

EXPLORING CHANGES IN TEACHERS' PRAXIS WHEN LEARNING READING TO
LEARN (R2L)

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Abstract

Reading to learn (R2L) is based on a set of strategies intended to qualify teachers to support their students during their learning process, in order to lead them to independent and successful creation of texts. This methodology has been implemented and researched around the world, considering different curriculum contexts, languages, and content areas. Nevertheless, the main concern of these studies has been learners' reading and writing improvement based on this Genre-based pedagogy, paying less attention to teachers' learning and implementation of R2L. This study presents an in-depth analysis of one in-service teacher's appropriation of R2L for teaching spoken discourse in English as Foreign Language (EFL) classroom. Specifically, the study describes the challenges and changes that might take place in teachers' praxis as a result of this process. The study was conducted following a qualitative formative interventions (FI) design. Data were gathered through interviews and lesson observations. Analysis was carried out through activity systems analysis. Findings revealed changes in the teacher's praxis referring to the object and tools and the contradictions she experienced when learning R2L that propelled such changes. This study will inform future professional development programs in R2L as well as expand our understanding of how R2L can be used for supporting learners' spoken meaning-making in foreign language contexts.

Key words: Praxis, Reading to Learn (R2L), Contradictions, Formative intervention, Activity system, spoken discourse, professional development

Table of Contents

Contenido

Introduction.....	9
Theoretical Framework.....	12
Systemic Functional Linguistics	12
Reading to Learn (R2L)	13
R2L for Spoken Discourse.....	18
Activity Theory and Teacher Praxis	19
A Review of Research in R2L	22
Changes in Teachers' Praxis	23
Challenges, Tensions and Conflicts	25
Methods.....	29
Research Design.....	29
Context and Participants	32
Professional Development Program	32
Data Collection Procedures.....	33
Data Analysis	38
Findings.....	40
Ely's Praxis at the Onset of the Project	40
Changes in Ely's Praxis	49
Change in the Object of the System.....	50
Change in the Mediational Tools of the System.....	58
Change in the Community of the System	71

Discussion	75
Findings Related to the Literature.....	75
Conclusions.....	79
References.....	82
List of footnotes	87
Appendices.....	88
Appendix A: Analysis of text	88
Appendix B: Genre analysis	90
Appendix C: R2L for spoken discourse.....	93
Appendix D: Text transcript	104
Appendix E: Pedagogical Diagram.....	105

List of tables

Table 1: Learning Actions during FIs in R2L pedagogy.....	31
Table 2: Phases of data collection process.....	32
Table 3. Observation process.....	33
Table 4. Interviewing process.....	34
Table 5. Learning sessions.....	36

List of figures

Figure 1: R2L cycle.....	14
Figure 2: Ely's praxis pyramid before the formative intervention.....	38
Figure 3. Ely's pyramid after the formative intervention.....	47

Introduction

Genre-based pedagogy (GBP) emerges as a series of teaching strategies used to cope with the problem of writing the genres of primary schooling. Developed by a group of scholars known as the Sydney School, it started in the 1980s with a first phase named The Writing Project and Language and Social Power Project, which helped disadvantaged learners write primary school genres successfully. Considering these results, this pedagogy was extended to a second phase during the 1990s, the Write it Right project, which focused on exploring the genres that secondary students needed to read and write in various curricular areas (Rose & Martin, 2012).

A third phase of this pedagogy, known as Reading to Learn (R2L), started to develop along with the previous ones in the late 1990s as a “methodology for integrating reading and writing with learning the curriculum in primary, secondary and tertiary education” (Rose & Martin, 2012, p. 1). R2L sought to overcome the problems of Australian indigenous students related to literacy in English, obtaining promising results, such as the commitment that teachers and schools demonstrated to the implementation of the pedagogy as well as students’ reading development and text production according to their year levels (Rose et al., 1999). R2L follows a teaching/learning cycle (TLC) that designs “a mentoring role for teachers into the TLC and [provides] relevant understandings about language to share with students drawing on functional linguistic theory” (Rose & Martin, 2012, p. 72). As a result, this cycle allows teachers to guide their students from a dependent and collaborative stage to the independent construction of a text.

Since then, and considering its success in terms of literacy development in several parts of the world, different studies on R2L have been conducted with secondary students, seeking to improve their genre writing skills as foreign language (FL) learners. Damayanti (2017), for instance, implemented R2L in an Indonesian secondary school, with successful results in writing

stories, considering the significant change of one of the low attaining students, while Shum et al. (2016) demonstrated that the use of this methodology provides scaffolding for secondary non-Chinese-speaking students with low writing skills.

Concerning tertiary education, Rose et al. (2008) report the use of a Scaffolding Academic Literacy pedagogy that emerged from the claim that “the primary skill that students need for university study is independently learnt from academic reading” (p. 168). Yet the Indigenous undergraduate students of this study had disadvantaged backgrounds related to academic literacy skills, which were improved through R2L. For their part, Millin and Millin (2014) present the first study carried out in South Africa, whose findings show students’ improvement in reading and writing academic texts after the implementation of R2L.

Undoubtedly, the main concern of research in R2L and genre-based pedagogy has been to improve students’ achievements in reading and writing, paying less attention to the teaching of spoken genres. In addition, regarding teachers’ learning and implementation of this pedagogy, some European countries have provided teachers with workshops and mentoring sessions that led them to understand this methodology and eventually plan and implement R2L lessons in their classes. As a result, researchers have identified significant changes in teachers’ practices, as they “have learned to look at texts differently, to prepare their lessons more systematically, as well as to elaborate their discourse and explain the tasks they give their students more explicitly” (Whittaker & García Parejo, 2018, p. 53). With regard to difficulties during the learning process, Hipkiss and Varga (2018) highlight the long time needed to build the knowledge related to genre (a text with a social purpose), and internalize the pedagogic metalanguage associated with Reading to Learn pedagogy. Little, however, has been studied on the implications for teachers’ praxis of learning R2L (see Acevedo, 2020), considering praxis as “the application of theory to

classroom practice, as well as the extension and/or evolution of the linguistic theory in response to findings gleaned from application” (Trojan et al., 2020, p. 3). Thus, it is essential to explore the changes in teachers’ praxis that may occur while teachers learn R2L, as their understanding of this pedagogy and its underlying linguistic theory will shape their decisions about planning and implementing (application) the pedagogy in their classes. Such changes in praxis are spurred by contradictions, that is, conflicts or clashes between teachers’ current practices and the pedagogic strategies proposed by R2L.

Accordingly, this study analyzes how one in-service teacher learns R2L to develop EFL students’ spoken communication. The study attempts to answer the following questions: What changes in teachers’ praxis might take place as teachers endeavor to learn R2L pedagogy for spoken discourse? What contradictions, if any, do teachers face when implementing R2L for the development of spoken EFL communication? and how do they deal with these contradictions? To address these questions, the study uses an activity theory framework to analyze the changes and contradictions in teachers’ praxis when implementing R2L pedagogy. Results from this study will lead other teachers and teacher educators into a recognition of similar experiences and possible alternatives to face the demands that emerge from learning and implementing R2L pedagogy for spoken communication.

Theoretical Framework

The following chapter presents the conceptual framework that underpins this research as well as review the most significant literature related to genre pedagogy and R2L.

Systemic Functional Linguistics

Systemic functional linguistic theory (SFL) argues that communication, either written or spoken, involves the form of the language (semantics, lexico-grammar and phonology/graphology) and the context where it is used. Therefore, language is conceived as a social semiotic system, since linguistic choices related to the form of the language are made in order to construct meaning (Eggins, 2004). Such choices are affected by both, the context of situation in which a text is produced, which makes it, according to Halliday and Matthiessen, “an instance of an underlying system” (2014, p.27) (instantiation), as well as by the context of culture, that is, when a text is used according to its social purpose or genre.

Language is conceived as text in SFL, considering that any example of it has the purpose of fulfilling a social need. That is, “the term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language [...] Language is, in the first instance, a resource for making meanings; so text is a process of making meaning in context.” (Halliday & Matthiessen, 2014, p. 3). Buying groceries at the market, sending an email to a friend and a job interview, are all examples of texts that fulfill a particular social purpose.

Thus, text and context are closely related since all texts create and respond to a particular situational and cultural context (Eggins, 2004). Regarding the context of situation, there are three dimensions, or register variables, described by Hammond (2016, p. 10) as: field, which refers to “what the language is being used to talk or write about; the subject under discussion”, tenor, that involves “the roles and relationships between the language participants (degree of familiarity;

relationships of equality or power)", and mode, that describes "the role language (or other semiotic systems) is playing in the situation; the channel of communication (spoken, written, multimodal)." Such a claim supports the idea that language is a semiotic system, since the experience of the speaker or writer, his/her relationship with the other interactants and the channels s/he uses, affect his/her choices related to the language. For instance, the language choices someone makes when giving the instructions about cooking his favorite dish (field), may vary if the listener or reader is his friend or his boss (tenor), and if the information is given on a phone call or in a written text (mode).

As a social semiotic system, language conveys three simultaneous meanings or metafunctions: a) ideational or experiential meaning, that refers to the way people represent their external and internal experiences of the world around them. b) interpersonal meaning, related to how they express the roles and relationships between the interactants. c) and textual meaning, which presents the organization of the text either written or spoken. The dimensions of social context (field, tenor, and mode) are realized by the simultaneous meanings in language (ideational, interpersonal, and textual) in such a way that these three meanings are conveyed in any instance of language use. This leads SFL to claim that language is developed only in context, because the variables of each situation make sense according to the meanings they convey (Eggins, 2004; Hammond, 2016).

Reading to Learn (R2L)

R2L is a genre-based methodology that follows three levels of strategies that support the reading and writing process across the curriculum at primary, secondary and tertiary levels. Three educational theories underpin this methodology. First, Halliday's SFL defines language as a social semiotic system that helps construct meaning according to the immediate context and the

context of culture where it serves its social purpose or genre. Therefore “a knowledge of how language works to build the genres associated with school success will enable teachers to guide their students (both L1 and L2) in learning them” (Christie, 1999, pp. 761-762). Thus, the study of language as a system and the social function that genres fulfill is one of the founding principles of R2L pedagogy.

Second, Vygotsky’s theory of the zone of proximal development (ZPD), which argues for the importance of teachers’ guidance and support during the tasks students have to do in lessons. According to Rose and Martin (2012), “the teacher’s support is designed in genre pedagogy to enable all students in a class to do each task at the same time” (p. 13). As a consequence, R2L focuses on the interaction between teachers and learners in order to build knowledge, since the learning process is achieved when learners succeed in doing the learning task, with the support of their teachers (Rose, 2017). Such interaction consists of the preparation students require to accomplish the learning task they are expected to do. Therefore, the role of the teacher is to show students how to do the task and model it several times before they perform the task. Once the latter is achieved, teachers may elaborate on what students have learned. This whole process, known as scaffolding, is a founding principle of R2L (Rose, 2007).

And third, Bernstein’s theory of education as pedagogic discourse highlights the inequality teachers find in their classrooms in terms of knowledge acquisition, skills development and identity. Such inequality reflects the way society is divided and “as a result the learner identities that are produced and maintained by the moral order of the classroom and school are stratified as successful, average, or unsuccessful” (Rose, 2005, p. 133), since school is seen as a fundamental pillar of social organization and formation of the workforce expected to meet its demands. Therefore, such reflection of society stratification on schools and classrooms

determines teachers' decision-making with regard to the methodology they must use to meet all their students' needs, independently from such classification. Considering this reality, R2L aims to narrow the gap between successful and unsuccessful students' reading and writing skills, by providing students of any school level and background with the explicit knowledge of language they need to succeed in reading and writing, taking into consideration that literacy is the base of their academic and eventual professional and social development.

As mentioned before, R2L is based on three levels of strategies that support students in reading and writing different types of texts independently, as it is illustrated in Figure 1.

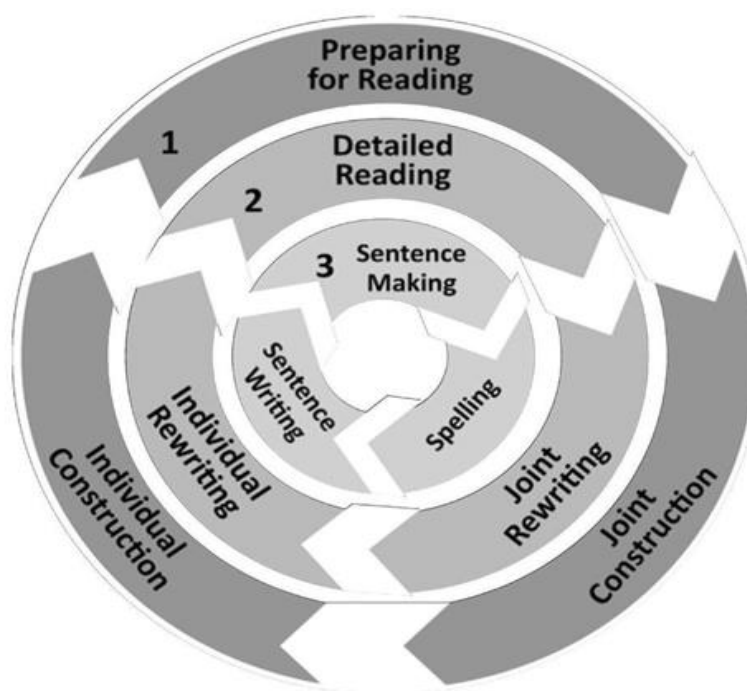


Figure 1. R2L cycle (Rose & Martin, 2012)

The first level corresponds to a set of strategies called preparing for reading, joint construction and individual construction, which focus on the structure of the text as a whole. The purpose of this level is to support students' knowledge acquisition through reading and eventually evaluate their progress through writing. In this level teachers' guidance begins by

considering students' previous knowledge about the field of the text, then helping them rewrite a text similar to the model analyzed, and finally giving students minimal support while writing their own texts individually.

Preparing for reading consists of some steps to guide students through the text, starting with the knowledge they may or should know about, that is, the field of the text, followed by the preview of the stages in which the text unfolds and finishing with a discussion about the key points of the text. In joint construction, students write a whole text, considering the genre they have previously analyzed, in terms of the patterns and phases that they identified. This process is developed with the support of the teacher and peers. The last strategy of this level is individual construction, which refers to the attempt students can make to write a whole text, following the models they have read and the strategies they have implemented in order to know the language and the phases in which the text unfolds. In this part, the teacher's guidance and help may be reduced.

The second level of support focuses on short segments of text and involves the strategies detailed reading, joint rewriting and individual rewriting. This level places more emphasis on reading comprehension and how students can use what they learn from reading in their own writing. Regarding the use of the language, it focuses on grammar and discourse patterns, considering the meanings that are conveyed within and between the sentences of a passage (Rose & Martin, 2012). Detailed reading, describes the identification and comprehension of vocabulary and language patterns in the sentences of a short passage, in order to understand what the passage is about and how it unfolds. Here the teacher leads the interaction with the students by following 'scaffolding interaction cycles' (Acevedo & Rose, 2007) that consist of four steps namely prepare, identify, affirm and elaborate. The interaction cycle starts reviewing the context

of the passage and reading it aloud. Then the teacher prepares the students for the identification of certain wordings in the sentence, giving the meaning of the sentence and reading it aloud while students do it along. After giving meaning and position cues, the teacher guides students through identifying and highlighting a first word or group of words, and once they do it, they are complimented, affirming their answer. Finally, the teacher elaborates the meaning of the word, considering the context where it is used and what students have already understood during the previous steps. This cycle is repeated with each word or group of words (Rose & Martin, 2012).

Once detailed reading is implemented, the teacher instructs students how to write a new passage, based on the language patterns that they identified previously and the review of the wordings of each sentence, which is known as Joint rewriting. This strategy involves the teacher's guidance as well as all students' participation in the writing of the text, considering their background and new knowledge. Depending on the genre, they may propose a new field, if they are going to write about stories, arguments or text responses, or new language patterns if it is a factual text (Acevedo & Rose, 2007). Joint rewriting may be followed by Individual rewriting, in which students write the same passage with no support, taking into consideration the language patterns they have reviewed and learnt from the previous strategies. Here some students may work independently, while others will need more help from their teacher.

