previous guides to solve the activities autonomously	- The cycle helped in the development of autonomous reading of abstracts

Application of vocabulary learnt in previous guides	- Helpful for the awareness of academic vocabulary used in abstracts
Identification of process types	- To know about processes (partially) contributes in the interpretation of an abstract
Relevance of identifying rhetorical moves	- Importance of the identification of rhetorical moves in abstracts.
Usefulness of working with classmates and teacher	- Working collaboratively with the teacher and their classmates contributed to the development of autonomous reading comprehension skills for approaching abstracts

This chapter aimed at the description of the results obtained after carrying out a multiple case study. First, each of the participants' profiles was reported. Second, a description of the steps to collect data was provided. Third, the results of the participants' perceptions of each stage of the intervention were given. Fourth, a cross case analysis was presented in order to compare similarities and differences between both participants. In the next chapter, these results will be discussed.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

This chapter explains the results obtained in this study and provides some conclusions. It is organized into two sections. Section 6.1 discusses the participants' perceptions of the pedagogical intervention for the development of reading skills to comprehend the genre *abstract* in the educational sciences field, throughout the three stages of the teaching-learning cycle of Genre Pedagogy of SFL. Section 6.2 explores some pedagogical implications of the findings and limitations of the study.

6.1. Students' perceptions of the pedagogical intervention

6.1.1 Perceptions of the pedagogical intervention after the Deconstruction stage

After the first stage of the pedagogical intervention, the two participants reported their perceptions on the first reading comprehension guide designed for this study to read abstracts in the field of educational sciences. As the results collected from both participants were similar, they will be discussed together. Any specific difference will be highlighted.

As regards the overall perceptions of the guide for the reading comprehension of abstracts in the field of educational sciences and the analysis of their rhetorical moves, both participants positively valued the activities provided to understand this academic genre. This may be explained by taking into account that the explicit teaching of reading proved a useful tool in an ESP context since students valued its usefulness (Cf. Results, Tables 5.3.1). In a similar study, Hyon (2001; 2002), Rajagopalan and Jie (2016), Montero-Arévalo (2019) and Hu et. al (2024) found that students perceived that they had improved their reading comprehension skills after the implementation of Genre Pedagogy. The participants of these studies were able to identify formal rhetorical features as they read and deconstructed the genre.

Another finding relates to the positive comments on the usefulness of the activities provided in the guide to read and comprehend the abstracts. The participants shared the perception that these activities were helpful for the identification of the rhetorical moves of this genre. This result indicates that the participating students may have experienced more confidence when reading an abstract, as they were provided with activities which offered them support and allowed them to deconstruct the meanings created in the text. This result is in line with the findings of Ladrón de Guevara Arnedo (2017), Montero-Arevalo (2019) and Oviedo Salgado (2022), whose students considered that doing the activities step by step facilitated the work for them. The results of these studies demonstrated that the participating students could understand the purpose of particular language choices in the context of the genre and attain a deeper comprehension of the text.

A further result obtained in this stage revealed the students' positive evaluation of the activities done to identify the purpose of the abstract assigned in this stage. Both participants highlighted the usefulness of the activities proposed in this guide to understand the author's purpose for writing the text. This may indicate that the scaffolding provided by the activities helped them understand the context of production of the abstract. Similarly, Kalali and Pishkar (2015) and Oviedo Salgado (2022) found that learners improved their reading comprehension skills when they understood the social purpose of the genre they were reading, as a result of the implementation of a pedagogical intervention.

The analysis of the results also showed that both students highlighted the importance of extensive teacher scaffolding in activities that helped them become aware of the author and their affiliation, and the audience. Based on these perceptions, it is possible to state that the teacher's support became crucial as she set the genre in its cultural context and highlighted its language features during the initial activities at the deconstruction stage of the pedagogical intervention. This finding is in consonance

with the results of Ladrón de Guevara Arnedo (2017), Montero Arévalo (2019) and Mirallas (2021), who also reported the participants' satisfaction with the instructor's support since they perceived that the teacher provided extensive scaffolding throughout the different stages of the teaching-learning cycle, particularly during the Deconstruction and Joint construction stages. As these authors concluded, scaffolding became relevant when building a shared knowledge about the main features of genres.

One more finding relates to the difficulties faced by the participants during the pedagogical intervention, since they struggled to identify process types and their function in the realization of the rhetorical moves. Both students commented that they found it difficult to identify processes in the rhetorical moves, mentioning a lack of self-confidence in the comprehension of process types and frustration, possibly due to limited knowledge of the language. The participants mentioned that they had not taken the previous English course at university, did not need to use English in their social activities, and had acquired very little knowledge of this language at school. Accordingly, Mirallas (2021) found that EFL learners in ESP contexts perceived the contents and exercises about linguistic features as difficult since they were in the process of acquiring the language.

All in all, the participants explicitly valued the scaffolding provided through the activities, as well as the teacher's role in guiding the reading comprehension process and deconstructing both the abstract contextual features and the concrete linguistic choices of this genre. In this respect, it is important to explore the abstract explicitly together with the learners, as it enables them to become aware of the rhetorical structure and the linguistic choices of this genre, which could facilitate them to build up a shared metalanguage.

6.1.2 Perceptions of the pedagogical intervention after the Joint Construction stage

After the second stage of the pedagogical intervention both students reported positive perceptions, since they could build up a model of how language works based on the contents introduced in the Deconstruction stage. Particularly, the participating students emphasized that they were able to identify the different processes that realize the rhetorical moves of the abstract by following the tasks of the guide. This finding indicates that the activities designed in this study for the different stages helped learners to become more aware of the rhetorical organization of this genre, and provided them with more tools to comprehend it (Cf. Results, Tables 5.3.2). It is encouraging to compare these findings with those of Gonzalez Vuletich and Valsecchi (2020), Montero-Arevalo (2019), Mirallas (2021) and Oviedo Salgado (2022) since, in all these studies, learners of different ages and academic levels reported on the usefulness of the approach followed by the teacher which helped them acquire the language in an EFL context.

During the Joint Construction stage, the participants reported on the usefulness of the activities to understand the purpose of the abstract and its context of production. Both participants commented that they could easily identify the specific context of the abstract as they could immediately recognize the intended audience of the genre. This finding implies that the students were able to activate prior knowledge thanks to sustained practice in the previous stage (Cf. Results, Tables 5.3.2). This result is also validated by Kalali and Pishkar (2015), who reported about the importance of knowing the context of production and the discourse community the text is addressed to, and by Montero Arévalo (2019), who concluded that students gained self-confidence to solve reading comprehension activities more easily as they became more familiarized with the genre.

Another result was related to the usefulness of the activities for the recognition of process types of the transitivity system, SFL and their purposes in the text. In this regard, both participants set value to reading different samples of the same genre

which helped them in the recognition of the processes that realize the rhetorical moves of abstracts (CF. Results 5.3.2). This finding leads to the conclusion that students probably experienced the exposure to different texts of the same genre as helpful, which is consistent with the results of Mirallas' study (2021). This author concluded that the students developed an awareness of linguistic choices by connecting wording to meaning through the activities proposed.

The results of this study also showed that extensive practice contributed to a clearer understanding of each rhetorical move of the abstracts analyzed. Students expressed that reading a variety of sample texts allowed them to recognize patterns and become aware of the key contextual factors that shape the genre. This could imply that students perceived that the activities provided enough scaffolding to understand different texts of the same genre. Similarly, the findings of Hyon (2001), Sadeghi et. al. (2013), Moreno Arévalo (2019), Mirallas (2021) and Oviedo Salgado (2022) revealed that students became more independent after sustained purposeful practice. In line with these results, Muñoz et. al. (2016) proposed a detailed didactic sequence for the reading comprehension of textbooks, providing extensive practice and exposure to a variety of texts so that students could become familiarized with the genre.

A further result was related to the relevance of working jointly with classmates. Both participants commented on the usefulness of group discussion and working collaboratively when completing the comprehension guide and reading the abstract. This finding suggests that teamwork helped improve the development of reading comprehension skills and students could share points of view and reach conclusions with their peers. Indeed, Ladrón de Guevara Arnedo (2017), in her study, reported on the participants' positive comments towards their peers who asked and answered questions to their classmates and their teacher to gain knowledge. Similarly, Mirallas (2021) found that students positively valued class discussions since they could listen to

their classmates' points of view. Besides, they could negotiate meanings which allowed them to build their own knowledge about the genre they were studying.

The analysis of the results also revealed that the most interesting aspect in the guide was learning about linguistic features such as the tense and voice of the processes that realize the rhetorical moves of an abstract. The participants highlighted that learning about these aspects of the language helped them improve their reading comprehension skills, which, in turn, allowed them to understand the abstract selected for this guide. This may be due to the fact that being aware of the lexico-grammatical properties of the rhetorical structure of an abstract contributes to the development of reading comprehension. These results are congruent with those of Hyon (2002) who reported that students highly valued acquiring lexico-grammatical resources to understand texts.

When analyzing the category challenging tasks in the guide, it was found that both students perceived that they still felt weak when having to recognize the processes that realize the rhetorical moves of an abstract, possibly due to the fact that they had not taken the previous English course. This perception indicates that recognizing process types is a difficult task and students need further systematic practice in reading academic texts. This result can be related to Rajagopalan and Jie's finding (2016), which showed that students faced difficulties with the transitivity system when trying to understand and produce their own texts since they had not been exposed to the academic genres before.

