Pre-university academic literacy: promoting 12th graders' mastery of academic

argumentative essays.

BY

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AFFIDAVIT

I, Nataly Diaz, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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NATALY LUCIA DIAZ NIETO

Abstract

This study examines the effectiveness of and students' attitude towards Genre-Based pedagogy as an approach for developing 12th graders' control of argumentative essays of the analytical exposition type. The study was carried out with a class of 12th grade students at Colegio Hebreo Unión, a private school located in Barranquilla, Colombia. The study follows an action research methodology oriented towards the improvement of 12th graders' academic writing skills, a goal set after diagnosing their difficulties through prior class work and writing tests. Data were collected through observations, interviews, surveys, diaries, class recording, worksheet and text output. Results pointed to students' positive perception of Genre-Based pedagogy as an approach to the development of argumentative writing skills, since students perceived it to meet their expectations and needs as learners. A positive effect was found for implementing Genre-Based pedagogy since students demonstrated an enhanced ability to improve their language, structure their arguments and to integrate academic voices into the discourse at the end of the implementation period.

Key words: Academic writing, argumentation, Genre-Based pedagogy, Writing skills.

Dedication

For God, my daughter Camila, my mom and my grandmother Ena.

"The Spirit of the LORD will rest on him— the Spirit of wisdom and of understanding,

the Spirit of counsel and of might, the Spirit of the knowledge and fear of the LORD"

Isaiah 11:2

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Chapter I: Introduction

Learning English has increasingly become a crucial skill given the status of this language as lingua franca in an ever more interconnected globalized world. Inhabitants of non-English speaking countries are showing heightened interest in learning English as a means to gain access to educational, cultural, and personal development opportunities (Crystal, 2003). Countries like Colombia, where students' first contact with English is in the English class, have implemented costly educational reforms to increase the extent and quality of students' exposure to the English language, with moderate to low success rates in most schools, where the teaching of English continues to be approached as an object of instruction and a separate subject in the school curriculum. Other schools, mostly administered privately, have opted for implementing an international curriculum where English constitutes the medium of instruction and learning for academic purposes is one the main curricular axes. Colegio Hebreo Unión, where this thesis project is based, falls within this latter category, and thus demands a more advanced level of English enabling students to understand and produce texts for accessing subject matter knowledge, with the expectation of enabling high school graduates to apply to universities abroad. The feasibility of this aim depends on preparing students to write effective academic texts.

There is thus an enormous challenge for bilingual schools offering an international curriculum. On one hand, they need to take senior students up to a higher intermediate to advanced English level upon high school graduation. On the other hand, they need to guarantee learning of subject matter content, skills and values that will enable students to initiate demanding academic literacy processes in university life. Upon entering higher education, reading and writing assignments multiply, requiring students to use academic writing skills as evidence of subject matter appropriation. Although Carlino (2005) stresses

that learning to produce and interpret written language is not concluded upon high school graduation, bilingual schools with an international curriculum are well advised to promote academic writing skills in the senior years to promote students' preparation for the writing challenges of higher education. The specificities of this educational context demand pedagogical designs targeting the production of texts valued in academic settings, such as the argumentative essay. This latter genre is of special importance, given its frequent featuring in assessment instruments granting access to and permanence within English-speaking universities.

This project was devised to target the need for schools with an international curriculum, as Colegio Hebreo Unión, to teach senior students to produce argumentative essays with adequate structure, contents and use of an academic register. Based on my revision of pedagogical experiences in the teaching of academic writing (see Section 1.2), I propose to explore the implementation of a genre-based syllabus to approach this necessity.

1.1. Problem statement

This research project targets a class of 12th-graders at Colegio Hebreo Unión, comprising 12 students within an age range of 17-18 years. The focus is placed on the senior English language component, which recently integrated an intensive academic writing workshop for teaching students how to write argumentative essays with a view to international exams, like the SAT. The workshop was to be taught virtually because of the then ongoing Covid-19 pandemic. I was assigned as the organizer of this workshop in 2020, and decided to explore the roots of the difficulties I observed in my students' writing of argumentative essays. Prior to the start of the workshop, meetings were held with school administrators and 12th-grade teachers in which they pointed out the difficulties shown by 12th graders in the Language Arts subject, specifically concerning students' language skills

in written assignments. Students' poor control of argumentative writing features include an inability to organize the text to reflect the hierarchy of information established between the thesis statement, argument sentences, and supporting details. These difficulties were aggravated due to the schedule cut and remote learning mode implemented because of the pandemic, jeopardizing the school's expectations for its high school graduates. As a result of these challenges, the school enabled me to implement the argumentative writing workshop to enhance students' ability to write argumentative essays with essential elements such as brevity, clarity, and precision during the first school semester in the year 2021.

1.2. Prior studies on writing instruction in Colombia and abroad

This review of studies sought to explore the pedagogical designs implemented for the promotion of writing skills in English as a foreign language, with an emphasis on senior school and early university contexts. The studies reviewed suggest that genre-based approaches are a potentially effective option for high schoolers' development of writing abilities, with plenty of successful implementations and solid empirical testing.

A highly relevant study is Elshirbini (2013), who conducted a mixed research study to develop writing skills for seventh grade students and to explore their attitudes towards genre-based pedagogy as a writing instruction approach. He adopted a semi-experimental design by using experimental groups and a control group. The experimental group had a genre-based approach while the control group received traditional writing instruction. He applied instruments such as writing performance test, holistic scoring rubric, analytic scoring rubric and writing attitude scale. The study provides evidence for the effectiveness of using a genre-based approach in developing students' writing skills and attitudes toward writing. Genre-based approach was found to improve students' writing performance and to

promote students' positive attitudes toward writing.

Another relevant study is Barrios (2019), who applied an action research design to analyze how a genre-based approach complemented with computer-assisted language learning develops 6th graders' literacy skills at Colegio Alemán, in Barranquilla, Colombia. Tools such as questionnaires to students and interviews for teachers were used to determine the low performance that some students have shown in the development of activities and exercises related to the target

skill.

Nieto and Tapias (2019) carried out an action research study seeking to improve 8th grade students' literacy skills for reading and writing expository texts at Marie Poussepin School, located in Barranquilla, Colombia. Using interviews, observations, and documentary analysis, the authors analyzed the impact of a genre-based syllabus design, reaching the conclusion that the approach favored students' participation and helped students increase their understanding of target genre features.

Using a qualitative research design, Chala and Chapeton (2013) carried out an action research project within the Modern Languages program at Pontificia Universidad Javeriana in Bogotá, Colombia. The study was implemented in a class comprised of fifteen high-intermediate level students to promote students' mastery of the linguistic features of argumentative essays in English. Data gathered through questionnaires, semi-structured interviews, class recordings, and students' artifacts indicated that genre-based activities supported participants' experience and encouraged their confidence, fostering a positive attitude towards essay writing.

Another action research study is by Alvarino and Fontalvo (2017), who aimed to expose students to argumentative essays to foster their literacy skills, emphasizing overall text structure and not only on the grammar features. The study was applied in a class of 40

high school students from a public school in Soledad, Colombia. To recollect the data on this research they implemented instruments like a questionnaire, an interview and document analysis based on programs and activities. The results of this data show that the implementation of the genre- based approach pedagogy is highly effective to teach students to develop literacy competences.

Outside Colombia, it is worth reviewing the study by Gómez,(2016), who conducted an action research project in a public university in Chile. The project consisted of implementing a genre-based approach to write expository texts in 10 students from the English pedagogy program. Data from diagnostic essays and students' written production provides evidence that genre- based instruction is effective as shown by the contrast between students' diagnostic essay and final independent work. Another interesting study outside Colombia is Nurlaelawati and Novianti (2017), who conducted a case study to explore preservice teachers' knowledge about genre-based pedagogy and its implementation in the EFL classrooms. Six English preservice teachers at a state university in Indonesia participated in this study. The data were collected through questionnaire, observations, interviews, and document analysis (lesson plans). The results show that the preservice teachers had different degrees of knowledge and understanding of what genre-based pedagogy is and how to apply it in the teaching and learning. Some findings were that most of the

preservice teachers skip an important part in genre-based approach, which is building knowledge of the field and giving feedback to students' writing.

The studies reviewed suggest that genre-based pedagogy could be a suitable approach for promoting argumentative writing skills at Colegio Hebreo Unión, my own teaching context. However, the specificities of this context as a bilingual school with an international curriculum and a virtual mode of instruction (forced by the Covid-19

pandemic), make it necessary to explore its effectiveness and students' attitude towards it under these circumstances unexplored by prior research.

1.3.   Objectives

Considering the features of my teaching context, and the revision of relevant studies, the present study states as its general objective: **To explore the extent to which Sydney School Genre-based pedagogy is a suitable approach to develop 12th graders' control of the argumentative essay genre of the analytical exposition type at Colegio Hebreo Unión.**

This general objective is decomposed into two specific research objectives, exploring suitability in terms of 1) students' attitude towards Sydney School Genre-based pedagogy and 2) the effectiveness of the approach for promoting qualitative changes in students' writing:

1)   To explore students' perceptions of Sydney School Genre-Based Pedagogy as an approach for the teaching and learning of academic writing skills at Colegio Hebreo Unión.

2)   To analyze the extent to which Sydney School Genre-Based Pedagogy is an effective approach to develop 12th graders' control of the argumentative essay genre of the analytical exposition type at Colegio Hebreo Unión.

This thesis document pursues these two aims, initially by considering theoretical and methodological principles, and centrally, by discussing salient findings from the pedagogical design I implemented at the target context. Chapter 2, "Theoretical framework", presents a brief discussion of the nature of writing, mainly as conceived

within systemic functional linguistic theory. Chapter 3, "Methodology", provides details about the data collection and data analysis procedure. Chapter 4, "Findings and discussion", discusses main findings concerning students' attitudes towards Genre-based literacy and the changes observed in their writing, followed by concluding remarks and examples of implementation material in the Appendixes.

Chapter II: Theoretical Framework

This chapter discusses relevant theoretical concepts around writing and the implementation of Genre-based Pedagogy for the development of academic writing skills. After discussing different conceptions of writing, the chapter proceeds to describe the pedagogical principles and techniques of Sydney School "Genre-based Pedagogy", and to explain its connection with systemic functional linguistics (SFL) as its underlying language theory.

1.4. Writing and Genre-based Pedagogy

The social implications of writing are far-reaching. Klimova (2013, citing Walsh ,2010) describes the extensive use of writing in higher education and in the workplace, indicating the difficulties experienced by poor writers in communicating with professors, employers, peers, or just about anyone else. Not only is writing instrumentally important, but it also bears intrinsic advantages to those who can do it acceptably. Klimova (2013) finds that good writers are better at expressing their personality and applying complex thinking skills for the construction of logical and persuasive arguments. Randaccio (2013) conceives of writing ability mainly in rhetoric terms, as the skill of organizing syntactic units into larger patterns. Good writers display abilities for hierarchizing ideas, following the pattern of topic sentences, supporting sentences, concluding sentences, and transitions. They also employ various resources for providing illustration, exemplification, comparison, contrast, classification, definition, causal analysis. However, writing should not be thought of as an individual process, but as a skill developed in interacting with experts. Expert guidance helps writers in recognizing strategies to plan (finding topics, ideas, information, planning structure procedure), draft, revise (adding, deleting, modifying, and rearranging), and edit their work (checking vocabulary, sentence structure,

grammar). (Randaccio, 2013).

Originally the word genre comes from the French language meaning "form" or "type," which refers to classifying species due to similarities (Bakhtin, 1986; Dirgeyasa, 2016). The word genre has been adapted to the use in linguistic literacy study based on systemic functional linguistics (SFL) to refer to "staged goal oriented social processes" (Martin, 1997, p. 42). This conception of "genre" emphasizes the relationship between language and its social context, conceptualizing writing as the ability for articulating written meanings in accordance with institutional expectations.

Based on Martin and Rose (2008) the schools have a common purpose in terms of the intent of the textual genre in the classroom. Throughout their school years, students are expected to be able to explain natural or social phenomena or aspects, classify topics and describe them, problem resolution or persuasion of the audience. Following this, each genre has different stages and purposes in writing thus it is essential that students can master all the genres and be clear about the purpose and structure of each one during the school years (Martin & Rose 2008; Rose & Acevedo, 2006; Rothery & Stenglin, 1994).

Sydney School Genre-Based pedagogy feeds heavily on the social conception of genre as institutionally coded choices for achieving social purposes. This approach proposes scaffolding students' autonomy in reading and writing socially valued genres through an instructional sequence called the Teaching and Learning Cycle (Martin, 1992; Hammond & Derewianka, 2001). The cycle is a text-based instructional sequence that leads students from joint to independent construction omeaningful writing (Burns, 2010; Callaghan & Rothery, 1988), following three main stages: deconstruction, joint construction and independent construction. In Figure 1, it can be observed that setting context and building field activities are crucial to seek and raise learners' awareness of the

social context and purpose(s) of the genre under study. In this way, students can understand what the genre is used for, the roles and relationships of the persons involved (formal and informal) and the mode of communication (Herazo, 2012).

Figure 1. The teaching-learning cycle (Rothery and Stenglin, 1994, in Martin, 1999)
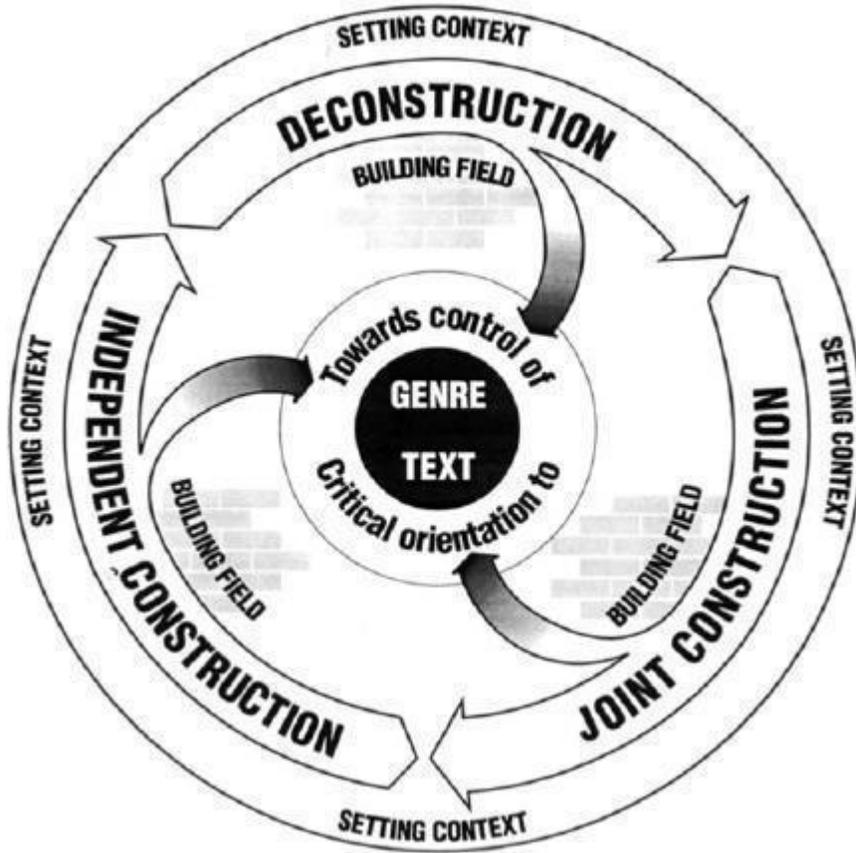
Let us consider each of the stages of the Teaching and Learning Cycle in more detail:

Deconstruction is the first stage of the teaching-learning cycle. According to Derewianka (2003)

in this stage learners analyze a text model to learn the rhetorical structure and lexicogrammatical resources of the target genre. Activities of genre recognition according to the text, so that students master the characteristics of each genre, subsequently do activities of paragraph organization sequence. During *joint construction,* the teacher acts as a guide by encouraging students to create new text corresponding to the target genre, mediating writing through the shared metalanguage gained during deconstruction (Callaghan, Knapp, & Noble, 1993). During the joint constructions students can also engage in pair work activities to create new texts with teacher's support. Finally, in *independent construction*, the learner produces a new text of the target genre independently, with lesser support from the teacher or peers (Derewianka, 1990).