Finally, the third level of support consists of sentence making, spelling and sentence writing strategies. This level looks for students to obtain more detailed knowledge of wording and spelling, that allows them to write sentences (Rose & Martin, 2012). Sentence making develops students' creativity and control over the wordings learnt in detailed reading, since they have to identify and reorganize the words once they have read and reviewed the sentences and they cut up the words that are part of it. Regarding spelling, teachers lead students to use familiar

words from the text in order to recognize and use the letter patterns that are part of the target language spelling system. Sentence writing, on the other hand, allows students to use the words they learnt during the spelling strategy to write familiar sentences. Such a process is based on students' memory, the context where the words were used and their sequence in the sentences (Christie, 1999). All these strategies are implemented with teachers' support and guidance, in order to include all the students in the process and provide scaffolding for those ones who need it the most. Teachers' adoption of R2L strategies represents a significant change in praxis that will be documented through this study.

R2L for Spoken Discourse

Reading to Learn (R2L) for spoken discourse is a recent adaptation of the genre approach to promote students' ability to communicate orally (Herazo et al., 2021). Mirroring what is done in R2L, this adaptation follows the stages Preparing for listening, Detailed listening, Joint retelling, Joint construction and Independent speaking. However, it emphasizes the use of pedagogical diagrams that both condense genre knowledge as well as scaffold students' understanding and realization of spoken discourse.

Preparing for listening focuses on building the field of the genre, while the teacher asks students about their background knowledge, and tells them what the text is about in terms of purpose and schematic structure before playing the video or audio. Detailed listening leads students into the comprehension of the spoken text, by identifying specific wordings in its transcript, following the steps of the interaction cycle of R2L. Here the teacher guides students through the lexicogrammatical features of the text as they see or listen to it and take notes. It is here that the teacher introduces pedagogical diagrams about the stages and phases of the genre and its lexicogrammar.

Joint retelling lets students, together with the teacher, retell the original text based on the notes, wordings, and pedagogical diagram identified during the previous strategy, as well as its purpose and stages. Joint construction refers to the creation of a new text that resembles the one used previously, considering its genre. The teacher helps students plan the spoken text using the pedagogical diagram and wordings identified in previous stages.

Finally, during Independent speaking students are engaged in planning and giving their own new spoken discourse of the same genre they have learned about. The support of the teacher in this stage might be reduced, while students, individually or in small groups, make choices about the field, the wordings and the resources such as charts or diagrams, to be used during their presentation of the spoken text.

Activity Theory and Teacher Praxis

Activity theory, also known as Cultural Historical Activity Theory (CHAT), seeks to “help researchers and practitioners understand individual activity in relation to its context and how the individual, his/her activities, and the context affect one another” (Yamagata-Lynch, 2010, p. 1). This theory leads to the identification of the subject(s), the tools used by the subject to achieve the goal or object of the activity, the rules they have to follow to do the activity, the community they are part of, the different tasks assigned to the members of the community or division of labor and the outcome of the activity.

The subject is one of the components of the system and represents the individual or group of people whose actions are taken for analysis, while the tools refer to those social others and artifacts that are “invented, purchased, discarded, and replaced in the activity” (Yamagata-Lynch, 2010, p. 22) and that serve as mediation to carry out the activity. Tools are not only the subject’s resources to engage in the activity but they can also vary in value and origin. There

would not be activity without a goal or motive, described as the object of the activity or that at which a subject's actions are directed (Yamagata-Lynch, 2010). For example, teaching a foreign language in classrooms is a common activity in today's society, usually involving the teachers as subjects and motivated by the overarching object of promoting student learning.

As in any other process, in order for the subject to take part in the activity and interact with others, he/she needs to follow certain rules, which might affect the development of the activity to a different extent, considering that they may restrict or expand the activity. Such interaction is only possible when the subject belongs to and feels identified with a specific social group or community who shares the same object, while he/she participates in the activity. Being part of a community involves different responsibilities related to the tasks each member has to perform, which is known as the division of labor. This leads to diverse "work relationships and power relationships between members of the community" (Dang, 2013, p. 49). These last three components provide activity system analysis with a socio-historical context (Yamagata-Lynch, 2010), and all of them together lead to a result or outcome based on the object of the activity.

The representation of an activity system reflects the above-mentioned concepts in a model developed by Engeström (1987, cited by Yamagata-Lynch, 2010) as a series of triangle diagrams. The unit of analysis is then the human activity, specifically the object-oriented activity, which is analyzed considering the interaction of the subject with his/her context, the object and the results of the activity, that is, how they evolve and change.

In this conceptual context, praxis refers to the undeniable relationship between theory, concept, beliefs, and ideology held by people and how they are expressed through actions and visible events (Hoffman-Kipp et al., 2003). That is, praxis can be considered as an activity system involving the dialectic interaction of the various components of the activity previously

described. With regards to education, there are several theories that describe teachers' praxis according to its relevance in the teaching and learning process. Lantolf (2008), based on Vygotsky's theory, argues that it is necessary to make "the dialectical link between scientific knowledge and practical activity, [...] the guiding principle of instruction" (p. 37), with the purpose of making learning scientific knowledge a part of the reality where students acquire knowledge spontaneously. Practice, therefore, not only establishes the tasks, but also judges the theory that supports them. Consequently, he affirms that "The crucial feature of praxis in its contemporary understanding is the dialectic unity of consciousness (knowledge/theory) and action that results in the creation of an object" (p. 13). That is, the learning process, the students' outcomes, or growth and development of the teaching process itself, seen as an object, occurs when theory and practice develop together even when they can be considered as opposed.

Seeing teaching as a critical process, and consequently as a critical praxis, Waller et al. (2017) claim that "praxis is all about balance, how teachers define their beliefs and the theories they have learned, and how they implement these beliefs and theories through their instruction" (p. 16). Thus, their main point is that teachers must identify their own identity as educators in order to create this balance between what they state and their actions inside the classroom. Critical teachers' praxis enables students to recognize the importance of their learning process, their own identity, and their possibility to improve.

Thus, the implementation of R2L in order to enhance students' spoken meaning making might spur changes in teachers' praxis, since this methodology is based on theories that differ from previous and traditional teaching practices and leads the teachers to scaffold their students while they all, regardless their backgrounds and initial skills, achieve the expected goals for their level.

A Review of Research in R2L

Reading to Learn (R2L) pedagogy has been developed and researched during the last two decades, in different countries around the world, with diverse populations, trying to achieve various objectives. Among all these studies, this literature review presents the results and implications of 14 studies, conducted in the last eight years, including qualitative and quantitative approaches and different curriculum contexts (primary, secondary, tertiary education) in places such as South Africa, China, Indonesia, Spain, Sweden, the United States and Colombia.

R2L has been used in a variety of linguistic contexts, including English, Chinese, Swedish, French and Spanish. Students and teachers were learning and teaching, not only one of these languages as a second or foreign language, but also other subjects like social science, history and science. The main concern as well as the most common findings reported by these experiences refer to the improvement in students' literacy, especially in those ones with a low level of proficiency in reading and writing (Millin & Millin, 2014; Shum et al., 2016; Whittaker & Acevedo, 2016; Damayanti, 2017; Pedrosa, 2017, Becerra et al., 2020). These findings prove that R2L indeed “accelerates the literacy of all students, from all backgrounds and ages” (Rose & Martin, 2012, p. 120). They also present how, after receiving training, teachers might be better equipped to guide and enhance students' reading comprehension and production of written (Whittaker & Löfstedt, 2017; Whittaker & García, 2018, Gebhard et al., 2013) and spoken texts (Herazo et al., 2021).

In relation to the purpose of this study, the following findings describe what has been concluded related to the two research questions this project aims to answer. First, considering the

changes that took place as teachers endeavored to appropriate R2L and second, identifying the contradictions that they faced when implementing such methodology.

Changes in Teachers' Praxis

The first change to be discussed is changes in praxis related to teachers' understanding of SFL concepts as the theoretical basis that underpins this pedagogy. Whittaker and García (2018) describe the experience of the participants of The Teacher Learning for European Literacy Education (TeL4ELE) project, most of whom recognized the importance of language as a meaning-maker in the different genres and subjects they teach. This is valued as a significant shift, considering that almost 50% of those participants had little or no knowledge of the pedagogy. Moreover, teachers expressed “their need to know more about the texts they work with” (p. 42).

Other characteristics that these teachers learnt from SFL is the fact that linguistic choices construct meanings related to the specific content teachers teach, the names of the genres and the language they use to create the knowledge they expect their students to learn. This study focused on the use of English to teach other areas better known as Content and Language Integrated Learning (CLIL). The use of R2L made teachers aware that language plays a role as important as the content they master, since it creates the meanings they aim to teach (Whittaker, 2018).

When it comes to the implementation of the pedagogy, teachers' actions outside and inside the classroom, as well as their reflections and answers used as data, presented that several aspects gained more recognition during and after learning how R2L works.

One of these aspects is the democratization of the class as a result of developing the different strategies that support this methodology. Considering the diversity that teachers find in their classrooms, the most apparent difference students have is their proficiency levels, which are

usually divided into high, medium and low. What several studies have found is that medium and especially low achievers' performances not only improve but also equal and even surpass those ones of the high level students, after they were integrated into the R2L learning cycle (Millin & Millin, 2014; Shum et al., 2016; Damayanti, 2017; Pedrosa, 2017; Whittaker & García, 2018; Whittaker, 2018). Such results might encourage teachers to adopt this methodology in order to make all their students part of the learning process, despite their difficulties and backgrounds, since R2L gives all learners the opportunity to participate, improve and achieve successful results. Moreover, these experiences support Millin and Millin (2014) statement that, "the smaller (weaker) the students' literacy base, the greater the literacy gains" (p. 30).

As mentioned above, teachers implement R2L following a series of strategies (R2L cycle) that allow them to guide their students through several activities with different grades of complexity. The role of the teachers in this process is, therefore, to scaffold their learners, helping them to follow each of the steps they need to achieve their goal. According to Whittaker and García (2018), Damayanti (2017) and Whittaker (2018), the participants of their studies learnt and appreciated the importance of scaffolding in their teaching and learning process. Ahern et al. (2018) describe some experiences with primary and secondary school learners during the implementation of R2L, as examples of scaffolding, which represents another aspect that teachers recognize as a change in their teaching practice that emerged from using R2L.

Considering the data collected from class observations and interviews, teachers also refer to how their teaching becomes more explicit. Among the studies that highlight this subject, it is possible to find different reasons why teachers might make their teaching more visible. Shum et al. (2016) claim that explicit teaching assists students to use their native language skills when using their second language to read and write. Whittaker and Acevedo (2016) state that "explicit

teaching of reading, focusing on language and content, and modeling the writing of new texts, led to uptake of language and content by students” (p. 51). Such experiences reflect not only one of the main characteristics of the learning cycle but also the teachers’ acknowledgment of their teaching becoming clearer and more direct.

As reported by Damayanti (2017), students may have more control over their own literacy practice, when teachers are explicit. Whittaker and García (2018) affirm that the teachers involved in their study learnt to make their discourse and their instructions more explicit, due to the new approach, and Whittaker (2018) explains that explicit teaching gives most students the opportunity to identify the characteristics of the genre they work with in order to use them to write a text. Explicit teaching also facilitates teachers’ awareness of the implicit content of the texts they use.

The last subject to be considered is the fact that teachers changed their conception of text (Whittaker & García, 2018), and their selection process as well as the questions they need to ask (Whittaker, 2018). Teachers became more aware of the characteristics that each text has (Whittaker & Acevedo, 2016) and how they unfold (Gebhard et al., 2013). To sum up, the participants of these studies expressed and witnessed some isolated changes in their teaching practice. Nevertheless, the results of these experiences do not present a thorough and systematic exploration of their praxis in terms of how the implementation of Genre-based pedagogy and R2L may have contributed to a reorganization of teachers’ activity systems, that is their situated, informed and social practice of teaching.

Challenges, Tensions and Conflicts

Current research also reports a variety of issues that represent challenges or tensions in teachers’ implementation of R2L. As teachers in current research studies started to recognize the

importance of the texts they used to read with their students, the first challenge appeared, when they realized that not all the samples they found in their textbooks were appropriate to apply the new methodology. Those texts did not have all the characteristics that a text needs to be used during the R2L implementation. This situation makes it difficult for teachers to choose the right text according to their students' backgrounds and levels (Whittaker & García, 2018). On the other hand, Damayanti (2017) describes that it was necessary to change the text that teachers had chosen to develop the methodology, because it was too challenging for the students.

A second concern teachers and researchers identified during the process was the amount of time teachers needed to learn about R2L (Hipkiss & Varga, 2018) and implement it in their classes. This more than a challenge was a limitation that even made them change their lesson plans (Damayanti, 2017; Whittaker & Löfstedt, 2017; Whittaker & García, 2018) and their expectations about the results they aimed to achieve (Millin & Millin, 2014).

One last challenge is presented by Hipkiss and Varga (2018) with regard to teachers' understanding of some concepts of SFL, since they found that after two years of training it was still difficult for them to use the words genre and text as part of the metalanguage they needed to talk about R2L during the tutorial sessions. Damayanti (2017) explains that one of the strategies of the R2L cycle became the most challenging for teachers, considering that Detailed Reading "is the stage where they negotiated their existing knowledge about 'traditional' grammar and 'functional' grammar" (p. 238).

Admitting that Whittaker and García (2018), Damayanti (2017), Pedrosa (2017), Hipkiss and Varga (2018) and Whittaker (2018) pay special attention to teachers' learning and teaching process of R2L, it is Acevedo (2020) who focuses on the changes and what she refers to as dissonances, that can be found in teachers' praxis while implementing this methodology.

Therefore, I will review Acevedo's study in more detail. Acevedo states that in order to train teachers in R2L, it is necessary to consider the context where this process is carried out, the participants of such process, that is, students, colleagues and experts, and the time that will be invested, so that teachers receive the scaffolding they need to learn and implement it in their classrooms, which underpins this methodology.

Considering the different data gathered in this study, the following informs the changes that the new pedagogy (R2L) effected in the teacher's conceptions and practice about teaching. Regarding her use of language, the teacher became more selective and careful, during the interaction with her students, and the researcher, since she started to use the metalanguage that describes the pedagogy. Likewise, she was more aware of the process when selecting, reading and knowing the text before using it in class. Once she understood the concept of genre, she was able to include structural and linguistic features in her planning and practice inside the classroom. Another significant shift in her practice is related to the use of complex text and the implementation of the strategies of the R2L cycle from the beginning of her classes, as a result of her gaining confidence due to the new pedagogy.

Nevertheless, her theoretical understanding of the new pedagogy remained implicit. Firstly, her planning and practice based on the new methodology were visible, considering that "The data analysis [demonstrated] how the dissonance led to a revised cycle of planning that provides evidence of a substantive change in practice" (p. 127). and secondly, she identified the differences between her previous beliefs and practices and the new ones, proposed by R2L, even though she was not conscious of the theories that support them.

In that order of ideas, some specific learning episodes were chosen, considering that they exemplify the dissonances faced by the teacher, object of this study, during the planning and

implementation of the knowledge learnt in the Professional Learning (PL) workshops. As the teacher had difficulties trying to apply the new knowledge about language to the planning of the R2L strategies, such experiences are interpreted as the dissonance between her previous and new knowledge regarding GBP.

Such difficult situations experienced by the teacher, started with her request for support with identifying the genres in the textbook that she used at school. Later, considering the complexity of the texts, it was necessary to guide her through the recognition of the content, but more important, the purpose of them, which made the concept of genre visible. From this new perspective, the teacher realized that the genres used for students to read, differed from the ones they were expected to write, which initially, became a challenge for her, since the questions students had to answer after reading a text were not clear about the purpose of the text they had to write in order to answer them. In addition, the study presents a common concern, as it has been mentioned before in other research projects, about the limited amount of time that both the researcher and the teacher had for mentoring sessions, lesson planning and teaching. Although it might constrain the process, the researcher expressed her effort to deal with it.

After reviewing the above-mentioned studies, it is possible to claim that despite all the experiences that have informed about the changes related to the impact of R2L in the teaching and learning process, little has been discussed regarding the implementation of this pedagogy from the teachers' perspective and praxis. That is the reason why this research project aims to contribute to a thorough description of one teacher's praxis and the contradictions she might have encountered during her learning process as well as the changes she may adopt related to the beliefs, and theories that support her practice, once she implements R2L in her classes.