Overall, the findings reported in this section show that the participants set value to the reading comprehension guides applied in this stage of the pedagogical intervention. The students highlighted the usefulness of the activities to learn contextual features of the abstract, such as the purpose and the audience addressed, as well as linguistic aspects such as rhetorical moves and process types. The following section discusses the students' perceptions after the Independent Construction stage.

6.1.3 Perceptions of the intervention after the Independent Construction stage

At the end of the third stage, Independent Construction, the two participants commented that the activities provided in the guides throughout the stages had proved useful for the reading comprehension of an abstract. They stated that the scaffolding provided throughout the guides had helped them acquire skills for the autonomous reading of this genre, and felt happy about their achievements. As the results obtained from the two participants are similar, they will be discussed together in the subsequent paragraphs.

After the explicit discussion of the vocabulary typical of abstracts in the three stages, both participants expressed that the activities helped them develop awareness of the academic vocabulary frequently used in abstracts, and they could recognize these words when reading this genre in the field of education. In this regard, it becomes important to acknowledge that a better understanding of texts is mainly achieved when students are able to identify the language resources available to decode the meanings conveyed in the abstract. This result is in line with those of Mirallas (2021) and Sadeghi et. al. (2013), who reported that students were able to understand a genre more accurately when they could understand the vocabulary used.

The results of the study also showed that the participants thought it was relevant to identify the process types that realize the rhetorical moves of the abstract. In this regard, one of the participating students revealed that being aware of the different types of processes was highly important for the interpretation of the text and the identification of the rhetorical moves, despite their difficulty in identifying word classes in this stage. A possible explanation for the difficulties with vocabulary recognition could be that students are taking a reading comprehension course in a foreign language while they are acquiring specialized vocabulary and construing new fields of knowledge. This demonstrates that they still need to build up knowledge of the

field in the same genre to identify process types, just as in Mirallas' study (2021), in which students also struggled when studying processes in English.

The analysis of the interviews also showed the importance that the participants gave to their ability to identify the rhetorical moves of the abstract in this stage. The students said that they were able to apply the different strategies and knowledge gained throughout the pedagogical intervention, even though they found it difficult to identify rhetorical moves at first. This finding might be associated with that of Hyon (2001), who focused on the identification of rhetorical moves in research articles, among other genres. In her study, learners reported on the benefits of being aware of rhetorical moves when reading autonomously, since knowledge of the rhetorical structure contributed to their better understanding of the content of the text. Muñoz et. al. (2016) also asserted on the benefits of raising awareness on the rhetorical organization of the genre textbook and proposed a reading comprehension didactic sequence to build such awareness.

The last result refers to the usefulness of the work done with classmates and teachers. Both students positively valued working collaboratively with the teacher and their classmates, as they reported that it facilitated their development as autonomous readers. This result provides further evidence on the usefulness of applying the teaching-learning cycle, and coincides with the study of Muñoz et. al. (2016), who confirmed that both collaborative work and teacher scaffolding helped them raise awareness of linguistic features and rhetorical structure. Besides, these findings are in accordance with those of Yang (2012), Ladrón de Guevara Arnedo (2017), Gonzalez Vuletich and Valsecchi (2020), and Mirallas (2021), who found that students valued positively sharing ideas with their classmates about the texts being analyzed.

On the whole, the findings reported in this section show that the participants positively perceived the reading comprehension guides implemented in the different stages of the pedagogical intervention. The students highlighted their value and

relevance for the acquisition of reading skills of a new genre, and the usefulness of reading abstracts in their course of studies. Though the participants still perceived the recognition of some linguistic resources as rather difficult, their positive perceptions outweighed the negative ones, and they acknowledged that the pedagogical intervention facilitated their reading comprehension process. Besides, the participants stated that learning about frequent language choices in abstracts in the field of education was interesting, useful and necessary for the development of subject-specific language in order to read this genre.

The findings demonstrate that the two participating students could read and understand an abstract after the Independent Construction stage of the pedagogical intervention. The students perceived that they were able to identify most of the processes that realize the rhetorical moves of abstracts after collaborative work. Their perceptions of the reading process also revealed that, after the pedagogical intervention was over, they were able to start approaching abstracts of their choice on their own. This seems to indicate that the participants could develop genre awareness due to the application of a tailored sequence of activities designed for this study, just as Hyon (2002) reported in her research.

As a general conclusion to the students' perceptions discussed in this section, it could be stated that the participants developed increasing awareness of abstracts in the field of educational sciences, their rhetorical moves and the typical process types through the stages of the intervention, as they could talk about this genre and its features in explicit terms. Besides, they positively valued the explicit teaching through Genre Pedagogy which, in their own words, contributed to the development of their reading comprehension skills. In turn, the pedagogical intervention was instrumental in helping them become better readers. Hence, the results of this study show that the reading comprehension of abstracts requires explicit and systematic teaching in the curriculum of ESP programs.

This research has provided insights into two ESP university students' perceptions of a genre-based pedagogical intervention for the development of academic reading in the field of educational sciences. However, further research with a larger sample from the same university would provide a more detailed analysis of students' perceptions as well as a longer pedagogical intervention to provide more information on academic reading skills. This study also highlights the need for longitudinal research to determine the students' reading comprehension level of abstracts. Measuring their ability to comprehend this genre would provide valuable insights into the benefits of the pedagogical intervention designed for the development of academic reading.

6.2 Pedagogical implications

The findings of our study suggest some possible implications for the implementation of a pedagogical intervention focused on the explicit teaching of reading the genre abstract through Genre Pedagogy. The students' perceptions demonstrate that this approach is certainly advantageous for developing learners' academic reading comprehension skills. Due to the prevalence of English-language materials in undergraduate courses, Latin American teachers have to implement teaching practices that allow students to capitalize on training opportunities to understand academic texts. Based on specific reading materials and a pedagogy that aims at learners' development of genre knowledge and their typical language features, the results of this study may address how to design and implement a pedagogical intervention in a EFL academic context following the teaching-learning cycle.

Our findings are expected to provide teachers with ideas on how to design a didactic sequence tailored to suit students' needs in an ESP class. The teaching proposal designed for this study can provide other educators with tools that help them develop strategies for teaching reading in an ESP context, following a pedagogy which offers explicit and systematic teaching of academic genres.

The students' perceptions demonstrate the relevance of teaching explicitly the academic and specialized vocabulary they need to read an academic text of their discipline. In contexts where students do not have previous knowledge about the English language, the explicit teaching of process types typical in abstracts represents a useful approach to guiding their reading process and enhancing their comprehension during the different stages of a pedagogical intervention. Moreover, the results of our study can help other teachers observe how students engage with the genre abstract and develop autonomous reading skills. In this respect, it is highly important to consider students' perceptions to evaluate the benefits of the activities that teachers implement in their classes after each stage. This could lead to the improvement of didactic sequences, offering appropriate scaffolding and a graded complexity of activities suitable for the students' English level. For example, taking learners' perceptions into consideration may contribute to the design of lexicogrammatical tasks, since the teacher is provided with the students' experience to determine the complexity of the activities and offer more scaffolding in the first and second stage of the pedagogical intervention, compared to the final stage in which autonomous reading is desired. Besides, by considering students' perceptions about their recognition of the realization of rhetorical moves in abstracts, the teacher may create activities that enable their identification as well as their function in the text.

This chapter has discussed, interpreted and provided conclusions on the main findings of this study. These results are expected to contribute to the design of pedagogical interventions based on the Teaching-learning cycle within the framework of SFL and raise awareness about the importance of considering students' perceptions in this process in ESP courses. This may help teachers to produce didactic materials that provide extensive scaffolding and contribute to developing students' reading comprehension skills while learning a foreign language in an ESP academic context.

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Appendix A

Reading comprehension guide used in the Deconstruction Stage

El Abstract

Actividades de contextualización:

1. ¿Lees frecuentemente? Al momento de leer, ¿qué géneros lees?, ¿con qué propósito y en qué contextos?
2. A continuación, en grupos, observa los diferentes textos presentados. A simple vista, ¿qué características tienen?, ¿observas similitudes y/o diferencias entre ellos? Compáralos con los géneros que usualmente lees: menciona al menos 5 semejanzas y diferencias.
3. Observa las fuentes de publicación de los artículos, ¿puedes caracterizarlas? Presta atención a la información que contienen los menús, las imágenes presentadas, si hay publicidad o no, entre otros.
4. Relee los artículos y responde, ¿quiénes son los autores?, ¿a quiénes están dirigidos?, ¿en qué contextos pueden ser utilizados?, ¿cuál piensas que es el propósito de estos artículos?
5. Observa la presentación de los autores y responde: ¿siguen un orden alfabético?, ¿de edad?, ¿cuál será la importancia de mencionar los correos electrónicos?
6. Presta atención al número de DOI: ¿a qué hace referencia?, ¿por qué es importante tener esta información? Para ampliar conocimientos sobre la relevancia de tener derecho de autor en un documento, hacé clic [aquí](#).
7. Mira la pantalla y observa el texto presentado a continuación. ¿Puedes acceder a la totalidad de su contenido?, ¿a qué parte de este escrito se puede acceder? ¿Lo conoces? ¿Qué información esperas leer en este texto? ¿Cuál piensas que es su propósito? ¿Qué tipo de sitio web publica este texto?