Different pedagogical advantages have been associated with Sydney School Genre-based pedagogy. According to Tuan (2011) , this approach highlights the importance of the cultural context by encouraging writers to produce texts meeting social expectations within specific institutional settings. Writing is thus seen as a social practice in which students are expected to participate in activities promoting their knowledge of the language, and their appropriation of subject matter content. The teacher's role is seen as authoritative during initial stages, providing students with systematic guidance and support through activities that help students gain control of written genres (Rothery & Stenglin, 1994). These advantages would turn Genre based pedagogy into a suitable pedagogical approach at Colegio Hebreo Unión, where students need further guidance to appropriate the features of argumentative writing.

1.5.   Systemic Functional Linguistics (SFL)

Sydney School Genre-based Pedagogy draws on a theory of language called Systemic Functional Linguistics (SFL). This linguistic theory sees language as discourse produced in response to contextual parameters, articulated as meaning choices realized by lexicogrammatical choices (Halliday & Mathiessen, 2014). SFL places emphasis on the functions that language is used for, rather than on exclusively focusing on linguistic structure (Halliday & Matthiessen, 1997). SFL analyzes language across four strata: context, semantics, lexicogrammar and phonology (Halliday, 1978). Context motivates making meaning by attending to the parameters of field (the goings-on characterizing the situation), tenor (the division of roles and power) and mode (the role played by language) (Matthiessen & Halliday,1997). Contextual parameters resonate with three generalized types of meaning, known as metafunctions (Eggins, 2004). The ideational metafunction involves the way reality is represented and grammatical resources for constructing the world view. The interpersonal metafunctions enacts the speaker's role in the speech situation and their relationship with others. The textual metafunction regulates the creation of text and the way meaning is organized to make sense in discourse. Figure 3, from Halliday and Hasan (1989), represents language as a stratified metafunctionally diversified system, where meanings are realized as wording, which are in turn realized as sounds or letters.

Figure 2. The Levels of Discourse-Semantics (Halliday and Hasan, 1989)
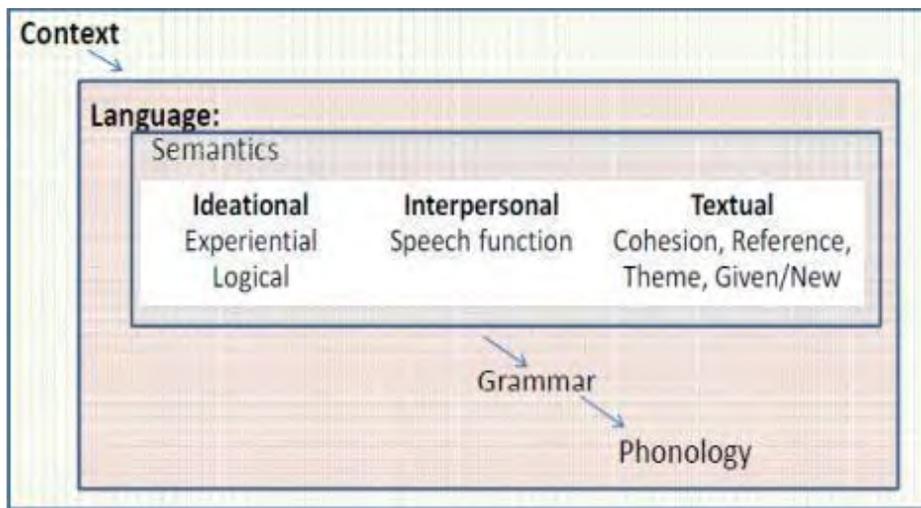
SFL seeks to comprehend how language is utilized for different purposes across various social scenarios, serving as a suitable choice for socially embedded approaches to writing instruction. Integrating this theory to writing instruction could promote a more comprehensive approach to the design of pedagogical sequences, since it encourages considering different levels and types of meaning making (Almurashi, 2016). This comprehensive reasoning about language is critical for the success of the implementations proposed for Colegio Hebreo Unión within the framework of this action research project.

1.6. **Analytical exposition**

Persuasive writings can be derived in three kinds of genres: analytical exposition, hortatory exposition, and discussion where they are commonly known as argumentative text (Emilia & Christe, 2013; Gerot & Wignell, 1994; Humphrey, Droga, & Feez, 2012; Martin, 1989). According to Rothery (1985) mastering the analytical exposition genre is important for language learners since it helps to develop advanced and complex writing skills. Analytical exposition type it focuses on presenting arguments, persuading the audience by only using one side perspective. This type of text follows a common structure

used in argumentative essays such as: Thesis, arguments and thesis restatement. On the other hand, in terms of language features "elements that stand out include the focus on generic participants, the use of simple present tense, internal conjunction to stage arguments, and causal conjunction and nominalisation for reasoning." (Yuliana & Saleha 2018 p.615).

Chapter III. Methodology

This chapter provides details about the methodological approach implemented to carry out the research project titled "Pre-university academic literacy: promoting 12 th graders' mastery of academic argumentative essays." This section will present aspects informing the research carried out, including the paradigm, research approach, description of the participants, the intervention implemented, research questions, and the instruments and data collection procedure.

3.1.   Paradigm

Referring to the term "paradigm" within education, Mackenzie and Knipe (2009) describe it as the researchers' "worldview" which means the perspective, perceptions, thought or beliefs that give meaning or interpretation to research data. In the same way, pioneers in the field, such as Guba and Lincoln (1994), define the paradigm as a "worldview" that guides researcher action or an investigation. In this research I implemented a mixed approach in which I combined aspects of postpositivism and constructivism paradigm. Phakiti and Paltridge (2015) define post-positivism as a modified version of positivism in which "reality can only be approximated and cannot be perceived with total accuracy" (p.16). Postpositivism modifies quantitative research by including

qualitative techniques, as illustrated in the approach discussed below.

3.2.   Research Approach

This paper follows an educational action research approach that is considered as an enquiry which is carried out in order to understand, evaluate and transform, to improve educational practices (Bassey, 1998). In addition, authors like Costello (2003) refer to action research through a variety of terms such as process, enquiry, approach, flexible spiral process and cyclic; which involves research, systematic, critical reflection and action, where research comprises data collection and interpretation. The main goal of this type of research is to improve educational practices in which the teacher evaluates and changes their practice. In the case of this project, it aims to improve 12th graders academic writing skills through genre-based pedagogy as an approach for learning, as described in section 2.1 ("Writing and Genre-based Pedagogy") of the theoretical framework.

To carry out this project, the methodology implemented focuses on qualitative research, which according to Merriam (2002), "attempts to understand and make sense of a phenomenon from the participant's perspective" (p.6). This research has an interpretive qualitative design, which entails some special characteristics (Merriam, 2002). The first one is that the research strives to understand the meanings people have constructed about their world and experiences. Thus, the researcher is the primary instrument of data collection and analysis. Another important characteristic is that qualitative research has an inductive process, where researchers collect data to build concepts, hypotheses or theories. In the design of this project, qualitative techniques such as interviews, surveys, video recordings of classes, diaries and observations were implemented to interpret the perception and adaptation of students towards learning academic writing through genre-based pedagogy.

3.3.   Description of the participants

The participants in this classroom project involve 12 students within an age range of 17- 18 years. Students in this grade have a level of English between B2 and C1, making it an academically heterogeneous group. This means that students have the necessary foundation to develop more advanced written assignments such as academic literature. Thus, it was considered that this course was the most appropriate for this research.

3.4.   Exploratory task

To better assess the difficulties observed in 12th graders' argumentative essay writing, I asked the entire population of 12th graders at Colegio Hebreo Union (*N*= 12) to write a formal argumentative essay as a way to identify their level of academic writing and determine a baseline level from which to promote their improvement of academic writing skills. A rubric designed by the Spanish department at the Universidad del Norte was implemented on students' essays to evaluate each of the components of the structure of an opinion article, such as the logical sequence, grammar, spelling and punctuation (see appendix 3 for the rubric and grading scale).

3.5.   Intervention

For the intervention implementation of this project it was necessary to develop a worksheet (Appendix 5) that covers all the learning cycles as proposed in the genre-based pedagogy approach. It was divided into three phases, the first one where the teacher modeled the exercises on the worksheet, the second one where the students and the teacher

worked together doing joint construction exercises, and the last one which was the independent written output of the students.

The structure of the worksheet allowed students to work from the most basic to the most complex topics. The worksheet pursued the following learning objectives:

- Recognizing the difference between argumentative texts and other text types.

- Recognizing the contextual structure, phases, and language resources associated with argumentative text of the analytical exposition type.

- Writing argumentative texts of the analytical exposition type which reflect the contextual structure and linguistic patterns associated with this genre.

Thus, it was divided into three parts.

In **part A** students recognize the difference between argumentative texts and other text types. Here students learned to differentiate between the different types of textual genres such as, expository, descriptive, narrative, compare and contrast and argumentative.

In **part B** students recognize the structure, phases, and language resources associated with argumentative text of the analytical exposition type. Here I first wanted to know which was the perception of the students towards "social media " to activate prerior knowledge (see on Appendix 5). Once we knew their perceptions about social networks, we began to deconstruct a text model "The Positive Effects of Technology Use by Children" (see Appendix 9)and show to the students the structure of this genre.the text is analyzed primarily by breaking it down into introduction, body and conclusion. Thus, students highlight the phenomena that characterize each stage while listening to the teacher's analisis. On the introduction stage the teacher first analyzes the contextualization, attention grabber and thesis statement followed by, argument statements of each paragraph, supporting evidence, discussion of evidence, and restatement of the argument. The

students' job was to follow the teacher's analysis and identify in the text each characteristic previously mentioned.

In this part we also analyzed all the sources that the authors used to support their ideas in the readings. The teacher first models the argument 1 of the text "The Positive Effects of Technology Use by Children". In the same way she classified if the in-text citations were dropped or paraphrased. The worksheet was designed in such a way that students would sort out the rest of the in-text citations on the text.

Part C was aimed for students to write argumentative texts of the analytical exposition type which reflect structure, stages and linguistic patterns associated with this genre. In order to complete part C of the worksheet, the students debated between two possible thesis statements: the impact of social media on youth has mostly been positive, and the impact of social media on youth has mostly been negative.

In this part the students together with the teacher analyzed two texts "Social Media its Impact with Positive and Negative Aspects" by Siddiqui and Singh (2016) and "Social Media's Influence on Youth" by Grube (2012). The objective of this analysis was to retrieve important data for the subsequent preparation of an argumentative essay.

Another activity within this part was that the teacher demonstrated how to search for academic articles on Google Scholar, so that the students learned which database to look at for their sources. At the end of this search and analysis of the different texts on "social media", students should have enough information to start designing the structure of an argumentative essay.

By performing the above steps, the students already had the complete information to proceed to write their argumentative essays. These essays are going to be compared with the exploratory tasks made at the beginning of the course in order to analyze to what extent Genre-Based Pedagogy is an effective approach to develop 12th graders' control of the

argumentative essay genre of the analytical exposition type.

3.6. Instruments and data analysis procedures

As previously mentioned, in qualitative research the researcher is the instrument of data analysis. The researcher must have the ability to interpret the data to present the findings or results.

Qualitative research requires data which are holistic, rich and nuanced, allowing themes and findings to emerge through careful analysis made by the researcher (Barrett & Twycross, 2018). The instruments used for data collection correspond to those commonly used in qualitative research such as interviews, focus groups, observations, diaries and video recordings. In the same way, a worksheet was also implemented to analyze the impact of using the genre-based pedagogy as an approach to learning for the production of academic writing.

3.6.1. *Interviews / Surveys*

Collecting data through interviews is one of the most common instruments used in qualitative research. Based on Barrett and Twycross (2018), "interviews give the most direct and straightforward approach to gathering detailed and rich data regarding a particular phenomenon" (p.63). Following Barrett and Twycross(2018) ideas, one of the most frequent methods is the semi-structured interview, where specific and explicit details are asked by the interviewer. Interviews should provide data in key areas while still allowing flexibility for participants to bring their own personality and perspective to the discussion. It is usually preferable to conduct questionnaires that the answers are verbal and not written. However, due to the Covid-19 pandemic, data were collected through written interviews in which each question was analyzed and interpreted. Two interviews

were conducted, one with the English teacher to find out information about the academic processes carried out in the English class in connection with the writing skill and the teacher's perception of the needs of the students and the institution in general with regard to writing. The second interview was aimed at 12th grade students to find out their feelings and perceptions of using the Genre-Based Pedagogy as an approach for the teaching of academic literacy skills.

3.6.2. *Observation*

Observation is a powerful tool to collect data in qualitative research. It gives researchers the opportunity to capture a wide array of information like verbal and non verbal communication, actions or environmental factors (Barrett and Twycross,2018). Observation provides a huge amount of information to be captured and analyzed following Barrent and Twycross (2018) ideas of digitally recorded observation as an approach of data collection and analysis, allowing a repeated viewing of situations. The observation of this project was possible due to the recorded classes and field diaries used as tools to capture the information necessary to analyze the results of the intervention.

3.6.3. *Text output*

The writing production procedure is one of the key elements in analyzing whether Genre-Based Pedagogy as an approach to develop control of the argumentative essay genre on the analytical exposition type works or not. In order to have accurate data of the students' progress in their writing, first the exploratory task had to be evaluated and then compared with the final essay. It should be observed if through the lesson plan the student was able to grasp the information and transmit it through a text output. We focus on evaluating the function of language, rather than the structure of grammar. In this way it is possible to demonstrate that Genre-Based Pedagogy works for teaching writing to 12th grade students.

Chapter IV. Findings

The following is a detailed analysis of the information gathered from the data collection procedure. This process is crucial to give an answer to the two research questions which are the central focus of this research.

4.1. Research question No. 1

In order to give an answer to the first research question: To what extent is Genre-Based Pedagogy an effective approach to develop 12th graders' control of the argumentative essay genre of the analytical exposition type, first I implemented an exploratory task to know and evaluate the skills that students had in writing academic texts. Then I implemented a shared worksheet, recorded each session and kept a diary to analyze the participation and engagement of the students during the class. At the end of the school term students were requested to write an argumentative essay applying what they had learned during the session. This was done in order to be able to compare each exploratory task with its final written output.

4.1.1. Exploratory interview

An interview with the 12th grade English teacher helped reveal further information about the instructional strategies implemented in English-medium classes targeting the writing skill, and about the teacher's perception of students' and institutional needs regarding writing instruction. The interview included four open questions. The first question aimed to find out how the school promotes students' writing skills in English and what the senior level English teacher thinks about those institutional strategies. The teacher's response was as follows:

[1] Interview excerpt:

"I believe the school is doing a great job in promoting student's writing skills. Every academic year, the school proposes challenging and original writing projects which help strengthen students' writing potential and abilities."

Despite his answer, within the interview, the teacher has expressed a concern about the lack of time he has with the students during the pandemic. His answer, based on his experience with only one lesson taught during that term, indicates satisfaction with the school's institutional support for the promotion of writing skills. However, it should be analyzed whether the type of gender promoted in 12th grade by the teacher is appropriate for students who are about to graduate. This reservation is reflected in his responses to the second question, focused on the activities implemented to promote students' English writing skills. The answer indicates that the type of activities implemented are inadequate for 12th graders'expected English level, since the curriculum seeks mastery of argumentative genre:

[2] Interview excerpt

"I usually promote original writing projects [in 12th grade]. For example, a classic activity during my class would be allowing students to write a story of their own creation with their own designed characters and plot. I am a firm believer that these kinds of tasks help the development of their writing skills and creativity in major levels."

There also seems to be a limited understanding of what writing entails as a skill. The teacher's response indicates that his English class targets the formal grammatical and lexical aspects of writing, excluding style and register considerations (Excerpt 3). The teacher also conceptualizes students' writing difficulties exclusively in terms of grammatical and lexical aspects (Excerpt 4):

[3] Interview excerpt

"I like to emphasize in creativity with a close relation to grammar and vocabulary."

[4] Interview excerpt

"I have detected difficulties with agreement. Students tend to shift person without reason. Specially third person to second person".

The answers to the preliminary interview, combined with school administrators' responses and my experience in the essay writing workshop, led me to conclude that the school's promotion of writing is not appropriate for curricular goals and students' needs, mainly because the writing of simple stories with imaginary characters is below the performance expected for senior students. The inadequateness of the school's approach to writing is also reflected in the lack of congruence between the needs perceived by the teacher who was interviewed and the writing skills targeted in writing instruction. These unmet necessities motivated me to explore the literature in search of viable pedagogical approaches to tackle writing difficulties in my teaching context.

