









# Handbook for Instructors & Keen, Reluctant, or Procrastinator Students: Read, Write, and Research with ICT Support

Manual para Docentes y Estudiantes Bisoños, Avezados, o Procrastinadores: Leer, Escribir e Investigar con Apoyo de las TIC

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Rigoberto Castillo

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## PREFACIO (En Castellano) FOREWORD

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Este libro versa sobre la lectura y escritura en la universidad con acceso a las tecnologías de la información y la comunicación (TIC) que la mayoría del alumnado y el profesorado utiliza. Está dirigido tanto a lectores y escritores digitales avezados, como a los bisonños, motivados, desmotivados, reacios o procrastinadores –aquellos que dejan todo para lo último–. Esta publicación amplía los marcos de referencia para el desarrollo de habilidades discursivas en oralidad, lectura y escritura. Aspira a que los lectores –que son estudiantes, profesionales, docentes, investigadores o formadores de educadores, entre otros– que leen o escriben en lengua inglesa, sigan la trayectoria de otros pensadores atendiendo a la rica multiplicidad de capas, unas más visibles que otras, que dan cuenta de nuestras diversidades e intereses. Los ejemplos y las muestras vienen del trabajo que el autor ha realizado por varios años con estudiantes de doctorado en educación, de maestrías en didáctica del inglés y de licenciatura en enseñanza del inglés, así como programas de otras disciplinas a las cuales el autor ha sido docente invitado.

Soler (2014) afirma que en Latinoamérica poco o nada se ha estudiado la escritura como práctica cultural por fuera del contexto de aula; y sobre la escritura académica, asevera que en el contexto latinoamericano hay poca literatura sobre la escritura como práctica social. Ha habido más bien una perspectiva cognitiva. Por otra parte, Gordillo (2020) estudió factores asociados a la escritura científica; las teorías implícitas o concepciones sobre la escritura científica en los profesores universitarios colombianos y los mecanismos lingüísticos y discursivos de su escritura científica. Algunos vacíos los intenta llenar esta obra para aportar a las prácticas de oralidad, lectura y escritura en comunidades educativas cuyas metas pasan por el objetivo de comprender textos, de tomar una postura crítica frente a ellos, de desarrollar y producir textos pertinentes, profundos y con un estilo académico que sirven el propósito de la difusión social del conocimiento.

El deseo o sentido de pertenencia a una comunidad se fundamenta en una ideología sea política, nacionalista o similar; por ende, el lenguaje, las propuestas y las prácticas requieren atención teórica y reflexión. En el caso del deseo o del sentido de pertenencia a una comunidad académica, se

suman ideologías estructuralistas, lingüísticas e identitarias, entre otras. En el ambiente educativo se intenta estimular el leer para sí, para comprender y para analizar las fortalezas y debilidades de los textos. También se estimula el hablar y el escribir para sí, para ser escuchado y leído por otros, desarrollar el placer de redactar, de intentar diversas formas de expresión oral, escrita, y desarrollar un estilo personal. He adoptado el término *Wreader*, acuñado por Landow (1992 and 1995), que une los términos en inglés “writer” and “reader” para describir la textualidad de la era digital como un entorno que permite la recepción de la lectura en combinación con la escritura y la oralidad.

Las estrategias, las guías y demás recursos que se proponen aquí constituyen prácticas para comprender, transformar o crear textos a partir de una lectura profunda de muchos otros textos. Como afirman Sharpe & Gunther (2006), los mapas no sustituyen la región cartografiada, pero un mapa bien elaborado simplifica el recorrido. Esto significa que tanto los docentes universitarios como el estudiantado tendrán en sus manos una bitácora que les permite planear, monitorear y evaluar lo que leen y escriben tanto para demostrar conocimiento como para generarlo.