The essential role of the teacher-student relationship in students' need satisfaction during adolescence

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ABSTRACT

Based on Self-Determination Theory, specifically the mini-theory of Relationships Motivation Theory, the current paper aimed to examine the within and over-time associations between students' perceived need satisfaction and their social relationships with peers and teachers during adolescence. The data stemmed from a large sample (N=1088; T1 Mage=13.70, SD=0.53; T2 Mage=14.86, SD=0.57) of German secondary school students, following a two-wave longitudinal research design. Results of cross-lagged panel analysis demonstrate a significant effect of a positive teacher-student relationship at the beginning of the 8th grade on students' need satisfaction (competence, relatedness, autonomy) at the end of the 9th grade, whereby the association with autonomy perception is reciprocal. In contrast, there were no over-time associations with students' perception of their student-student relationships and their need satisfaction.

Keywords: Self-determination theory, Need satisfaction, Teacher-student relationship, Student-student relationship, Adolescence

Extraído de: <https://www.sciencedirect.com/science/article/pii/S0193397317302903>



Actividades sobre el tema del texto

1. Observa el abstract completo. Luego lee el título y las palabras clave, y responde:
 - a. Según tu interpretación del título, ¿cuál es el tema que se desarrollará?
 - b. ¿De qué manera se relacionan el título y las palabras clave?
2. Lee rápidamente el abstract y resalta palabras directamente relacionadas con el título.
3. Relee el abstract, y de las palabras resaltadas, marca aquellas relacionadas a la cadena léxica teacher-student relationship.
4. A partir de la relación entre las palabras analizadas en las actividades 2 y 3, ¿podés confirmar el tema a tratar?, ¿conocés algo del mismo?

Actividades de lengua

5. Relee el abstract y realiza las siguientes actividades:

a) Resalta los procesos o acciones principales que los autores mencionan en cada oración del abstract. Luego responde:

- ¿A qué clase de palabras pertenecen estas acciones: adjetivos, preposiciones, sustantivos o verbos? ¿Cómo te das cuenta?
- ¿En qué tiempo verbal se expresan estos procesos / esta clase de palabras? ¿Cómo te das cuenta? ¿Cuáles son los motivos por los que se utilizó ese tiempo verbal?
- A partir de tus respuestas a las consignas anteriores, completa el siguiente cuadro:

Proceso / Acción principal	Significado	Tiempo verbal

b) Identifica y resalta los participantes que llevan a cabo las acciones o procesos analizados anteriormente. Luego responde:

- ¿Estos participantes son personas, objetos animados e inanimados, instituciones, o abstracciones? ¿Cómo te das cuenta?

Participante	Tipo de participante (persona, objeto animado inanimado, etc.)	Significado

6. A partir del análisis anterior, ¿qué propósitos piensas que los procesos o acciones identificados cumplen en el abstract? ¿Puedes relacionarlos con las distintas secciones identificadas en los artículos de investigación analizados al comienzo de la guía? Completa el cuadro con tus propias ideas.

Procesos	Propósito en el abstract

Actividades sobre la estructura retórica del abstract

A continuación, leerás sobre el género *abstract*: su propósito, escritor, audiencia / destinatario, su estructura retórica (movimientos retóricos)

La ciencia avanza por el aporte de la comunidad científica que realiza investigaciones y publica los resultados obtenidos. Estas publicaciones presentan un resumen o *abstract* de la información, escrito por los investigadores del estudio y destinado a la audiencia académica que conoce temas relacionados a la investigación presentada. El abstract puede adoptar varios formatos entre los cuales se reconocen el propuesto por Bathia (1993) denominado IMRD (Introducción-Materiales y Métodos - Resultados y Discusión), y el presentado por Swales (1990) también denominado modelo CARS (Create a Research Space). A partir de estos formatos y de análisis de diferentes abstracts, Pho (2008) considera las funciones o propósitos de las oraciones que constituyen el abstract y sugiere una taxonomía a partir de las mismas. Este autor propone 5 *movimientos* con una función específica para cada uno:

- *Situating the Research* tiene como objetivo establecer el contexto de la investigación respondiendo a preguntas relacionadas con el conocimiento previo del tema.
- *Presenting the Research* busca establecer el propósito de la investigación, las hipótesis - en caso de haber - y las preguntas de investigación.
- *Describing the methodology* tiene la función de describir los materiales, sujetos, variables y procedimientos de investigación.
- *Summarizing the findings* tiene el propósito de reportar los principales resultados del estudio
- *Discussing the research* brinda recomendaciones, interpreta resultados o implicancias del estudio.

7. Relee la información provista en el recuadro anterior. Luego realiza las siguientes actividades:

- a. Interpreta los nombres de los movimientos retóricos del abstract y leta con sus equivalentes en español.
- b. Une cada movimiento retórico del abstract con su propósito.

Movimiento retórico	Propósito
Situating the research	Análisis de los resultados, recomendaciones, implicancias, aplicaciones del estudio
Presenting the research	Descripción de los materiales y métodos
Describing the methodology	Se establece el propósito del estudio, las hipótesis o los objetivos de investigación.
Summarizing main findings	Exposición de los resultados
Discussing the research	Se introduce el tema a tratar / presentación del estado del arte

8. A continuación encontrarás los diferentes propósitos que los procesos analizados cumplen en el texto. Une cada proceso con el propósito correspondiente. Hay un propósito extra. Puedes ayudarte con el cuadro que realizaste en la actividad anterior.

aimed - demonstrate - stemmed from - there were no

- a) _____ Establecer el propósito del estudio, las hipótesis o los objetivos de investigación.
- b) _____ Describir de los materiales y métodos
- c) _____ Presentar los resultados
- d) _____ Analizar los resultados, recomendaciones, implicancias, aplicaciones del estudio.

Reflexionemos: Después de leer información sobre el género *abstract* y realizar estas actividades: ¿Pudiste confirmar tus predicciones sobre los movimientos retóricos del abstract y sus propósitos que pensaste en la actividad 5.c?

9. Lee las siguientes frases extraídas del abstract. Presta atención a las palabras clave. Indica el significado de las mismas. ¿A qué movimiento retórico hacen referencia?, ¿cuál/es crees que pueden ser recurrentes en *abstracts*?

Frase	Significado	Movimiento retórico del abstract
based on ... Theory		
the current paper		
a large sample (N=1088)		
cross-lagged panel analysis		
following a ... longitudinal research design		
a significant effect of		

10. En la siguiente actividad, se presentan los distintos movimientos retóricos del *abstract* analizados. Relee la información en la actividad 6 e indica el nombre de cada movimiento retórico utilizando la información debajo.

Presentación del tema a investigar - Presentación de la investigación -

Descripción de la metodología - Exposición de los resultados -

Interpretación de los resultados

a) Based on Self-Determination Theory, specifically the mini-theory of Relationships Motivation Theory, _____

b) the current paper aimed to examine the within and over-time associations between students' perceived need satisfaction and their social relationships with peers and teachers during adolescence. _____

c) The data stemmed from a large sample (N=1088; T1 Mage=13.70, SD=0.53; T2 Mage=14.86, SD=0.57) of German secondary school students, following a two-wave longitudinal research design. _____

d) Results of cross-lagged panel analysis demonstrate a significant effect of a positive teacher-student relationship at the beginning of the 8th grade on students' need satisfaction (competence, relatedness, autonomy) at the end of the 9th grade, whereby the association with autonomy perception is reciprocal. In contrast, there were no over-time associations with students' perception of their student-student relationships and their need satisfaction.

Actividades de comprensión

11. Lee las partes del abstract escritas en español.

a) Completa los espacios en blanco con las palabras en el recuadro a continuación.

asociaciones en y a través del tiempo - basado en la teoría de la autodeterminación - la presente investigación tiene por objetivo - los análisis correlaciones demostraron - tuvo como origen - percepción del estudiante y su relación con su par -

- i. _____ específicamente la teoría de motivaciones de relaciones.

- ii. _____ analizar las _____ entre satisfacción de las necesidades percibidas por las y los estudiantes y sus relaciones sociales con pares y docentes durante la adolescencia.

- iii. La información _____ una gran muestra (N=1088; T1 Mage= 13.70, SD=0.53; T2 Mage = 14.86, SD=0.57) de estudiantes alemanes de colegio secundario siguiendo un diseño de estudio longitudinal.

- iv. Los resultados de _____ un efecto significativo de una relación positiva entre docente y estudiante que comienza en el inicio del octavo año de escolarización y culmina en noveno año, en el que la asociación con el sentimiento de autonomía es recíproca. Por el contrario, _____ asociaciones a lo largo del tiempo con _____ y su satisfacción de necesidades.

b) Completa con el nombre del movimiento retórico correspondiente.

- i. _____
- ii. _____
- iii. _____
- iv. _____

12. Relee el abstract y responde verdadero o falso. Reformula/Corrige las proposiciones falsas:

- a) Esta investigación se basó en la teoría de la autodeterminación.
- b) El objetivo de esta investigación fue analizar asociaciones de tiempo y espacio en la percibida necesidad de satisfacción y sus relaciones sociales.
- c) La información surgió de una gran muestra de estudiantes alemanes que asisten a la escuela secundaria.
- d) Los resultados mostraron un efecto significativo en la relación docentes y estudiantes.
- e) Los resultados evidenciaron que la relación de los estudiantes con sus compañeros tuvo necesidades.

13. Relee el vocabulario trabajado en las actividades anteriores y completa el glosario con palabras y expresiones relacionadas con los movimientos retóricos y las expresiones frecuentes del abstract.