4.1.2. Exploratory Task

The initial administration of the task was hampered by the fact that most students plagiarized their papers from online sources, as revealed by plagiarism checking resources and simple inspection. I administered a second version of the diagnostic task through Padlet, a platform that allows the teacher to monitor students' emerging drafts and thus provides better control for plagiarism. The task required students to write about their general perception of the Covid-19 pandemic situation in a short argumentative paragraph. In padlet they had a wall where they could find the instructions in a simple and clear manner. (In 300 words, write an academic paragraph supporting your perception about the

Covid-19). However, it became evident that students continued writing e without giving credit to the original author of the ideas, in this way their works were still revealed plagiarism.

The following is an explicit example of one of the paragraphs written by the students in the second task.

[1] Exploratory Excerpt:

"The mass hysteria revolving around Covid 19 proves that it is a biological weapon created by the government to control its inhabitants. It has been inevitable for natality rates to increase at an unreasonable pace during the last decades. An efficient solution some governments acquired was the unstoppable infection of fear. Which at the same time convoyed a deadly disease upon thousands of people. Control is the paramount desire of a country's administration, for it allows them to accustom certain circumstances to their convenience. Several effects of the crescent unsustainable development have been discernible over the past years, such as climate change, deforestation, extinction of species and populations, and desertification. These have been given as a result of the uncontrollable population growth. Due to this, government's have seen the need to take a radical measure: coronavirus. It has been a strategic action that eradicated most of the vulnerable part of the population, the elderly. Nevertheless, it has mercilessly impacted on all age groups. In spite of being ruthless, it has definitely ended the life of more than one million people, and besides subjugated the rest to immense hysteria. As a result, it is perceivable that Covid 19 has been used to adequate civilians to the governments' purpose. "

By reading this paragraph we can evidence that it is well structured since the paragraph contains the main idea, supporting details and a conclusion, however the student did not add academic voices to it. By using an application for plagiarism verification, it was possible to verify that the expert presented has a 50% plagiarism rate. The positive part is that it does not show that the student copied the paragraph from another document, it shows that they use ideas from different sources. This means that students should learn how to integrate voices into discourse and implement APA Standards to avoid submitting plagiarized work. As a result of this situation, before starting the worksheet I implemented a brief training to include academic voices to the discourse. The training focuses on "arguments and evidence." I focus on specific topics such as thesis, sources, paraphrases, and quotes. It was a dynamic training, where the students acquired knowledge and put it

into practice at the same time. Exercises were carried out where the students extracted information from academic journals and made direct and paraphrased citations/quotations to include it in the discourse. By implementing this training students could use reliable sources and give credit to the author's ideas. This training only lasted one class session, during this time I model them how to take information from a text, paraphrase it and add the citation in APA format. Likewise I taught them that if when paraphrasing the sentence you change the meaning of what the author wants to convey it is better to make a direct quote, using quotation marks and page number where the fragment to be used was found. The training session was recorded for data collection and analysis purposes. Below are some of the written quotes from the students during the session.

20 ene

According to Walby (2011), "Significant parts of contemporary feminism have gone beyond protest, to engagement with and potential deployment of power" (p.9).

1 comentario de clase

Nataly Diaz Nieto 20 ene
Super!!

20 ene

"Ninety percent of school-aged youth now use the internet regularly, with over 75% of adolescents aged 12 to 17 using social media." (Debell & Chapman, 2006)

1 comentario de clase

Nataly Diaz Nieto 20 ene
You are missing the # page

Figure 3. Dropped citation exercise

Although the students had a section exclusively dedicated to learning how to cite, throughout the process it was reinforced through the activities in the worksheet (see appendix 6) where they dedicated spaces exclusively to identify citations within a text and likewise extracting dropped and paraphrased citations from different academic articles.

4.1.2. Observation analysis

During the virtual sessions the majority of students joined the class and responded positively. Based on the class recordings of the sessions, it was evident that the students participated actively, responding appropriately to the exercises done in class. It is also evident that the students were constantly asked if they understood the topic. On several occasions the students stated that they did not understand and consequently the exercise was modeled again until the student had the ability to perform it jointly or independently.

The following transcript corresponds to the classwork that was done after the teacher's analysis of the text during the first phase of the GBP teaching and learning cycle (see Appendix 6 worksheet Part B exercise I). Previously the students had already participated in an introductory section where they learned how to make direct or paraphrased quotations . However it can observe how the student asks questions and how the teacher addresses it. It is important to highlight that when the student asks a question, the teacher goes back to the text and locates the expert where the student has the doubt.

[1] Video recording transcript Excerpt.

Teacher (03:16)
Remember, go to the document, highlight with yellow all the supporting evidence you find. when I say supporting evidence, I'm talking about the intext citation. It could be dropped quotations or paraphrasing the author's ideas.
Student (03:59)
This one. Okay, Amarillo

Teacher (04:21)
I'm going to give you a couple of minutes where you can go through all the text and find the intext-citations.
Student (05:19)
I have a quick question.
Teacher (5:22)
Go ahead.

Speaker 2 (5:24)
If they are paraphrasing, how do we know when the citation begins?
Teacher (05:30)
In which one?
Student (05:33)
In paraphrase citation, that one, for example, Allen.
Teacher (05:39)
This one of 2015?
Student (05:43)
No, after that one, there's another one here.
Teacher (05:54)
Yes. Okay.
If you take a look, that is the discussion of the evidence. Now in this paragraph, the author who wrote this text is discussing the same reference, Allen 2015, and all is the same one. Look, as you see. In this paragraph, the author is discussing the study case he mentioned here above. So you should highlight the section where the author is explaining Allen's ideas. Did you understand or do you want to look at another example?
Student (06:30)
No Okay.That's fine, I just had that doubt

In this excerpt the students were doing an exercise where they must locate in the text all the citations that the author used to support his arguments.

Despite the positive acceptance of most of the students towards the course, there was a student who did not show interest in participating in the course, which was evidenced by class absences and failure to complete assignments. Upon observing these behaviors, we spoke with the homeroom teacher in order to take action to include him in the course. However, it was discovered that this student has adaptations in the curriculum so he has

different needs by being below the average of the students in his grade. The school board advised me to adapt the activities so that he could participate. Nevertheless, he did not show acceptance and positive attitude towards the course and decided not to attend. Following this, the research continued positively with the remaining 11 students who made up the 12th grade class. It can be concluded that this case did not affect the attitude or commitment of the students to the activities and attendance in class.

4.1.3 Worksheet analysis.

As previously explained, the worksheet implemented was divided into 3 parts where each one aimed at the specific objectives of this research.

In **part A** students were able to recognize the difference between argumentative texts and other text types such as: expository, descriptive, narrative, compare and contrast, and argumentative. They all worked on the same document which allowed students to give feedback to each other and compare their answers.

[1] Worksheet Excerpt

"I don't think that they are good for kids because it can be very dangerous. Like they are young, they could accidently share personal information to strangers and end up getting hurt."

"I definitely consider that social media is very harmful for the development of a kid, since they should be able to enjoy their childhood without the dangers of using these platforms. "

"Social media is a very dangerous and vast place, that children are too young to use rationally and understand. Given the easy influence people have over teenagers, their use of social media should be controlled. "

It can be analyzed that most of the students think that social media can have a negative impact on children and young people for multiple reasons, such as bullying, bad

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influences, additions to social networks, among others.

In this part the students had to listen to the analysis of the argumentative text presented. While the teacher modeled and showed the different stages that build the text, the students had to highlight each one of them such as introduction, thesis statement, argument 1, argument 2, argument 3, supporting evidence, discussion of evidence and restatement of the thesis (see Appendix 9). Once the entire text was analyzed, students were asked if they could locate in the document the in-text citations used to support evidence, which they were able to do correctly and successfully. It was evident that all students participated actively and were able to identify each stage of the text. This means that the assessment criteria of the second specific objective was achieved, which was that the students would be able to recognize the contextual structure, phases, and language resources associated with argumentative text of the analytical exposition type.

In **Part C** the students should start the writing process of an argumentative text of the analytical exposition type by reflecting the contextual structure and linguistic patterns associated with this genre. In this phase, students are expected to work together in the elaboration of an essay.

During this phase, a debate was held to choose the thesis statement for the final essay that the students were to write. Students were given the option to choose between two thesis statements: The impact of social media on youth has mostly been positive and the impact of social media on youth has mostly been negative. During the debate it was not possible to reach a consensus, so it was decided to carry out two final papers, one focusing on the positive aspects and the other on the negative aspects.

In this part the students worked on finding their arguments in different academic sources to support their position in the essay. In this process the students learned to search for academic and reliable sources for the elaboration of their essays. Due to the structure of the worksheet the students were able to build three different arguments, with their evidence supported by reliable sources or academic articles. The arguments presented in the worksheet by the groups were the following:

Argument statement 1.

Group A
Social media provides an alternative way of socializing for those that have difficulties in this area. Helps expand your cultural aspects, find new connections and create respect and awareness for different cultures. Also involves us in the situations of other countries, sensitizing our mentality to help them.

Group B
Social media has increased mental health conditions such as depression, anxiety, self harm and even suicidal thoughts which end up ruining peoples lives. It also has developed a certain type of stereotype which if a person does not have, it receives hate, sometimes even from people who don't know them.

Argument statment 2.

Group A
Social media has proven to be a place in which students can exchange information regarding their needs at the moment. Whether it is global news or scientific discoveries or people providing advice in learning new languages, mostly everything can be found throughout the media. Students can also learn what the world expects from them as professionals and as people, so they will learn to cope with these expectations to succeed in their personal goals.

Group B
Social media has negatively impacted education in aspects such as declining investigative abilities, lack of motivation which leads to unfavourable effects on the psychological well-being, and a retrogression in social interactions.

Argument statment 3.

Group A
Social media platforms, with nearly half the world's population using them, are natural places to reach new and highly targeted potential customers. Social media offers an easy and low commitment way for customers to express their interest in many products, no matter what you sell, social media can help you sell it.

Group B
Due to young people using social media so often, it has impacted them in a negative way in their mental health, since the alteration in body image has become common in social media, creating a distorted body image driving to eating disorders such as anorexia and bulimia.

4.1.4. Text output analysis

Students finished the worksheet with an argumentative essay that was the product of all the work and knowledge they acquired during the course. The essays were evaluated through the rubric designed by the Spanish department of the Universidad del Norte (2021). According to the criteria evaluated, the essays met the expected results, since the rubric showed that they all exceeded the grade of 4.0 (see grading rubric in appendix 6). It is important to mention that the criteria of evaluation that were taken into account when

evaluating and comparing both essays were the following:

- Introduction (thesis), development (arguments, sequence and cohesion), closing (conclusion), formal aspects (grammar, spelling, punctuation and editing; lexicon and register).

The following is a sample of a exploratory task and the final essay of the same student, demonstrating how, through the implementation of GBP approach, he improved his writing skills.

[1] Exploratory task expert.

"There is a growing concern about if social media is making us spend less time in face to face relationships, making us less sociable. The phenomenon that describes this situation is social displacement, which is the theory that states that the more time you spend in the world of social media, the less time you're likely to spend socializing with people in the real world. This applies to both passive use of social media (such as mindless scrolling at a house party) and active interaction (such as living for those little green circles that appear next to the names of your Facebook friends.) The social displacement theory also states that such a decrease in social interaction will make you miserable — or, to use scientific language, 'lead to a decrease in your well-being."

[2] Final essay expert.

"Social media has increased mental health conditions such as depression, anxiety, self-harm, and even suicidal thoughts. According to Akram & Kumar (2017) "Some studies have indicated that social media use may be tied to negative mental health outcomes, including suicidality, loneliness and decreased empathy" (p. 352). Unfortunately, social media platforms have developed new insecurities within people, due to the constant bullying and demeaning messages wrongdoers write on some profiles. These kinds of messages are called cyberbullying or cyber harassment, and it aims to anonymously terrorize and spread gossip about their victims who will later be mentally and socially affected by all this. Therefore, "The anonymity of social media sites offers cyberbullies a vehicle. Even cyberbullies who choose not to be anonymous do not have to confront their victim face-to-face and instead hide behind their computer screens, which is believed to make these attacks easier" (Grube, 2012, p. 1). As people engage every day in social media, unconsciously they are creating an addiction to it. As stated by Akram &

Kumar (2017), "It can likewise squander an individual's time that could have been used by profitable tasks and exercises" (p.352). The challenge with the new generation is that they can't tell when they are becoming addicted to it, also they are wasting valuable time. Instead, they could be studying, practicing sports, learning an instrument, or learning a new language. According to Akram & Kumar (2017) "Personal information and security can be hacked and shared on the Internet" (p.352). In addition, personal information that is available on certain profiles could be used for frauds and scams. Consequently, what is posted on these platforms and who sees their content is something to be careful about."

In this text (expert 2) it can be seen how the student in his paragraph locates his argument and supports it with evidence taken from academic texts, uses APA format to integrate the voices to the discourse by using in-text citations and ends with the reinstatement of the main argument.

In general, comparing all the final essays with the exploratory task, I was able to analyze the following:

Integration of academic voices to the discourse:

The final essays that were delivered by the students were revised with a plagiarism application, it was verified that plagiarism was reduced to 100%, since the content used in the texts was written solely by the students and they gave credit to the authors by using in-text citations to support their ideas.

● All the evidence they used to justify their arguments came from reliable sources.

Structure, phases and language resources associated with argumentative text:

● Students separated the text into introduction, body and conclusion.

● The thesis statement was in the introduction, it is clearly and precisely formulated.

● Arguments were clearly stated, using at least three to support the thesis statement.

- Each argument is developed in separate paragraphs.

It was possible to analyze that there was a significant improvement in the students' writing skills. The students were able to apply in their essays all the topics covered in the lesson plan designed for the teaching of academic literacy skills. The process students went through in the worksheet served as a scaffold to produce written texts.

4.2. Research Question No. 2.

4.2.1. Survey analysis

To analyze students' perceptions of Genre-Based Pedagogy as an approach for the teaching of academic literacy skills I decided to implement a survey composed of five questions. In order to learn more about the perceptions and feelings about the course and the methodology implemented, the survey was conducted after the course was completed. The first question revolves around the importance of learning to write in an academic register. Some of the responses obtained from students were the following:

[1] Survey Excerpt.

"I think it is crucial for us to be prepared for our professional lives, one way of doing so is learning how to write properly. This way life in university will be much simpler because we would already know how to submitt the work in a way that is expected from a college student. Besides, for paper to be accepted in any professional area, it has to reach certain requirments, otherwise, all of the investigation and work put into that paper will be for nothing." Student A

"Absolutely, as a student trying to study outside our contry, is extremely important to understand and comprehend how to write any type of essay in a modern and professional way." Student B

"I think it's important because it will be very useful for papers that could be assigned in college or work." Student C

"because it helps me develop my skills and gives order to my ideas and for the reader it is much easier and sounds more formal to read them that way, it helps my writing sound more serious." Student D

Interpreting the answers obtained in the first question, can be interpreted that students consider that learning to write academically is important because it helps them prepare for their professional life. Entering university with a solid foundation in writing helps them to write high quality papers in professional language.

The second question focuses on their feelings towards taking pre- university courses. With this question it can be analyzed how they feel about taking subjects with a higher degree of difficulty required in high schools. Some answers obtained from this question were the following:

[2] Survey Excerpt.

"I have always felt that, in most cases, it is better to be prepared than to improvise. Therefore, a pre-universitary course is exactly what a recently-graduated high schooler needs to face in order to acknowledge what they will be doing for the next few years."

"In my opinion it is very helpful, it gives you a glimpse of how assignments in the university should be submitted. One can never be too prepared, so this is a great chance for us to be more prepared."

"I think that's a great opportunity to improve myself and feel more prepared before officially entering to the university."

"Pretty prepared, and grateful for all what my schools has done, to make us a better student for us to have a better future."

This question underlies several positive feelings mentioned by the students such as grateful, excellent, prepared, among others. The importance of this question is to analyze the reason for these feelings. Through the answers obtained, it was possible to analyze that students felt that the course was helping them to prepare for real college classes and give

them an overview of assignments in higher education. Many of them were grateful because it helped them improve their writing skills for their next step, which is college.