Acerca del ejercicio de leer y escribir, se puede afirmar que, en contraste con el habla, este no es algo natural; es adquirido y depende del desarrollo de pensamiento, de la capacidad de argumentación y de exposición que se alcance. Alguien puede tener una escolaridad alta y no haber avanzado en las competencias para leer o escribir en ciertos géneros discursivos como un informe técnico, un ensayo filosófico o una reseña. En los niveles educativos, frecuentemente se escriben trabajos con poco contenido, carentes de estructura, de profundidad y con poca observación de la ortografía, de la puntuación, de la sintaxis y de las normas para trabajos escritos. No es suficiente leer y escribir muchos trabajos, es necesario desarrollar capacidad crítica frente a los textos que tengan lenguaje, cohesión, coherencia, estilo y tono de acuerdo con la audiencia.

En el reto de la enseñanza de la lectura, escritura y oralidad académicas, no basta con ilustrar ni seguir modelos, se debe estimular una expresión que tenga en cuenta a la audiencia, que tenga una estructura narrativa, no solo lógica, sino que, a la vez refleje la voz de quien escribe o habla. Por ejemplo, para escribir un ensayo no basta con la lectura de otros ensayos, se requiere conocer las características del ensayo, la práctica de escribir ensayos, el dominio de estrategias de revisión y edición, además de la búsqueda y expresión de la propia voz.

El desafío de la enseñanza aumenta cuando la interpretación, la elaboración de textos debe hacerse en una lengua extranjera, como es el caso de la formación de docentes de idiomas, y de otros profesionales que trabajan entornos bilingües o plurilingües. Este manual tiende un puente entre los procesos de lectoescritura en lengua propia y los de la escritura en lengua extranjera, como el inglés. Se aspira a que docentes y aprendientes comprendan que la lectura, la escritura y la oralidad forman parte de un complejo sistema sociocultural que se planea, desarrolla y evalúa cognitivamente y socialmente. Tanto en lengua propia como en lengua extranjera, esto implica conocimiento y práctica en el género en que, en este caso el universitario, necesita comunicarse, además de sensibilidad a la audiencia a la cual van dirigidos los textos. El complejo proceso descrito requiere presencia, acompañamiento y apoyo de los docentes, quienes deben mostrar y guiar procedimientos, formas y recursos, así como dar retroalimentación precisa, oportuna y exhaustiva sobre el proceso de hablar, leer y escribir, y sobre los manuscritos mismos, teniendo en cuenta que la voz del enunciador debe estar en todo el texto.

La búsqueda de un tema, la generación de ideas y la planeación de la escritura son etapas que se hacen con las ideas, no con las palabras. Los escritores neófitos intentan pasar de una vez a la redacción, pero para organizar las ideas hay que contar con estrategias y saber cómo y cuándo aplicarlas. En la edición de ideas, el escritor identifica el tipo de escrito (*Genre*, en inglés), sea ensayo, reseña o informe pertinente a la temática y al propósito comunicativo. Igualmente, identifica el concepto que desea expresar (macroestructura semántica) con un registro, un estilo, un léxico, que correspondan al tipo y a la audiencia.

Al pasar a la redacción, el escritor aprende a identificar las necesidades de cohesión y coherencia textual Bakhtin & Medvedev (1978), así como las funciones de introducción, de enlace y de conclusión que pueda cumplir un párrafo. La redacción es un momento, es más un acto de aprestamiento para, que un redactar en sí. Puede aseverarse que un 40% del acto de escribir está en la planeación y 30% en la redacción; el restante 30% va en la revisión. Se sugieren aquí procedimientos, estrategias, recursos digitales, guías, etc., para apoyar el desarrollo de pensamiento. El uso de esos elementos no reemplaza el entendimiento crítico, la reflexión, el diálogo con otros, ni el aporte al conocimiento. Intentan ayudar al lectoescritor con lo que plantea esta cita célebre de Duncan (2018): *Si escribo lo que ya sabes, te aburro; si escribo lo que sé, me aburro; por ende, escribo sobre lo que no sé. [If I write*

*what you know, I bore you; if I write what I know, I bore myself, therefore I write what I don't know*].