Appendix B

Reading comprehension guide used in the Joint Construction Stage

Creating inclusive classrooms in primary and secondary schools: From noticing to differentiated practices

Esther Gheysens Els Consuegra Nadine Engelsb Katrien Struyvenac

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Abstract

Differentiated instruction is advocated as a means to create inclusive classrooms. The hypothesis guiding this study is that teachers' ability to notice inclusive teaching practices and to reason about it are connected to their differentiated practices. Two instruments are adopted to measure this: the e-PIC videography tool, that maps teachers' professional vision, and the DI-Quest, that measures self-reported differentiated practices. Clustering teachers' noticing and reasoning, this study found two groups of teachers. Results reveal that teachers who are more proficient at noticing inclusive practices, also report implementing more differentiated practices, compared to teachers who are less able at noticing them.

Keywords: *Inclusive education - Differentiated instruction - Professional vision - Comparative judgement*

Extraído de

<https://www.sciencedirect.com/science/article/abs/pii/S0742051X20314013?via%3Dihub> ✎

Actividades de contextualización:

1. Mira la pantalla y observa el texto presentado a continuación.
 - a) ¿Dónde y cuándo fue publicado este texto? ¿Conoces esta revista/fuente de publicación? ¿Conoces otras?
 - b) ¿Quiénes son los autores? Además de los nombres, menciona el lugar de trabajo. ¿Podés inferir la profesión de estos investigadores? ¿Qué palabras/expresiones te ayudaron? o Cómo te das cuenta?

- c) ¿Puedes acceder a la totalidad de su contenido?, En caso de no poder acceder a todo el contenido, ¿a qué parte de este escrito se puede acceder?
- d) ¿Qué información se presenta alrededor del contenido principal? ¿Hay publicidades?, ¿Sugerencias de otros sitios?, en caso afirmativo ¿De qué tipo?
- e) ¿Qué información esperas leer en este texto?
- f) ¿Cuál piensas que es su propósito?
- g) ¿Qué tipo de sitio web publica este texto?

Actividades sobre el tema del texto

2. Ingresa al sitio web donde se ha publicado este abstract y reunidos en grupos pequeños, comenta con tus compañeros sobre las siguientes preguntas. Luego responde:

- a) ¿Cuál es el título de este abstract?
- b) ¿Cuáles son las palabras clave? ¿Algunas de estas palabras están en el título? ¿Sabes su significado?
- c) Busca y resalta en el texto palabras relacionadas al título y las palabras clave e infiere el tema a tratar con tus compañeros
- d) A partir de la lectura del título y las palabras clave, ¿Cuál piensas que es el tema que los autores desarrollan en este abstract?
- e) ¿Qué tipo de lector puede estar interesado en la temática? ¿Relacionado con qué área/disciplina? ¿Cómo te das cuenta?

3. En función del análisis realizado, completamos el siguiente cuadro con información sobre el abstract leído:

Revista de publicación	
Fecha de publicación	
Autores	
Título del abstract	
Palabras clave	
Tema del abstract	
Tipo de lector interesado	

Actividades sobre la lengua

En la Guía de lectura 1 estudiamos los procesos y los movimientos retóricos que podemos encontrar en el género *abstract*. Relee el abstract “Creating inclusive classrooms in primary and secondary schools: From noticing to differentiated practices” y, en grupos, realiza las actividades. Podés ayudarte con las actividades de la Guía 1.

4. En pequeños grupos, lee y resalta los procesos o acciones principales mencionados en cada oración del abstract ¿Cómo te das cuenta de los procesos o acciones principales?, ¿Qué palabras te ayudaron?, Comenta con tus compañeros y completa el cuadro a continuación.

Proceso / Acción principal	Equivalente en español	Tiempo verbal

5. En grupos, identifiquen y resalten los 5 participantes principales que llevan a cabo las acciones o procesos analizados anteriormente. Para cada participante encontrado responde:

-¿qué tipo de participante es?

-¿cuál es su significado?

6. Lee y analiza el siguiente ejemplo extraído del abstract y presta atención a la siguiente frase verbal. Luego, realiza las siguientes actividades:

*Differentiated instruction **is advocated** as a means to create inclusive classrooms*

- ¿Cuál es el proceso en la frase resaltada? ¿Cómo te das cuenta?
- ¿Conoces su significado?
- ¿Quién / quienes realiza/n el proceso resaltado?
- ¿Cuál es el participante en este ejemplo?
- ¿Qué función cumple el participante? ¿Realiza el proceso resaltado o es afectado por este proceso?
- ¿Reconoces esta estructura gramatical? ¿La has estudiado anteriormente?

En la voz activa y la voz pasiva presentamos una misma acción pero desde dos enfoques diferentes. En la **voz activa** enfatizamos el sujeto que realiza la acción:

En la **voz pasiva**, por el contrario, enfatizamos el complemento; es decir, quien realiza la acción (sujeto agente) pierde importancia por lo que, en muchos casos, se lo omite.

VOZ ACTIVA

The teacher	teaches	the students
Sujeto Agente	Verbo activa	en voz Complemento Directo / Objeto

VOZ PASIVA

Students	are taught	by the teacher
Sujeto Pasivo	Verbo pasiva	en voz Agente

La estructura de la **voz pasiva** se forma de la siguiente manera: **to BE + Verbo en Participio Pasado (verbos terminados en ado/ido)**, donde el verbo *to BE* varía en cuanto al tiempo verbal y al sujeto de la oración. Cuando el agente se menciona, generalmente el mismo se introduce por **"BY"**.

Se utiliza cuando:

1. la acción o el proceso es más relevante que quién lo lleva a cabo;
2. el responsable de la acción es desconocido, secreto u obvio. En este caso generalmente se lo omite;
3. se desea utilizar un tono más formal o cortés.

7. Relee el abstract y debate con tus compañeros: ¿Encuentras otros ejemplos de voz pasiva? ¿Qué significan en español?, ¿Por qué el autor las habrá escrito de esta manera? ¿Cuál será su propósito?

Ejemplo de voz pasiva encontrada	Equivalente en español	Propósito del autor

Actividades sobre la estructura retórica del abstract

8. A continuación encontrarás los diferentes procesos (acciones) utilizados en el texto, acompañados de los participantes que realizan las acciones. ¿Qué propósito cumple cada proceso en el texto? ¿Qué movimiento retórico del abstract indican? Puedes ayudarte con el cuadro realizado en la clase anterior.

Participante	Proceso	Propósito en el abstract
Differentiated instruction	is advocated	
The hypothesis guiding this study	is	
Two instruments	are adopted	
This study	found	
Results	reveal	

9. Con tu grupo de trabajo, lee las siguientes frases extraídas del abstract. Luego indica su equivalente en español. ¿Con qué movimientos retóricos crees que podrían estar relacionados?, ¿cuál/es crees que pueden ser recurrentes en *abstracts*?

Frase	Equivalente en español	Movimiento retórico del abstract
as a means to (create inclusive classrooms).		
the hypothesis guiding this study		
to measure this		
that maps (teacher's professional vision)		
self-reported differentiated practices		
also report		

10. En la siguiente actividad, se presentan los distintos movimientos retóricos que suelen caracterizar el *abstract* del área de Ciencias de la Educación. En grupos, releen la información sobre los movimientos retóricos trabajada en la guía de lectura anterior e indica verdadero o falso a cada afirmación. Corrige las respuestas falsas.

a. En "Differentiated instruction is advocated as a means to create inclusive classrooms.", los autores están **situando la investigación**.

b. En "The hypothesis guiding this study is that teachers' ability to notice inclusive teaching practices and to reason about it are connected to their differentiated practices.", los autores están **presentando la investigación**.

c. En “Two instruments are adopted to measure this: the e-PIC videography tool, that maps teachers’ professional vision, and the DI-Quest, that measures self-reported differentiated practices. Clustering teachers’ noticing and reasoning, this study found two groups of teachers.”, los autores están **resumiendo los resultados principales**.

d. En “Results reveal that teachers who are more proficient at noticing inclusive practices, also report implementing more differentiated practices, compared to teachers who are less able at noticing them.”, los autores están **describiendo la metodología**.

11. En este abstract, no se han presentado todos los movimientos retóricos. En grupos pequeños, intercambien ideas y respondan: ¿Cuál (movimiento retórico) falta?, ¿Debería el autor haberlo incluido?, ¿Se entiende el estudio a pesar de no contar con este movimiento retórico?

Actividades de comprensión

12. En pequeños grupos, lee el abstract nuevamente y completa con la información correspondiente en español:

La hipótesis de este estudio es Los instrumentos adoptados para realizar esta medición fueron Los resultados obtenidos indican que

13. Con tus compañeros, relea el vocabulario trabajado en las actividades anteriores y en la guía anterior, y completa el glosario colaborativo en drive con palabras y expresiones relacionadas a cada movimiento retórico del abstract.

<https://docs.google.com/document/d/1cNqo7denSkkKdwrJgVscqvVZ5PDZhGjgGe3oAdHmfYk/edit?usp=sharing>

14. Reflexionamos en grupos y compartimos ideas:

- a) ¿Qué aprendimos en esta guía?
- b) ¿Retomamos algún aspecto de la clase anterior?
- c) ¿Aprendiste algo nuevo en relación con la forma de abordar la lectura de un abstract?
- d) ¿Qué actividades de lectura te fueron útiles para comprender el texto en inglés?
- e) ¿Qué vocabulario nuevo aprendiste en esta guía?
- f) ¿Qué otro aspecto de la guía te resultó de interés/ novedoso/ desafiante?