The third question was intended to analyze how 12th graders think this course will help them in higher education. Some answers obtained from the survey were the following:

[3] Survey Excerpt.

"I think this course is indispensable before university because it helps the student speak the universal language of academic writing, which is so valuable in the world. Besides, it offers an advantage to those who take it, given to the fact that they will be already prepared for basic knowledge that is not often taught in schools."

"It will help by making it easier to write projects such as monographies, essays, texts and more. This is because I would have a higher kowledge about a text's structure."
"Providing me the knowledge to be able to write good papers."

Based on the students' responses, it was possible to analyze that the students consider that this course helps them to develop high quality written work when entering national and international universities. In the same way, the students think that this program helps them to arrive at the university with previous knowledge that can be advantageous for their academic performance.

The fourth question is one of the most important to demonstrate the results of this study. This question seeks the student to indicate which methodology he/she prefers for the teaching of academic literacy skills. They had the option to choose between the approach of the school, where the student is autonomous and the teacher serves as a guide to build knowledge; or the Genre- Based Pedagogy approach applied on this course. Results demonstrate that 71,4% students prefer GBP as an approach for the teaching of academic literacy skills, while 28% (two students) prefer the current approach used in all the subjects at school.

Table 1. Students' perception towards Genre-Based pedagogy

Consequently, students were asked to justify their answer to the previous question. In this way I was able to analyze in detail the response of the 28% of the students who did not choose GBP as their teaching approach and the other 71% that chose it. These were some of the answers obtained by the students justifying why they prefer Genre-Based Pedagogy as a teaching approach:

[4] Survey Excerpt.

"People tend to learn quicker when they have an example of what they should do, and when that example is broken down into different requirements of the work, and then when it is their turn to do their independent work, they already have all of the explanations needed. However, the teacher, in my opinion, should still be available as a guide so they can clarify any doubts, resulting in a better outcome for each assignment."

"I believe the teacher must model the activities because it is a way to reassure the student that they are not alone during the learning process (which sometimes is hard), and in case of any doubt, they can easily resolve it with the professor."

"I think that leading by example is the best way to transmit knowledge. And making students work together is best."

When analyzing all the justifications of the students' decisions, it became evident that they considered the first phase of the teaching-learning cycle of Genre-Based pedagogy "deconstruction" where the teacher is in charge of modeling the activity, so that

the student can observe and analyze the process. Most of the responses pointed out that students felt that in this way learning was more meaningful.

On the other hand, we also analyzed the responses where students preferred the current approach to teaching, one of the responses was the following:

[5] Survey Excerpt.

"Since we are knew to work, I believe they should give a guidance"

"I feel is a better way to learn"

When analyzing this answer, it can be deduced that, although the student chose option A, he/she thinks that it is important for the teacher to provide guidance. This answer can be interpreted as meaning that the student prefers that the teacher first explain the activity because they have no prior knowledge. In other words, the justification provided by the student counteracts the option he/she chose, due to the fact that part of the autonomy given by the school is based on the independent search the student must do so that he/she arrives with previous knowledge. The second response, on the other hand, is that the learning styles of each student should be respected in order to meet all of their needs, however, this data still represents a minority in the classroom.

4.3. Discussion

After a complete process implementing Genre-based pedagogy as an approach, students had the opportunity to learn writing through a different method. Upon completion of the data analysis of the process, the two central questions of this study can be answered. In order to answer the first research question of the study, that aims to know the students' perceptions of Genre-Based Pedagogy as an approach for the teaching of academic literacy

skills at Colegio Hebreo Unión.

It was necessary to analyze each question implemented in the survey of 12th grade students. As a result, we can confirm that students prefer teachers to incorporate the teaching and learning cycle of Genre-Based Pedagogy as part of their lesson plans. The students stated that teachers must help them to build knowledge through modeling activities, joint activities and finally independent activities in order to assess students with their final written production. Likewise, they expressed the importance of this course in helping them in their college and work life, by facilitating their academic load and performance in higher education or business when writing papers. As a result, students have a positive perception of Genre-Based Pedagogy as a teaching approach at Colegio Hebreo Union due to the fact that it meets their expectations and needs as learners.

The second question of this research has the purpose of determining to what extent is Genre-Based Pedagogy an effective approach to develop 12th graders' control of the argumentative essay genre of the analytical exposition type. In order to obtain results and answer this question, several data collection instruments were implemented. After collecting and analyzing all the data, it was determined that by implementing this approach it promotes collaborative work, contributing their ideas and knowledge with the aim of achieving a common goal with constant feedback from their peers or teacher. In terms of written production, there was an extremely significant change in the writing of academic essays in contrast to how they were writing at the beginning of the school year. As a result, the implementation of a course focused on the Genre-Based approach was highly positive for development of 12th graders' control of the argumentative essay genre of the analytical exposition type since students demonstrate the ability to shift their language, structure their arguments and integrate academic voices into the discourse at the end of the course.

After a complete process implementing Genre-based Pedagogy as an approach, students had the opportunity to learn writing through a different method. Upon completion of the data analysis of the process, the two central questions of this study can be answered.

Chapter V. Conclusion

The conducted research showed an improvement of the 12th grade student ́s academic writing skills and competences by using Genre-Based pedagogy as an approach for learning at Colegio Hebreo Unión. In the results we were able to answer the research questions and accomplish the proposed objectives. Based on the data collected, through observations, surveys and interviews, worksheets, and text output production analysis it can be concluded that the implementation of Genre-Based Pedagogy as an effective approach for teaching was a positive proposal due to the improvements of their skills, the active learning and their perceptions towards the methodology used upon the course.

With respect to analyzing the impact of a Genre-Based Pedagogy approach for teaching academic literacy skills on 12th graders at Colegio Hebreo Union, it can be concluded that is a more organized way for students to achieve the expected educational outcomes. This methodology allowed them to have an active participation and constant interaction with the teacher. In addition, this approach helps the students with the recognition of argumentative texts and other types, structure, phases and language resources associated with the genre.

Although this study was implemented 100% virtual due to the sanitary conditions of the country, it helped to innovate in the use of technological tools for teaching writing. Google tools for education were of great help in mediating remote learning by promoting collaborative work in real time enabling the writing of academic texts. On the other hand, it helps me as a teacher to model

for them the search and selection of academic articles from reliable sources since this is an important process for the argumentation and evidence.

Regarding the limitations of this research, it could be said that time was not in our favor. During this course, many hours of class were lost due to multiple reasons such as Jewish holidays, preparation for the state exams (ICFES), school term shortening due to graduation, among others. Despite this limitation, the course was completed and all the data necessary for this study was collected to show results. It is important to mention that the students received support from the teacher during the writing process of the final text since they still needed more preparation to become totally independent. Genre-Based Pedagogy as demonstrated in this study, can be useful as an approach for teaching academic writing in English as a second language in senior students. In the same way this approach helps to develop reading and writing at other levels.

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6. Appendixes
Appendix 1: Exploratory task

Researcher's name:	Nataly Díaz Nieto
Project title:	Promoting 12th graders' English academic writing skills through genre-based pedagogy
Data collection instrument:	Writing task
Goal:	This writing task seeks to diagnose students' current level of ability for writing academic essays in English.

Instructions

Dear student:

This activity will help you understand how good your current level of academic writing in English is. Read the prompt and write a brief essay in response. You have 60 minutes to complete the activity.

PROMPT:

Some people believe that social networks like Facebook, Twitter, and Instagram have helped people become more sociable. Others believe that social networks have made people more lonely because it is harder to make friends outside your current social circle. Write a 200 paper in which you express your own position on the matter.

Cite information from the website below in your

paper: https://www.apa.org/members/content/social-media-research

Appendix 2: Interview to the English teacher

UNIVERSIDAD DEL NORTE INSTITUTO DE IDIOMAS
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

Researcher's name:	Nataly Díaz Nieto
Project title:	Promoting 12th graders' English academic writing skills through genre-based pedagogy
Data collection instrument:	Interview
Goal:	This interview aims to find out information about the academic processes carried out in the English class in connection with the writing skill and the teacher's perception of the needs of the students and the institution in general with regard to writing.

Dear English teacher:

This interview will inform the rationale for the design of a pedagogical strategy to

enhance the teaching of English writing skills in 12th grade. The goal is to gain deeper

insights regarding your perspectives and experience in the teaching of English writing

at this level. Your candid responses to these questions will be an important input in

this project.

Note: This interview will be used exclusively for research purposes and will not be

shared with third parties. A pseudonym will be used when quoting from your

responses.

At the institutional level, how does the school promote students' writing skills in English?

What do you think about these institutional strategies?

R/ I believe the school is doing a great job in promoting student's writing skills. Every academic year the school proposes challenging and original writing projects which help strengthen student's writing potential and abilities.

1.   What activities do you usually implement to promote students' English writing skills in your class?

R/I usually promote original writing projects. For example, a classic activity during my class would be allowing students to write a story of their own creation with their own designed characters and plot. I am a firm believer that these kinds of tasks help the development of their writing skills and creativity in major levels.

2.   Which specific writing skills do you focus on the most in the teaching of writing?

I like to emphasize in creativity with a close relation to grammar and vocabulary.

3.   When you read students' written output, what difficulties do you perceive?

I have detected difficulties with agreement. Students tend to shift person without reason. Specially third person to second person.

Appendix 3: Argumentative Text Rubric

EVALUACIÓN DE UN TEXTO ARGUMENTATIVO

Guía de ponderación:

30 puntos= 5.0	14 puntos = 1.9
29 puntos= 4.8	13 puntos = 1.7
28 puntos= 4.6	12 puntos = 1.5
27 puntos= 4.4	**7 puntos = 1.4**
26 puntos= 4.2	6 puntos = 2.3
25 puntos= 4.0	
24 puntos= 3.8	
23 puntos = 3.7	
22 puntos = 3.5	
21 puntos = 3.3	
20 puntos = 3.1	
19 puntos = 2.9	
18 puntos = 2.7	
17 puntos = 2.5	
16 puntos = 2.3	
15 puntos = 2.1	

ESTRUCTURA		DESEMPEÑO			
		2	**1.5**	**1**	**0**
	Título	Es pertinente con el tema tratado. Llama la atención del lector Es conciso (cuatro a cinco palabras)	Es pertinente con el tema tratado. Es conciso (cuatro a cinco palabras)	No es pertinente con el tema tratado. Es extenso (más de 6 palabras)	No hay título
		4	**3**	**2**	**1**
I N T R O D U C C I Ó N	Introducción	● Se plantea y delimita el tema con claridad y precisión. ● Emplea una estrategia efectiva para llamar la atención del lector. ● Se identifica una contextualización suficiente (que ubica en el tiempo o espacio)	● Se plantea el tema. ● Se identifica una contextualización insuficiente ● Se emplea una estrategia poco efectiva para llamar la atención.	● El tema se plantea vagamente. ● No emplea una estrategia para llamar la atención. ● No hay contextualización	● No se plantea ni delimita el tema con claridad y precisión. ● No emplea una estrategia para llamar la atención. ● No hay contextualización. ● Confunde al lector.
	Tesis	● Está en la introducción. ● Se formula con claridad y precisión. ● Es una sola tesis	● Se formula la tesis ● Es una sola tesis	● La tesis es vaga o imprecisa o hay más de una tesis.	● No hay una tesis
D E S A R R O L L O	Argumentos	● Se plantean con claridad al menos tres argumentos que sustentan la tesis. ● Cada argumento se desarrolla en párrafos separados. ● Los argumentos que sustentan la tesis se justifican con evidencias ● Las evidencias de los tres argumentos son pertinentes y suficientes. ● Las valoraciones son consistentes con los argumentos.	● Incluye tres argumentos claramente definidos en párrafos separados. ● Al menos dos argumentos están articulados a la tesis. ● Las evidencias de al menos dos argumentos son pertinentes y suficientes. ● Incluye pocas valoraciones las cuales son consistentes con los argumentos.	● Presenta 1 o 2 argumentos en párrafos separados y claramente articulados con la tesis. ● Los argumentos no están suficientemente sustentados porque las evidencias son insuficientes o no son pertinentes. ● Las valoraciones no son consistentes con los	● No presenta argumentos pertinentes. ● Presenta evidencias y ejemplos que no son relevantes con la tesis planteada ni están explicados de manera suficiente. ● No utiliza las fuentes bibliográficas recomendadas. ● Las evidencias no son consistentes con la tesis planteada. ● No emplea valoraciones

			argumentos.	

	Secuencia y cohesión	● Los argumentos y evidencias presentan un orden lógico y están apoyados en elementos de conexión y puntuación explícitas y apropiadas.	● Los argumentos y evidencias presentan un orden lógico. Hace poco uso de elementos de conexión explícitos, lo que dificulta seguir el pensamiento del autor.	● Algunos de los argumentos y evidencias no presentan ni orden lógico ni cohesión, lo que otorga al escrito un carácter confuso que distrae al lector.	● Los argumentos y evidencias no presentan ni un orden lógico ni una estructuración clara. Tiene muchos problemas de cohesión.

ESTRUCTURA		DESEMPEÑO			
		4	**3**	**2**	**1**
C I E R R E	Conclusión	● Reitera la tesis ● La conclusión se deriva de los argumentos. ● No incluye un argumento nuevo	● La conclusión reafirma la tesis. ● No incluye un argumento nuevo	● La conclusión no se deriva de los argumentos presentados y no retoma la tesis.	● No hay conclusión
A S P E C T O S F O R M A L E	Gramática ortografía, puntuación y edición.	● El texto tiene una adecuada gramática, ortografía, puntuación y edición.	● El texto tiene un uso aceptable de la gramática. ● Presenta algunos errores ortográficos, de puntuación y/o edición.	● El texto presenta un uso deficiente de la gramática, la ortografía y puntuación. ● La edición es descuidada.	● El texto está plagado de errores gramaticales, ortográficos, de puntuación. y/o edición.
	Léxico y registro	● Las escogencias léxicas y gramaticales se corresponden con un registro propio de una columna de opinión.	Algunas escogencias léxicas y gramaticales no se corresponden con el registro de un artículo de opinión.	El texto hace poco uso del registro de un artículo de opinión.	El registro no es apropiado para el artículo de opinión..

Departamento de español. Universidad del Norte, (2021)

Appendix 4: Genre- based approach Lesson plan

Objectives of the activities

By the end of this unit, students should have strengthened their skills to

1. Recognize the difference between argumentative texts and other text types.

2. Recognize the contextual structure, phases and language resources

associated with argumentative text of the analytical exposition type.

3. Write argumentative texts of the analytical exposition type which reflect the

contextual structure and linguistic patterns associated with this genre.

Lesson Plan

Stages	Objective	Students and teachers actions	Materials

Contextualiz ation	Recognize the difference between argumentative texts and other text types.	The teacher will show different text types, letting the students know there are different types of essays and explaining the characteristics that make them different: ● Expository. ● Descriptive. ● Narrative. ● Compare-&-contrast. ● Persuasive/argumentative/rog erian argument. She will focus on an argumentative essay and she will ask the following questions: What do you think about this text? How does this text differ from the others?	Different text types
Structure and purpose of the text	Recognize the contextual structure, phases and language resources associated with argumentative text of the analytical exposition type.	The teacher will give each student a copy of an argumentative essay sample for their analysis. The teacher will explain how to	Sample copy of argumentative essay

		compose an analytical exposition With the sample of the argumentative essay, the teacher will ● identify the Introduction, body, and conclusion. ● identify the thesis statement ● identify the arguments ● Restatement of the thesis in the conclusion.	
Deconstruction / close reading	language resources associated with argumentative text of the analytical exposition type.	The teacher will use an argumentative essay sample to explain each phase of the text. She will explain how to write an introduction. ● Hook to catch readers attention ● Give a background of the topic ● Present the thesis—the central point of your essay. Explain how to write the body of the essay. She will explain that an argumentative essay comprises three or more paragraphs that explain the reasons that support the thesis. Each body paragraph that the students' write should cover a different idea or piece of evidence. They should support their ideas with examples, research, statistics, studies, and text citations. Conclusion They restate the thesis idea and	Essay sample

		summarize their arguments.	
Joint construction of the text. (Re-representation of ideas)	Students Should be able to write argumentative essays	The teacher will ask the students to open a Google docs file previously shared. They will write a short argumentative essay together with the teacher. The teacher will give the different thesis statements, students should debate which one is more favorable. The impact of social media on youth has mostly been positive. The impact of social media on youth has mostly been negative. The teacher will lead the search for information relevant to the thesis. For students to become familiar with information search and processing strategies. (contrasting, paraphrasing) Students will do a brainstorm of arguments to choose the most adequate.	Google Docs
Independent construction of text	Students Should be able to write argumentative essays	Each student will write an argumentative essay about Teenagers feel more comfortable talking on social media rather than face to face. The teacher will provide the texts in which they will support their ideas	Google Docs https://www.nbcnews.com/health/health-news/more-teens-addicted-social-media-say-they-re-wise-distractions-n908126

			https://wjla.com/news/offbeat/poll-teens-prefer-texting-over-face-to-face-communication https://pediatrics.aappublications.org/content/pediatrics/138/5/e20162593.full.pdf

Appendix 5: Worksheet

Instructions

The following workshop is a shared document where all students will work simultaneously. Each student must write his or her name followed by the answer.