Lo aquí expuesto se apoya en la teoría de la escritura como práctica social, la teoría de los géneros discursivos, así como en el enfoque estratégico apoyado en las tecnologías de la información y de la comunicación (TIC). Sobre las primeras dos se ha escrito bastante. Sobre la tercera, amplió el horizonte dentro de una concepción en la cual las estrategias de aprendizaje y el soporte de las TIC –entendida como los recursos utilizados para interpretar y comunicar un texto utilizando diversas formas, y modos– sirven para interactuar con el texto mismo y con las audiencias. Como afirma Landow (1995): “*Los nexos electrónicos desplazan los límites entre un texto y otro, entre escritor y lector y entre profesor y estudiante... también tiene efectos radicales sobre nuestra experiencia de escritor, texto y obra, a los que redefine*”. (p. 48-49). Las TIC incluyen el concepto de multimodalidad constituida por los soportes que el lector-escritor digital (Wreader) utiliza para elaborar sus trabajos, sean estos, bases de datos, imágenes, gráficos, animaciones, audios, videos, así como canales para interpretar y transmitir conceptos. La multimodalidad tiene la potencialidad de contribuir a la generación y estructuración del pensamiento, a la búsqueda, a la evaluación y a la crítica de conceptos.

En el capítulo sexto, los lectores encontrarán una propuesta de programa de curso o *syllabus* en lectura, escritura y oralidad al servicio del desarrollo del pensamiento científico-investigativo, que procuren a los profesores y estudiantes universitarios un sentido de pertenencia a una comunidad académica. Cubre, entre otros temas, el proceso de lectura, interpretación y producción de un texto escrito o multimodal; la escogencia, delimitación y precisión del tema apoyado en la consulta de la literatura disponible, en medios físicos y electrónicos, en bibliotecas, en bases de datos académicas y en revistas científicas, entre otras. Algunas de las tareas propuestas giran alrededor del planteamiento de un problema no resuelto en la literatura consultada, la redacción de borradores, la coevaluación de manuscritos por compañeros de clase, la elaboración de reseñas críticas de las investigaciones recientes sobre el tema y la presentación oral de un anteproyecto ante la comunidad universitaria y ante otras comunidades. El último capítulo precisamente amplía el fomento de la participación en comunidades de práctica dentro y fuera de la universidad, en eventos y publicaciones para confrontar los anteproyectos con audiencias reales que le den sentido al ejercicio de leer, escribir e investigar en la universidad.

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# INTRODUCTION

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The handbook proposes approaching academic language study for interpreting and assessing texts. The proposal connects theory, pedagogy, and the didactics of reading and writing for a readership of both instructors and learners. Although textbooks, websites, software, and applications that focus on composition, abound; they provide explanations and offer drill and practice. This book goes beyond and focuses on a more in-depth guide on academia's communication for non-native speakers of English working in a digital age. Following Walkington's (2015) premise, it is necessary to have a pedagogical approach to engage college students in research to further their knowledge and understanding.

Landow (1992 and 1995) claims that the new electronic media combines production and reception and creates a *Wreader*, a blend of the terms, *writer*, and *reader*. This handbook uses Landow's coinage 'Wreader' given that the intended audience is in constant contact with electronic textuality for comprehending, studying, and producing texts.

Information in cyberspace is overwhelming, and finding what one needs must be very clear in one's head first. Introducing Information and Communication Technologies (ICT) through dialogue with instructors, while motivating, is insufficient since Wreaders need a solid foundation for the material and a deep understanding of the reading-writing process, enabling them to engage in rigorous inquiries and complete presentation of their ideas. In an interconnected world overflowing with information, this handbook would enable university students and faculty to find insights and skills to select and synthesize the plethora of information for academic purposes.

Some background is necessary at this point. In the context of Colombia, many undergraduates must pay for and take a standardized international exam. British Council & Education Intelligence (2015) reports that international English Language Evaluation of Colombian Test-Takers score at an intermediate level in reading and listening and fair in speaking and writing "while their performance in the IELTS is modest to competent" (p. 24-25). These scores represent a B2 Level in the Common European Framework of Reference

for Languages (CEFR) or Upper-Intermediate. Users face difficulties in understanding and expressing general and academic interests; that influences motivation to devote sufficient time and effort to meet high proficiency demands.

In addition to social mobility, a survey by British Council & Education Intelligence (2015) found a close association with the type of industry the respondent belongs to, concluding that careers in management, business, legal, financial operations, architecture engineering education, training, and library, require a high level of education. More labor-intensive careers do not seem to require English language proficiency. For a comparison with other Latin American countries, see Cronquist and Fiszbein (2017).