Appendix C

First reading comprehension guide used in the Independent Construction Stage

Social media and education: reconceptualizing the boundaries of formal and informal learning

[Christine Greenhow](#) & [Cathy Lewin](#)



Pages 6-30 | Received 26 Dec 2014, Accepted 17 Jun 2015, Published online: 16 Jul

2015

Abstract

It is argued that social media has the potential to bridge formal and informal learning through participatory digital cultures. Exemplars of sophisticated use by young people support this claim, although the majority of young people adopt the role of consumers rather than full participants. Scholars have suggested the potential of social media for integrating formal and informal learning, yet this work is commonly under-theorized. We propose a model theorizing social media as a space for learning with varying attributes of formality and informality. Through two contrasting case studies, we apply our model together with social constructivism and connectivism as theoretical lenses through which to tease out the complexities of learning in various settings. We conclude that our model could reveal new understandings of social media in education, and outline future research directions.

Keywords: social media, informal learning, formal learning, digital cultures, teaching

Extraído de: <https://doi.org/10.1080/17439884.2015.1064954>

Actividades de contextualización:

1. En esta guía, leerás un abstract extraído de Taylor & Francis Online. Observa el texto presentado y responde las preguntas a continuación:
 - a. ¿Dónde y cuándo fue publicado este texto?
 - b. ¿Quiénes son los autores? Además de los nombres, menciona su afiliación institucional.
 - c. ¿Cuál piensas que es el propósito de este abstract?

Actividades sobre el tema del texto

2. Lee el abstract y resuelve las siguientes consignas:

- a) Lee el título. ¿Cómo lo interpretas?
- b) Identifica e interpreta las palabras clave. ¿Conoces sus significados? ¿Están relacionadas con el título? ¿De qué manera?
- c) Busca y resalta en el texto palabras relacionadas al título y las palabras clave e infiere el tema a tratar.
- d) A partir de la lectura del título y las palabras clave, ¿cuál piensas que es el tema que los autores desarrollan en este abstract?
- e) ¿Qué tipo de lector puede estar interesado en la temática? ¿Con qué área/disciplina puede estar relacionado? Resalta las palabras/expresiones que lo indican en el texto.

Actividades sobre la estructura retórica del abstract

3. A continuación identifica los diferentes procesos (acciones) utilizados en el texto, acompañados de los participantes que realizan las acciones. ¿Qué propósito cumple cada proceso en el texto? ¿Qué movimiento retórico del abstract indican?

Participante	Proceso	Identifica el propósito en el abstract	Movimiento retórico

4. Lee las siguientes frases extraídas del abstract. Luego completa con su equivalente en español e indica el movimiento retórico del abstract al que puede pertenecer.

Frase	Equivalente en español	Movimiento retórico del abstract
Through two contrasting case studies		
our model could reveal		
outline future research directions		

Actividades de comprensión

5. Relee el abstract y responde las siguientes preguntas:
- ¿Cuál es el planteo que origina este estudio?
 - ¿Cuál es la postura de los expertos en el tema?
 - ¿Cuál fue la metodología empleada?
 - ¿A qué conclusión llegan los investigadores?
6. Relee el vocabulario trabajado en esta guía y completa el glosario colaborativo en drive con palabras y expresiones relacionadas a cada movimiento retórico del abstract leído.

<https://docs.google.com/document/d/1cNqo7denSkkKdwrJgVscqvVZ5PDZhGjgGe3oAdHmfYk/edit?usp=sharing>

7. Reflexionamos y compartimos ideas:
- ¿Qué aprendiste en esta guía?
 - ¿Retomaste algún aspecto de la clase anterior?
 - ¿Aprendiste algo nuevo en relación con la forma de abordar la lectura de un abstract?

- d) ¿Qué actividades de lectura te fueron útiles para comprender el texto en inglés?
- e) ¿Qué vocabulario nuevo aprendiste en esta guía?
- f) ¿Qué otro aspecto de la guía te resultó desafiante?
- g) ¿Cómo te resultó el trabajo en esta guía? ¿Te parece que estás preparado para leer un abstract de manera independiente?

Appendix D

Second reading comprehension guide used in the Independent Construction Stage

Trabajo Práctico N° 2

Nombre(s): _____

Fecha de entrega: **Martes 11 de octubre**

Presentación del trabajo:

- Este práctico debe realizarse de manera individual.
- Entregar el trabajo práctico en mano el 11 de octubre
- Pueden escribir a través de mensajería en el campus en caso de dudas y consultas.
- En el nombre del documento escribir adelante el apellido/ los apellidos del estudiante.

Objetivos

- Desarrollar y aplicar estrategias para la búsqueda y evaluación de abstracts en el área de educación.
- Reconocer el contexto de producción y recepción, y el propósito de los abstracts en educación.
- Aplicar diferentes estrategias de lectura para la comprensión de abstracts.

Guía de actividades

Selección del texto:

1. Elige un tema de interés personal dentro del área de educación. Realiza la búsqueda de un abstract a partir de los materiales de trabajo utilizados. Podés consultar en las siguientes plataformas en los enlaces a continuación:

<https://www.elsevier.com/>

<https://www.scopus.com/home.uri>

<https://www.redalyc.org/>

2. Selecciona **un (1) abstract completo** relacionado con tu tema de interés académico.
3. **En base al texto seleccionado, lee las consignas a continuación y completa las actividades:**

- a. Documenta el texto seleccionado en el siguiente cuadro:

Autor/es	
Afiliación	
Título (en español)	
Fuente	
Posible audiencia	
Palabras clave (en español)	
Link de acceso al texto original seleccionado.	

4. Realiza una evaluación de la fuente elegida. ¿Consideras que es una fuente de información confiable? ¿Por qué? Menciona los aspectos paratextuales que consideraste para su selección.

5. Lee el abstract y completa el siguiente cuadro en español:

Participante	Proceso	Propósito en el abstract	Movimiento retórico

6. Lee nuevamente el texto y responde las siguientes preguntas:

1. ¿Qué tema aborda el estudio presentado en este abstract?
2. ¿Cuál es el propósito del estudio?
3. ¿Se menciona la metodología empleada? Si / No, ¿Cuál?
4. ¿Se mencionan los resultados obtenidos? Si/ No, ¿Cuáles?
5. ¿Se presenta una conclusión o implicancia? En caso afirmativo, ¿cuál?

7. A partir de tu interpretación del abstract, explica:

1. de qué manera el estudio descrito en el abstract aporta al área de conocimiento relacionado con educación.
2. las razones por las cuales elegiste el texto.

Appendix E

Diagnostic test

France

Extracted and adapted from: <https://www.britannica.com/place/France>

Last updated: Aug 14, 2019

(1) France, officially French Republic, is a country of northwestern Europe. **Historically** and culturally among the most important nations in the Western world, France has played a highly significant role in international affairs, with former colonies in every corner of the globe. **Bounded** by the Atlantic Ocean and the Mediterranean Sea, the Alps and the Pyrenees, France has long provided a geographic, economic, and linguistic bridge joining northern and southern Europe. It is Europe's most important agricultural producer and one of the world's leading industrial powers.

(2) The French people look to the state as the primary guardian of liberty, and the state in turn provides a generous program of **amenities** for its citizens, from free education to health care and pension plans.

(3) France has also been influential in government and civil affairs, giving the world important democratic ideals in the age of the Enlightenment and the French Revolution and inspiring the growth of reformist and even revolutionary movements for generations. The present Fifth Republic has, however, enjoyed notable stability since its promulgation on September 28, 1958, marked by a tremendous growth in private initiative and the **rise** of centrist politics.

(4) Although France has engaged in long-running disputes with other European powers, it emerged as a leading member in the European Union (EU) and its predecessors. From 1966 to 1995 France did not participate in the integrated military structure of the North Atlantic Treaty Organization (NATO), retaining full control over its own air, ground, and naval forces; beginning in 1995, **however**, France was represented on the NATO Military Committee, and in 2009 French President Nicolas Sarkozy announced that the country would rejoin the organization's military command.

(5) The capital and **by far** the most important city of France is Paris, one of the world's preeminent cultural and commercial centres. A majestic city known as the ville lumière, or "city of light," it is full of broad avenues. Paris is now a sprawling metropolis, one of Europe's largest conurbations, but its historic heart can still be traversed in an evening's walk.