Objectives of the activities
By the end of this unit, students should have strengthened their skills to

●   Recognize the difference between argumentative texts and other text types.

●   Recognize the contextual structure, phases, and language resources

associated with argumentative text of the analytical exposition type.

●   Write argumentative texts of the analytical exposition type which reflect the

contextual structure and linguistic patterns associated with this genre.

Part A

Recognize the difference between argumentative texts and other text types.

Explain the characteristics of the following text types.

Expository	▮▮▮▮▮▮▮▮ it exposes the truth of a reliable source throughout a fact-based text. ▮▮▮▮▮▮▮▮: it focuses on educating the reader through facts. ▮▮▮▮▮▮▮▮: it is based on exposing facts in order to educate the reader. ▮▮▮▮▮▮: exposes the truth through reliable sources to educate the reader ▮▮▮▮▮▮: This type of text is fact-based, its objective is to educate the reader. ▮▮▮▮▮▮▮▮: Focuses on educating the reader by explaining arguments from a reliable source. ▮▮▮▮▮▮▮▮: Expresses the truth by using reliable sources. ▮▮▮▮▮▮: The text is based with the purpose of exposing the truth through a reliable source. ▮▮▮▮ This type of text provides facts, basically it depends on writing things that are true and giving a more detailed argument. ▮▮▮▮▮▮▮▮ Usually nonfiction, informational text. This type of is not organized around a story-like structure but is instead organized based on the purposes and goals of the author or by content. ▮▮▮▮▮▮▮▮:This type of text focuses on exposing an argument through reliable sources.

Descriptive	████████████ it evokes the five senses through the author's experience of a single location, thing, etc. ██████████: the author describes a personal experience by providing details of the surroundings, the feelings, and so on to try and make the reader feel the same experience. ██████████ Its focus is on describing things using the five senses to provide the reader with a lot of detail. ████████████ it focuses on giving a lot of characteristics about certain things for the reader to be more informed. ██████████ focuses on describing a single location, object.. the author describes something from their own experience. ████████████: Description of a location, object, event or a person through the engagement of the reader's senses. ████████████ It's focused on describing a location, object, event or a

	person. █████ Its purpose is to describe and reveal a particular person, place, or thing. ████ This type of text focuses on describing certain things such as objects, people and places, it also makes us use our five senses so that we can "feel" what is being described in the text. █████████ usually focuses on describing a single location, object, event, person, or place. It endeavors to engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject. █████████ Is the one that defines a topic, and describes in words an aspect or an appearance.
Narrative	██████████ it tells a series of events through emotion and imagination. ████████ it focuses on the relate of a series of events that can be fiction or nonfiction. ██████████ it tells stories that could include fictional and nonfictional events. ████████ Tells us a story or events. It uses imaginative language and expresses emotions. ████████ includes both fiction and nonfiction, both forms tell stories that use imaginative language and express emotion. Relates a story that may contain fictional and nonfictional elements. Utilizes forms of imaginative language. ██████████: It tells a story from a fictional or nonfictional character █████ This text includes any type of writing that relates to events and includes both fiction and nonfiction. ████ This type of text includes fictional and nonfictional writing, they are written with an imaginative language. ██████████is a kind of text which tells a story based on a series of events. Generic structure of narrative text usually has three components: orientation, complication, and resolution. ██████████ It is the text that tells a story that takes place in a certain period of time and place.

Compare-&-contrast	████████████ it compares the similarities and differences between two texts or things.
	████████████: the text discusses the connection or relation (differences and similarities) between two topics.
	████████████: it explores the similarities and differences of two or more things.
	████████████Compares and contrasts the similarities and differences between 2 or more things.
	████████████: Explores the similarities and differences between two things.
	████████████ compare and contrast the organization where the similarities and differences of two or more things are explored.

	▬▬▬▬▬▬▬Express similarities and differences between two topics ▬▬▬▬▬ A topic is described by listing characteristics, features, attributes, and examples. ▬▬▬▬ In this type of text, the similarities and differences are exposed. ▬▬▬▬▬▬▬ is a text structure or pattern of organization where the similarities and differences of two or more things are explored. ▬▬▬▬▬▬▬: In this type of texts, similarities are compared and shown between other topics.
Persuasive/argumentative/rogerian argument	▬▬▬▬▬▬: a position on the topic must be established, for it to be sustained with investigation and research. ▬▬▬▬▬▬ it presents a position on a topic and then, with the use of evidence and facts, they support that argument. ▬▬▬▬▬▬ It requires an investigation to then provide a position on a certain topic. ▬▬▬▬▬▬▬ is based on a certain topic with the author's position about it. ▬▬▬▬▬▬▬Established position of a certain topic backed up by investigation. ▬▬▬▬▬ Requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. ▬▬▬▬ ▬▬▬▬ It tries to convince the reader to take the same opinion by giving specific arguments. ▬▬▬▬ This type of text is based on making research and having the author's purpose as well about a certain topic. ▬▬▬▬▬▬ is a rhetorical and conflict resolution technique based on empathizing with others, seeking common ground and mutual understanding and learning, while avoiding the negative effects of extreme attitude polarization. ▬▬▬▬▬▬▬ Attempts to persuade the reader of your point of view on an issue.

Answer the following question.

How do argumentative essays differ from the expository?

████████████ While both types of essay are fact-based, the expository is much shorter and simple than the argumentative, which is filled with extensive investigation and research.

████████████ the argumentative essays contain a position about a topic, while the expository essays provide pure facts or the truth.

██████████ The argumentative essay, unlike the expository, tends to be longer and contain deeper investigation about the topic to support their position. While the expository is shorter and requires less research.

████████████ Although there might seem to be a similarity between these two types, the expository develops a cleaner and shorter approach through facts, while the argumentative gives a certain position through a larger-scale research.

██████████ The argumentative expresses a position on a topic and the expository exposes facts.

██████████ The argumentative essay is to express a point about a topic involving independent research and the expository essay is to give facts.

████████████ Argumentative is more going through your opinion and convincing, while expository are facts.

██████ Argumentative essay includes more research and its objective is to make an actual argument about a certain topic. On the other hand, the expository essay doesn't need to have exactly an argument even though it does count with a certain topic.

████████████ An argumentative essay contains a combination of facts and writer's personal ideas. ...

The main difference between argumentative and informative essays is that an informative essay contains only information to explain a topic, whereas an argumentative essay contains statistics, facts and writer's personal ideas.

████████████ The argumentative text tends to be longer and contains much more information on the subject, while the expository is to give facts.

Part B

Recognizing analytical exposition.

a)   Answer the following questions.

What do you think about social media?

████████████ I believe social media can't be fitted into a box of "good" or "bad". In my opinion, it is a necessary tool nowadays, that, as everything, is harmful if used to an extreme.

██████████ Social media has its benefits, we stay in touch with people from all over the world, but some people use it to offend others and blackmail people. So in conclusion it depends on the way you intend to use it.

█████████████ I personally find it exhausting because I compare myself a lot to other people. However, many positive impacts came along, like communication improvements.

███████████ I think social media is an excellent tool for communication, for meeting new people and cultures, but it can also be bad because people tend to do whatever they can in order to satisfy people's expectations.

██████████████ : I consider social media as a car without a seatbelt. Although the car is a useful tool for human development, if you exceed the limits you might find yourself getting harmed.

███████████ I consider that they have negative and positive factors depending on the use we give them but it can be overwhelming because of the social pressure that can affect us. It can become a double-edged sword

█████████████ I consider social media from a subjective point of view, since you can't say it's totally good, since it has been proven that social media creates more insecurities and other problems, but you can't say it's totally bad, since we get to communicate to others.

██████ I think it's very toxic, sure there are some people and ways that actually use social media for a positive purpose. On the other hand, these platforms are often used to bring other people down.

██████████████ I think that social networks are necessary for the growth of the world and they make a large part of the growth, both of companies and small businesses.

██████████████ I think that social networks have their pros and cons but it all depends on how you use it.

What social network do you use?

██████████████ I typically use instagram, twitter, whatsapp and youtube. ██████████ Instagram and whatsapp.

██████████████ I mostly use twitter, whatsapp and youtube. ████████████████
Whatsapp and Tikok

██████████ Instagram, Youtube and Whatsapp. ████████████████ :
Instagram, tiktok, youtube,
whatsapp ████████████ Instagram,
Whatsapp, Youtube

███████ Instagram, TikTok, Twitter, Whatsapp,

Youtube, Snapchat. ██████████ TikTok,
Whatsapp, Instagram and Youtube ██████
██████: Instagram, Whatsapp, Youtube,
TikTok
██████████ Instagram, tiktok, youtube, whatsapp

Do you think social media are good for children and teenagers?
███████████ I don't think that they are good for kids because it can be very dangerous. Like they are young, they could accidently share personal information to strangers and end up getting hurt. ███████████ I definitely consider that social media is very harmful for the development of a kid, since they should be able to enjoy their childhood without the dangers of using these platforms. ███████████ Social media is a very dangerous and vast place, that children are too young to use rationally and understand. Given the easy influence people have over teenagers, their use of social media should be controlled. ██████████ I don't agree with providing kids a social media account because it can create an addiction to the apps and make them compare with the lives of others. █████████ For teenagers I think it's necessary, obviously they have to be careful with bullying. But they need it to socialize. For children it's not that necessary, they need other things. ███████████ I don't agree with giving kids social media since we are exposing minors to a world they are still not ready to see. ████████ Honestly I don't recommend that a young kid has access to, it can actually harm them in ways they won't even notice. Imagine teenagers who are supposedly more mature and can handle harde stuff, it actually produces a lot of pain and insecurities. ███████████ I feel that they help foster holistic growth, only if the core values were well instilled at home. ██████████ I think that social networks are neither good or bad, it all depends on the use and management that one gives to each one.

b)   Listen to the teacher's analysis of the text "The Positive Effects of Technology Use by Children". As you listen highlight the following stages:

- Introduction
- Thesis statement
- Argument 1
- Argument 2
- Argument 3
  Conclusion

What type of text is this?

████████████The text is an argumentative essay due to the amount of references and investigation the author quotes throughout it.

████████████Argumentative essay. The references are actual authors, not like pages or references such as ONU.

████████████This text is an argumentative essay which can be seen in the amount of research put into it and the reference it provides.

████████This text is an argumentative essay since it has references from authors who have more personal point of views and they quote their positions.

████████████This is an argumentative essay since it gives us a series of arguments on the reason why they have that position.

████████████This text is an argumentative essay due to the fact that it provides extensive research quoted by the author.

████████████this is an argumentative essay because it consists of research and points out references of authors.

████████████Is an argumentative essay because have a many arguments

c)   Listen to the teacher's analysis of the introduction stage. As you listen, tag the following phases.

> - Contextualization
> - Attention grabber
> - Thesis statement

d)   Read the thesis statement again. Does it focus on expressing an opinion or recommending a course of action?

e)   Listen to the teacher's analysis of argument 1. As you listen, highlight the following phases.

> - Argument statement
> - Supporting evidence
> - Discussion of evidence
> - Restatement of the argument

f)   Look at the supporting evidence for argument 1 again. Does the author use citations as evidence? Where do the citations come from?

g)   Analyze arguments 2 and 3. Highlight the phases introduced in question e. Compare your analysis with a classmate's analysis.

h)   Listen to the teacher's analysis of the conclusion. Highlight the following phases:

- Thesis restatement
- Summary of arguments

i)   Consider the following types of in-text citation

Read "The Positive Effects of Technology Use by Children" *again. label the citation used*

according to the explanation above.
(This document was previously analyzed with the teacher, now locate all the in text citation and classify them between dropped citations and paraphrased citations)

Dropped citation:

-       Kervin (2016), "Digital play with carefully selected apps can provide active, hands-on, engaging and empowering learning opportunities. Apps can facilitate versatility in children's literacy experiences by providing opportunities for reading and writing, and to listen and communicate through a range of scenarios and activities" (p.70).

-       "establish virtual learning options, and authorize customized and accelerated courses to be delivered in traditional school settings by personnel providing direct instruction through a blended environment" (Swan, Coulombe-Quach, Huang, Godek, Becker, & Zhou, 2015, p. 27).

-       "moderate evidence also suggests that early exposure to purely entertainment content, and

media violence in particular, is negatively associated with cognitive skills and academic achievement" (Kirkorian, Waltella, & Anderson, 2008, p. 8)

Paraphrase citation:

- These video apps modeled how one could appropriately interact with others in specific social situations, such as interacting with a cashier or acquaintance. Their daughter accessed these apps on a tablet in order to view appropriate behavior modeling. By viewing others demonstrating appropriate behavior on-demand and in a medium which she was comfortable with, the adolescent was able to significantly improve her independence and learned behaviors. Where she once was able to only model appropriate social behavior in approximately one-quarter of her attempts, after using the VSM app, she was able to triple her success rate, and occasionally exceed that marked improvement (Allen et al., 2015).

- Periathiruvadi and Rinn (2012), the authors explained that gifted students who participated in online learning and the educational software that accompanies it stated they prefer this type of education because their traditional schools did not offer activities that were challenging enough. These students also appreciated the ability to supplement their regular coursework with additional learning tools and even gain advanced placement credits because of it (Periathiruvadi & Rinn, 2012)

Part C

Write argumentative essays

Collaborative work

a)   **Let's debate and choose one of the following thesis statements:**

A)	The impact of social media on youth has mostly been positive.
B)	The impact of social media on youth has mostly been negative.

In the chart, brainstorm reasons supporting your position:

Thesis A	**B**
████████████The impact of social media has mostly been positive in terms of education, businesses and communication. In education, social media has brought the possibility for students to help each other with homework or assignments they don't have clear. They also, during these times of isolation, could be able to contact their teachers if it's needed. Besides this, regarding businesses, many people have lost their jobs or find it very difficult to keep their business moving forward. However, thanks to social media, they can give publicity to their company and make some arrangements to keep it going virtually. For example, they can make online conferences or create instagram accounts showing their products, etc. Finally, we have communication. This area has improved our lives in an unimaginable way. We can	████████████I believe the impact of social media has been mostly negative since research about social medias has prove to generate more problems on mental health, like eating disorders, depression and anxiety. ████████████I consider the impact of social media on youth has mostly been negative due to the fact that young people are very impressionable, and the amount of influence these platforms provide ends up being counterproductive, considerably affecting their development and way of thinking.

	▮▮▮▮▮▮▮▮▮▮▮: Social media has caused a negative impact in our society since it has a direct influence on the youth's mental health, leading to insecurities, depression and anxiety, among others.

speak to relatives we never thought we'll hear from again, we can even contact people to make our future plans (new job, finding colleges and careers, etc).

██████████ it allows people to express themselves and share communication with those that think the same. It allows socialization without any borders so it provides knowledge of other cultures and places that normally would not be easy to obtain. In terms of education, students are able to stay updated on homeworks, school events that the teachers post about. They can reach their classmates for help or for teamwork activities and can help each other if a topic is unclear which also develops social skills.

██████████: I believe that social media has a positive impact on society because it gives us a long line of opportunities and new knowledge to develop, gives us the opportunity to connect with people around the world, publish content and facilitates communication with our friends, teachers and family in times of pandemic.

Juan D Melendez: Social networks in front of the educational system, put the student in the center of the educational one, make him participate and require his involvement, which opens up new learning opportunities. Through didactic innovation, collaborative learning and dialogue between colleagues are favored. In addition, communication skills are generated while teaching to share resources. All this is a challenge for the teacher, who must acquire the training and knowledge of the new medium to take advantage of it in the students.