Methods

This chapter describes the type of research, the context, the participants, the data collection and analysis procedures that were used to carry out this investigation. As noted in the introduction, this study seeks to explore changes in one in-service teacher's praxis when learning R2L, including the contradictions that may emerge as she does so. This study is part of a larger investigation that sought to understand the experience of one teacher while learning R2L. The larger study considered how this experience may have changed the teacher's praxis and analyzed the implementation and effectiveness of R2L for students' creation of spoken texts in EFL. The larger study also explored the role metalanguage and pedagogical diagrams play in this process.

Research Design

This study follows a qualitative approach since it explores the teacher's experience regarding her interaction with students, her learning process of R2L, and the implementation of this pedagogy from the teacher's own perspective. According to Creswell, (2007) the setting where the phenomenon takes place, in this case, the learning and implementation of such pedagogy, and the meaning individuals make of it, lead the researcher to reflect on and interpret the problem.

This research study follows a formative interventions (FI) design (Engeström et al., 2014) to both study and promote the transformation of teachers' praxis. FIs are based on activity theory and consist of a series of meetings between the researchers and the participants in order to "analyze the contradictions in their activity system, envision a new model of the system, and take steps to implement the model" (Bertrand & Demps, 2018, p. 153). An activity system is the relationship of components (subject, mediation tools, object, rules, community, and division of labor) that characterize the context of the activity, that is, the way they interact with each other in

order to achieve the object that guides the activity. During this interaction, the subject of the activity system might encounter situations that do not follow his/her standard practice and therefore develop “disturbances and conflicts” (Engeström, 2001, p. 137), named contradictions, which not only reflect difficulties or gaps but also lead to changes and development inside the system.

This design “is driven by historically formed contradictions in the learners’ activities and is the result of learners’ collective efforts to understand and face these contradictions and the problems they engender” (Sannino et al., 2016, p. 600). That is, it consists in the intervention and transformation of the participant’s practice and previous concept of the object of his/her activity as a member of an activity system.

Formative interventions originate from the third generation of Cultural Historical Activity Theory (CHAT), founded upon Vygotsky’s, Il’enkov’s and Davydov’s work, and developed by Engeström (Bertrand & Demps, 2018). They are based on three principles, namely, double stimulation, ascending from the abstract to the concrete, and transformative agency. Double stimulation stems from Vygotsky’s experiments with psychological development and his view that humans’ relations to the world are mediated by auxiliary means or stimuli (Sannino et al., 2016). It is called double stimulation because it combines two stimuli as a way to promote and study development. The first stimulus is the problem itself faced by a person or subject, for example when a teacher realizes that he/she needs some technological tools in order to adapt his/her teaching practice to online classes, taking into account that these tools were unknown or considered useless before this necessity arose. Such realization may be interpreted as a contradiction in the teachers’ teaching activity system, which are identified by teachers themselves during FIs. Before introducing this first stimulus, researchers need to identify

teachers' background, experience, and context through an ethnographic stage (Dörnyei, 2007), in order to set the scene for the implementation of the design.

The second stimulus is represented by the tools or artifacts used by the participants to understand and solve the problem they identified as the first stimulus (Sannino et al., 2016). Researchers may provide the participants with a renewed activity system as a second stimulus, which can be adopted, modified or discarded by the participants (Bertrand & Demps, 2018). Following the previous example, this renewed activity system may consist of a teaching sequence agreed upon by researchers and teachers that integrates digital tools and procedures that might help the teacher to successfully continue with his/her teaching according to the demands of online classes.

Ascending from the abstract to the concrete, on the other hand, refers to the process that reflects the change and/or improvement of the participants' practice based on theory (Sannino et al., 2016). That is, understanding a specific practice from a theoretical perspective leads the participants to understand, control and transform their own activity. This process is one of the features of what is known as expansive learning (Engeström et al., 2014), which occurs when the participants engage in learning activities that seek to transform the object of their activity system. The object of activity refers to the purpose that drives the subject to act and eventually change.

Transformative agency describes the process through which participants go from individual to collective actions (Engeström et al., 2014). Such a process starts with moving away from the current praxis and having the intention of transforming it. It develops as a result of participants' experiences with contradictions, and might "evolve over time, moving from rudimentary expressions of resistance toward envisioning, committing, and taking consequential change actions" (p. 125).

Context and Participants

This study was conducted in one state school in Lorica, Córdoba. It is an urban school that offers primary and secondary education. This research project was developed with the participation of one in-service teacher, Ely (pseudonym). This teacher holds a bachelor's degree in language teaching, a master's degree and a Ph.D. She has worked for around 13 years in public and private institutions, teaching all school levels as well as higher education. Currently, she is a full-time, experienced foreign language teacher and teaches 6th, 7th and 8th grades in the school. Regarding her students, they are 6th graders, who belong to low socioeconomic backgrounds, and families with only one or none of the parents.

Ely was invited to be part of the study because of her willingness to participate in order to improve professionally, and due to her unfamiliarity with R2L. To secure participation we first contacted the teacher by text message and then invited her to a meeting where we provided general details about the project and the kind of activities it involved and their time.

As a member of a research team and a master's degree student, I play the role of one of the co-researchers under the supervision and assistance of a mentor. My responsibilities were the revision of literature, data gathering, and data analysis and publication. With regard to the participant, she is an experienced teacher who works for a state school. Finally, in order to safeguard the teacher's needs and rights, she was informed about the objectives of the study as well as the data collection procedures and data interpretation. The teacher participated in the decision-making regarding the reporting of the data.

Professional Development Program

This section presents, albeit briefly, the professional development program that was implemented in this study in order to apprentice the teacher into R2L. The professional

development program consists of formative interventions, carried out through a sequence of the seven learning actions (Engeström et al., 2014, Engeström, 2000) described in Table 1 below.

The researchers proposed R2L for spoken discourse, described in the theoretical framework, as a teaching sequence or new model for overcoming teachers' challenge of teaching spoken discourse in their EFL classrooms.

1. Questioning	Be asked and wonder about one's current EFL teaching practice for spoken discourse, its underpinnings and beliefs
2. Analyzing	Thoroughly, question and evaluate the practice in order to explain it and identify possible contradictions
3. Modeling	Propose R2L for spoken discourse as a new model for one's teaching of spoken communication, seen as a solution to the contradictions that will lead to a new activity system, based on what has been analyzed
4. Examining	Critically discuss the new model, make changes and even reject it and adopt a new one
5. Implementing	Effect the new model through practical and theoretical improvement. This will involve implementing R2L lessons
6. Reflecting	Assess the development of the new model
7. Consolidating	Establish a new practice or pattern of activity

Table 1. Learning Actions during FIs in R2L pedagogy

Data Collection Procedures

In order to gather information about changes in the teacher's praxis when learning and implementing R2L, data were gathered through class observations and interviews, during three phases as described in Table 2.

Phase 1: Getting to know teachers and context	Phase 2: Learning Sessions	Phase 3: Debriefing
Interviews and class observations to identify the main components of the teachers' activity system, specifically the object of the system as well as some possible critical moments that may underlie contradictions.	11 Learning sessions covering the learning actions in FIs. Learning sessions consisted of teacher and researchers' meetings	Interviews to reflect on, assess and establish the new model as well as to react to the whole experience of using R2L.

Table 2. Phases of data collection process

Observations were used in this study both to become familiar with the teachers' educational context as well as during implementation of the agreed upon model of R2L. Observations allowed the researcher to see the phenomenon directly, making the data objective and reliable in comparison with information given by the participant or teacher in this study. It also provided enough information about the setting where the interaction took place. As a non-participant observer and through structured and unstructured observation, that is, using protocols and field notes, the observation process was carried out with video recording considering both the advantages and disadvantages of this process (Dörnyei, 2007). The number of observations as well as the conditions that were considered to conduct them are presented in Table 3 below.

Observations 1 and 2	They were video recorded by the participant teacher of the study, before she took part in the planning and implementation of R2L. One of the researchers wrote a content log and made notes to review what occurred during these lessons, which corresponded to the implementation of the teacher's current teaching sequence.
Observations 3, 4 and 5	They were video recorded by the participant teacher of the study, after she took part in 3 planning sessions to implement R2L. One of the researchers wrote a content log and made notes to review what occurred during these lessons.
Observations 6, 7 and 8	They were video recorded by the participant teacher of the study, after she took part in the last planning sessions to implement R2L. One of the researchers wrote a content log and made notes to review what occurred during these lessons.

Table 3. Observation process

Semi-structured teacher interviews were used in order to collect data about the teacher's praxis with R2L. According to Kumar (2011), "interviewing is a commonly used method of collecting information from people [...] Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview" (p. 137). Through this procedure it was possible to gather contextual and descriptive information about what was required to be found in this research project. Also, this procedure facilitated the answer of the research questions appropriately, and as a final point, it is one of the most common techniques for collecting information in qualitative research like this. The interviewing process is described in Table 4.

Interview 1	It was an online interview between one of the researchers and the participant teacher. It lasted 40 minutes, and its purpose was to know about the teacher's professional training and teaching practices before she started to learn about R2L.
Interview 2	It was an online interview between one of the researchers and the participant teacher. It lasted 1 hour and 5 minutes, and its purpose was to explore the teacher's personal experience interacting orally in English and teaching the speaking skill before she started to learn about R2L.
Interview 3	It was an online interview between one of the researchers and the participant teacher. It lasted 18 minutes, and its purpose was to learn about the teacher's experience after teaching the first lesson she had planned to implement R2L.
Interview 4	It was an online interview between one of the researchers and the participant teacher. It lasted 26 minutes, and its purpose was to learn about the teacher's experience after having taught most of the lessons she had planned to implement R2L, since it took place when only one lesson was missing.
Interview 5	It was an online interview that took place after the teacher had finished teaching all the lessons she had planned to implement R2L. It was developed in two sessions, during the first one, two researchers interviewed the participant teacher, and during the second session, one of the researchers did it. In all, both interviews lasted 1 hour and 23 minutes. The purpose of these interviews was to identify and explore the changes in the components of the teacher's praxis as an activity system and discuss the design of the teacher's new praxis pyramid.

Table 4. Interviewing process

Learning sessions, that is, meetings between the researchers and the participant teacher, were used during phase two in Table 2, in order to introduce R2L for spoken discourse as the new teaching sequence. These 11 meetings corresponded to the learning sessions that covered the learning actions of the formative intervention. They were video recorded and transcribed for analysis. Table 5 presents the development of these learning sessions.

Learning session 1	It was a face-to-face meeting between the participant teacher and one of the researchers. During this session the teacher's teaching practices were discussed.
Learning session 2	It was an online meeting between the participant teacher and two of the researchers. During this session the teacher's current praxis pyramid was discussed and designed.
Learning session 3	It was an online meeting between the participant teacher and two of the researchers. During this session the teacher's teaching practices and current praxis pyramid were questioned.
Learning session 4	It was an online meeting between the participant teacher and four of the researchers. It focuses on the schedule for future meetings and lesson observations.
Learning session 5	It was an online meeting between the participant teacher and four of the researchers, who introduced SFL and an example of the genre to be used during the implementation of R2L (see Appendix A).
Learning session 6	It was an online meeting between the participant teacher and three of the researchers, who introduced the new teaching sequence based on R2L.
Learning session 7	It was an online meeting between the participant teacher and three of the researchers. During this session all of them analyzed some examples of the genre to be used during the implementation of the new teaching sequence based on R2L (see Appendix B).
Learning session 8	It was an online meeting between the participant teacher and two of the researchers. Its purpose was to start planning the lessons to implement the new teaching sequence based on R2L (see Appendix C).
Learning session 9	It was an online meeting between the participant teacher and one of the researchers. Its purpose was to continue planning the lessons to implement the new teaching sequence based on R2L.
Learning session 10	It was an online meeting between the participant teacher and two of the researchers. Its purpose was to continue planning the lessons to implement the new teaching sequence based on R2L.
Learning session 11	It was an online meeting between the participant teacher and one of the researchers. Its purpose was to finish planning the lessons to implement the new teaching sequence based on R2L.

Table 5. Learning sessions

Data Analysis

The analysis of the data was conducted through activity systems analysis (Yamagata-Lynch, 2010). As noted above, an activity system is the dialectical relation of different components of activity in social context. An activity system is composed of the subject, mediation tools, object, rules, community, and division of labor. The subject refers to the person or group of people engaged in the activity, the tools are the human and/or material resources used by the subject, the object is the purpose of the activity, the rules represent the principles that affect the development of the activity, the community is the group of people the subject is part of during the activity and the division of labor refers to the tasks and responsibilities of the members of the community (Yamagata-Lynch, 2010). In this study, the teacher's activity system was the unit to understand the teacher's praxis as it occurred in context.

The purpose of such analysis was to recognize the components of the teacher's activity system and the changes in the teacher's activity system that were effected as a result of implementing R2L. That is, changes in her praxis. In a first round of analysis the researcher identified excerpts in the teacher's discourse that represented a difficulty during the implementation of R2L and classified them as part of the components of the activity system. Then, the data gathered from different data collection sources was blended in order to identify the components of the activity system that conflicted and produced "dialectical clashes" (Sagre et al., 2021, p. 8) known as contradictions. A third step consisted of the representation of the contradictions in activity systems triangles, which were constructed by the participant teacher and the researchers together. In a final round of analysis, the researcher reported how these activity systems changed as a result of the teacher dealing with such contradictions. These

changes referred to the variations regarding the tools, division of labor, rules, community, object of the system and the teacher's praxis.

The components of the activity system, mentioned above, and the learning actions of the formative intervention, presented in a previous section, constituted the coding categories that were used to organize and examine the data. Other categories referring to each of these components, such as the subject's conception of vocabulary as a prerequisite for communication, students' characteristics, the subject's intention of changing the object, the rules of the organization of the class, and the description of the teaching sequence as a tool, were derived during the analytic process through thematic analysis (Braun & Clarke, 2006). Analysis was based on the transcripts of the interviews and the meetings that corresponded to each learning action of the formative intervention as well as the video recordings of the lessons.

In order to ensure the rigor of the process, coding was discussed and negotiated among the members of the research team and the qualitative analysis software Nvivo was used to store and codify the data, as well as facilitate and support their analysis.

Findings

This study analyzed how one in-service teacher named Ely learned and implemented R2L to promote EFL students' spoken communication. Specifically, the study explored the changes that occurred in Ely's praxis during this process and the contradictions that encouraged such changes. This chapter reports those changes in detail, starting with a description of her praxis at the onset of the project. Then I report the most relevant changes that occurred.

Ely's Praxis at the Onset of the Project

The figure below presents the main characteristics of Ely's praxis seen as an activity system, before she took part in the formative intervention sessions. The figure also illustrates some of the contradictions she faced, indicated by zigzag arrows in red.