At Colombian universities, policies, requirements, and attitudes toward foreign language (FL) study have been controversial. University graduates require an intermediate level (B1), yet the results seem far from that goal Ministerio de Educación Nacional (2014) and Granados (2013). Universities require all majors to certify a B1 level for graduation or take an equivalent number of FL instruction hours. However, the situation is that in most disciplines, texts in an FL are not a common literacy practice (Castillo & Pineda-Puerta, 2016). On the other hand, the FL curricula on interpersonal communication do not seem to advance language proficiency as demonstrated in standardized testing (Jimenez, Rodriguez & Rey (2017).

Ministerio de Educación Nacional (2014) considers that the pedagogical model is one factor that accounts for success in learning English in higher education; the others are the teachers, the culture of evaluation of learning, and the corresponding infrastructure. This book addresses the pedagogical model of English for Academic Purposes (EAP). Educated professionals should become competent to communicate their interpretations and elaborations expressed in their voices, in polyphony with broader communities (Bakhtin & Medvedev, 1978).

The handbook explicates samples of learners' work, their testimonies, and materials such as templates, guides, and worksheets. Besides, hands-on tasks, computer lab work, and workshops illustrate how the graduates and undergraduates managed to solve lexical, grammatical, stylistic, and discourse-level problems with the provision of online resources, academic databases, and library guides. As Middendorf (1992) argues: *"It is not experience which organizes expression, but the other way around –expression organizes*

*experience.*" (p. 37). The handbook leads readers step-by-step to create a body of knowledge to identify, analyze and critique the material relevant to their inquiries. In other words, the understanding of topic-specific literature develops their thinking.

In the courses taught, the layout of procedures, tasks, and strategies led participants to develop self-confidence through finding up-to-date literature in their fields, deciding if a text is worth reading, and drafting texts to communicate to wider audiences. Course participants develop an awareness of the need for following systematic procedures. For assessment purposes, the steps and procedures enable faculty to define expectations. Within a Strategic Approach, which is a recursive process of generation, organization, edition, and engagement with ideas, ICT resources play a central role (see Figure 1). Those components and collaboration with instructors allow learners to produce quality papers and presentations. A forum in the Moodle platform serves for peer review. Course participants give a positive evaluation of peer-reviewing. See the appendix of Chapter 1.

**Figure 1.** A Strategic Approach for Undertaking Language Tasks.



When ICT facilitates the understanding of texts and the prompt and precise delivery of feedback from instructors and peers, Tomlinson (2013) calls cognitive and affective engagement two success criteria. Besides, learners appreciate that digital tools and applications improve work quality, enabling English language proficiency progress. The following section presents the organization of this publication.

**Chapter I** deals with the connections between theories, pedagogy, and didactics. There are three theories: *social practice, genre theory, and a strategic approach to language education*.

**Chapter II** presents classroom practices for generating ideas, from library search to negotiating with the faculty about the scope of the subject of inquiry. Paraphrasing Pinker (2015), this must be done in a way that Wreaders [readers and writers in the World Wide Web] convert webs of thought into strings of words that an invisible reader must understand.

**Chapter III** recounts that humans process information via schemata, which are the underlying connections that allow previous knowledge alignment with new experiences and information (McCarthy, 2005). To make sense of a text and produce an organized text, the Wreader must establish coherent relationships. For instance, the outline of an academic text and the genre act as schemata; a command of schemata develops a fluent understanding of a text and an ability to produce a coherent text.

**Chapter IV** concentrates on strategies to revise ideas. They appear under the headings: *Top-Down/Bottom-up, peer review, copyediting with digital tools, revising sources*, and again, using *genre* as a schema to edit and organize texts.

**Chapter V** focuses on readers and writers in the WWW present an authoritative, empathetic, and logical argumentation of their inquiry that invites audiences to explore, discuss and debate. The sections present various strategies to develop Wreaders' coherence in both their manuscripts and oral presentations.