██████████In my opinion, the impact of social media in young people has been negative because it has developed new insecurities within us, this new ways include body insecurities and acceptance, also nowadays it's easy for people to go through your security without you consent and it can put the children and their families at risk. It is not right for young kids to manage social accounts without actually knowing how they work and how it can affect them.

██████████ The impact that Social Media has had on youth has mostly been negative. It has helped develop new mental issues and insecurities in this generation.

Transcribe the thesis statement selected by the class.

Group A:
In this paper we are going to discuss the impact of social media on youth which has mostly been positive.

Group B:
In this paper we are going to discuss the impact of social media on youth which has mostly been negative.

b) Read "Social Media its Impact with Positive and Negative Aspects" together with the teacher. Make notes of ideas or details in the text that may support the selected position.

Useful details
Positive Effect of Social Media on Education Social media gives a way to the students to effectively reach each other in regards to class ventures, bunch assignments or for help on homework assignments. Many of the students who do not take an interest consistently in class might feel that they can express their thoughts easily on social media. Teachers may post on social media about class activities, school events, homework assignments which will be very useful to them. It is seen that social media marketing has been emerging career option. Social media marketing prepares young workers to become successful marketers. The access of social media provides the opportunity for educators to teach good digital citizenship and the use of Internet for productivity

Negative effect of Social Media on Education

 The first concern about the negative
effect comes to mind is the kind of
distraction to the students

present in the class. As teachers were not able to recognize who is paying attention in the classroom.

One of the biggest breakdown of social media in education is the privacy issues like posting personal information on online sites.

In some of the scenario there were many in appropriate information posted which may lead the students to the wrong side.

Because of social media students lose their ability to engage themselves for face to face communication.

Many of the bloggers and writers posts wrong information on social sites which leads the education system to failure.

Positive Effects of Social Media on Society

Social Media helps to meet people they may not have met outside the social media forums.
It also helps to share ideas beyond the geographical boundaries.

It provides open opportunity for all writers and bloggers to connect with their clients.

Another positive effect of social networking sites is it unite people on a huge platform for the achievement of specific goals. This brings positive change in the society.

Social media provides awareness among society like campaigns, advertisement articles, promotions which helps the society to be up to date with the current information.

Negative Effects of Social Media on Society

One of the negative effect of social media is that it make people addicted. People spend lots of time in social networking sites which can divert the concentration and focus from the particular task.

Social media can easily effect the kids, the reason is

sometimes people shares photos, videos on media that contain violence and negative things which can affect the behavior of kids or teenagers.
It also abuses the society by invading on people's privacy.

Social lies like family ones also weaken as people spend more time connecting to new people.
Some people uses their images or videos in social sites that can encourage others to use it false fully.

Positive Effects of Social Media on Youngsters

Social media helps youngsters to stay connected with each other.

Useful information can be exchanged over social networking sites.

Social networking sites can allow teens to find support online that they may lack in traditional relationships, especially for teens [17].

In a Critical Development period youngsters also go for social networking sites for advice and information.

Youngsters can look to social media for getting the answers related to their career objectives.

c) Look at the APA guideline of writing references in Appendix 1.

Write the reference for the text "Social Media its Impact with Positive and Negative Aspects" in the chart below.

Siddiqui, S. & Singh, T. (2016) Social Media its impact with positive and negative aspects. *International Journal of Computer Applications Technology and Research*, 5(2). 71-75.

d) Read text "Social Media's Influence on Youth" and "Positive and negative aspects of social media impacting the current society" .in small groups. Make notes of ideas or details in the text that may support the selected position.

Useful details
Group A: - Social media has overall changed society in multiple positive ways but for absolutely no extra cost as all major social media platforms are free. - Social media is also a great way to catch international criminals and terrorists, as anyone with a social media profile can be tracked and located. (Nadkarni, & Charkha, & Jayant, Prof & Charkha, Sanket 2019). - As your social following grows, your visibility in search engines may also increase. This is a common Search Engine Optimization (SEO) strategy. - "Social media has influenced the way teen's access and share information. With the increase in the number of social media channels, many teens find it fun to register in various social media platforms. Social media has several benefits to the teenagers. Social media allows teens to talk to their friends, join group discussions, and learn the current events and stay updated with the online content" (Nadkarni, & Charkha, & Jayant, Prof & Charkha, Sanket. 2019). - Teachers are able to easily collaborate and communicate with students and one another. - Students have easy, free access to resources online to help them learn. - Grades improve and absenteeism is reduced. - 59% of student users report that they use social networking to discuss educational topics and 50%

use the sites to talk about school assignments.

Nadkarni, & Charkha, & Jayant, Prof & Charkha, Sanket. (2019). Positive and Negative Aspects of Social Media Impacting the Current Society.

Group B:
-        Thirty-one percent of youth surveyed by the National School Board Association (2007) reported posting inappropriate pictures and sharing personal information with strangers.
-        Parents and their children should establish privacy settings, and the children should learn to check to be sure that their privacy settings have not changed.
-        "The anonymity of social media sites offers cyberbullies a vehicle. Even cyberbullies who choose not to be anonymous do not have to confront their victim face-to-face, and instead hide behind their computer screens, which is believed to make these attacks easier" (Grube, 2012, p. 1).
-        Grube (2012) pointed out Boyd's opinion on the inadequate age limitations on social media sites, stating that "Currently, Facebook requires users to be at least 13 years old. However, a study by Boyd found that 31 percent of 10-year-olds, 44 percent of 11-year-olds, and 55 percent of 12-year-olds reported using a social network site" (p.1).
-

e) Keeping in mind the APA guideline presented above, write the reference for the text "Social Media's Influence on Youth" in the box below.

Group B

Grube, B. (2012). Social media's influence on youth. *YDI Research Brief Series*, 17(1).

Group A

Nadkarni, P. Charkha, S. & Kulkarni, J. (2019). Positive and negative aspects of social media impacting

the current society. *Journal of Media and Corporate Management,* 11(2). 9- 16.

f) Consider the following criteria for appropriate academic sources.

Together with your group, debate and propouse 1 academic source to be used in the text. Write the reference below and explain why it is a good option.

Group A

Reference:
Akram, W., & Kumar, R. (2017). A study on positive and negative effects of social media on society. International Journal of Computer Sciences and Engineering, 5(10), 347-354.
Reasons for choice:
We chose this reference as evidence because within it we found important arguments that support our thesis. Specifically our three arguments which focus on the positive effects on society, education and businesses. It provides a grounded explanation on how social media is useful in these aspects.

Make notes of useful details from the text you proposed.

- On an individual level, social media allows us to communicate with our friends and relatives, gain knowledge of new things, develop your interests, and be entertained. On a professional level, we can make use of social media to expand or broaden our knowledge in a particular field and build our professional network by connecting with other professionals in our industry. At the business level, social media allows us to have a conversation with our audience, gain customer feedback, and elevate your brand. (Akram & Kumar, 2017, p. 347)

Positive Effect of Social Media on Business

- With the use of Social Media, It is better to understand the customer requirements. (Akram & Kumar, 2017, p. 349)

- With the use of Social Media, It is better to understand the customer requirements. (Akram & Kumar, 2017, p. 349)

- Social Media helps in promoting Business all over the World.
- Social Media builds deals and client maintenance through standard connection and auspicious client benefit.
- Social Media provides rich customer experiences.
- With Social media monitoring you can gain key information about your competitors.
- With the help of social media, Sharing content about the Business faster and easier.
- Social networking sites help to make new customers by providing various facilities.
- It helps to increase market insight and expand out beyond your rivals with online networking.
- It also helps to increase awareness among customers for better understanding of products.

Positive Effect of Social Media on Education

- Sharing knowledge: It provides an easy and an effective way in which students can share knowledge. Students can simply access the information, study, transform (if needed) and share. Hence, the flow of knowledge becomes smooth.
- Updating oneself: they will have the capacity to know new things as and when it happens. This causes them to refresh their own particular information base.
- Learning from various sources: The long range interpersonal communication advances are worked in such a way, to the point that understudies will have the capacity to pick the gathering, movement or the individual they would need to take after for every day refreshes. The ways of learning are plenty.
- Being Prepared: The social networking technologies are all about showcasing the trends that run around the world. Students can set up a plan of what might be expected out of them in the future by observing the changes that are being updated, shared, discussed or spoken about on the social networking sites.
- Sharing what they feel or think: Students frequently don't get the right stage to share their feelings. Through social networking technologies they are given an option to sound their thoughts. If students were permitted to share what they think and feel, it

becomes simple for them to decide what is good and what is bad.

- Socializing: An important part of growing up, is to socialize and make friends. Why is this important? It is because it allows the children to exchange ideas and learn new things. This will invariably result in them becoming more confident in life.

- Social media gives a path to the understudies to adequately achieve each other with respect to class wanders, group assignments or for help on homework assignments.
- Teachers may post via web-based networking media about class exercises, school occasions, and homework assignments which will be exceptionally valuable to them
- It is seen that web-based social networking advertising has been developing as a profession alternative. Web Based social networking advertising plans youthful specialists to end up noticeably fruitful advertisers.

(Akram & Kumar, 2017, p.351)

Positive Effect of Social Media on Society

- Connectivity – The first and foremost benefit of social media is connectivity. People from anywhere can connect with anyone. Regardless of the location and religion. The prettiness of social media is that you can attach with anyone to learn and share your thoughts.
- Education – Social networking provides various benefits to the students and teachers. It is very easy to educate from others who are experts and professionals via social media. One can follow anyone to learn from him/her and enhance his knowledge about any field. Regardless of our location and education background we can educate yourself, without paying for it.
- Help – You can impart your issues to the group to get help and energy. Regardless of whether it is helping in terms of cash or in terms of advice, you can get it from the group you are associated with.
- Information and Updates – The primary favorable position of the web-based social networking is that you refresh yourself from the most recent happenings around on the planet. More often than not, Television and print media nowadays are one-sided and do not pass on the genuine message. With the assistance of web-based social networking you can get the actualities and genuine data by doing some exploration.

(Akram & Kumar, 2017, p.352)

- Advertising – We can promote our business to the largest audience. The wh   ole world is open for you, and can promote them. It will help in increasing the profits and achieve the targets of Business.
- Noble Cause – Social media can also be used for the noble causes.The public is making use of social media for contribution for needy people and it can be a quick way to help such people.
- Helps in Building Communities – Since our world has different religions and beliefs, so people of different communities can connect to discuss and share related stuffs.
- Students and experts are competent to share and exchange information with like-minded people and can ask for the input and opinion on a particular topic.

Group B

Reference:
Akram, W., & Kumar, R. (2017). A study on positive and negative effects of social media on society. International Journal of Computer Sciences and Engineering, 5(10), 347-354.
Reasons for choice:
We chose to reference this study since it covers the different aspects that social media has impacted. It discusses the influence these platforms have on youth, business, education, health and society in general. It also provides relevant data about the internet community to reinforce the idea of the several negative effects that had been caused.

Make notes of useful details from the text you proposed.

Negative effects of Social Media on Education

(Akram & Kumar, 2017, p.351)

- "Students are depending more on the information reachable easily on these social networking sites and the web. This reduces their learning and research capabilities".
- "The student's motivational level lessens because of the utilization of these long range interpersonal communication locales. They depend on the virtual condition as opposed to increasing reasonable learning from this present reality".
- "The abuse of these destinations once a day has many adverse impacts on the physical and psychological wellness of students making them lazy and unmotivated to make contact with the general population face to face".
- "They won't have the capacity to convey and mingle adequately face to face with others".

Negative effects of social media on society

(Akram & Kumar, 2017, p.352)

-Cyber Harassment: 'Dangers, terrorizing messages and bits of gossip can be sent to the majority to make inconvenience and uproar in the general public'
-Hacking: 'Personal information and security can be hacked and shared on the Internet.'
-Addiction: 'It can likewise squander an individual's time that could have been used by profitable tasks and exercises.'
-Fraud and scams: 'Several cases are available where people have committed fraud and scams through the online networking.'
-Reputation: '– Social media can without much of a stretch destroy somebody's notoriety just by making a false story and spreading over the online networking.'
"Kids can be extraordinarily influenced by these person to person communication locales on the off chance that they are permitted to utilize them".
"Another drawback of the web-based social networking is that the client shares excessively data which may pose dangers to them".
"Spending endless hours on the social destinations can occupy the concentration and consideration from a specific errand. They principally depend on innovation and the web as opposed to taking in the down to earth information and skill of the regular day to day existence".
-Mental Health Issues: "Some studies have indicated that social media use may be tied to negative mental health outcomes, including suicidality, loneliness and decreased empathy".
"Other studies have not found evidence for harm, or have indicated that

social media use may be beneficial for some individuals".

Negative effects of social media on kids and teens

(Akram & Kumar, 2017, p.353)

-     "With the use of Photoshop the images are everywhere and lead to distorted body image among a number of teenagers. Anorexia and bulimia are a fall out of this body image crisis".
-     "However, the measure of sex in media today can make an adolescent befuddled. Sex without duty – that is by all accounts the message being radiated at adolescents. This can prompt untrustworthy sexual conduct and undesirable pregnancies".
-     "Teens who watch too much television have lower scores in exams. During a study it is mentioned that persons with high degree scores watch less television in their childhood and teenage".

g) Read the useful details from text 1 and 2. Together with the teacher, categorize the information into topic areas. Organize the useful details under each topic area and cite the source text using APA convention.

Topic Area 1.

Group A
-     Positive effects of social media on social development of people

Group B
-     Negative Effects of Social Media on Society

Topic Area 2.

Group A
-     Positive effects of social media on education

Group B
-     Negative Effects of Social Media on Education

Topic Area 3.

Group A
-     Positive effects of social media on professional life

h) Together with the teacher, transform topic areas 1 and 2 into argument statements.

Argument statment 1.

Group A
Social media provides an alternative way of socializing for those that have difficulties in this area. Helps expand your cultural aspects, find new connections and create respect and awareness for different cultures. Also involves us in the situations of other countries, sensitizing our mentality to help them.

Group B

Social media has increased mental health conditions such as depression, anxiety, self harm and even suicidal thoughts which end up ruining peoples lives. It also has developed a certain type of stereotype which if a person does not have, it receives hate, sometimes even from people who don't know them.

Argument statment 2.

Group A
Social media has proven to be a place in which students can exchange information regarding their needs at the moment. Whether it is global news or scientific discoveries or people providing advice in learning new languages, mostly everything can be found throughout the media. Students can also learn what the world expects from them as professionals and as people, so they will learn to cope with these expectations to succeed in their personal goals.

Group B

Social media has negatively impacted education in aspects such as declining investigative abilities, lack of motivation which leads to unfavourable effects on the psychological well-being, and a retrogression in social interactions.

Transform topic area 3 into an argument statement following the example above.

Argument statment 3.

Group A

Social media platforms, with nearly half the world's population using them, are natural places to reach new and highly targeted potential customers. Social media offers an easy and low commitment way for customers to express their interest in many products, no matter what you sell, social media can help you sell it.

Group B

Due to young people using social media so often, it has impacted them in a negative way in their mental health, since the alteration in body image has become common in social media, creating a distorted body image driving to eating disorders such as anorexia and bulimia.

Congratulations! You already have a text scheme you are all set to

go! Group A

Write your essay

Use the previous thesis statement and arguments to build and write your essay.

Introduction

Argument 1

Argument 2

Argument 3

Conclusion

References

Group B

Write your essay

Use the previous thesis statement and arguments to build and write your essay.