1. Lee el texto precedente y completa:

- a. Ubicación de Francia en Europa:
- b. Importancia dentro de Europa:
- c. Función del estado:
- d. Rol en la Ilustración:
- e. Fecha en la que se promulgó la Quinta República:
- f. Fechas entre las cuales no integró la NATO:
- g. Características de París:

2. Brinda una posible traducción de las expresiones a continuación (subrayadas en el texto):

- a. France has played a highly significant role in international affairs (1)
- b. a geographic, economic, and linguistic bridge (1)
- c. one of the world's leading industrial powers (1)
- d. from free education to health care and pension plans (2)
- e. the growth of reformist and even revolutionary movements (3)
- f. it emerged as a leading member (4)
- g. Nicolas Sarkozy announced that the country would rejoin (4)
- h. A majestic city known as (5)

3. Subraya la opción que consideres más adecuada:

- a. 'Historically' (1) significa: histórica / históricamente
- b. 'Bounded' (1) significa: destinada / delimitada
- c. 'amenities' (2) significa: servicios / instalaciones
- d. 'rise' (3) significa: elevación / surgimiento
- e. 'however' (4) significa: aunque / no obstante
- f. 'by far' (5) significa: a la distancia / por lejos

4. Lee y explica el párrafo 5.

Appendix F
Socio demographic survey

- Correo electrónico:
- Nombre:
- Edad:
- Carrera:
- Cantidad de materias cursadas y aprobadas
- ¿Cuánto tiempo llevás estudiando en la UNLPam?
- ¿Cursaste otra carrera con anterioridad?
- Si has cursado otra carrera, menciona cuál/es.
- ¿En qué institución?
- Anteriormente, ¿has aprendido Inglés? Tilda todas las respuestas que sean pertinentes a tu caso.
- ¿Cómo te resulta el estudio del inglés?
- ¿Por qué?
- ¿Te interesa aprender a leer en inglés?
- ¿Por qué?
- ¿Te gusta leer en inglés?
- ¿Por qué?
- ¿Te considerás un buen lector de textos en inglés?
- ¿Por qué?
- ¿Cuál es tu opinión sobre la lectura en inglés en la universidad en el contexto de la carrera que cursás?
- ¿Qué aspectos de la lengua te parecen importantes saber al momento de leer en inglés?
- ¿Cuál pensás que es el primer paso para comenzar a leer en inglés? ¿A qué aspectos del texto prestás atención antes de leer?
- ¿Te gusta leer en español?
- ¿Por qué?
- ¿Qué tipo de lectura te gusta más realizar? ¿Qué tipos de textos?
- ¿Te considerás un buen lector en español?
- ¿Por qué?
- ¿Qué esperas aprender en esta materia al finalizar el cursado?

- ¿Qué aporte crees que esta materia puede darte en tu futuro profesional?

Appendix G

Questionnaires on perceptions

Percepciones sobre la guía de lectura 1

El propósito de este cuestionario es conocer tus percepciones acerca de la guía de lectura sobre los diferentes procesos y movimientos retóricos del abstract en inglés en el área de educación.

Te agradeceremos respondas las preguntas a continuación. Tus aportes serán muy valiosos para nuestro estudio.

1. ¿Cuál es tu opinión sobre la guía de lectura en la que estudiamos los movimientos retóricos del abstract en inglés? Explica brevemente.
2. ¿Te resultaron útiles las actividades de la Guía para leer el abstract asignado?

Si

No

A veces

¿Por qué?

3. ¿Las actividades realizadas te han ayudado a reconocer el propósito del abstract?

Si

Un poco

No

No estoy seguro

¿Por qué?

4. ¿Las actividades realizadas te han ayudado a reconocer el/los autor/es y la audiencia del abstract?

Si

Un poco

No

No estoy seguro

¿Por qué?

5. ¿Las actividades que realizaste te han ayudado a reconocer los procesos (verbos) y los propósitos que ellos cumplen en el texto?

Si

Un poco

No

No estoy seguro

¿Por qué?

6. ¿Las actividades realizadas te han ayudado a reconocer los movimientos retóricos del abstract?

Si

Un poco

No

No estoy seguro

¿Por qué?

7. ¿Consideras que las actividades te han guiado en el proceso de lectura y comprensión de un abstract en inglés?

Si

No

Si tu respuesta es afirmativa, ¿qué actividades te guiaron más? Si tu respuesta es negativa, ¿por qué no te ayudaron?

8. ¿Hay algún otro comentario que quisieras agregar sobre la guía de lectura trabajada?

Percepciones sobre la guía de lectura 2

El propósito de este cuestionario es indagar sobre tus percepciones luego de leer y realizar las actividades propuestas en la segunda guía de lectura sobre el abstract.

1. ¿Aprendiste algo nuevo sobre la lectura de un abstract? ¿Qué aprendiste?
Explica brevemente.
2. ¿Retomaste algún contenido aprendido de la clase anterior? ¿Cuál/es?
3. ¿Las actividades de la Guía 2 te han ayudado a entender mejor los procesos (verbos) y los propósitos que ellos cumplen en el texto?

Si

No

¿Por qué?

4. Las actividades realizadas en esta guía, ¿han sido útiles para aprender sobre el propósito de escritura de un abstract y la audiencia a la que está destinado?

Si

No

Un poco

¿Por qué?

5. ¿Qué actividades de lectura te fueron útiles para comprender un abstract en inglés del área de ciencias de la educación?

Mucho

Poco

Nada

6. ¿Qué vocabulario nuevo aprendiste en esta guía?

7. ¿Consideras que las actividades de la guía han sido suficientes para analizar el abstract trabajado?

Si

No

Un poco

No estoy segura

¿Por qué?

8. ¿Te sirvió el trabajo con tus compañeros para completar las actividades y comprender el abstract asignado?

Si

No

Un poco

No estoy segura

¿Por qué?

9. ¿Te ayudó la guía del docente para completar las actividades y comprender el abstract asignado?

Si

Un poco

No

¿Por qué?

10. ¿Algún aspecto de la guía te resultó de interés?
11. ¿Algún aspecto de la guía te resultó desafiante?
12. Si hay alguna otro comentario que quieras agregar, escríbilo debajo.

Percepciones sobre la guía de lectura 3 y 4

El propósito de este cuestionario es indagar sobre tus percepciones luego de leer y realizar las actividades propuestas en la [tercer](#) y [cuarta](#) guía de lectura sobre el abstract.

1. ¿Pudiste aplicar los conocimientos adquiridos en las guías de lectura anteriores en la interpretación de este abstract?

Si

No

¿Por qué?

2. ¿Sentiste que las actividades planteadas en las guías de trabajo 1, 2, y 3 te ayudaron a comprender un abstract de manera autónoma?

Si

No

Un poco

¿Por qué?

3. ¿Modificarías y/o agregarías alguna actividad a las guías de trabajo 1, 2 y 3 para que te ayuden a realizar una búsqueda autónoma de abstract y comprenderlo de manera efectiva?

Si

No

¿Por qué?

4. ¿Modificarías y/o agregarías alguna actividad a las guías de trabajo 1, 2 y 3 para que te ayuden a realizar una búsqueda autónoma de abstract y comprenderlo de manera efectiva?

Si

No

¿Por qué?

5. ¿Consideras que el vocabulario aprendido en las guías de trabajo anteriores te ayudaron a la comprensión de un nuevo abstract?

Si

No

¿Por qué?

6. ¿Pensás que el haber trabajado con los procesos / acciones / verbos frecuentes en un abstract contribuyó a mejorar tu lectura de este texto?

Si

No

¿Por qué?

7. El análisis y estudio de los movimientos retóricos del abstract, ¿te ayudó a reconocer las diferentes secciones de este género?

Si

No

¿Por qué?

8. ¿Hay alguna instancia que haya resultado significativa en relación con el trabajo realizado con tu docente en la primera guía de trabajo, y luego con tus compañeros en la segunda guía de trabajo?

9. ¿Te resultó desafiante algún aspecto de la guía?

Si

No

¿Cual?

10. ¿Te resultó de interés haber aprendido sobre este género?

¿Por qué?

11. ¿En qué situaciones / circunstancias futuras crees que necesitarás aprender sobre este género?

Appendix H

Interviews on perceptions

Interviews to Yami after the deconstruction phase

Interviews to Yami

After the deconstruction phase

1. ¿Qué pseudónimo te gustaría a los efectos de esta investigación?
2. En el cuestionario que te consultamos sobre tu opinión sobre la guía de lectura opinaste que “el modelo de abstract está bueno poder tener la oportunidad de aprender los pasos a realizar para un futuro te puede ser útil para aplicar lo aprendido”. ¿Quisieras agregar algo más?
3. Cuando te preguntamos si te habían resultado útiles las actividades dijiste que sí y que nunca habías escuchado a este género, ¿Qué cosas te parecieron interesantes de saber del abstract?
4. Si bien ante la pregunta que te guiaron en las actividades. Recuerdas alguna en particular que te ayudaron más en el proceso de lectura y comprensión de un abstract en inglés en la pregunta ¿Las actividades que realizaste te han ayudado a reconocer los procesos (verbos) y los propósitos que ellos cumplen en el texto? respondiste que un poco y que te confunde un poco poder reconocer los verbos en una oración o texto, necesito procesar la información ya que no eh hecho el nivel 1 y no tengo los suficientes conocimiento como otros compañeros del tema. ¿Consideras que de haber hecho nivel 1 sería más facil resolver este tipo de actividad? ¿o consideras que esto se debe a tus conocimientos previos de inglés?
5. A la pregunta tal vos la respondiste tal, ¿cómo te ayudaría más a comprender esa actividad?
6. Al finalizar la encuesta en el comentario extra vos comentas que sería mejor que “las puestas en común sean escritas en la pizarra para poder comprender y ordenarte mejor en el texto y así estar segura de que están bien a la hora de ver cómo estudiar para los parciales. Por ahí es medio complicado hablar las respuestas y luego poderla aplicar en la hoja. Tendrían que ser un poco más pasadas las clases para poder procesar mejor la información ya que se me

complica manejar la lengua.” Con respecto a esto, te pregunto lo siguiente: Creés que todas las respuestas deberían ser escritas y redactadas en el pizarrón? ¿Pensás que esto te ayudaría más a comprender? En el caso de que esto no fuera así o posible, ¿recordás cuáles respuestas te serían más útiles de ver redactadas en el pizarrón? ¿hay alguna actividad que vos consideras escribir la respuesta?

7. ¿Con respecto a las actividades presentadas, consideras que fueron suficientes? relevantes? considerarías algún otro tipo de actividad?