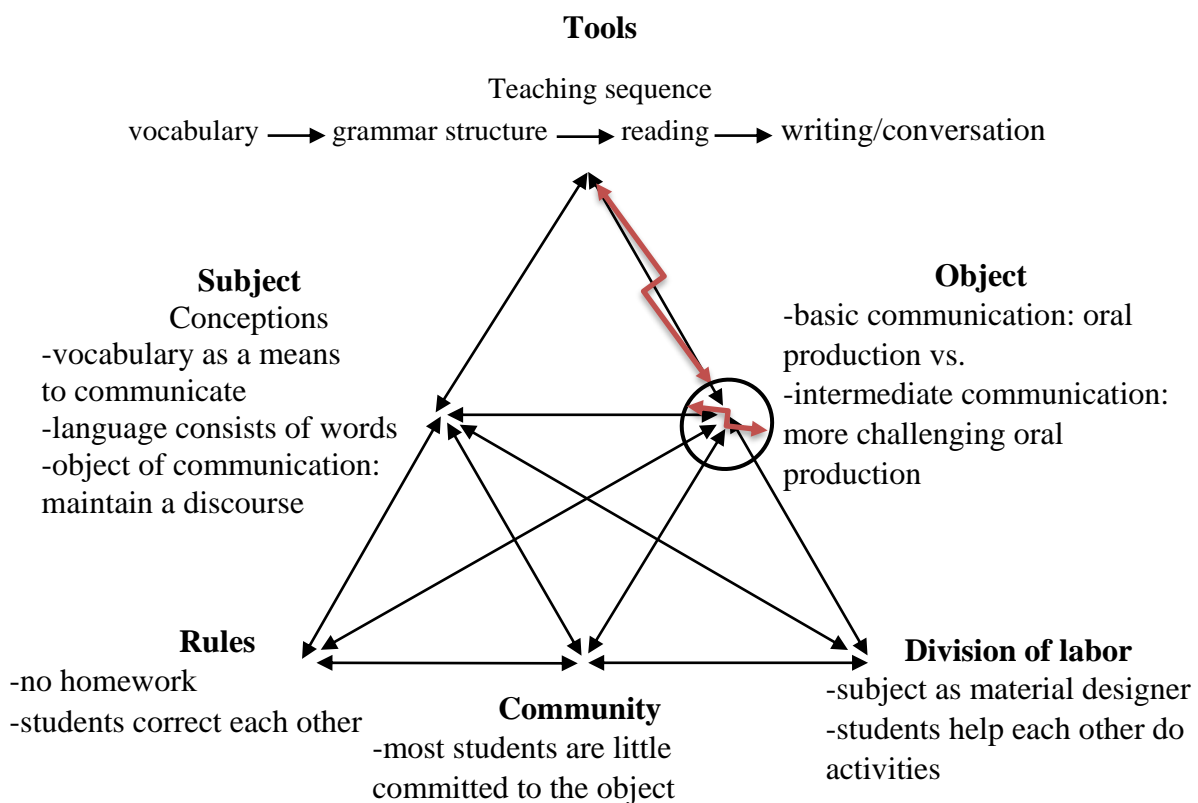


Figure 2. Ely's praxis pyramid before the formative intervention

During initial interviews and discussions with Ely before the formative intervention sessions, it became apparent that she pursued L2 communication as the object of her praxis. She explained:

“el objetivo primordial del aprendizaje de una lengua es poder comunicarnos ¿cierto? entonces en mis clases siempre trato de trabajar esa parte oral”/ “the principal objective of language learning is to be able to communicate, right? so I always try to develop that oral part in my classes” (interview 2, Questioning learning action).¹

As this comment reveals, for Ely, communication consists of oral production. Ely’s expectations for such production were usually low, as she explained that it could be prefabricated, based on model conversations that students should adapt to their own situations, and memorized or mechanical:

“es primordial que siempre haya esa, esa comunicación, aunque sea a veces mecánica”/“it is essential that there always be that, that communication, even when it is sometimes mechanical” (interview 2 Questioning learning action).

In addition, she reported not having high expectations for how much students may produce or the number of students who could meet her oral production demands. About this, she explains:

“la idea es que ellos sepan, por ejemplo, si van a decir yo soy estudiante, sepan ah, que produzcan poquitico, pero que lo hagan”/“the idea is that they know, for example, if they are going to say I am a student, they know ah, they say a little, but they do it” (interview 2 Questioning learning action).

Upon further conversations with Ely, however, it also became clear that she felt uneasy about demanding little from students. She noted:

“yo quería que ellos mmm produjeran más, o sea que fuera como más challenging para ellos, porque ya eran competentes al nivel que yo quería, inicialmente”/“I wanted them to produce more, that is, that it was more challenging for them, because they were already as competent as I wanted, initially” (learning session 2 Analyzing learning action).

To me, this reveals an emerging contradiction between the current object of her teaching, namely minimum and mechanical oral production in English, and a more ambitious object consisting of more challenging oral production.

Ely reported using a variety of mediation tools to promote the object of “oral production” in her teaching. For example, she followed a didactic sequence which always begins with vocabulary teaching, then she continues teaching grammar or doing reading activities to finally assign students oral or written production activities. The primacy of vocabulary in her praxis is based on her conception that language is a group of words that fulfill some specific functions according to the parts of speech. Therefore, vocabulary teaching plays a fundamental role in her praxis. She affirmed:

“sin palabras, no nos comunicamos, entonces yo pienso que el vocabulario es primordial, verdad, porque la gramática, si son verbos, si son acciones, si son adjetivos, si son adverbios, son palabras. Entonces el vocabulario como parte fundamental para la comunicación”/ “without words we do not communicate, so I think that vocabulary is key, whether they are adjectives, adverbs, they are words. Then the vocabulary as a fundamental part of communication” (interview 1 Questioning learning action).

As part of this teaching sequence, Ely uses different materials for teaching, such as flashcards, images, written texts, games, textbooks and the Internet. Some of these materials are

designed by Ely and used through various activities like role-plays, monologues and vocabulary exercises.

Ely 's understanding of the process of L2 learning is also influenced by her views on the centrality of vocabulary. Indeed, she conceived language learning as a process in which students first link one word to another in order to produce sentences and then these sentences become oral or written texts:

“Un lenguaje está formado de palabras y que es primordial el vocabulario, los verbos, sustantivos, adjetivos, todo. Entonces yo con ellos trabajo la parte de vocabulario y partiendo de allí empiezo a trabajar la parte comunicativa, porque es como ligar las palabras para que ellos produzcan frases.” / “A language is made up of words and vocabulary, verbs, nouns, adjectives, everything is essential. Then I work on vocabulary with them and from there I start working on the communicative part, because it is like putting together words for them to produce phrases.” (interview 2 Questioning learning action)

“Cuando ya ellos manejan la, eh, las palabras, pueden crear, verdad, a la hora, por ejemplo, de crear sus escritos, les es más fácil, cuando les coloco la lectura entienden más, porque manejan más palabras, por así decirlo”/ ”when they already know the words, they can create, right, at the time, for example, of creating their writing, it is easier for them, because they know more words, so to speak” (learning session 2 Analyzing learning action).

In her comments, it is clear that vocabulary is not only central; it is a prerequisite for communication. Therefore, her didactic sequence always starts with teaching vocabulary as a list of words that students must learn before they can actually use them in communication.

When questioned about this sequence and how it may address her emerging and more ambitious object of spoken communication, she commented:

“Uno de los objetivos que yo tengo es aplicar esa parte de los proyecticos, porque no sé, siento que hay más producción, se evidencia más el aprendizaje de los chicos, entonces esa es una de las cosas que me gustaría implementar, así como yo vengo trabajando me ha funcionado, pero ajá, uno siempre quiere ir un paso adelante, mostrar más esa parte de la producción, entonces sí me gustaría como trabajar esa parte.” / “One of the objectives I have is to implement that part about projects, because I do not know, I think there is more production, students’ learning is more evident, so that is one of the things I would like to implement, as I have been working, has functioned so far, but one always wants to go one step ahead, show more production, so I would like to work on that.”

(learning session 1 Analyzing learning action)

She restated later this intention of changing her current didactic sequence and the alternative she proposed:

“yo quería bueno cambiar un poco la estructura, porque deseaba como que los estudiantes hicieran project work y que esos project work fueran orales al final de cada temática que estuviéramos trabajando”/“I wanted to change the structure a little, because I wanted students to do project work and that those projects were oral activities, at the end of each topic we were working on” (learning session 2 Analyzing learning action).

In my view, this points to yet another contradiction between the didactic sequence she had been following and what she expected her students to do as object of her praxis. She clearly

expressed that she needed a different teaching sequence that could match her emerging object of developing a more challenging communication, namely oral production as we saw above.

About her assessing students' learning process, she seemed to place emphasis on how important it is for students to get good grades:

“Yo les digo, de ustedes va a depender la nota de su compañero, [...] de ustedes depende que él salga bien o que también le ponga mal como a ustedes, [...] recuerden que de la nota de estos depende la de ustedes, si ustedes hacen que ellos se aprendan eso, a ustedes les va bien, si ustedes no logran que ellos se lo aprendan a ustedes también les va a ir mal.” / “I say to them, your classmate's grade depends on you, [...] if he gets a good or a bad score as well, depends on you[...] remember that your grades depend on theirs, if you make them learn that, you will get a good grade, if do not make them learn that, you will also get a bad grade.” (learning session 1 Analyzing learning action)

Regarding Ely's and her students' division of labor, students seemed to play the role of school students rather well. Lesson observations revealed that most of them paid attention to what the teacher said, repeated the pronunciation of words and expressions, and answered questions. Some of them even helped their classmates do the different lesson activities. Ely, on the other hand, led the process, giving instructions and answering questions:

“Todo se debe resolver pues dentro del aula, sobre todo porque, yo les digo, ustedes en la casa es posible que bueno tengan acceso a, a buscar en, en internet, el significado de alguna palabra o de entender que les estoy preguntando, pero quién les puede resolver las dudas de primera mano y, y de forma acertada, de acuerdo con lo que estemos trabajando, pues soy yo.” / “Everything had to be done in the class, especially because, I say to them, you can have access to the Internet at home, to look up some words or

understand what I am asking you, but the one who can solve your doubts from the very beginning and accurately, according to what we are working on, it is me.” (learning session 2 Analyzing learning action)

Ely, together with her students, follows certain rules as part of her activity system. Concerning the development of the class, she reported using both L1 and L2, speaking 60% in Spanish and 40% in English. Ely considered the objective of the class and the language skill students used, to evaluate their progress:

“yo les digo a ellos voy a evaluar tal cosa, tal cosa, de esta forma, recuerden incluir esto, esto y esto, si es oral, si es escrito, si es lectura, y entonces ya ellos saben”/“I tell them I am going to evaluate this and this, in this way, remember to include this, this and this, whether it is spoken, written, reading, so they already know” (interview 1 Questioning learning action).

She graded according to what students achieved and valued when students made an effort to do more than what they used to. In order to support the assessment process, she used what she called a “mental rubric” for her and the students to know the aspects they need to include:

“Yo no manejo una rúbrica física, sino que todo es mental, verdad, todo es mental, [...] entonces yo en mi mente, yo digo, bueno ellos deben por lo menos hacerme dos ejemplitos de cada categoría, sea uno de lo que le gusta y lo que no le gusta o de ambos que les gusta y así, entonces ese es como el medidor ¿si me entiendes? el medidor de si están avanzando, si no están avanzando, si lo están haciendo bien, si no lo están haciendo bien.” / “I do not use a physical rubric, instead everything is a mental process, everything is mental, [...] so in my mind, I say, well they have to give me at least 2 examples per category, one about what they like and one about what they do not like, or

two things that they like, then, that is like the measure, you know what I mean? the measure of if they are improving, if they are not improving, if they are doing things well, if they are not doing things well.” (learning session 1 Analyzing learning action)

About the organization of the classes, she affirmed that there is always time for students to plan and practice in class, what they are assigned to do later, in terms of oral or written production. Hence, she does not assign students to do homework:

“En el tiempo que yo llevo trabajando en el colegio, nunca les he dejado tareas a los chicos, que tarea para la casa, no, todo lo hacemos en el aula, de repente que practiquen o cuando tenemos un examen, pero de que resuelvan algo, no, porque no lo hacen.” / During the time I have been working at the school, I have never assigned homework to the kids, homework, no, they do everything in the classroom, maybe they practice or when we have an exam, but about them doing something, no, because they do not do it.”
(learning session 2 Analyzing learning action)

Although a rule, Ely decided to assign a piece of homework as part of the lessons that took place before the formative interventions. It was a spoken assignment and only a few students did it by the time they had to. Even when she does not identify this rule as a contradiction, and recognizing that there are not enough data to support it, from my point of view this reflects students' lack of commitment to the object of her praxis.

Considering the above mentioned, regarding the division of labor and rules in Ely's activity system, I wonder whether Ely and her students made up a loose community in the activity system of her praxis. That is, whereas Ely's actions sought to develop spoken communication in L2, only a handful of students seemed oriented towards this same object. Ely

described her students as smart and lazy at the same time, mentioning that only some of them were usually interested in what they do in class and what they have to achieve:

“hubo estudiantes comprometidos que se aprendieron, se aprendían sus, sus vocabularios, sus palabras, practicaban las estructuras, me preguntaban, pero eran muy pocos”/“there were committed students, who learned, who learned the vocabulary, the words, they practiced the structures, they asked me questions, but they were a few”
(learning session 2 Analyzing learning action).

Some others would do activities related to reading and writing, and refuse to do spoken activities:

“He tenido estudiantes que hacen sus actividades escritas, sus actividades de lectura, pero que si les digo vamos a hacer tal cosa, no la hacen porque no les gusta, no les gusta, no les gusta, y saben qué significan las palabras, de pronto, si tienen, obviamente, como no practican, no tienen la fortaleza de la parte oral, de la pronunciación.” / “I have had students who do their writing activities, their reading activities, but if I tell them, let’s do this, they do not do it because they do not like them, they do not like them, they do not like them, and they know the meaning of the words, maybe, they have, obviously, as they do not practice, they do not have the strength of the oral skill, the pronunciation.” (interview 2 Questioning learning action)

On the other hand, a few of the students were completely reluctant to be involved in the class, since they preferred to chat, draw or sleep:

“Ellos se ponen a pintar, se ponen a dibujar en el salón, se duermen, hay unos, o sea no todo el salón, pero dos o tres hacen eso, y ahí se quedan, o se ponen a hablar, se paran del puesto, vienen a molestar.” / “They paint, draw in the classroom, they fall asleep,

there are a few, I mean it is not the whole class, but two or three of them do so, and they stay like that, or they chat, they stand up, they bother others.” (learning session 1 Analyzing learning action).

In sum, the activity system of Ely’s praxis is oriented to students’ spoken communication, following a teaching sequence that values vocabulary as the basis of the process. Nevertheless, she seeks to improve the object of her praxis by adopting a different didactic sequence that leads students into a more challenging oral production. During the formative intervention sessions, Ely’s praxis underwent subtle yet significant changes as she incorporated the new tools of genre pedagogy to promote more challenging students’ spoken discourse. I turn to describing these changes now.

Changes in Ely’s Praxis

The changes and resolution of the contradictions in Ely’s activity system are presented through the figure below, whose design was discussed and created with Ely’s active participation.

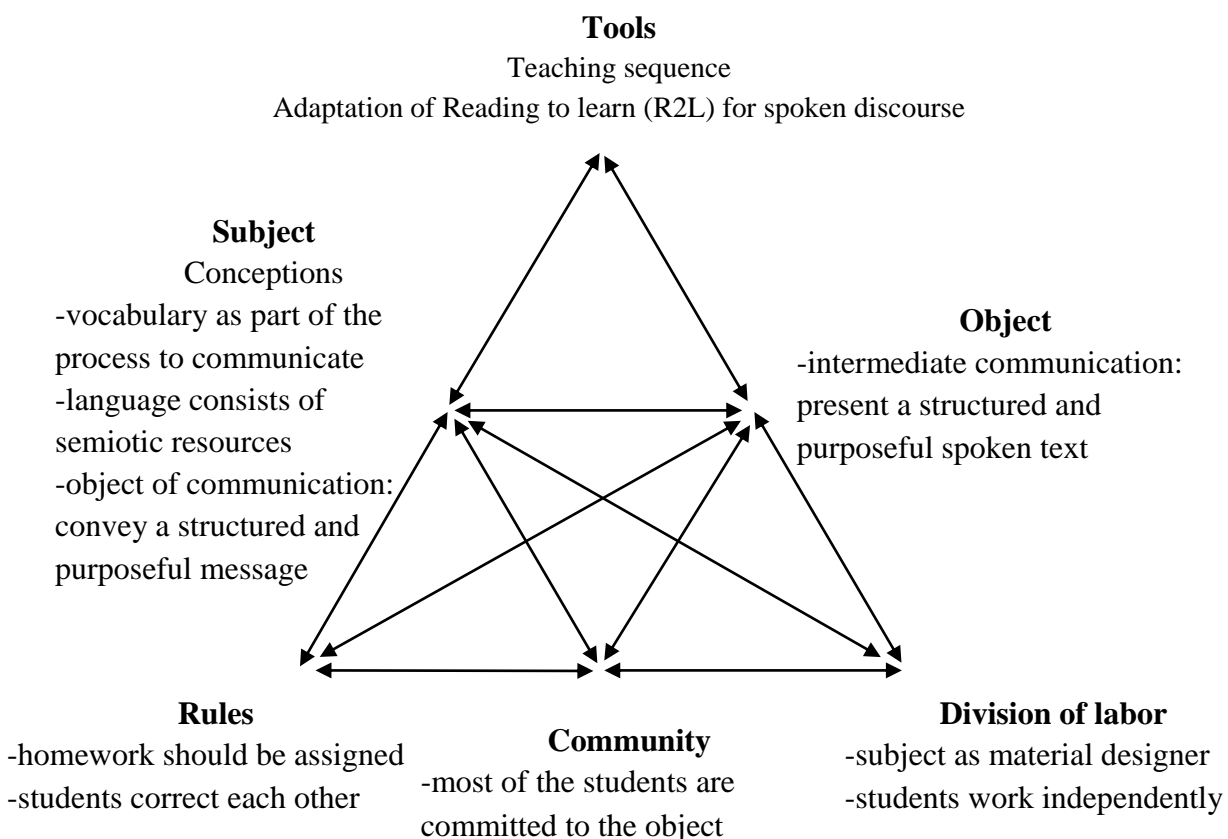


Figure 3. Ely's pyramid after the formative intervention

Change in the Object of the System

One of the most significant changes in Ely's praxis was the redefinition of its object. This change originated from the contradiction concerning her students' prefabricated and mechanical spoken discourse and Ely's interest in a more challenging oral production as object of her praxis. This contradiction emerged during the formative intervention, during the questioning and analyzing learning actions, which suggests that Ely had been already grappling with this issue.