**Chapter VI** presents a syllabus that offers a sequence moving from simple to complex tasks in meaning-making and producing texts. The artifacts and applications reinforce the processes and provide evaluation tools, such as checklists and rubrics that encourage peer- and self-assessment. The appendices include other valuable resources and suggestions discussion for the Wreader to illustrate a topic.

**Chapter VII** claims that university undergraduates and graduates require contact with authentic audiences to make their thinking more realistic and profound to interact with current and future communities of practice. Scholars, faculty, and learners have possibilities to access knowledge, transform it, divulge it in ways never imagined. This chapter offers insights into how to circulate the knowledge created on campus and make it known in events and publications off-campus. The chapters discuss how to orient the interpretation, assessment, and production of academic texts that encourage the expression of an author's voice (Castillo & Diaz, 2012) and disseminate ideas.



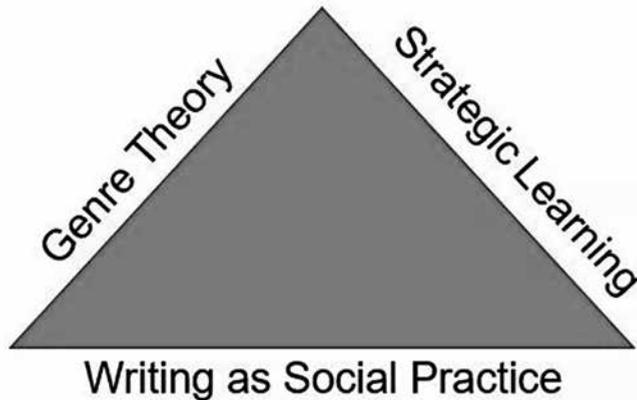
# CHAPTER I

## Theories Underlying Reading and Writing in a Digital Age

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This chapter proposes to connect theory to pedagogy and illustrate how the theories materialize in some practices. These pedagogical practices promote learning through authentic, real-world contexts, solving real-life problems, undertaking projects from beginning to end in collaboration with the faculty and with peers, share with their communities the knowledge produced. A collaborative process adds personal meaning to the knowledge acquired, and school engagement is a variable that plays an important role. Marble, Finley, & Ferguson (2000) claim that: “Teaching is a collegial act best done in collaboration with other teachers and their classrooms” (17). Collegial teaching practice accounts provide a ground for the three theories that support this pedagogical framework: *Writing as Social Practice* (Bazerman, Elbow, & Hillicks, 2008); Genre theory (Swales, 2004) and Strategic Language Learning (Castillo, 2014). The Appendix to Chapter 1 connects the theories to assessing a course based on those theoretical grounds.

**Figure 2.** Theories Underlying this Proposal.



Throughout the book, elements from the three theories are drawn upon, focusing on some approaches than others. Strategic Learning serves as the organizing principle of the discussion for chapters II to V, explaining genres, instruction, assessment, and feedback used in higher education. Artifacts, workshops, rubrics, multimodal resources, student work samples, and other products of classroom practices illustrate the application of theories. Chapters II to V discuss the theoretical connections related to processes, while Chapter VI implements these theories in a syllabus.

## 1.1. Writing as Social Practice Theory

Most novice writers at the university are not aware of socially valued academic discourses and rhetorical norms. They should all be aware of their home cultural values, first language (L1) rhetorical conventions, and be attentive to academic conventions. One of those values denotes the conception of academic language as situated social practices within a communicative situation characterized by texts that incorporate the other voices with which the texts hold a dialogue (Bazerman, Elbow, & Hillicks, 2008).

Listening, speaking, reading, and grammatical competence transfer into writing competence. Others assume that most undergraduates come with limited skills in their L1. Gómez (2011) argues that some of the downsides of the compositions of undergraduates in Colombia derive from a cultural misunderstanding, and he proposes:

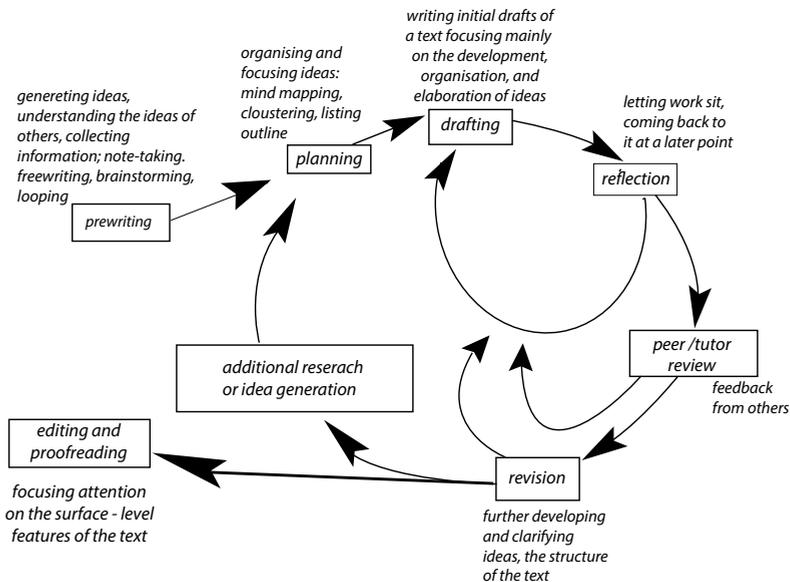
Teaching context-awareness in composition classes begins with a basic understanding of the cultural dissonance between texts written in Spanish and those written in English. To do this, one can begin by identifying a clear set of basic rhetorical guidelines in English, which can then be compared to Spanish-speaking models to define commonality and difference points. (p. 211).

Besides, often graduates and undergraduates complain that instructors' demands do not correspond to the practices, which are controlled or semi-controlled with little guidance, tutoring, or feedback. The relationships between the faculty and undergraduates sometimes are based on the understanding of texts, on displaying knowledge of the discipline, and in the best cases of putting down on paper a critical stand on the issues covered in class. As Wu (2010) found, "writing is practiced, but the writing assignments are regarded

as ‘by-products’ of the courses rather than a method that could enhance both faculty teaching and student learning” (p. 193). There is nothing wrong with essays as such, as long as the task set is appropriate to the unit of study and its intended learning outcomes, and the lecturer has the time to mark them promptly and provide written comments that are constructive and focused. Nevertheless, the long-written paper is only one of the options that the busy lecturer has at his or her disposal, and the primary competence assessed is the ability to inquire and write in the appropriate genre, but not the only ones that learners need to develop and demonstrate the ability to perform. Wu calls for a methodology that stresses procedures, processes, resources, and strategies.

These conceptions and practices call for a reinterpretation. For Coffin *et al.* (2003), in higher education, students’ written work can be understood as a ‘social practice’ for it is “*always embedded within relationships around teaching and learning and these relationships influence, not least, the extent to which students come to write successfully in higher education*” (p. 10).

**Figure 3.** The Writing Process. (Coffin *et al.*, 2003)



When associated with the task, the unit of study, and its intended learning outcomes, reading and writing contribute to thinking development. A good part of success is timely, constructive, and focused feedback. Figure 3 represents the process that opens with understanding the ideas of others. It follows with communicating with tutors, and in general, a sense of audience.

Centering on reflection, taking a critical stand, and generating knowledge constitute the goals.

Given that academic discourse conventions are social and specific to the academic and disciplinary communities that have created them, Coffin *et al.* (2003) conclude that academic writing is a social practice:

*Writers, students are learning not only to communicate in particular ways but are [also] learning how to be particular kinds of people: that is, to write as academics, as geographers, as social scientists. Thus, academic writing is also about personal and social identity. Some students may find it harder or less comfortable to take on these identities than others.”* (p. 11).

Likewise, for learners to develop knowledge, communicate in particular ways, and learn how to be particular kinds of people, it is vital to have an authentic audience, to collaborate with peers and instructors. The testimony of EK, an undergraduate, illustrates this point.

*When writing an article derived from the monograph, the first draft was like a copy and paste; the reader could not follow the arguments. I had to look for coherence to make sure others would understand. When reading a published paper, it looked easy to do. With the feedback received from several readers, I developed a positive attitude becoming aware that others might use the study with dedication and thorough revisions. That would give sense to my previous work and effort in submitting the paper for publication.*

EK's testimony highlights awareness of the process and sensitivity to an audience. She recognized the potential of becoming a more sophisticated professional and wanted to transcend with her paper. This focus on social practice, centered on the student, deserves attention. As in EK, networking and teamwork add meaning to what learners and the faculty do in academia. One of the mechanisms is creating opportunities for sharing with other communities the knowledge or the proposals created by grads and undergrads in events and publications. For Green (2016), teaching disciplinary writing as social practice entails communication and collaboration among the faculty.