Interview after the Joint Construction phase

1. En el cuestionario, ante la pregunta: ¿Aprendiste algo nuevo sobre la lectura de un abstract? ¿Qué aprendiste? Explica brevemente. tu respuesta es: “Creo que en forma de abordar la lectura de un abstract no aprendí nada nuevo. Es la misma dinámica que guías anteriores. Aprender nuevo en la guía que nunca vimos de voz activa y pasiva.” En este caso, considerás necesario haber aprendido sobre esta estructura? ¿Por qué? ¿En qué considerás que te podría ayudar saber sobre esta estructura?
2. Ante la pregunta: ¿Retomaste algún contenido aprendido de la clase anterior? ¿Cuál/es? nos comentaste, “Si retome contenido aprendido de clases anteriores como por ejemplo los movimientos retóricos, actividades de los cuadros, conocer las partes que integra un abstract (fecha de publicación, autores, palabras claves, etc).” ¿Te sirvió retomar estos contenidos para comprender mejor un abstract”? ¿Cuál de estos contenidos que mencionás te sirven más para comprender mejor un abstract? ¿Hay alguno que te parezca más útil?
3. En la pregunta “¿Qué actividades de lectura te fueron útiles para comprender un abstract en inglés del área de ciencias de la educación?” nos comentaste que “Las actividades de lectura que fueron útiles para comprender un abstract en inglés fueron la 3, 9. En realidad de todas aprendo y me acredita interés en poder resolver y aprender un poco más sobre el tema.” ¿cómo te han ayudado esas dos actividades en la resolución de esta tarea? ¿por qué considerás que estas dos actividades te ayudaron más que otras? ¿qué características tienen que las hacen más útiles?

4. En la pregunta “¿Consideras que las actividades de la guía han sido suficientes para analizar el abstract trabajado?” nos respondiste “Creo que sí, se refleja dinámica y aprendizaje, veo una pequeña mejora, nada más que solo es falta estudiar o practicar solo/a para futuras evaluaciones previas.” ¿Cómo notas la mejora en tu lectura y análisis del abstract? ¿Qué notás que es más sencillo de entender en el abstract? ¿En qué aspectos de tu comprensión lectora notás que has mejorado al momento de leer un abstract?
5. ¿Considerás estar preparada para una lectura menos guiada a partir de las actividades ya realizadas?
6. En la pregunta ¿Te sirvió el trabajo con tus compañeros para completar las actividades y comprender el abstract asignado? nos comentaste: “Si, ciertas actividades me sirvió completar con compañeros, tal vez otras me sentía mejor realizarlas solas, ya que todos no manejamos el mismo ritmo de comprensión a la hora de leer, a algunos les cuesta más a otros menos, y sentís que el otro/a va más rápido y vos te quedas atrás o no te queda claro, a veces pasa que no aprendes bien o te queda en el aire el aprendizaje o propósito de la actividad.” ¿Podrías comentar qué actividades te resultaron más beneficiosas de trabajar en grupos? ¿Por qué?
¿Podrías mencionar el beneficio del trabajo grupal? ¿En qué te ayudo?
¿Podrías comentar qué actividades te parecen más apropiadas para un trabajo individual?
7. En la pregunta: “¿Algún aspecto de la guía te resultó desafiante?” nos respondiste que “Si el aspecto de la actividad 4 de la guía” ¿Por qué te pareció desafiante esta actividad? ¿Cómo te ha desafiado esa actividad? ¿Cómo te sentiste ante la actividad que te resultó desafiante? ¿Qué hiciste para intentar resolverla? ¿Lograste resolver la actividad?

Interview after Independent construction phase

1. En la pregunta “¿Pudiste aplicar los conocimientos adquiridos en las guías de lectura anteriores en la interpretación de este abstract?” nos respondiste que sí ya que habías tenido “buena práctica de actividades variadas en las guías anteriores de los abstract y permitió que nos ayude con el conocimiento a poder estar más segura en el tema que nos presentó el resto de las guías para poderlas resolver” ¿Qué aspectos de las guías te servirían más/ recordás

/tenés más presentes al momento de leer un abstract individualmente? ¿Sentís que estás preparada para leer abstracts sin recurrir a una guía de lectura?

2. Ante la pregunta ¿Modificarías y/o agregarías alguna actividad a las guías de trabajo 1, 2 y 3 para que te ayuden a realizar una búsqueda autónoma de abstract y comprenderlo de manera efectiva?, nos respondiste “No agregaría porque creo que fueron suficientes las actividades poray es falta de sentarse a practicar lo de la actividad 3 que se refleja que es más complejo que las actividades 1 y 2 del abstract.” Cuando te referís a la actividad 3, ¿hacés referencia a la guía de lectura 3? ¿Por qué considerás que contribuye a un mejor entendimiento del abstract? En caso de que sea la actividad 3, ¿por qué considerás que es una actividad más compleja que las actividades 1 y 2? ¿En qué sentido? ¿podrías explicarlo?
3. En la pregunta ¿Pensás que el haber trabajado con los procesos / acciones / verbos frecuentes en un abstract contribuyó a mejorar tu lectura de este texto? nos contaste que “Porqué poray pasas desapercibido en la lectura rápida un verbo y nunca imaginas que puede ser una acción. La interpretación del abstract te cambia trabajar lo mencionado, y hace que tengas una mejor lectura del texto y prestes más atención.” ¿Sentís que el interpretar una palabra como sustantivo en vez de proceso modifica la interpretación del abstract? ¿En qué considerás que / Por qué la identificación de un verbo/proceso te ayuda en la lectura del abstract? ¿En qué aspectos mejora la comprensión?
4. En la pregunta, ¿Te resultó desafiante algún aspecto de la guía? nos comentaste que “La actividad 3 del cuadro del abstract de (participantes, procesos, identifica el propósito en el abstract y movimiento retórico), creo que al practicarlo varias veces en todas las guías anteriores dadas por la profesora encontré comprender mejor cada apartado del cuadro, y ayudo a que avance mi proceso en la lengua inglesa a tener menos errores que en las otras guías cuando empezamos con el tema.” ¿Te sentís preparada para leer abstracts sin la realización previa del cuadro? ¿Creés que podrías identificar todos los aspectos incluidos en el cuadro de manera autónoma, sin la guía del docente? ¿Por qué si/no?
5. Ante la pregunta ¿En qué situaciones / circunstancias futuras crees que necesitarás aprender sobre este género? nos respondiste Cuando en la carrera

en algún momento te toque hacer una investigación o en la tesis de la licenciatura. ¿Por qué pensás que te puede ayudar en estas tareas? ¿Qué aspecto de los trabajos considerás que puede hacer un mayor aporte en tu proceso de búsqueda de material para la lectura?

Interview to Melli

After the Deconstruction Phase

1. ¿Qué pseudónimo te gustaría a los efectos de esta investigación?
2. En el cuestionario que te consultamos tu opinión sobre la guía de lectura, nos comentaste que te pareció "interesante, y complejo al momento de resolverlo". ¿Por qué te resulta interesante y por qué complejo? Me podrías comentar algo sobre este aspecto?
3. Cuando te preguntamos si te habían resultado útiles las actividades dijiste que sí ¿Cuál actividad te pareció más interesante? ¿por qué?
4. En la pregunta ¿Las actividades realizadas te han ayudado a reconocer el propósito del abstract? respondiste la explicación fue clara y durante varias clases. ¿Podrías haber entendido este género de no haber tenido la explicación?
5. En la pregunta, ¿Las actividades que realizaste te han ayudado a reconocer los procesos (verbos) y los propósitos que ellos cumplen en el texto? nos respondiste que no estabas muy segura porque no hay una "fórmula" (como por ejemplo, un sufijo para reconocerlos), además, hay procesos más predominantes que otros y que no lograbas lograr comprender de manera correcta la escritura se me dificulta entenderlo.
6. De las razones que mencionas, ¿cuál considerás que puede ser la que pesa más al momento de reconocer las funciones de ciertas palabras en el abstract en inglés? no saber reconocer los verbos en el abstract? o no comprender bien el idioma inglés?
7. ¿Considerás que lo aprendido en el nivel 1 y tu conocimiento previo de inglés aportan al reconocimiento de los verbos en el abstract?

8. en la pregunta ¿Las actividades realizadas te han ayudado a reconocer los movimientos retóricos del abstract? nos respondiste que un poco porque logro reconocerlos pero me suelo confundir, porque algunas frases/oraciones las interpreto de manera incorrecta.
9. ¿Podrías explicarme / comentarme en qué aspectos te confundiste? ¿Recordás algún ejemplo?
10. ¿por qué consideras que las actividades de lengua te resultaron más difíciles que las otras?
11. ¿Con respecto a las actividades presentadas, consideras que fueron suficientes? relevantes? considerarías algún otro tipo de actividad?