Introduction

Argument 1

Argument 2

Argument 3

Conclusion

References
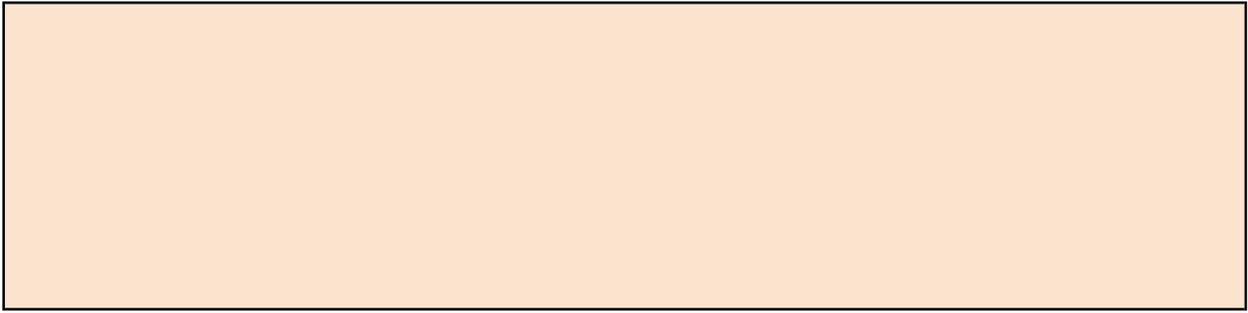
Appendix 6: Grading Rubric final essay

EVALUACIÓN DE UN TEXTO ARGUMENTATIVO

Guía de ponderación:

30 puntos= 5.0
29 puntos=   4.8
28 puntos=   4.6
27 puntos=   4.4
26 puntos=   4.2
25 puntos=   4.0
24 puntos=   3.8
23 puntos =   3.7
22 puntos =   3.5
21 puntos =   3.3
20 puntos =   3.1
19 puntos =   2.9
18 puntos =   2.7
17 puntos =   2.5
16 puntos =   2.3
15 puntos =   2.1

14 puntos =	1.9
13 puntos =	1.7
12 puntos =	1.5
7 puntos =	**1.4**
6 puntos =	2.3

Tipo de letra: Times
New Roman 12
Interlineado: 1,5
Sangría:
Primera
línea
Márgenes:
3 x 3
Número de
Páginas: 2

Essay: The Negative Impact of Social Media on Youth

ESTRUCTURA		DESEMPEÑO			
		2	**1.5**	**1**	**0**
	Título	Es pertinente con el tema tratado. Llama la atención del lector Es conciso (cuatro a cinco palabras)	Es pertinente con el tema tratado. Es conciso (cuatro a cinco palabras)	No es pertinente con el tema tratado. Es extenso (más de 6 palabras)	No hay título
		4	**3**	**2**	**1**
I N T R O D U C	Introducción	● Se plantea y delimita el tema con claridad y precisión. ● Emplea una estrategia efectiva para llamar la atención del lector. ● Se identifica una contextualización suficiente (que ubica en el tiempo o	● Se plantea el tema. ● Se identifica una contextualización insuficiente ● Se emplea una estrategia poco efectiva para llamar la	● El tema se plantea vagamente. ● No emplea una estrategia para llamar la atención. ● No hay contextualiza	● No se plantea ni delimita el tema con claridad y precisión. ● No emplea una estrategia para llamar la atención. ● No hay contextualización.

		<mark>espacio)</mark>	atención.	ción	● Confunde al lector.

C
I
Ó
N

		4	3	2	1
	Tesis	● Está en la introducción. ● Se formula con claridad y precisión. ● Es una sola tesis	● Se formula la tesis ● Es una sola tesis	● La tesis es vaga o imprecisa o hay más de una tesis.	● No hay una tesis
D E S A R R O L L O	Argumentos	● Se plantean con claridad al menos tres argumentos que sustentan la tesis. ● Cada argumento se desarrolla en párrafos separados. ● Los argumentos que sustentan la tesis se justifican con evidencias ● Las evidencias de los tres argumentos son pertinentes y suficientes. ● Las valoraciones son consistentes con los argumentos.	● Incluye tres argumentos claramente definidos en párrafos separados. ● Al menos dos argumentos están articulados a la tesis. ● Las evidencias de al menos dos argumentos son pertinentes y suficientes. ● Incluye pocas valoraciones las cuales son consistentes con los argumentos.	● Presenta 1 o 2 argumentos en párrafos separados y claramente articulados con la tesis. ● Los argumentos no están suficientemente sustentados porque las evidencias son insuficientes o no son pertinentes. ● Las valoraciones no son consistentes con los argumentos.	● No presenta argumentos pertinentes. ● Presenta evidencias y ejemplos que no son relevantes con la tesis planteada ni están explicados de manera suficiente. ● No utiliza las fuentes bibliográficas recomendadas. ● Las evidencias no son consistentes con la tesis planteada. ● No emplea valoraciones
	Secuencia y cohesión	● Los argumentos y evidencias presentan un orden lógico y están apoyados en elementos de conexión y puntuación explícitas y apropiadas.	● Los argumentos y evidencias presentan un orden lógico. Hace poco uso de elementos de conexión explícitos, lo que dificulta seguir el pensamiento del autor.	● Algunos de los argumentos y evidencias no presentan ni orden lógico ni cohesión, lo que otorga al escrito un carácter confuso que distrae al lector.	● Los argumentos y evidencias no presentan ni un orden lógico ni una estructuración clara. Tiene muchos problemas de cohesión.

ESTRUCTURA	DESEMPEÑO			
	4	3	2	1

			DESEMPEÑO		
C I E R R E	Conclusión	• Reitera la tesis • La conclusión se deriva de los argumentos. • No incluye un argumento nuevo	• La conclusión reafirma la tesis. • No incluye un argumento nuevo	• La conclusión no se deriva de los argumentos presentados y no retoma la tesis.	• No hay conclusión
A S P E C T O S F O R M A L E	Gramática ortografía, puntuación y edición.	• El texto tiene una adecuada gramática, ortografía, puntuación y edición.	• El texto tiene un uso aceptable de la gramática. • Presenta algunos errores ortográficos, de puntuación y/o edición.	• El texto presenta un uso deficiente de la gramática, la ortografía y puntuación. • La edición es descuidada.	• El texto está plagado de errores gramaticales, ortográficos, de puntuación. y/o edición.
	Léxico y registro	• Las escogencias léxicas y gramaticales se corresponden con un registro propio de una columna de opinión.	Algunas escogencias léxicas y gramaticales no se corresponden con el registro de un artículo de opinión.	El texto hace poco uso del registro de un artículo de opinión.	El registro no es apropiado para el artículo de opinión..

Total: 29 puntos: 4.8

Essay: The Positive Effects of Social Media

ESTRUCTURA		DESEMPEÑO			
		2	1.5	1	0
	Título	Es pertinente con el tema tratado. Llama la atención del lector Es conciso (cuatro a cinco palabras)	Es pertinente con el tema tratado. Es conciso (cuatro a cinco palabras)	No es pertinente con el tema tratado. Es extenso (más de 6 palabras)	No hay título
		4	3	2	1

I N T R O D U C	Introducción	● Se plantea y delimita el tema con claridad y precisión. ● Emplea una estrategia efectiva para llamar la atención del lector. ● Se identifica una contextualización suficiente (que ubica en el tiempo o espacio)	● Se plantea el tema. ● Se identifica una contextualización insuficiente ● Se emplea una estrategia poco efectiva para llamar la atención.	● El tema se plantea vagamente. ● No emplea una estrategia para llamar la atención. ● No hay contextualización	● No se plantea ni delimita el tema con claridad y precisión. ● No emplea una estrategia para llamar la atención. ● No hay contextualización. ● Confunde al lector.
C I Ó N	Tesis	● Está en la introducción. ● Se formula con claridad y precisión. ● Es una sola tesis	● Se formula la tesis ● Es una sola tesis	● La tesis es vaga o imprecisa o hay más de una tesis.	● No hay una tesis
D E S A R R O L L O	Argumentos	● Se plantean con claridad al menos tres argumentos que sustentan la tesis. ● Cada argumento se desarrolla en párrafos separados. ● Los argumentos que sustentan la tesis se justifican con evidencias ● Las evidencias de los tres argumentos son pertinentes y suficientes. ● Las valoraciones son consistentes con los argumentos.	● Incluye tres argumentos claramente definidos en párrafos separados. ● Al menos dos argumentos están articulados a la tesis. ● Las evidencias de al menos dos argumentos son pertinentes y suficientes. ● Incluye pocas valoraciones las cuales son consistentes con los argumentos.	● Presenta 1 o 2 argumentos en párrafos separados y claramente articulados con la tesis. ● Los argumentos no están suficientemente sustentados porque las evidencias son insuficientes o no son pertinentes. ● Las valoraciones no son consistentes con los argumentos.	● No presenta argumentos pertinentes. ● Presenta evidencias y ejemplos que no son relevantes con la tesis planteada ni están explicados de manera suficiente. ● No utiliza las fuentes bibliográficas recomendadas. ● Las evidencias no son consistentes con la tesis planteada. ● No emplea valoraciones
	Secuencia y cohesión	● Los argumentos y evidencias presentan un orden lógico y están apoyados en elementos de conexión y puntuación explícitas y apropiadas.	● Los argumentos y evidencias presentan un orden lógico. Hace poco uso de elementos de conexión explícitos, lo que dificulta seguir el pensamiento del autor.	● Algunos de los argumentos y evidencias no presentan ni orden lógico ni cohesión, lo que otorga al escrito un carácter confuso que distrae al lector.	● Los argumentos y evidencias no presentan ni un orden lógico ni una estructuración clara. Tiene muchos problemas de cohesión.

ESTRUCTURA		DESEMPEÑO			
		4	**3**	**2**	**1**
C I E R R E	Conclusión	● Reitera la tesis ● La conclusión se deriva de los argumentos. ● No incluye un argumento nuevo	● La conclusión reafirma la tesis. ● No incluye un argumento nuevo	● La conclusión no se deriva de los argumentos presentados y no retoma la tesis.	● No hay conclusión
A S P E C T O S F O R M A L E	Gramática ortografía, puntuación y edición.	● El texto tiene una adecuada gramática, ortografía, puntuación y edición.	● El texto tiene un uso aceptable de la gramática. ● Presenta algunos errores ortográficos, de puntuación y/o edición.	● El texto presenta un uso deficiente de la gramática, la ortografía y puntuación. ● La edición es descuidada.	● El texto está plagado de errores gramaticales, ortográficos, de puntuación. y/o edición.
	Léxico y registro	● Las escogencias léxicas y gramaticales se corresponden con un registro propio de una columna de opinión.	Algunas escogencias léxicas y gramaticales no se corresponden con el registro de un artículo de opinión.	El texto hace poco uso del registro de un artículo de opinión.	El registro no es apropiado para el artículo de opinión..

Total: 27 puntos: 4.4

Appendix 7: Exploratory task examples

Exa

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Inst

ructi

ons

Dear student:
This activity will help you understand how good your current level of academic writing in English is. Read the prompt and write a brief essay in response. You have 60 minutes to complete the activity.

Prompt

Some people believe that social networks like Facebook, Twitter, and Instagram have helped people become more sociable. Others believe that social networks have made people more lonely because it is harder to make friends outside your current social circle. Write a 200 paper in which you express your own position on the matter.
Cite information from the website below in your
paper: https://www.apa.org/members/content/social-media-research

Social networks have influenced a lot of people because that's where most of us spend our time. Even though they can be used to expand our knowledge about certain people or the current events going on around the world, it must be stated that social networks have brought disadvantages as well.

Instagram, Facebook and Twitter are applications that we are making ourselves believe that we depend on them, but the truth is that we don't. The more we are connected to these networks, the less some of us would want to deal with reality. Therefore, during this voluntary isolation, we start becoming more lonely and lose contact or communication with those that surround us. So, we are basically replacing our real life with a virtual one. Humans are more connected to each other than ever through social media. At the same time, loneliness is a huge and growing social problem.

Many problems can rise from being lonely such as low self esteem, sadness, depression, etc. Life in social networks isn't precisely real because we only get to see one side of a person's story. In other words, humans tend to post only the good things, making us think that their life is perfect while it actually isn't. Here's when, low self esteem starts. We begin questioning our lifestyle by

wondering why we don't have their same body, house, confidence, money and much more. We begin to compare ourselves to others. This is the worst thing we can do because it makes us feel ungrateful with what we have.

I can't blame the social networks for all of these insecurities. We are partly responsible for them for the big amount of time we've wasted on those applications. We must avoid being so long connected to those platforms and start living outside. if you are spending hours every day using social media mainly as a substitute for real connection, your feelings of loneliness and inadequacy will likely worsen. In other words, it is not social media itself, but the way we integrate it into our existing lives which impacts loneliness.

We should know that social media kills your energy. You can spend an hour more than what you meant to just getting lost in social media, which kills time. You'll never get that time back. Besides this loss, our inner emotions will be affected as well because we'll start comparing our way of living to other people. Therefore, the time we spend on social networks should be reduced for our mental wellness.

Example 2

Prompt

Some people believe that social networks like Facebook, Twitter, and Instagram have helped people become more sociable. Others believe that social networks have made people more lonely because it is harder to make friends outside your current social circle. Write a 200 paper in which you express your own position on the matter.
Cite information from the website below in your
paper: https://www.apa.org/members/content/social-media-research

Social media has become an essential part of our lives in the most recent years. We

communicate in long distance with our mates and family, get to know new people in this

networks and get to know each other better. Although we have some benefits over

having social media, we still have disadvantages, mainly not being able to communicate

in real life as we communicate by social media. Social media helped destroy a wall that

distanced us from other people, but created a new

one. As we get more social media presence, we forget to have an actual presence in our daily lives. This is named social displacement, which means that people rather live away from others and remain alone. With social media, is way promoted since people can live their life through their screens without leaving the comfort of their home. How ever, when people decide to leave this comfort zone, they realize they actually do not know how to talk to other people outside of this zone, making communication harder for the average human being. Instead of making them more outgoing or expressive, it makes people more awkward and shy than they used to be, complicating this action. People tend to get more information in social media rather than real life, they can know whether the other person was on vacation in Hawaii or if somebody's birthday was that same day, making it harder to find a new topic during conversation. However, it depends on the person, but most of the time is like that, not actually getting to know what that person experienced or what they felt, just knowing the superficial part of that moment. In social media, people take the effort to seem perfect to other people, so they get worried about not being perfect in the moment people meet in real life. This just helps not being able to express themselves in a correct way or just expressing themselves at all, being scared not being able to be as perfect as they show in social media. So the anxiety grows bigger and bigger, remaining in our perfect persona from social media and escaping from our regular self from real life. Isolation has become more common since this happened and, for instance, social media is doing the opposite of what it was made, instead of bringing us closer, it tears us apart from everyone else we love.

Example 3

Instructions

Dear student:
This activity will help you understand how good your current level of academic writing in English is. Read the prompt and write a brief essay in response. You have 60 minutes to complete the activity.

Prompt

Some people believe that social networks like Facebook, Twitter, and Instagram have helped people become more sociable. Others believe that social networks have made people more lonely because it is harder to make friends outside your current social circle. Write a 200 paper in which you express your own position on the matter.
Cite information from the website below in your
paper: https://www.apa.org/members/content/social-media-research

<div align="center">Social network</div>

For a long time social networks like Facebook, twitter, instagram… have become a necessary part of our daily lives, they have become an essential part of our work, lives, opportunities because they give us the benefit of connecting with many people and creating new bonds. But since everything in life has its benefits and consequences, more use of them can have consequences such as social isolation and can make it difficult for them to interact with other people in real life. In my opinion, social networks are a good tool when we know how to make good use of them, since they work like a "drug" that can become not only part of our lives, but also our lives.

Many studies affirm that excessive use can bring repercussions in the health for that reason when we are children our parents avoid to give us electronic devices to learn to enjoy our surroundings; I do not say that they are bad but we have to give him a suitable use since it offers opportunities and forms to us to extend our knowledge and to facilitate it. What happens when a person isolates themselves because of social networks is that they feel more comfortable not having to interact with a person and having that social pressure that exerts on knowing someone and sometimes violence in social networks and easy access to information can exert pressure on others. As I mentioned before, parents are an important factor in my opinion because from a young age they teach us how to interact with our environment.

Appendix 8: Final essays example

For a long time, advances with technology have made drastic changes in society like the ability to communicate fast and easy, transport from one place to another and learn information from one click away. When social media was created and popularized the way we perceive and socialize totally reshuffled. It is providing society with different benefits people would not expect. It has become an essential tool for the development of society, education and professional aspects. Communication is key when it comes to these three concepts, social media bestows the broadest way of communication there is. Which is why it is found so contributive. Social media allows society to expand their cultural awareness disregarding the geographical impediments, it supplies means in which there is constant exchange of information resulting allowing students to broaden their knowledge, and can be used as a marketing tool and a place where entrepreneurships can be easily executed.