*The analytical activities central to text-in-context within a broadly focused design, seeking to help new students explore their disciplinary and institutional academic context and to develop a preliminary understanding of, and facility with, the practices and genres with which they must engage in their studies.”* (p. 103).

At universities, learners interact primarily with faculty members and classmates. In advance stages, with project directors, jurors, department committees, event organizers, and publishers. This social practice should encourage the exploration of expressing in the discipline. Even in the humanities, undergraduates and graduates rarely write for themselves, which explains the lack of passion and the slight desire to learn, start and fail and fail again until it becomes something of themselves until it improves. This process takes time and effort. At first, they have to accept that they need to write for others, and in due time with practice, they would write for themselves; this realization is significant.

## 1.2. Genre Theory

Study in text types and genres has had a long tradition since Aristotle's rhetoric. One of the most influential communication theorists, Bakhtin (1986), defined the *genre* as an established group of utterances in a language associated with a determined human activity. There are then as many uses of language as there are human activities. Language manifests in concrete oral or written utterances that reveal the situations and the purposes of the human activity in three instances: the thematic content, the spoken style, and the compositional structure forming established patterns called speech genres (Bakhtin, 1986). Instead of proposing elaborate typologies or generic categories, Bakhtin's work shows that epistemologically, the possibility of exact duplication or repetition of the same generic device from text to text is not possible. Each text, or its interpretation, is a new act that others rework and represent differently.

*Genre Theory claims that each genre has a schema and a set of conventions (Swales, 1990 and 2004), (Devitt, 2015), and (Hyland, 2005 and 2009). The study of the architecture of a manuscript sheds light on its functions, characteristics, and elements. Hyland (2009) declares:*

*Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features, which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. Accordingly, if language users understand the genre, this knowledge*

*expands their learning opportunities and their opportunities of expression.* (p. 15).

Beyond the linguistic and formal features, a genre is a particular class of text with a communicative purpose, an audience, and a particular style. Swales (1990) widely quoted definition states:

*[a] genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.* (58)

Novice readers and writers need an understanding of Genre theory that acknowledges the influence of the situation’s features, such as the subject matter, the relationships between the writer, audience, and organization patterns. It is best applied when recognizing a text’s characteristics, layout, structure, register, tone, and style. College students entering a community in which a scholarly discourse prevails should study the genres this community employs to identify how utterances are arranged and for which purposes. For example, an *annotated bibliography* considers criteria like the number, quality, and reliability of sources, documentation, formatting, and style. See Purdue University (2021). While the *introduction to a paper* follows other criteria (Swales, 2012) presents particular characteristics, which Guide one displays.

**Guide 1.** Features of an Introduction.

<b>THE INTRODUCTION</b>	
▶	Leads the reader from a general subject area to a particular field of research.
▶	Establishes the research’s context and significance by summarizing current understanding and background information about the topic.
▶	Sates the purpose of the work in the form of the research problem backed up by assumptions/hypotheses and a set of questions.

- |  |
|--|
| ▶ Explains the methodological approach used to examine the research problem.                               |
| ▶ Highlights the potential outcomes the study can reveal and outline the remaining structure of the paper. |

Hyland (2004) puts forth the benefits of genre pedagogies that have an essential consciousness-raising potential for teachers and impact writing and professional development. For this author, these pedagogies emphasize understanding language as a communicative resource. Instructors have to “categorize the texts their students need to write, identify the purposes the texts serve for writers, analyze the lexis and grammar, and understand the contexts of use. (p. 15-16).

Genre theory sees writing development as the analysis and modeling of texts encountered in class. Attention to the texts’ disciplinary contexts produced accounts for understanding global feedback and the negotiation of meaning. The exposure to genres and sub-genres mediated by the analysis of organization, content, and style materializes in a course connecting learners’ communicative needs with academic literacy development.