Interview after the Joint construction phase

1. En el cuestionario sobre la guía de lectura 2 nos respondiste que “aprendiste sobre voz activa y voz pasiva en este abstract y que practicamos acerca del propósito del abstract, el movimiento retórico y el tiempo verbal de los procesos.” De todo lo aprendido, ¿cómo crees que estos aprendizajes contribuyen a una mejor comprensión de este género textual? ¿Considerás que tu lectura del abstract mejoró al tener en cuenta estos aspectos que mencionás?
2. De los contenidos que se han retomado de la guía de lectura 1, vos mencionás que “analizamos datos de la revista de publicación, la fecha de publicación, los títulos, las palabras claves los movimientos del abstract, el tema, los lectores interesados”
3. ¿Considerás que los contenidos retomados contribuyeron a una mejor comprensión del texto 2? ¿Cuál de estos contenidos que mencionás te sirven más para comprender mejor un abstract? ¿Hay alguno que te parezca más útil?
4. De las actividades realizadas en la guía de lectura 2, nos has comentado que te ayudaron a entender las actividades propuestas y que se hicieron algunas aclaraciones en clase respecto del uso de la estructura -ing. ¿Consideras que estas actividades contribuyen a un mejor entendimiento del abstract? ¿Por qué? (invitar a revisar la guía rápidamente) ¿Hay alguna actividad/actividades

que te parezcan más útiles para la comprensión lectora del abstract? ¿por qué considerás que esta/s X actividad/es te ayudan/ayudaron más que otras? ¿qué características tienen que las hacen más útiles?

5. Sobre las actividades de lectura que te resultaron útiles para comprender un abstract en inglés del área de ciencias de la educación, vos nos comentas que te sirvió La estructura del abstract, los datos explicados en clase y mirar el sitio web. ¿Considerás estar preparada para una lectura menos guiada a partir de las actividades ya realizadas? ¿En qué aspectos de tu comprensión lectora notás que has mejorado al momento de leer un abstract?
6. En la pregunta referida al trabajo con compañeros, nos respondes que considerás que te ha ayudado aprender con compañeros/as. ¿Cómo contribuye el trabajo grupal en un mejor entendimiento del abstract? ¿Podrías mencionar el beneficio del trabajo grupal? ¿En qué te ayudó? ¿Podrías comentar qué actividades te resultaron más beneficiosas de trabajar en grupos? ¿Por qué? (invitar a revisar la guía)
7. En el cuestionario, haces mención a los procesos como herramientas para la comprensión de un abstract. Por ejemplo, mencionas que la docente guía las actividades y explica sobre los procesos, te resulta de interés el conocer sobre voz activa y voz pasiva, te resulta desafiante comprender el tema procesos. ¿Por qué considerás este tema de relevancia en la comprensión de la guía de lectura? ¿Por qué te resulta de interés saber más sobre la voz activa y pasiva? ¿En qué te parece que te pueden ayudar en la lectura? ¿Por qué crees que es desafiante aprender sobre los procesos verbales? ¿Por qué?

Interview after the Independent construction phase

1. En la pregunta ¿Pudiste aplicar los conocimientos adquiridos en las guías de lectura anteriores en la interpretación de este abstract? nos comentaste que sí, dado que había preguntas y ejercicios similares a las de los abstracts anteriores. ¿Qué actividades te resultan más significativas al momento de la lectura de un abstract? ¿Algunas de estas actividades te resultan más fácilmente aplicables que otras? ¿Sentís que estás preparada para leer abstracts sin recurrir a una guía de lectura? ¿Qué aspectos de las guías te servirían más/ recordás /tenés más presentes al momento de leer un abstract individualmente?

2. Ante la consulta “¿Sentiste que las actividades planteadas en las guías de trabajo 1, 2, y 3 te ayudaron a comprender un abstract de manera autónoma?” nos respondiste que sí “Porque fuimos repasando varias veces los mismos conceptos y algunos de ellos los volvimos a retomar en este nuevo abstract (participante, proceso, proposito, movimiento retórico, etc)” ¿Considerás que el realizar actividades similares en diferentes guías te puede ayudar a que en una próxima instancia realices una lectura de manera autónoma?
3. ¿Modificarías y/o agregarías alguna actividad a las guías de trabajo 1, 2 y 3 para que te ayuden a realizar una búsqueda autónoma de abstract y comprenderlo de manera efectiva? nos respondiste que sí y que Pondrías en cada abstract analizado los sitios webs de búsqueda recomendados para poder acceder con mayor seguridad y rapidez. ¿Considerás que el link a cada abstract se podría complementar a las actividades planteadas? ¿Por qué? ¿En qué te ayudaría tener acceso directo al sitio web? ¿Pensás que solo el acceso a los motores de búsqueda puede ayudarte?
4. Ante la pregunta ¿Pensás que el haber trabajado con los procesos / acciones / verbos frecuentes en un abstract contribuyó a mejorar tu lectura de este texto? nos respondiste que no, porque indica la acción pero hay que analizar de manera correcta la oración para poder responder de manera correcta el propósito del abstract y su movimiento retórico. ¿Por qué considerás que conocer sobre los procesos de un abstract no contribuyó a mejorar tu comprensión lectora? ¿Podrías expandir tu respuesta? ¿Qué otras herramientas/actividades pueden ayudarte en el proceso de lectura?
5. Ante la pregunta El análisis y estudio de los movimientos retóricos del abstract, ¿te ayudó a reconocer las diferentes secciones de este género? nos respondiste que sí En algunos casos sí porque está claro el tipo de movimiento retórico. ¿En qué casos fue difícil identificar los movimientos retóricos? ¿Qué aspectos considerás que dificultaron la identificación de los mismos? ¿Por qué? ¿Qué otros recursos has utilizado para poder comprender el abstract ante esta dificultad?
6. Ante la pregunta ¿En qué situaciones / circunstancias futuras crees que necesitarás aprender sobre este género? nos respondiste que sí, “porque estoy estudiando profesorado en Letras. Seguro que en algún momento de mi

carrera voy a tener que realizar un abstract. Y por los comentarios de una compañera de esta materia, que estudia otra carrera, también lo ven y le solicitan abstracts en los años avanzados.” ¿Por qué pensás que tu conocimiento sobre la lectura del abstract te ayudaría en la escritura de un abstract a futuro? ¿Qué aspectos trabajados sobre la lectura del abstract considerarás que te ayudarían en la escritura de este tipo de texto? ¿Qué aspecto de los trabajados considerarás que puede hacer un mayor aporte en tu proceso de búsqueda de material para la lectura?

Appendix I
Informed Consent form

Universidad Nacional de La Pampa Facultad de Ciencias Humanas

FORMULARIO DE CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

Yo, ____, presto mi conformidad para participar en un estudio de investigación realizado la Prof. Ana Claudia Paez, estudiante de la Maestría en Lengua Inglesa de la Universidad Nacional de Río Cuarto. Dicha investigación involucrará al estudiante como entrevistado sobre la implementación del ciclo pedagógico para la enseñanza y el aprendizaje de géneros. Comprendo el objetivo de este estudio y mis preguntas han sido respondidas de manera satisfactoria. He sido informado y entiendo que los datos obtenidos en el estudio pueden ser publicados o difundidos de manera anónima con fines académicos. Convengo en participar en este estudio de investigación y recibiré una copia firmada y fechada de este formulario de consentimiento.

Firma del participante: _____ Fecha: _____

Aclaración: _____ D.N.I.: _____

Se le ha explicado al estudiante (nombre) __la naturaleza y el objetivo de la investigación que se llevará a cabo. Se le ha preguntado si tiene alguna duda y contestado a sus preguntas en la medida de lo posible. La investigadora asume la responsabilidad de mantener el anonimato de los participantes de este estudio y se compromete a usar los datos obtenidos solamente con fines científicos.

Firma de la investigadora: _____ Fecha: _____

Aclaración: _____ D.N.I.: _____

Appendix J

Transcribed interviews

Cuestionario		Entrevista	
Pregunta	Respuesta	Pregunta	Respuesta
¿Pudiste aplicar los conocimientos adquiridos en las guías de lectura anteriores en la interpretación de este abstract?	Si	Bueno vamos entonces a dar inicio a la entrevista de la fase de construcción independiente con una de las entrevistadas. Esta es la última entrevista que estaremos haciendo para completar el ciclo pedagógico de la lectura de género. eeeh bien te voy a preguntar sobre el cuestionario ¿sí? la pregunta que vos nos decías si pudiste aplicar los conocimientos adquiridos en las guías de lecturas anteriores en la interpretación de este abstract vos nos respondiste que sí que ya habías tenido una buena práctica de actividades variadas en guías anteriores de los abstracts y que eso te permitió que te ayude el conocimiento a poder estar más segura en el tema que nos presentó en el resto de las guías para poderlas resolver. ¿Qué aspecto de las guías si te servirían más o recordas más o tenés más presentes al momento de leer un texto individualmente?	individual?]

Appendix K

Content analysis of students' questionnaires and interviews

(See [attached document](#) for the complete content analysis of questionnaires and interviews)

Cuestionario			Entrevista		Construido		
Pregunta	respuesta	Análisis	Pregunta	respuesta		análisis	
¿Aprendiste algo nuevo sobre la lectura de un abstract? ¿Qué aprendiste? Explica brevemente.	Creo que en forma de abordar la lectura de un abstract no aprendí nada nuevo. Es la misma dinámica que guías anteriores. Aprender nuevo en la guía que nunca vimos lo de voz activa y pasiva.	Nuevos aprendizajes en voz activa, voz pasiva	si. en el cuestionario, ante la pregunta ¿Y aprendiste algo nuevo sobre la lectura de abstract? ¿Qué aprendiste? explica brevemente. Vos nos contestaste: Creo que la forma de abordar la lectura de un abstract, no aprendí nada nuevo, es la misma dinámica que las anteriores, aprendí nuevo en la	claro	nuevos aprendizajes sobre la lectura de un abstract. identificación de función gramatical y significado de los procesos mediante su morfología, voz, tiempo, contexto de uso....		