Social networks have evolved to the point of influencing political, economic and social activity in countries around the world. People have found a medium where they spontaneously express their thoughts, feelings and opinions, developing influencing capabilities that have a global impact; when someone shares these things, they allow others to feel related to those statements and they form a community within these platforms that promotes socializing above all, helping those that find it difficult to develop their social skills in person. By discussing certain topics online, these debates help develop awareness and throughout these communities that are formed, help achieve specific goals, resulting in positive change in society. (Siddiqui, S. & Singh, T., 2016, p. 73). These internet communities enable connection with other individuals that, if it was not for this media, would not have been able to occur (Akram & Kumar, 2017, p.352). Beyond geographical and cultural differences, these diverse connections establish a more respectful, equal and united society.

One of the main positive effects of social networks is education. It presents students with the opportunity to learn constantly from specialists and professionals on the topic that they wish. The quick exchange of information between these entities provides the capacity to refresh their knowledge with new incoming knowledge that they are sharing, allowing them to broaden their own database even further (Akram & Kumar, 2017, p.351). On the other hand, this type of media promotes an independent and autonomous individual due to the fact that they have the chance to deepen their skills on their own. According to Akran & Kumar (2017) through the use of social media, students can also learn what the world expects from them as professionals and as people, so they will learn to cope with these expectations to succeed in their personal goals (p.351).

Apart from this, being mainly communication platforms, it is often used by teachers and students to collaborate within themselves and to update on different activities and assignments; after all, "59% of student users report that they use social networking to discuss educational topics and 50% use the sites to talk about school assignments" (Nadkarni et al., 2019, p. 10).

Businesses all over the world are using social media as a way of communicating with their customers and promoting their products or services, it is a helpful instrument that allows interaction and feedback from clients. On platforms such as Instagram, Twitter, Facebook, etc… promoting business can be as simple as posting stories, igtvs, reels, Tik Toks or posts the key to success in these sites is to interact with followers and provide them good quality content from which they will receive feedback via polls, comments, amount of likes and private messages this helps to improve service and products and to grow in the huge algorithm of social media. This allows customers to form a connection with company employees which benefits business immensely, they have an opportunity to know people that work for them which helps the business as a whole build

connections. To interact with followers and provide them good quality

content from which they will receive feedback via polls, comments, amount of likes, and private messages helps improve service and products and grow in the huge algorithm of social media platforms. Social media encourages companies to have a modern and up-to-date brand identity that makes them more trustworthy to consumers. This is vital for organizations to remain competitive in markets that have rapidly changing tastes and preferences of consumers, businesses must strive to create an image that is appealing to their target market. Siddiqui, S. & Singh, T. (2016) agree with this argument by stating that social media "helps to enhance market insight and stretch out beyond your rivals with online networking" (p. 73). One way of doing this is through the use of social media platforms, which allow them to connect with audiences across the globe and reach new potential consumers and clients.

To sum up, the sites are constantly evolving and changing to fix the negative issues. Young people need to create stability between their academic performance, their business knowledge, and their social media skills. There are still issues that need to be addressed, but it seems that the positive effects outweigh the negative. Social media is a very valuable tool for meeting new people and keeping people in touch. Although it can tire people out, social media has a positive impact on the world by allowing people to communicate and stay in touch with everyone in an easy and convenient way.

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Example 2

The Negative Impact of Social Media on Youth

Humans are recognized for being social creatures. They feel the need to connect, and these connections have repercussions on various aspects of society. With the reliance on social media platforms such as Facebook, Twitter, Snapchat, Youtube, and Instagram, communication has become effortless, thus, it has started to replace real-life interactions. Children and teens have increasingly appropriated these online habits in the past years; which have created a psychological dependency, along with other factors. The impact of social media on youth has mostly been negative since it endorses addiction while reducing the capacity to interact with others, enlarges the risk of leaking personal information, and distorts self-image.

Negative Effects of Social Media on Kids and Teens

The impact of social media on young people has developed new insecurities within them, these include body insecurities and unacceptance because of the modifications in pictures that set unrealistic beauty standards. According to Voelker, Reel, and Greenleaf (2015), adolescence is a crucial age for the development of body image, self-esteem, and body dissatisfaction, consequently, the continuous pursuit of a body portrayed in social platforms may generate negative feelings which can result in a change in eating behaviors and mental health issues. It can also be said that young people nowadays are very impressionable, and the amount of influence these platforms provide ends up being counterproductive, considerably affecting their development and way of thinking.

Another risk that kids and their families have to face is how effortless it is to post in these programs. Thirty-one percent of youth surveyed by the National School Board Association (2007) reported posting inappropriate pictures and sharing personal information with strangers.

With this in mind, teenagers' and kids' lives are at risk not only because of the information they give risking their integrity, but by having this information and personal images spread on the internet. Young kids are managing social accounts without knowing how they work or how they may affect them.

Throughout the years, the perception of sex has lost its value. Given social media, sex is being shown as something insignificant and teenagers are beginning to have sexual relations at a younger age thinking that it isn't a big deal and also ignoring all its consequences since they don't acknowledge any formal information about it. One repercussion produced by the lack of knowledge is teenage pregnancy. The majority of cases are unwanted pregnancies due to irresponsibility from the couple. Another case in which social media holds relevance in the topic is blackmailing; as people have become accustomed to posting pictures where they show more skin, predators can blackmail the owner by editing them and deceive the victim into unconsented situations.

Negative Effects of Social Media on Society

Social media has increased mental health conditions such as depression, anxiety, self-harm, and even suicidal thoughts. According to Akram & Kumar (2017) "Some studies have indicated that social media use may be tied to negative mental health outcomes, including suicidality, loneliness and decreased empathy" (p. 352). Unfortunately, social media platforms have developed new insecurities within people, due to the constant bullying and demeaning messages wrongdoers write on some profiles. These kinds of messages are called cyberbullying or cyber harassment, and it aims to anonymously terrorize and spread gossip about their victims who will later be mentally and socially affected by all this. Therefore, "The anonymity of social media sites offers cyberbullies a vehicle. Even cyberbullies who choose not to be anonymous do not

have to confront their victim face-to-face and instead hide behind their computer screens, which is believed to make these attacks easier" (Grube, 2012, p. 1). As people engage every day in social media, unconsciously they are creating an addiction to it. As stated by Akram & Kumar (2017), "It can likewise squander an individual's time that could have been used by profitable tasks and exercises" (p.352). The challenge with the new generation is that they can't tell when they are becoming addicted to it, also they are wasting valuable time. Instead, they could be studying, practicing sports, learning an instrument, or learning a new language. According to Akram & Kumar (2017) "Personal information and security can be hacked and shared on the Internet" (p.352). In addition, personal information that is available on certain profiles could be used for frauds and scams. Consequently, what is posted on these platforms and who sees their content is something to be careful about.

Negative Effects of Social Media on Education

Social media has negatively impacted education in aspects such as declining investigative abilities, lack of motivation which leads to unfavorable effects on the psychological well-being, and retrogression in social interactions. Although these are merely some of the effects, Siddiqui & Singh (2016) raise the argument that one of the principal concerns that emanate regarding academic activity is the interference which social platforms pose on students in class, given that it is unfeasible for teachers to discern who is attending the explanation. Furthermore, bloggers and writers predispose the educational system to malfunction when posting inaccurate information on social media, which ultimately results in affecting the impressionable minds of young students (Siddiqui & Singh, 2016).

As information is so effortlessly attainable on social media sites and the internet, students are conditioned to rely on it while simultaneously diminishing their learning

and investigative

abilities (Akram & Kumar, 2017). As the time spent using social media increases, a student's motivation decreases due to the usage of distant bilateral communication networks, instead of logically learning from the current reality. This lack of motivation equally impacts the deterioration of the capacity to mingle physically with others (Akram & Kumar, 2017).

Conclusion

As the use of social media is increasing, young people have turned it into a daily routine, therefore, it's making a dramatic negative impact on their development. These networks are distorting how youth is approaching interactions with one another. It is causing kids and teens to set unrealistic expectations with their appearance, underestimate their security while posting, and take for granted their responsibilities in their sex lives. In addition to this, the constant use of social media brings a series of risks that are affecting young people in a mental and social sphere. Dangers such as cyberbullying or cyber-harassment have produced new insecurities and have created certain self-harm behaviors. Reaching the point of a possible suicide. Hackers can lead to theft of personal information and could put an entire family at risk. Including that it could cause fraud and scams. Lastly, the constant online involvement among students has generated lack of attention and motivation, along with the trust on sites that present misleading information, which decreases their investigatory skills.

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Appendix 9: The Positive Effects of Technology Use by Children

Social media. Apps. Gaming. Television. YouTube. Modern American youth are flooded with opportunities to access information and entertainment, often at the touch of a fingertip. Although many of these technological outlets have a negative connotation of "wasted brain space," not all technology and screen time should be considered of little worth, or purely for mindless entertainment. In fact, because of technology's widespread appeal and accessibility, it can be easily used to incorporate academic or educational purposes into a daily routine. Technology's ability to captivate and engage a targeted audience can be harnessed and redirected from mindless entertainment into powerful tools which are not limited to amusement alone. Games, television,

and apps can be used to appeal to a child's intellect while developing technical skills; this creates a wealth of opportunities to enhance the behavioral and scholastic development of an adolescent. The use of technology and screen time can be positive for children as it allows children to excel academically by experiencing the expanding definitions of classrooms and literacy as a whole, improves low-performing developmental skills, and can supplement in-class education for more academically-advanced students.

Television, textbooks, and computer games are just a few technological mediums in which information is presented and widely accepted as a form of communication. This must be taken into account when determining what literacy means and how children receive information as well as how they master the skill of developing their competencies. Where reading and writing skills in the changing to include proficiency in modern technology such as computers and other digital sources of information. Because of this changing standard in academia, children must be allowed to explore information in ways that challenge previous methods. For example, children can access digital applications, and according to Kervin (2016), "Digital play with carefully selected apps can provide active, hands-on, engaging and empowering learning opportunities. Apps can facilitate versatility in children's literacy experiences by providing opportunities for reading and writing, and to listen and communicate through a range of scenarios and activities" (p.70). By this explanation, an app on a tablet can provide children an alternate medium for education while introducing them to technology literacy. Although not all available apps are created to enrich a child's educational experiences, the guided use of carefully chosen apps for digital play can be a powerful learning tool when used in academic contexts.

Argument 2

Apps and digital play are not limited to academic and entertainment purposes; some are created with the goal of improving developmental outcomes of adolescents. In doing so, this technology can be used to guide a specific population of children with learning disabilities, such

as those who present on the Autism Spectrum, to help them learn life skills which can improve their independence, comprehension, and social skills. In a 2015 case study by Allen, Vatland, Bowen, and Burke, the parents of a child diagnosed with Intellectual Developmental Disorder and Autism Spectrum Disorder created video self-modeling (VSM) apps.

These video apps modeled how one could appropriately interact with others in specific social situations, such as interacting with a cashier or acquaintance. Their daughter accessed these apps on a tablet in order to view appropriate behavior modeling. By viewing others demonstrating appropriate behavior on-demand and in a medium which she was comfortable with, the adolescent was able to significantly improve her independence and learned behaviors. Where she once was able to only model appropriate social behavior in approximately one-quarter of her attempts, after using the VSM app, she was able to triple her success rate, and occasionally exceed that marked improvement (Allen et al., 2015). The act of independently accessing these computer apps and getting instruction in this educational medium directly correlated with the girl's developmental success and social outcome.

Argument 3

In addition to low performing and functioning children, the specific population of children who perform higher academically, or are identified as gifted, can also benefit from technologically based or enhanced learning environments. Online educational programs and tools are becoming readily acceptable and embraced as supplement or alternative to a brick-and-mortar classroom. In a study by Periathiruvadi and Rinn (2012), the authors explained that gifted students who participated in online learning and the educational software that accompanies it stated they prefer this type of education because their traditional schools did not offer activities that were challenging enough. These students also appreciated the ability to supplement their regular coursework with additional learning tools and even gain advanced placement credits because of it (Periathiruvadi & Rinn, 2012). The acceleration of courses through additional online educational

tools is a benefit for some students, as they can attend college earlier than traditionally enrolled students, or at the same time as completing their high school education. The recognition of the importance of online or blended traditional and online classes is not limited to individual schools or students. In some cases, legislators at the state level have acknowledged the benefits of online or blended classes and have even implemented laws to support the inclusion of this type of education. For example, the Florida Digital Learning Now Act of 2011 requires the state's school districts to "establish virtual learning options, and authorize customized and accelerated courses to be delivered in traditional school settings by personnel providing direct instruction through a blended environment" (Swan, Coulombe-Quach, Huang, Godek, Becker, & Zhou, 2015, p. 27). The fact that governmental mandates require technological involvement in schooling shows that the climate of education is changing to encourage a marriage of technology and academia. The appeal of online learning is not limited to gifted adolescent learners; the increase in online college courses is an indication of the changing future of formal educational institutions. Allowing younger students to explore this option prior to entering college could provide a foundation for a post-diploma education.

Some scholars and researchers claim that there are negative impacts of technology on a child's developing mind. According to one research study, scholars claimed that "moderate evidence also suggests that early exposure to purely entertainment content, and media violence in particular, is negatively associated with cognitive skills and academic achievement" (Kirkorian, Waltella, & Anderson, 2008, p. 8). Although there is validity to the presented argument, this theory excludes educationally driven programming, some of which is specifically designed to educate children beyond what they might experience by age-appropriate schooling alone. There is incredible value informal education and the public school system; however, classroom modalities are not the only way children learn about the world around them. Educational stimuli can come in the form of direct contact with a teacher, reading a book, or by watching a program.

For example, a student learning about the number three can find value in hearing a teacher explain mathematical values of the number, by reading a book which illustrates a visual example of the number, and by watching a program with a catchy song about the number three. In his eBook *Children's Learning From Educational Television: Sesame Street and Beyond*, Fisch (2004) described how some television programs are types of informal education, "much like educational activities that children find in magazines, museums, or after-school programs" (p. 9). While a good deal of education takes place in the classroom, television can be used to supplement the academic experience of a student. When presented in an informal and entertaining way, this supplemental material can help students become more engaged in topics, and more willing to delve into deeper consideration of concepts. Early learners may also be introduced to subject matter that is not typically introduced until later phases of formal schooling, if at all (Fisch, 2004). Children and adolescents may also find value in television news programming which provides information on current events, such as Nickelodeon network's program titled *Nick News*. This show detailed topical information, such as politics and environmental issues, in an entertaining televised format which was geared to children and adolescents (Fisch, 2004). With all this considered, television and other forms of technology should not be dismissed as petty entertainment; the potential to present educational information in this medium is possibly immeasurable.

When the tool of technology is used to supplement formal education, it can be invaluable in aiding the positive development of a student's growing mind. Television programming can introduce new ideas or reinforce those which have already been presented, making concepts more familiar and contextual. Social skills can be learned by being presented to low-performing children via tablet apps or videos, which allows for developmental growth in a convenient and easily accessible way. The definition of a classroom itself has changed, and online learning is a space in which high-performing students can flourish. As society embraces the inclusion of technology in

everyday life, the field of education should not be an exception; to exclude technology from educational and social development could arguably be detrimental to a child's outcome as an adult. The use of technology and screen time has been proven to create a well-rounded and positive educational experience for children and adolescents. Technology supplements in-class education, improves low-performing developmental skills, and allows children to excel academically by embracing the expanding the definition of a classroom environment and education.

The use of technology and screen time can be positive for children as it allows children to excel academically by experiencing the expanding definitions of classrooms and literacy as a whole, improves low-performing developmental skills, and can supplement in-class education for more academically-advanced students.

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Author's Biography

Nataly Diaz Nieto, was born April 6, 1996 in Barranquilla, Colombia. She was educated in private institutions with American curriculums during her school years. Studied early childhood pedagogy at the Universidad del Norte in which she conducted research that sought to develop the entrepreneurial spirit of children through conscious discipline. Therefore, she dedicated herself to working with preschool children between the ages of 3 and 7 years old. In 2020 she began her master's degree in English Language teaching at the Universidad del Norte. While pursuing her master's degree, she focused on teaching English literature at middle and high school level. Currently she is dedicated to developing academic writing skills in senior students. Likewise, her classes generally focus on developing critical thinking skills through literature that has left its mark on English history, such as George Orwell and William Shakespeare.