Different from learning vocabulary, and putting words together to create phrases and convey an oral message, as the current object of the system, Ely's understanding of text, and the main components of a genre, influenced the definition of her new object, namely, students' production of spoken texts, that unfold following stages to fulfill their social purpose.

Ely's motivation for taking part of this project came from a previous concern about her students' basic communication skills, and how her current teaching sequence did not let her overcome this situation. This initial conflict acted as the first stimulus (Engeström et al., 2014) of the formative intervention process. During the time she has worked at this school, she had always implemented the teaching sequence described above, which led her students to develop the spoken abilities she wanted. However, by the time we started the formative intervention, she affirmed that students were ready to do more than what they could currently achieve:

“Porque yo sentía que ya ellos podían dar más [...] esta secuencia que, que están, bueno que yo estaba llevando a cabo me funcionó, verdad, los estudiantes se volvieron más competentes en esto que yo establecí, entonces yo quería que ellos mmm produjeran más, o sea que fuera como más challenging para ellos, porque ya eran competentes al nivel que yo quería inicialmente, entonces si ya son ahí y ellos pueden dar más, entonces quería como agregarle ese plus.” / “Because I thought that they could already do more [...] this sequence that, that they are, well that I was carrying out, worked, right, students became more competent in this that I had settled, so I wanted them to produce more, I mean that it was more challenging for them, because they were already as competent as I wanted initially, then if they are already there and they can give more, I wanted to add that plus.” (learning session 1 Analyzing learning action)

Thus, Ely's object was to encourage her students to go beyond, using the language to communicate orally:

“mi ideal era llevarlos más allá o sea que hubiese como más muestra de su producción”/“my ideal was to take them beyond, I mean that there was more evidence of their production” (learning session 3 Analyzing learning action).

To that end, she wanted a more challenging process:

“Cuando mencionaba esa parte de challenging, que fuera para ellos como un reto, hacer algo más con el inglés que simplemente en el aula de clase, hacer una, hacer un diálogo, un monólogo o hacer un pequeño texto no, sino que mostraran.” / “When I talked about challenging, that it was like a challenge for them, to do more with English than a dialogue, a monologue or to write a short text in the classroom, no, but that they do more.” (learning session 3 Analyzing learning action)

Ely’s initial proposal to achieve this goal was the implementation of project work, nevertheless, her decisions during the analyzing learning action, led the process into a different path. When asked about the topic and type of text she wanted her students to produce in order to observe her current praxis, she chose the oral description of typical dishes. Because of her focus on text, such a decision matched the new teaching sequence we had planned to propose as an alternative to this emerging object of her praxis, namely an adaptation of Reading to Learn to develop spoken discourse.

Ely’s learning of the new teaching sequence started with a discussion about one of the underpinnings of the methodology. During this first session, that corresponded to modeling learning action, we asked her about what a text is:

“Un texto para mí es una serie de frases verdad, que tienen un sentido en común, que están pues relacionadas entre sí y que de una manera u otra describen un evento, verdad, en particular. Entonces, por ejemplo, cuando yo trabajo con mis chicos y hablamos de la parte textual verdad, de la producción, de esa producción escrita que ellos hacen, inicialmente yo nunca les mando escribir porque sí, o sea tenemos una temática, por lo general antes de mandarlos a hacer una producción escrita, yo a ellos les doy un, un

texto guía, una lectura verdad, una lectura guía, que la leemos, la comprendemos, sacamos las palabras desconocidas, ellos saben a qué se refiere y posteriormente la usan como modelo para escribir el de ellos.” / “For me a text is a series of phrases that have something in common, that are related to each other and that describe a particular event, in one way or another. Then, for example, when I work with my students and we talk about the textual part, about the production, about that textual production they make, initially I never make them write without any reason, I mean we have a topic, generally before I assign them to make a written text, I give them a model text, a reading, a model reading, we read it, we comprehend it, we identify the unknown words, they know what it is about and eventually they use it as a model to write their own.” (learning session 5 Modeling learning action)

Her answer made clear that she conceived text as the written representation of an idea. However, when given other examples such as images and conversations she concluded that these could also be considered texts:

“Porque tiene un mensaje, verdad, porque esa imagen tiene un mensaje y eso de cierto modo lo convierte en pues, en, en sí o sea, es un mensaje visual ¿verdad? pero como dicen los pedagogos que las imágenes también las leemos[...] la producción que tiene sentido y que es un medio de comunicación, no necesariamente tiene que ser escrito para que sea texto.” / “Because it has a message, right, because that image has a message and that somehow makes it a, I mean, it is a visual message, right? but as pedagogues say that we also read images [...] the production that makes sense and is a means of communication, does not have to be necessarily written for it to be a text.” (learning session 5 Modeling learning action)

This reshaped conception of text was reaffirmed during the next learning session:

“Que un texto no solamente es lo que es escrito, verdad, que todo lo que producimos es, es texto y que eso involucra una serie de aspectos como, por ejemplo, el género, verdad, lo que tiene que ver con el contexto y que ese contexto varía.” / “That a text is not only what is written, right, that everything we produce is, is a text and that involves a series of aspects such as the genre, what has to do with the context and that context changes.”
(learning session 6 Modeling learning action).

The second topic we discussed referred to the purpose of the spoken text we used as example, as well as the variables that were part of it, and how it unfolded in stages. Through specific questions related to each of these aspects, Ely could identify the schematic structure of the type of texts we proposed her students to produce during the implementation of the new teaching sequence. This topic was developed deeper during a third meeting, when we worked on the analysis of some other texts. As part of this learning session we asked Ely about what made a text a good example of the genre we were discussing. Her answer reflected an initial understanding of the genre she would develop with her students:

“Que presenten el plato, bueno, de acuerdo ahora por lo que estamos estudiando con respecto a propósito, porque describe lo que es, verdad, describe y menciona lo que, lo que se va a hacer en el vídeo, que empieza con, con la presentación del plato, que lo clasifica, que menciona los ingredientes, que, a pesar de que no menciona el proceso, lo muestra y bueno, la parte del lenguaje, que es lo que más me ha llamado la atención, que pueden describir como es el plato, las formas como pueden presentarlo.” / “That they present the dish, well, according to what we are studying about purpose, because it describes what it is, right, it describes and mentions what, what is going to be done in the

video, that it starts with, with the presentation of the dish, that it has a classification, that it mentions the ingredients, that, even when it does not mention the process, it shows it and well, the part of the language, which is what has captured my attention the most, that they can describe how the dish is, the ways how they can present it." (learning session 7 Modeling learning action).

Ely's understanding of the type of text she expected her students to produce reflected a change in her conception of spoken communication, as she started to consider the purpose and stages of a text and the use of the language to convey an oral message. This led her to assess the texts they used to present before the formative intervention started. As part of the lesson observations that took place before she got involved in the learning actions, Ely implemented the teaching sequence she usually followed and assigned her students to talk about a typical dish. After reviewing what one of her students did at that moment, she expressed:

"con respecto a lo que tiene que ver con el contexto, pues no es claro porque ella simplemente menciona su nombre, el plato que escogió y los ingredientes, verdad, es algo muy general" / "about what has to do with the context, it is not clear because she just mentions her name, the dish she chose and the ingredients, right, it is too general" (learning session 6 Modeling learning action).

"A mí me parece que le falta, bueno, ella si hace su presentación, bueno, obviamente tiene que mejorar la parte de pronunciación, quizás decir que los ingredientes, mencionó esa parte de ingredientes en inglés y específicamente saber lo que nosotros queremos que ellos hagan con ese, con ese audio o bueno, a lo que a futuro será, pues la actividad que sea más challenging, porque simplemente ella menciona el producto, verdad, perdón, el plato y los ingredientes, ya, entonces si por ejemplo, es útil, cuando lo come, porque le

gusta, para que tenga como más sentido.” / “I think it is incomplete, well, she does give her presentation, obviously she has to improve the pronunciation, maybe saying that the ingredients, she mentioned that part about the ingredients in English and specifically she has to know what we want them to do with that, with that recording or well, what it will be eventually, I mean that the activity is more challenging, because she just mentions the product, I am sorry, the dish and the ingredients, then if for example, it is useful, when she eats, why she likes it, for it to make more sense.” (learning session 6 Modeling learning action)

It was apparent that Elys' conception of text and the characteristics of the type of text she expected her students to produce informed her analysis of what they were doing before the implementation of the new teaching sequence.

Restating the contradiction Ely had already identified before this formative intervention, about the object of her praxis, she concluded:

“No estoy contenta, porque bueno, a pesar de que es la primera vez que hacen ese tipo de tareas, algunos no la hicieron, bueno, primero no fueron responsables al inicio, segundo, bueno, ya en la segunda parte de las grabaciones, sí lo hicieron mejor, las chicas incluyeron unas preguntas, entonces la idea, es que ellos sean capaces de producir un poquito más [...] para que ellos sientan que hay como más responsabilidad, de que tienen que hacer las cosas mejor, que deben aprender un poquito más, las tareas se quedan cortas, esas tareas se quedan cortas frente a eso y lo que yo quiero es que ellos produzcan más, o sea que sean formatos sencillos, pero que lo hagan bien.” / “I am not happy, because well, even when it is the first time they do this kind of homework, some of them did not do it, well, first they were not responsible at the beginning, second,

well during the recording session, they did it better, the researchers added some questions, so the idea is that they are able to produce a little more [...] for them to feel that there is more responsibility, that they have to do things better, that they have to learn a little more, the pieces of homework remain fall short of, those pieces of homework fall short of it and what I want is that they produce more, I mean they are simple models but that they do it well.” (learning session 6 Modeling learning action)

Considering what Ely had learned by this point, she proposed to resolve the contradiction by teaching students expressions that they could use to convey an authentic and spontaneous message through spoken discourse:

“Yo pienso que expresiones que ellos puedan usar, que puedan involucrar en las actividades que se le coloquen, por eso, yo le hablaba, cuando le hablaba del formato, no sé hasta qué punto es como un guión, un guión, pero no como el role play que nos entregan, perdón, como la conversación que nos entregan, tú eres A y tú eres B y simplemente repite, no, sino como mostrándole una serie de expresiones que ellos pueden incluir dentro de su, dentro de esa actividad que van a llevar a cabo, ya, entonces, como por ejemplo, si quieres mencionar los ingredientes puedes utilizar esta expresión, si quieres hacer la presentación de decir esto es tal cosa, puedes utilizar estas expresiones, de tal forma que sea libre en el sentido de que no es un solo o una sola, una sola expresión para todo el mundo, porque harían lo mismo, lo que cambiaría sería, pues los ingredientes, ¿si me entienden? sino que ellos escojan esas expresiones de, cuáles quieren incluir, cuáles les parecen más interesante.” / “I think that expressions they can use, that they can involve in the activities that are assigned to them, that's why I talked to you, when I talked to you about the guide, I don't know to what extent it is like a script, a

script, but not like the role play that they give us, sorry, like the conversation that they give us, you are A and you are B and simply repeat, no, but as showing them a series of expressions that they can include within their, within that activity that they are going to carry out, then, for example, if you want to mention the ingredients you can use this expression, if you want to make the presentation of saying this is such a thing, you can use these expressions, in such a way that it is free in the sense that it is not just one, a single expression for everyone, because they would do the same thing, what would change would be, well, the ingredients, do you understand me? but that they choose those expressions from, the ones they want to include, the ones that seem more interesting.”

(learning session 6 Modeling learning action)

Ely's proposal was not only part of the new model we wanted her to adopt but it also illustrated what she had called “a more challenging” object, since she expected her students to go from mentioning the name of a dish and its ingredients, to an actual description of it, which should include the purpose, variables and stages of this genre. In this way, Ely redefined the object of her praxis, establishing what she wanted her students to produce, and informing the resolution of the contradiction she had already solved by willingly seeking to change her current teaching sequence.

Change in the Mediatlional Tools of the System

The second change in Ely's activity system, came from the contradiction that emerged from the mediational tool, that is, her current teaching sequence before the formative intervention and how it did not lead to the improvement of her students' spoken discourse as the new object of her praxis. This contradiction encouraged Ely to adopt an adapted version of the new model, namely, the teaching sequence we proposed as the second stimulus of the formative

intervention process (Engeström et al., 2014). Ely and researchers discussed the proposed R2L model for spoken discourse and collaboratively designed a series of lessons that reflected the model. This change in Ely's praxis occurred through a process of learning, examining, experimenting and implementing the teaching sequence, as it is described below.

The implementation of the new teaching sequence was carried out through four learning sessions that focused on planning each of the six lessons needed to develop the model. These meetings corresponded to the examining and implementing learning actions respectively, while, in order to reflect on the process of planning and implementing the new model, Ely took part in two interviews.

During the presentation of the new teaching sequence, which was introduced through a teaching sequence table (see Appendix C), Ely highlighted the viability of its implementation in her class:

“Yo pienso que es muy viable, muy, muy, muy viable por lo que le decía, me gusta porque es un paso a paso bastante detallado, es exponer al estudiante en todas las etapas, o sea, estamos acompañándolos, se le está dando la información, se está construyendo con ellos para que al final ellos lo hagan solitos.” / “I think it is very feasible, very, very, very feasible from what I was saying, I like it because it is a fairly detailed step-by-step, it exposes the student in all the stages, that is, we are accompanying them, they are being given the information, it is being built with them so that in the end they do it by themselves.” (learning session 6 Modeling learning action)

She also mentioned how important it was, as an underpinning of the teaching sequence, to support students during the process, and how productive the whole experience could be:

“En ayudarlos a que ellos construyan sus mismas, pues el producto que deben, que deben dar al final, y esta parte de los recursos semióticos, de cómo funciona en esta parte la gramática, el vocabulario que ellos deben usar, es muy chévere, en realidad como decía usted, es un andamiaje, es un paso a paso, es un, poco a poco, pero que al final es, es muy productivo para ellos.” / “In helping them to build their own, well the product that they must, that they must give at the end, and this part of the semiotic resources, how the grammar works in this part, the vocabulary that they must use, is very cool, actually, as you said, it is a scaffolding, it is a step by step, it is, little by little, but in the end it is, it is very productive for them.” (learning session 6 Modeling learning action)

These comments reflected Ely’s reshaped conception of communication as a process to convey a structured and purposeful message, as well as the role that vocabulary plays in it, which, instead of being a prerequisite for students to learn the language and use it to communicate, is now considered a semiotic resource. During the interview that correspond to the consolidating learning action, she restated this change:

“Ya aquí el vocabulario no, no lo veo como medio, sino como parte, como parte del proceso, al principio yo lo veía como medio, porque con eso iniciaba, verdad, pero a la hora de aplicar la secuencia didáctica, no es el medio, sino simplemente una parte, verdad, una parte que es incluida para poder llegar a ese objetivo final con los chicos, en mi concepción ya no pasa, ya pasa de ser medio a hacer simplemente parte del proceso.” / “Here the vocabulary no, I don't see it as a means, but as part, as part of the process, at first I saw it as a means, because that's what I started with, right, but when applying the didactic sequence, it's not the means, but simply a part, right, a part that is included to be

able to reach that final goal with the kids, in my conception it is not, it goes from being a means to simply being part of the process.” (interview 5 consolidating learning action)

After a general presentation of the new teaching sequence, Ely planned the lessons in collaboration with one of the researchers. The purpose of the first meeting was for Ely to analyze a transcript of the spoken text she had already decided to use as a model, or mentor text, during the classes. This analysis focused on the lexicogrammatical features of the text that were part of each stage, some of which were proposed by Ely. About it, she commented:

“estas son las bases y la idea es que esto quede súper claro para ellos y que sea sencillito”/ “these are the basis and the idea is that it becomes super clear for them, and that it is easy” (learning session 8 Examining learning action).

As a result of this learning session, Ely could plan the first lesson, whose objective was to present the text she would use as model, its purpose and stages. To plan the lesson, she followed the table used to present the teaching sequence. About the steps and instructions in this table, Ely expressed an initial concern about the amount of time she would need to implement it, however, when analyzed in detail, it became clear that she would not spend too much time in the different activities students had to do.

During the second session, Ely simulated the development of one of the steps of the teaching sequence, which corresponded to the identification and comprehension of the lexicogrammatical features of each stage of the text. After planning this second lesson, we continued to discuss and establish how students would identify the different stages of the text, and the expressions used in each stage, placing emphasis on pronunciation, which was carried out in the third lesson (see Appendix C).

As part of Ely's understanding and adoption of the teaching sequence, she shared her opinion and expectations of it, at the beginning of this learning session:

“Me gusta mucho cómo, cómo vamos a abordar esto en realidad, la verdad me llamó la atención, es algo diferente, bueno por lo menos yo nunca había trabajado así y pues me resulta bastante interesante [...] para mí es innovador en el sentido de que nunca me había puesto como a la tarea de, de realizar las actividades de esta forma y me parece bastante fructífero, sencillo y que ellos van a aprender bastante, que no es solamente llegar y decirle bueno, van a repetir, esto se dice así, se lo van a aprender así, sino que acá es como más un conjunto.” / “I really like how, how we are going to address this actually, the truth is that it caught my attention, it is something different, well at least I had never worked like this and it is quite interesting [...] for me it is innovative in the sense that I had never put myself to the task of, of carrying out the activities in this way and it seems quite fruitful, simple and that they are going to learn a lot, that it is not just coming and saying well, you are going to repeat, this is it says like this, you are going to learn it like that, but here it is more like a set.” (learning session 9 Examining learning action)

This initial impression of the teaching sequence reflected Ely's change in her planning process. When asked about her comment “I had never put myself to the task of carrying out the activities in this way”, she answered:

“Nunca había planeado, por ejemplo, de mostrarles un vídeo y que a partir de ese vídeo se construyera conocimiento, porque por ejemplo si yo llevaba actividades de audio, era de complete, de entender lo que se estaba diciendo, más no usarlo como base para hacer otra cosa.” / “I had never planned, for example, to show them a video and build

knowledge from that video, because, for example, if I carried out audio activities, it was about completing, about understanding what was being said, but not using it as a basis for doing something else.” (learning session 9 Examining learning action)

This revealed other changes in Ely’s praxis, related to the mediational tools, that is, the resources and materials (see Appendices D and E) she brought to her classes and how she used them to achieve a specific purpose. As well as the object of the system, since Ely talks about “building knowledge” instead of minimal and mechanical oral production.

The third planning session started with a review of what had already been planned, verifying and examining each step. Ely could practice again how she would guide the process of identification of the lexicogrammatical features of the stages. Lesson three was planned while lessons four and five started to be discussed according to the teaching sequence table presented at the beginning. The focus of these lessons was the correct use of the expressions students could include in the texts they would produce in small groups and then as a whole class, and some specific grammar structures from the text that Ely decided to teach her students (see Appendix E). At the end of the session she expressed her comments about the planning process until that moment:

“vamos bien, vamos excelente, todo organizado, todo paso a paso, va a ser un buen producto”/ “we’re doing well, we’re doing great, everything is organized, everything step by step, it is going to be a good product” (learning session 10 Examining learning action).

This comment reflected the high expectations she had of the implementation of the teaching sequence.

Once Ely carried out what she had planned for the first lesson, we asked her to comment on the experience. Her answered revealed the importance of planning:

“Yo pienso que bueno, todo lo que se planea, no quiere decir que va a salir perfecto, pero si uno lleva un horizonte, un orden, verdad, de ideas con ellos y se presenta una cosa, se presenta la otra, entonces pienso que eso fue, fue primordial a la hora de desarrollar la sesión y que también en la planeación tuvimos en cuenta el tiempo, verdad, que no fue como que se hace hasta donde se pueda, no, vamos a trabajar esto en esta parte porque por el tiempo nos da para esto y pienso que eso pues fue la base, para que todo saliera, pues dentro de lo normal y bien.” / “I think that well, everything that is planned does not mean that it will turn out perfect, but if one has a horizon, an order, right, of ideas with them and one thing is presented, the other is presented, then I think that was, it was essential when developing the session and that we also took time into account in the planning, right, it was not as it is done as much as possible, no, we are going to work on this in this part because the time let us do this and I think that was the basis for everything to work out, well within normal and well.” (interview 5

Consolidating learning action)

The last learning session regarding planning, took place after Ely had taught the first three lessons implementing the new teaching sequence. At the beginning of it, she mentioned a new concern about the students including the name of the stages of the text in the description they were presenting, as they were not expected to do it, since they are not part of the text. Although this was not considered an actual difficulty, we discussed some suggestions to deal with it. The planning of the fourth and fifth lessons was completed, highlighting the importance of reviewing pronunciation, the grammar structures students should identify in order to

understand the text and the expressions that would help them produce a new text according to the stages (see Appendices C and E). Finally, we discussed what would be done during the last two sessions, related to reviewing the main characteristics of the text and assigning students to gather the information they needed to present a new spoken text, individually. About this last assignment, we witnessed again that only a few students did it, while most of them had to make some decisions during the class, regarding the organization of the text and how they would present it.

Ely could teach all the lessons according to what had been planned during the examining learning action of this formative intervention. Throughout the process she was actively involved in the decisions that informed the implementation of the teaching sequence, by proposing ideas, reshaping what we suggested and modifying some of the tools she used in class. Nevertheless, there were some inconveniences in terms of the time she needed for some of the lessons, due to school presentations and meetings and weather conditions. About it she explained that other teachers would let her use their classrooms and schedule for her to teach the class:

“Teniendo la limitante del tiempo que a veces había semanas en las que definitivamente no se podía hacer una sesión, pues obviamente me tocaba pedirle la hora a otro profe y él muy amablemente, me decía, sí, seño [...] ellos muy, muy amablemente, me decían sí seño claro y se quedaban con los chicos con los que yo debía tener clase, entonces bien, me pareció, pues positivo, fue algo que jamás había hecho y que me tocó hacer.” /

“Having the limitation of time that sometimes there were weeks in which a session could definitely not be done, so obviously I had to ask another teacher to use the time of their class and they very kindly told me, yes, miss [...] they very, very kindly, said yes of course and they took care of the kids with whom I should have class, so it seemed to me, well

positive, it was something I had never done and that I had to do.” (interview 5 consolidating learning action)

Her comment answered the question about new rules in her praxis, that is why she highlighted that she had not asked this kind of favors before, but it had become a positive experience.

Ely’s changes in her methodology became apparent during the reflecting learning action. When asked about how her methodology had changed, previous to teaching the last two lessons, she reported:

“Ha sido un cambio, sí, sí he cambiado, yo diría que, que todo, porque bueno la manera como se presentaban las clases, o como yo las presentaba era muy diferente, el hecho de hacer énfasis, bueno, de que las sesiones son, bueno llevan esa, esa mezcla de inglés y español, pero más como clarificación, ha sido muy útil, porque los chicos entienden, porque ellos están enfocados en lo que, en lo que hay que hacer, en cómo se debe hacer y que no le damos como tanta vuelta a algo, verdad, entonces me he sentido muy cómoda, muy motivada a que ellos produzcan, a que entiendan, a que participen y, y la verdad es que me ha gustado mucho la metodología [...] porque la verdad es que es muy, no sé o sea, es sencillo, es práctico va uno al punto y no está como con tanta, con tanta locura, como que qué hago, cómo hago para que ellos produzcan, entonces me parece muy puntual.” / “It has been a change, yes, yes I have changed, I would say that, that everything, because well the way the classes were presented, or how I presented them was very different, the fact of emphasizing, well, that the sessions are , well they have that, that mix of English and Spanish, but more as a clarification, it has been very useful, because the kids understand, because they are focused on what, on what has to be done,

on how it should be done and that we do not waste time on something else, right, so I have felt very comfortable, very motivated for them to produce, for them to understand, for them to participate and, and the truth is that I have really liked the methodology [...] the truth is that it is very, I don't know, I mean, it is simple, it is practical, one goes to the point and it is not like one spends too much time thinking what do I do, how do I get them to produce, so it seems to me very punctual.” (interview 5 consolidating learning action)

This revealed her recognition of the initial changes in her praxis, in terms of the organization of her classes and the use of L1 and L2. She acknowledged how the usefulness and coherence of the teaching sequence started to inform her teaching.

Ely's experience with the adoption, adaptation, and implementation of the new teaching sequence, resolved the contradiction she identified between the emerging object of her praxis and the teaching sequence she used as a mediational tool. Considering that the implementation of the new teaching sequence, led students into the change, in their oral communication skill, that Ely was seeking, as she affirmed that:

“El solo hecho que los estudiantes usaran una información para construir la de ellos, verdad, que no fue impuesta, que no fue simplemente cambien un nombre en una conversación, eso lo hace más challenging, ya, porque se le da una serie de recursos que quienes arman o quienes armaron su, su discurso, su pequeño texto fueron ellos. Y la apropiación con la que, con la que lo hicieron, entonces yo pienso que sí, que esa, esa parte más challenging, si se logró pues con las actividades que se realizaron [...] a lo que apuntaba yo con ese más challenging, si se logró.” / *“The mere fact that the students used information to build theirs, right, that it was not imposed, that it was not simply changing a name in a conversation, that makes it more challenging, because they are*

given a series of resources that those who construct or those who constructed their, their speech, their little text were them. And the appropriation with which, with which they did it, so I think yes, that, that most challenging part, was achieved with the activities that were carried out [...] what I was pointing to with that more challenging was achieved.”
(interview 5 consolidating learning action)

Indeed, lesson observations, during the implementation of the new teaching sequence, revealed students' improvement in the comprehension of the type of text they learned about in class and the use of the linguistic resources they needed to present their own text. Most of them were able to describe the typical dish they chose, fulfilling the social purpose of the text, following the stages and using the lexicogrammatical features of this genre. Such findings are presented in the study of another member of the research team (Díaz, 2022). Although this result was not part of our objectives, it let us illustrate how the change in mediational tools affected the object of the system.

As mentioned above, the second change in Ely's praxis referred to her adoption of the new teaching sequence. During the consolidating learning action, when asked about her experience after its implementation, she expressed her intention of using the teaching sequence with other classes:

“Me parece una estrategia muy buena y en cierta ocasión le mencionaba [...] que lo iba a aplicar con unas temáticas que iba a ver en otros grados, quizás no es el mismo tipo de texto, pero, pero ese paso a paso cómo organizarse en ese paso a paso, me parece muy, muy, muy productivo y muy significativo para el aprendizaje de los chicos.” / “I think it's a very good strategy and on a certain occasion I mentioned [...] that I was going to apply it to some topics that I was going to see in other grades, maybe it is not the same type of

text, but that step by step, organizing it step by step, seems to me very, very, very productive and very significant for the children's learning." (interview 5 consolidating learning action)

Such a change informed the initial transformation of her praxis, since she started to theorize it, based on what she had learned about the teaching sequence. This became clear through her answers and comments such as her understanding of the purpose of the new teaching sequence, as she explained:

"Es una secuencia didáctica como bien dices tú, diferente, verdad, que apunta a cosas diferentes, que se aborda de una manera diferente, que no es simplemente el role-play, que no es simplemente empezar con una conversacioncita y que ellos entiendan que están diciendo y simplemente usen, cambien y ya, no, acá es una forma más organizada de presentar, no una temática, porque en realidad no es una temática, sino un uso del lenguaje." / *"It is a didactic sequence, as you say, different, right, that points to different things, that is approached in a different way, that it is not simply a role-play, that it is not simply starting with a small conversation and that they understand that they are saying and simply use, change and that's it, no, here it is a more organized way of presenting, not a theme, because in fact it is not a theme, but a use of the language."* (interview 5 consolidating learning action)

Her conclusion about how the teaching sequence does not focus on isolated activities or patterns but the use of the language, differs from her initial conception of mechanical and minimal production that came from putting words together in role-plays or prefabricated conversations.

Regarding the objective of spoken communication, she reported a change in her conception of it:

“más de mantener un discurso, es transmitir un mensaje, [...] porque más allá de simplemente mirar que sea algo escrito, que sea algo oral, que sea algo que estoy escuchando, es transmitir un mensaje”/ “more than maintaining a speech, it is transmitting a message, [...] because beyond simply seeing that it is something written, that it is something oral, that it is something that I am listening to, it is transmitting a message” (interview 5 consolidating learning action).

About the characteristics of her methodology after the implementation of the teaching sequence, she mentioned:

“Hubo un cambio, porque no partíamos de palabras para impartir, pues el conocimiento, eso es lo primero. Y seguíamos trabajando eso en función del lenguaje para la comunicación, para la expresión, con el uso directo de expresiones, más no de palabras solas o palabras aisladas, entonces en este punto obviamente hubo un cambio total de la metodología de trabajo.” / “There was a change, because we did not start from words to impart, well the knowledge, that is the first thing. And we continued to work on that based on language for communication, for expression, with the direct use of expressions, but not single words or isolated words, so about this aspect there was obviously a total change in the teaching methodology.” (interview 5 consolidating learning action)

“Lo que cambió fue la forma, verdad, de hacerlo, el enfoque de lo que quería que los estudiantes produjeran en ese momento, de acuerdo, pues con la temática que se estaba trabajando, entonces [...] la idea de solo mirar que hay diferentes formas de abordar una

temática, de abordar una función del lenguaje, sin necesidad de, de empezar como de lo mínimo, mínimo, mínimo y tampoco subestimar a los estudiantes en su, en su, en su conocimiento o en su capacidad de entender y de apropiarse de, de algo que les va a ser útil en esa parte comunicativa que queremos desarrollar en ellos.” / “What changed was the way, right, of doing it, the focus of what I wanted the students to produce at that time, according to, well, with the theme that was being worked on, then [...] the idea of just looking that there are different ways of approaching a theme, of approaching a function of the language, without the need to, to start with the minimum, minimum, minimum and neither underestimate the students in their, in their, in their knowledge or in their ability to understand and take ownership of, of something that will be useful to them in that communicative part that we want to develop in them.” (interview 5 consolidating learning action)

Ely's view about the language in terms of function, knowledge and communication, reflects the new conception she has about learning the language and her role during the teaching process.

Change in the Community of the System

The last change in the system corresponded to students' attitude and commitment to its object. The redefinition of what Ely wanted her students to do regarding spoken communication and her decision to adopt the teaching sequence we proposed, led to a potential change in the community. Lesson observations revealed that students' participated actively in the activities she carried out during the implementation of the teaching sequence:

“los chicos en cambio, ellos encantados con el trabajo, conectados con la participación, siempre pendiente de lo que se estaba haciendo, entonces pienso que eso sí cambió,

entonces sí hubo compromiso o si sigue estando presente el compromiso de los chicos en el proceso.” / “the children on the other hand, they were delighted with the work, connected with the participation, always aware of what was being done, so I think that did change, then there was commitment or the commitment of the children in the process is still present.” (interview 5 consolidating learning action)

“las preguntas que se hacían, los ejercicios que se colocaban en clase eran pues respondidos por ellos, o sea, ellos respondían a esas actividades que se estaban realizando y cómo te digo, o sea, aquí la conexión entre ellos y lo que yo hacía y mi discurso dentro del salón de clase era uno solo, si me entiendes, si yo preguntaba tal cosa ellos me respondían, si decía tal cosa, entonces yo pienso que, que conexión total, o sea conexión completa con los chicos durante el proceso.” / “the questions that were asked, the exercises that were placed in class were answered by them, that is, they responded to those activities that were being carried out and as I’m telling you, that is, here the connection between them and what I did and my speech inside the classroom was one, you know what I mean? if I asked something they would answer me, if I said something, then I think that, that it was a total connection, I mean there was complete connection with the children during the process.” (interview 5 consolidating learning action)

The fact that most of the students did a piece of homework Ely assigned in the first class confirmed their interest and engagement in the process, considering that the lack of homework was a rule before this:

“Algo muy positivo, fue o sea que con ellos la tarea, la primera que les dejamos de tarea, solo cinco hicieron la tarea, después se les dio pues la oportunidad a los demás, pero

esta vez con la asignación, la primera asignación que era ubicar las frases de acuerdo con las etapas, la realizaron, no sé si porque, si era porque estaban más motivados, porque tenían el material a la mano, pero hubo más, más participación de, por parte de ellos.” / “Something very positive was that with them the homework, the first one we gave them as homework, only five did the homework, then the others were given the opportunity to do it, but this time with the assignment, the first assignment that was locate the phrases according to the stages, they did it, I don't know if because, if it was because they were more motivated, because they had the material at hand, but there was more, more participation of, by them.” (learning session 11 Examining learning action)

One of the reasons behind students' involvement in the activities, was the resources Ely used during the classes:

“todo lo que es audiovisual, para ellos siempre va a ser llamativo, entonces pienso que, que fue un punto a favor para, para su concentración y motivación”/ “everything that is audiovisual, for them will always be striking, so I think that, that it was a point in favor for, for their concentration and motivation” (interview 3 Reflecting learning action).

About Ely's observation and perception of students' roles and attitude during the lessons she reported:

“Desde mi perspectiva yo pienso que ha sido, que ha tenido muy buena acogida todo lo que se hizo por qué primero por la presentación diferente de la temática, segundo porque eso se vio reflejado en la participación activa de los chicos, aunque todos no cumplían porque aja, todo no es perfecto, todos no cumplían, siempre había unos cuatro o cinco ahí, como que más o menos, pero en general el curso participaba activamente, estaban conectados con lo que se hacía [...] en lo que se hacía en cada clase, en el, como en la,

en la internalización de los conocimientos, ellos estuvieron siempre prestos. Siempre estuvieron prestos, participativos, preguntaban y, y bueno yo creo que ese es el fruto de que en realidad funcionó eso que, que estábamos aplicando, entonces yo pienso que desde mi percepción para ellos fue muy buena también, o sea les gustó y pusieron en práctica todo eso que llevamos al aula.” / “From my perspective, I think that it has been, that everything that has been done has been very well received, firstly because of the different presentation of the theme, secondly because that was reflected in the active participation of the kids, although all of them did not comply because aha, everything is not perfect, they all did not comply, there were always about four or five there, more or less, but in general the course participated actively, they were connected with what was done [...] in what was done in each class, in the, as in the, in the internalization of knowledge, they were always ready. They were always prompt, participatory, asked questions and, well, I think that this is the result of the fact that what we were applying actually worked, so I think that from my perception it was very good for them too, that is, they liked it and put in practice all that we brought to the classroom.” (interview 5 consolidating learning action)

The fact that most of the students took part in the development of the activities and manifested their interest and eagerness throughout the lessons, reflected a considerable change in the community, since they proved to be more oriented to the object of the system, namely, the improvement of their spoken communication skills.

Discussion

The findings of this study revealed that the teacher's initial conceptions of communication, language and vocabulary informed her students' basic oral production as object of her praxis. Nevertheless, her intention of improving her student's spoken discourse reflected a preexisting contradiction between the current object of the system and a new emerging one, namely more challenging spoken communication by students. The resolution of this contradiction came from her willingness to change her current teaching sequence in order to achieve this new object. The change spurred by this contradiction was the redefinition of the object of the system, which reflected the teacher's change regarding her conceptions of spoken communication and use of the language.

The teacher's decision to change the mediational tools of the system resolved a second contradiction related to the mismatch between her teaching sequence and the redefined object of her praxis. Her adoption of the teaching sequence proposed by the researchers became a change inside the system and revealed that she had started to theorize her own praxis.

Finally, students' appropriation of the knowledge and active participation during the implementation of the new teaching sequence, became a third change in the community of the system.

Findings Related to the Literature

Previous studies on R2L have reported teachers' experiences after being trained to learn this pedagogy, in order to plan and implement it in their classes. Their findings have highlighted several changes regarding teachers' appropriation of the theories that underpin this methodology as well as limitations during the learning process.

Regarding Ely's reshaped conception of text, findings revealed her acknowledgement of spoken discourse as a text, since it conveys a message according to its purpose and characteristics, as written texts do. It evidenced one of the changes found in former studies, concerning participants' conception of text, as one of the bases of Systemic Functional Linguistics. Considering that the object of her system was her students' spoken discourse, she also learned about the schematic structure of the genre they would present. This supports previous findings from Whittaker and García (2018), Whittaker and Acevedo (2016) and Gebhard et al. (2013) who referred to how teachers started to conceptualize texts differently, being more aware of their characteristics, as they unfold according to their purpose or genre. This conceptualization is, in my view, evidence of Ely's new theorizing of her praxis.

On the other hand, findings revealed that Ely acknowledged the comprehension of the lexicogrammatical features students had to learn and use to create their own texts independently. This change in teachers' understanding of the language is supported by Whittaker and García (2018), who described teachers' learning of the specific language of the genres students were expected to learn and use.

Concerning Reading to learn (R2L), one main theoretical underpinning informed teachers' praxis in terms of changes. Ely's perception of the adaptation of R2L for spoken communication revealed her awareness of the explicit teaching process it involved as her students were aimed at improving their spoken discourse. This realization of the teaching sequence was evident during its planning, implementation and consolidation, as seen in the lesson observations and restated by her during interviews when she always referred to it as a step by step process and recognized the importance of supporting her students for them to be able to achieve a more challenging goal. Thus, her perception of her own teaching during the

implementation of the new teaching sequence reflects one of the main characteristics of scaffolding (Hammond & Gibbons, 2005). Whittaker and García (2018) confirmed this finding, reporting how the teachers in their study gave more explicit instructions due to the new methodology. While Shum et al. (2016), Whittaker and Acevedo (2016), Damayanti (2017) and Whittaker (2018), not only identified the same change but also reported that explicit teaching facilitated and improved students' learning.

Altogether, these changes in teachers' conceptions and realization that originated from R2L, not only supported their learning of a new teaching sequence but also informed their praxis, encouraging changes that go beyond the understanding of the teaching sequence itself.

About the limitations reported in the studies, the findings presented through Ely's experience differed from them, considering that, according to Activity Theory, difficulties, and clashes between the components of the system named contradictions, encourage the changes in the system (Engeström, 2001) instead of hindering teacher's praxis. While the contradictions identified in Ely's activity system, regarding her concern about the object of her praxis, and the mismatch between her mediating tools and the emerging object, led to changes in her conceptions and teaching, Hipkiss and Varga (2018), and Acevedo (2020) described how the lack of time became a limiting factor during the learning and implementing process. Likewise, Damayanti (2017), Whittaker and Löfstedt (2017), Whittaker and García, (2018) found that such limitation made their participants change their lesson plans, and Millin and Millin (2014) referred to the change in participants' expectations because of it.

Hipkiss and Varga (2018) also referred to teachers' difficulty using some words as part of the metalanguage they needed to talk about R2L during the tutorial lessons. And Acevedo (2020)

reported how the participant of the study had difficulties related to her previous and new knowledge regarding R2L, which she named dissonance.

Respecting the implementation of formative interventions as the professional development program of this study, findings described how the teacher's reconceptualization of the object of her praxis or activity system and the contradiction between her mediational tools and this new object led to changes in some components of the system. Since such transformation represented the resolution of the contradiction by her adopting R2L for spoken discourse and the resources used to learn and implement it during the intervention, these results illustrated what Sannino et al. (2016) describes as double stimulation, highlighting the role that the second stimulus played, as the new teaching sequence proposed to understand and face the first stimulus, not only responded to the teacher's concerns but also let her tailor her students' needs concerning spoken communication.

Conclusions

Considering that most of the research conducted into R2L has involved learner's improvement on reading and writing, the findings of this study expanded the research that has been done regarding the use of R2L from a teacher's perspective and praxis. This study aimed to explore and analyze a teacher's learning and implementation of an adaptation of R2L for spoken communication in an EFL classroom. To that end, it answered two research questions regarding the changes in the teacher's praxis that might take place through her understanding and use of the methodology, as well as the contradictions that could encourage those changes. Following a qualitative formative interventions design, these research questions were answered using activity system analysis to examine and interpret the data.

The findings from such analysis revealed changes in the teacher's definition of the object of her praxis and decision to adopt a new mediating tool as teaching sequence as well as the community's orientation to the object. The development of those changes was informed by the identification and resolution of contradictions inside the teacher's activity system regarding her concern about the improvement of students' oral communication and her current teaching sequence.

These answers to the research questions of the study not only correspond to its purpose but also support what Activity Theory affirms regarding changes in the components of the system. When a change is effected in one of the components of the system, it does not only affect this component but the others, promoting a feasible change in the whole system (Yamagata-Lynch, 2010).

Therefore, this study broadens the knowledge we have about the demands of learning and implementing R2L from a teacher's perspective and for the teaching of spoken discourse. Since

it described in detail not only the teacher's experience but also how her praxis underwent likely significant changes by facing and resolving the contradictions that effected them.

As described above, some of the changes in the participant's praxis of this study, appear to reinforce previous findings related to learning and implementing R2L. Therefore, such changes might inform teacher educators about the efficacy of professional development programs, like the formative intervention that took place during this study, to lead pre-service and in-service teachers into the appropriation and development of R2L in their lessons.

On the other hand, the findings that described changes concerning teachers' linguistic conceptions, illustrated the transformation of their theoretical bases, which as presented in this study, might lead in-service teachers to theorize their praxis. Highlighting that, when considered an activity system, teachers' praxis might undergo positive changes not only in the subject, but all the components of the system.

Regarding the teaching sequence proposed in this study to explore and encourage the above mentioned changes, it represents a recent still adaptable model that endeavors to better the teaching and learning of spoken discourse based on R2L strategies. Consequently, both teacher educators and in-service teachers may engage in the understanding and implementation of the model, seeking to change and improve their praxis when teaching and developing spoken communication.

Highlighting that this study aimed to explore the changes that might take place during the learning and implementation of R2L, concerning the teacher's praxis and the contradictions that encouraged them, it reported how the participant's praxis, seen as an activity system, underwent transformation that could be described according to the components of the system it referred to, during the time the formative intervention took place.

As a result, it was possible to identify likely significant changes in her conceptions and how they informed the object of her praxis and let her adopt a new teaching sequence. Nonetheless, those changes reflected only an initial adjustment in her praxis that can be explored deeply if future studies analyze how they develop as part of the components of the initial activity system of their research. Consequently, more time would be needed to observe the participant's planning and implementation of R2L, especially without all the support she had from the members of the research team during the formative intervention, in order to reaffirm and expand the changes found in this study and identify and describe new ones.

As mentioned in the previous chapter, the changes in the participant's practice, namely, redefinition of the object of the system, and adoption of a new teaching sequence as mediating tool, were spurred by the contradictions identified during the formative intervention, yet findings in this study also reported other changes concerning the participant's conceptions and theoretical bases, that supported the two changes mentioned above. Her sharpened conceptions of text and oral communication, as well as how her praxis started to be informed by the theory she learned from the understanding of R2L, described such changes. Nevertheless, the amount of time used during the data collection process, might have not been enough for us to examine the contradictions, if any, that may have encouraged these changes, suggesting how the participants' background knowledge differs or conflicts with the new knowledge she gained from R2L, as one of these contradictions. Therefore, further research could be done to explore these findings.

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List of footnotes

¹ Ely's comments will be presented both in Spanish and English, indicating the data source as well as the learning action from the formative intervention sessions they came from.

Appendices

Appendix A: Analysis of text

What we have here is a very typical dish called arepa de huevo.

It's a corn patty, double deep-fried, and inside it has minced beef and egg.

All right, so I'm gonna show you what's inside.

'Cause beauty is always on the inside, right?

And here it is.

And you can have it with sour cream and hot sauce if you're like me.

I'm addicted to hot sauce.

True breakfast of champions.

What is the social purpose of the text?

A description of a typical dish

What are the characteristics of the specific situation in which it occurs? (register: field, tenor, mode)

Field: Typical Dish

Tenor: Foreign girl /influencer -presenter (emisor) followers (receiver)

Mode: multimodal (video)

How is the text organized into parts? (stages and phases)

Presentation of the dish

Mention ingredients and part of the process.

Showing the product

Side dishes/condiments.

Closure message - feature/specific meal

Express her likes on the food (how?)

She mentions that she is addicted to hot sauce and finishes using an expression to praise the typical dish

GENRE (context of culture)	Purpose: <i>A description of a typical dish</i> Schematic Structure and phases: -Presentation of the dish -Mention ingredients and part of the process. -showing the product -Side Dishes/condiments. -Closure message - feature/specific meal		
REGISTER (context of situation)	FIELD Informal language/ everyday language food/typical dish/not human	TENOR asíncrona probable friendship it can be close or distant relationship	MODE oral image
MAIN LANGUAGE FEATURES (Lexicogrammar)	everyday language (spoken language) present vocabulary related to food contractions		

Appendix B: Genre analysis

Source: We Try The Best Traditional Food in Medellín, Colombia | Food Tour:

Ejemplo Sancocho			
Purpose: To describe a typical dish/meal			
Genre: Descriptive Report			
Register: Field: Typical dishes description Tenor: Influencer/followers Mode: Spoken discourse - Multimodal			
Text		GENRE STAGE/Phases	LANGUAGE FEATURES
1	Sancocho is a very traditional soup for Colombian cuisine, and you can find it easily in any house or any restaurant.	General statement	-Present simple
2	Basically, we call sancocho, to every recipe that requires to put a lot of ingredients in a large pot with a lot of water. Yay! (claps) In this case, we're going to eat sancocho de gallina, that is hen.	Description (Definition/Classification)	-Present simple -Quantifiers (a lot) -Descriptive language
3	It comes with some rice, avocado, banana, and our traditional arepa paisa, we cannot forget it.	Description (Side dishes/Ingredients)	-Future (going to) -Third person -Present simple -Descriptive language
4	We do a family reunion, it's common to, we cook sancocho.	Description (Occasion)	-Simple present

Source: 8 Must-Try Foods In Cartagena, Colombia: Arepa, Ceviche, Raspao

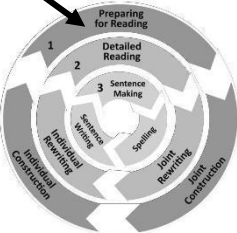
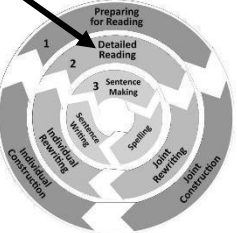
Ejemplo Arepa Huevo			
Purpose: To describe a typical dish/meal			
Genre: Descriptive Report Stages & phases: General statement ^ Description			
Register: Field: food: Typical dishes: description Tenor: Influencer/followers; no close relation, no subordination, no affective relation, technology mediated contact (frequent) Mode: Spoken discourse - Multimodal; complementarity between language and image/sound			
Text		GENRE STAGE/Phases	LANGUAGE FEATURES
1	What we have here is a very typical dish called arepa de huevo.	General statement(classification) "Presentación"	-Simple present - food language: dish, typical - WE: include viewers, address them directly - Human and non-human participants: we, arepa'e huevo - Statement (declarative)
2	It's a corn patty, double deep-fried, and inside it has minced beef and egg. All right, so I'm gonna show you what's inside. 'Cause beauty is always on the inside, right? And here it is.	Description (Features/Ingredients/Procedure)	-Simple present -Descriptive Language - spoken language: non-specialized language, non-formal (alright, 'cause, here it is) - Non-human participant: it - Declarative: statement
3	And you can have it with sour cream and hot sauce if you're like me. I'm addicted to hot sauce.	Description (Features/Side dishes)	-Future (going to) -Simple present -Descriptive language

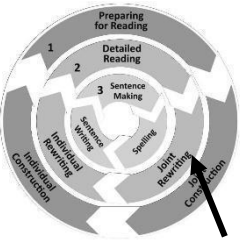
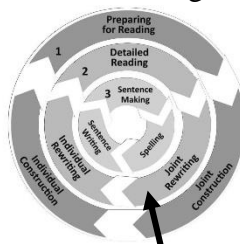
			- YOU: addressing viewer directly
4	True breakfast of champions.	(moment of day/comment)	Very positive comment

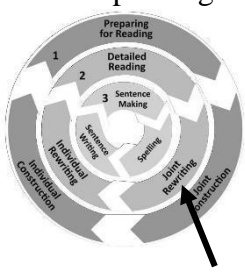
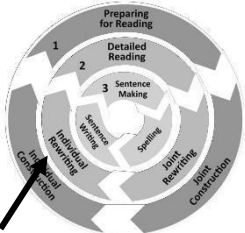
Ejemplo Ceviche			
Purpose: To describe a typical dish/meal			
Genre: Descriptive Report			
Register: Field: Typical dishes description Tenor: Influencer/followers Mode: Spoken discourse - Multimodal			
Text		GENRE STAGE/Phases	LANGUAGE FEATURES
1	So, here we have seafood ceviche.	General statement (classification)	-Simple present
2	A lot of seafood ingredients, like shrimp and fish, scallops, octopus, squid, with, like, lime juice, and onions, and cilantro. And this is a shrimp cocktail which has ketchup and mayonnaise, also onions.	Description (Ingredients/Classification) Statement (identify) Description (ingredients)	-Simple present -Descriptive language.
3	They're really, really good. Very typical in Cartagena, since we're right by the beach. We all eat every type of seafood we can get.	(Occasion-place)	-Simple present -Descriptive language
4	And it's very, very fresh, like, right out of the ocean. It's so good. (groans happily) Super fresh.	(Evaluation)	-Simple present -Descriptive language

Appendix C: R2L for spoken discourse

Stages and Strategies

<p>Preparing for Listening</p> 	<p>Building field</p>	<p>Teacher engages students in developing knowledge of the text: Showing pictures, asking questions, eliciting historical information, etc.</p>
	<p>Explaining what the text is about</p>	<p>Teacher briefly tells students what the text is about. For example: <i>This text deals with the way water transforms into vapor and becomes water again later on.</i></p>
	<p>Step-by-step summary of text content</p>	<p>Teacher explains, in a language students can understand, what the text says step by step. Here the teacher explains concepts and metaphors that can be useful for understanding the text.</p>
	<p>Listening/viewing the text</p>	<p>Teacher plays the text while students follow. Various kinds of tasks to check comprehension can be introduced here.</p>
<p>Detailed Listening</p> 	<p>Sentence by sentence summary</p>	<p>Using the text transcript, the teacher explains, in a language students can understand, what each sentence of the text says. This is accompanied by collective viewing of the video or listening to the recording.</p>
	<p>Identifying (highlighting) and elaborating key words</p>	<ol style="list-style-type: none"> After listening to the summary of the sentence by the teacher, students identify and highlight key words or groups of words following cues provided by the teacher. For example: <i>in this sentence the text talks about the process of how water turns into vapor, What's that process called?</i> Then the teacher elaborates on the meaning and use of those words. For example: <i>Evaporation, yes.</i>

		<i>This means that the water evaporates.</i> Teacher uses metalanguage as needed.
	Shared telling of the text	Teacher and students tell the text together, reading from the transcript. Students read only the words or groups of words they highlighted whereas the teacher reads the rest.
	Presenting the schematic structure of the text	Teacher engages students in discussing the pattern the text follows (i.e., schematic structure). Here the teacher can label the structure of the text or ask students to do it. This is done at the time that the video/audio is presented. Use of metalanguage
<p>Making notes</p> 	Jotting down content words	Students make a list of content words on the board. A diagram can be used here to organize the words/expressions. Teacher elaborates on meaning and form of content words.
	Lexicogrammat ical work	After jotting down content words, some grammar or lexis practice can occur. Teacher's explanations are based on metalanguage and involve students in explaining. A chart or diagram can be used here as well.
<p>Joint retelling</p> 	Retelling text collectively	Teacher and students jointly reconstruct the text from notes and the diagram that is on the board. Grammar of the genre is used here but word order can be changed and synonyms used.
	Relating to text structure	As text is jointly re-told, teacher reminds students of purpose, text structure, and other linguistic features of the text.

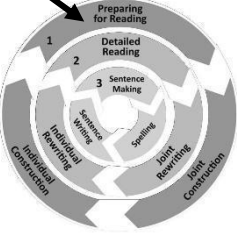
<p>Joint speaking</p> 	Building field 2	Teacher engages students in developing knowledge of the field for a new text whose focus is agreed on by the class. Building field may occur through Showing pictures, asking questions, eliciting historical information, student research etc.
	Planning speaking	Teacher and students plan the spoken text jointly. They can use diagrams or tables to jot down key information, expressions, or stages of the text on the board. Teacher reminds students of text structure and re-introduces lexicogrammar if needed.
	Joint speaking	Students take turns to realize the new text from the plan. Teacher provides support as needed.
	Self and peer assessment	Students assess their own spoken performance using criteria and metalanguage introduced throughout the lessons.
<p>Independent speaking</p>  <p>Self and peer assessment</p>	Building field 3	Teacher engages students in developing knowledge of the field for a new text whose focus is decided by students, individually or in small groups. Building field is done mainly by students' autonomous research, though teacher may provide support as needed
	Planning speaking 2	Individually or in small groups, students plan their spoken discourse using diagrams or charts. Teacher provides support as needed.
	Independent Speaking	Students realize their spoken text as spontaneously and independently as possible, though they may get support from chart, diagram or teacher.

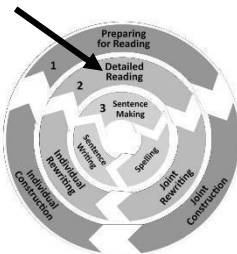
	Self and peer assessment 2	Students assess their own spoken performance using criteria and metalanguage introduced throughout the lessons
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R2L for spoken discourse


Stages and Strategies

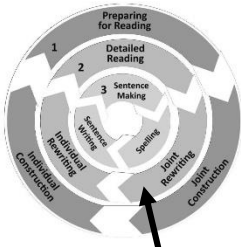
Ely's planning decisions appear in italics throughout the table

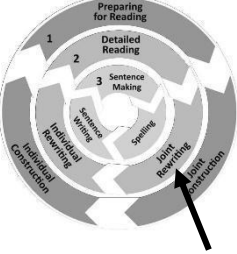
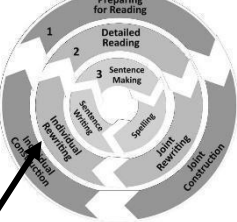
<p>Preparing for Listening</p> 	<p>Building field</p>	<p>Teacher engages students in developing knowledge of the text: Showing pictures, asking questions, eliciting historical information, etc.</p> <p><i>5 minutes: for getting ready</i> <i>5 minutes: to show students a still picture of arepa'e huevo, the video and ask questions like: han probado este plato? saben como se hace? ¿Dónde lo han probado? what ingredients does it have? ¿con qué la comen? ¿les gusta?</i></p>
	<p>Explaining what the text is about</p>	<p>Teacher briefly tells students what the text is about. For example: <i>This text deals with the way water transforms into vapor and becomes water again later on.</i></p> <p><i>2 minutes: the teacher explains what the video is about: This is a video about a TYPICAL dish, which one? (wait for students' response) 'egg corn patty' And she will describe it</i></p>
	<p>Step-by-step summary of text content</p>	<p>Teacher explains, in a language students can understand, what the text says step by step. Here the teacher explains concepts and metaphors that can be useful for understanding the text.</p> <p><i>2 minutes: primero, nos dice que es y los ingredientes y luego con qué se come. Finalmente nos va a dar su opinión sobre la arepa'e huevo</i></p>
	<p>Listening/viewing the text</p>	<p>Teacher plays the text while students follow. Various kinds of tasks to check comprehension can be introduced here.</p>

		<p><i>5 minutes: the teacher plays the video two times</i></p> <p><i>2 minutes: the teacher plays the video asking students to identify stages orally, as a group, saying 'ingredients', 'opinion', 'oración de presentación'</i></p>
<p>Detailed Listening</p> 	<p>Sentence by sentence summary</p>	<p>Using the text transcript (see Appendix D), the teacher explains, in a language students can understand, what each sentence of the text says. This is accompanied by collective viewing of the video or listening to the recording.</p> <p><i>(30 minutes: integrar actividad siguiente)</i></p> <ol style="list-style-type: none"> <i>1. Say in Spanish what each sentence/segment means, stage by stage.</i> <i>2. Then ask students to read and identify specific words/phrases that are key and underline them. For example: "En esta oración la muchacha presenta el plato, la oración de presentación, podrían identificar ¿cuál es el plato?" (student responds and positive feedback follows). "Por favor subrayen o resalten", "también usa una expresión para presentar, ¿cuál es?"</i> <i>3. Elaborate on key concepts, grammar, or lexis for ex. synonyms for typical.</i> <i>4. Teacher plays the video and students follow the transcript.</i> <p><i>Nota: hasta aquí para la primera clase.</i></p> <p><i>Homework: practice at home each expression: Se dan las etapas y una lista de expresiones. Los estudiantes clasifican qué expresiones van en cada etapa. Stick transcript to notebook.</i></p>
	<p>Identifying (highlighting) and elaborating key words</p>	<ol style="list-style-type: none"> After listening to the summary of the sentence by the teacher, students identify and highlight key words or groups of words following cues provided by the teacher. For example: <i>in this sentence the text talks about the process of how water turns into vapor, What's that process called?</i> Then the teacher elaborates on the meaning and use of those words. For example: <i>Evaporation, yes.</i>

		<i>This means that the water evaporates. Teacher uses metalanguage as needed.</i>
	Shared telling of the text	<p><i>10 minutes: Opening: resumen corto de la clase anterior y for getting ready.</i></p> <p>Teacher and students tell the text together, reading from the transcript. Students read only the words or groups of words they highlighted whereas the teacher reads the rest.</p> <p><i>10 minutes: caiga en la nota: students read the text together as the video is played, especially the words they have underlined. Teacher mutes the video at times, the video is played at a slower rate. Teacher revises pronunciation.</i></p>
	Presenting the schematic structure of the text	<p>Teacher engages students in discussing the pattern the text follows (i.e., schematic structure). Here the teacher can label the structure of the text or ask students to do it. This is done at the time that the video/audio is presented. Use of metalanguage</p> <p><i>10 minutes: Vamos ahora a revisar el texto y sus etapas. ¿Recuerdan cuál es la primera parte cuando uno va a hablar de un plato o comida? “oración de?” “Sts: de presentación.” Por favor márkela en el transcript (repeat with each stage).</i></p> <p><i>Presentation (presentación)</i> <i>Description (descripción):</i> <i>Ingredients, Preparation</i> <i>Side dishes (acompañamiento)</i> <i>Comment (opinion)</i> <i>Moment of the day</i></p> <p><i>Teacher writes stages/phases on the board</i></p>

	<p>Jotting down content words</p>	<p>Students make a list of content words on the board. A diagram can be used here to organize the words/expressions. Teacher elaborates on meaning and form of content words</p> <p><i>10 - 15 minutos: Los estudiantes escriben expresiones en el tablero para cada etapa a medida que estas se identifican. Reportar tarea.</i></p> <p>Nota: hasta aquí la segunda clase.</p>
<p>Making notes</p> 	<p>Lexicogrammatical work</p>	<p>After jotting down content words, some grammar or lexis practice can occur. Teacher's explanations are based on metalanguage and involve students in explaining. A chart or diagram can be used here as well.</p> <p><i>10 minutes: summary of previous lesson and hands in handout.</i></p> <p><i>30 minutes: Grammar explanation & vocabulary practice: reference words (name-it; here-image); Ingredients; Evaluative language for comments (adjectives): It's so delicious; true breakfast of champions; very fresh.</i></p> <ol style="list-style-type: none"> <i>1. Practice names of foods (5) and ingredients using flashcards.</i> <i>2. Teacher gives an example: showing a flashcard and doing an example with the chart (see Appendix E); two or three students do examples.</i> <i>3. Students choose one dish in groups and do examples.</i> <p><i>5 minutes: teacher and students choose a dish. Students build field knowledge.</i></p> <p>Nota: Aquí termina clase 3</p>
		<p>(omit) Teacher and students jointly reconstruct the text from notes and the diagram that is on the board.</p>

<p>Joint retelling</p> 	<p>Retelling text collectively</p>	<p>Grammar of the genre is used here but word order can be changed and synonyms used.</p>
	<p>Relating to text structure</p>	<p>(omit) As text is jointly re-told, teacher reminds students of purpose, text structure, and other linguistic features of the text.</p>
		<p>Clase 4: Review + lexicogrammar</p> <ol style="list-style-type: none"> 1. Introduction (5 minutes) 2. Summary of previous lesson (5 minutes): presentation of flashcards, soup and omelet; use presentation expression for telling the name of a dish; say ingredients (description). Review using the chart about the dishes in the flashcards, but without saying the names of the stages of the text. 3. Lexicogrammar: reference words (20 minutes) <ol style="list-style-type: none"> 3.1. Work with arepa'e huevo transcript; write reference words on the board. 3.2. Explain types of reference: anaphoric, exophoric. Students take notes on the notebook. 3.3. Students identify reference words in text. 3.4. Students say the presentation stage and ingredients.
	<p>Building field 2</p>	<p>Teacher engages students in developing knowledge of the field for a new text whose focus is agreed on by the class. Building field may occur through Showing pictures, asking questions, eliciting historical information, student research etc.</p> <ol style="list-style-type: none"> 4. Building field (7 minutes): Sancocho: Start conversation about sancocho; what are the ingredients? What do you eat it with? When do you eat it? Is this a typical dish? Do people eat sancocho everywhere in the world? in Colombia?

<p>Joint speaking</p> 	<p>Planning speaking</p>	<p>Teacher and students plan the spoken text jointly. They can use diagrams or tables to jot down key information, expressions, or stages of the text on the board. Teacher reminds students of text structure and re-introduces lexicogrammar if needed.</p> <ol style="list-style-type: none"> 1. Students fill out the chart using content for sancocho. They copy the chart in their notebooks (20 minutes).
	<p>Joint speaking</p>	<p>Students take turns to realize the new text from the plan. Teacher provides support as needed.</p> <p>Class 5:</p> <ol style="list-style-type: none"> 1. Introduction 2. Revising charts 3. Students take turns to describe the dish with support from the teacher or the chart
	<p>Self and peer assessment</p>	<p>Students assess their own spoken performance using criteria and metalanguage introduced throughout the lessons.</p> <ol style="list-style-type: none"> 4. Self-assessment and collective assessment <p>Homework: Choose a dish and find out information about it.</p>
<p>Independent speaking</p>  <p>Self and peer assessment</p>	<p>Building field 3</p>	<p>Teacher engages students in developing knowledge of the field for a new text whose focus is decided by students, individually or in small groups. Building field is done mainly by students' autonomous research, though teacher may provide support as needed</p>
	<p>Planning speaking 2</p>	<p>Individually or in small groups, students plan their spoken discourse using diagrams or charts. Teacher provides support as needed.</p>

	Independent Speaking	Students realize their spoken text as spontaneously and independently as possible, though they may get support from chart, diagram or teacher.
	Self and peer assessment 2	Students assess their own spoken performance using criteria and metalanguage introduced throughout the lessons

Appendix D: Text transcript

Arepa Huevo

What we have here is a very typical dish called arepa de huevo.

It's a corn patty, double deep-fried, and inside it has minced beef and egg.

All right, so I'm gonna show you what's inside.

'Cause beauty is always on the inside, right?

And here it is.


And you can have it with sour cream and hot sauce if you're like me. I'm addicted to hot sauce.

True breakfast of champions.

Link of the video (from second 24 to minute 1:12):

<https://www.youtube.com/watch?v=enYtWVSMDmM>

Appendix E: Pedagogical Diagram

←-----→		
<i>Presentation</i>	<i>Description</i> ↑ ↓	<i>Comment/Opinion</i>
<p><i>This is...</i></p> <p><i>Here we have...</i></p> <p><i>What we have here is...</i></p> 	<p><i>it has...</i> (ingredients)</p>	<p><i>It is....</i> <i>very/so/super</i> <i>...delicious</i> <i>...sweet</i> <i>...spicy</i> <i>...sour</i> <i>...yummy</i> <i>...fresh</i> <i>... good</i> <i>... refreshing</i> <i>... nutritious</i></p>
	<p><i>It comes with...</i> (side dishes)</p> <p><i>You eat it with...</i></p>	
	<p><i>You eat it..</i> (moment of day/occasion) <i>... at lunch</i> <i>...during breakfast</i> <i>... for Easter</i></p>	