There are voices for and against Genre-Based Approaches. Carstens (2009) offers an extensive discussion on their effectiveness, mentioning that these contribute to skills transfer, critical ability, a structured teaching-learning situation, meeting learners’ backgrounds, needs, and wants. The main criticism is the imposition of models that risk a critical attitude towards the texts produced. Like any other theory, there is a risk of a mechanical application of templates, formats, and formulas falling back to a prescriptive pedagogy, which is not desirable. To counteract the imposition of models, Gómez (2011) proposes that making context-awareness a part of teaching composition could begin to address the problems posed by the false dichotomy, which claims that “students should either integrate by adopting the norms of the bigger and more influential culture or emancipate by continuing to use the native rhetorical structures when writing or speaking in English.” (p. 212). Course participants should have the opportunity of interviewing faculty and classmates on their demands and expectations.

## 1.3. A Strategic Approach to Language Education Theory

A strategic approach draws on several applied linguists (Oxford, 1990 and 2013) and (O'Malley & Chamot, 1990). Familiarization with procedures, strategies, resources, and ways of thinking and acting helps manage many tasks. As Bailey (2018) claims, learners have to cope with formatting, referencing, style, word choice, and plagiarism. These distract them from critical thinking and logic.

The Strategic Approach refers to a recursive process that involves: *The generation of Ideas, the organization of ideas, the edition of ideas, and the engagement in ideas.* (Refer to figure 2 above). The recursive process enables Wreaders to pace themselves, self-regulate, take advantage of the multimodal and multidimensional uses of communication and the ICT available today. In keeping with the Strategic Approach, the ensuing chapters refer to the digital world in which Wreaders find a plethora of resources such as graphic organizers, templates, writing centers, lectures in audio or video. These serve for constructing or deconstructing meaning and for self-assessing understanding.

### 1.3.1. Generating Ideas

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Planning depends on the purpose, scope, audience, and genre. The purpose of communication answers the question: Why am I writing? (e.g., review, comment, persuade, suggest, report or request) Who is the reader of the text? How do I want to present myself? The answers set the tone, register, and style. The more knowledgeable writers become about planning and the more aware they become about the particularities of a genre, the intention of the texts, what they know and what readers know, the better they become at drafting and revising.

### 1.3.2. Organizing Ideas

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The recursive idea organization is part of Planning, Executing, and Revising. An investigation is very complex, and having a tool that helps writers organize thoughts comes in very handy, and they should choose the one that best suits their needs.

### 1.3.3. Revising Ideas

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Editing ideas is also recursive and includes the Executing Stage, where the writer adjusts pragmatic aspects, syntax, lexical choices, spelling, punctuation, and transitions, among others, to strive for rhetorical, stylistic, and linguistic coherence. For example, two undergraduates claimed that their small-scale project had gone through cycles, stages, facets, steps, and procedures in a monograph. The classifications and terminology derived from different sources proved cumbersome for the reader. To remedy problems like this, several strategies and digital resources deserve attention next.

### 1.3.4. Engaging Ideas: Looking for Coherence and Cohesion

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Engaging in ideas requires metacognitive strategies that involve monitoring and evaluating one's production. Strategies, resources, procedures, and digital tools help Wreaders backtrack and evaluate the text in its integrity by revising the context created, the logical organization, and the overall argumentation quality. Coherence and cohesion require deciding the purpose of a text and entails the careful revision of sequences, transitions, and elaboration of concepts. According to its intended purpose, writers revise the complete text to communicate to audiences through a particular genre, register, and style.

### 1.3.5. Processing Thinking with Digital Tools

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Personal computers in the 1980s, the Internet in the 1990s, mobile devices in the mid-1990s, social networks in the 2000s, and cloud computing have changed communication paradigms. Information and Communication Technologies (ICT) and their developments have produced an impact comparable to Gutenberg's printing press invention in 1440. ICT refers to the diverse media, modes, and resources available to find, retrieve, save, present, produce or share information. Some learners do not apply ICT to the fullest extent due to lack of autonomy, not trusting digital environments, or lack of knowledge of the existence of guides, rubrics, or checklists. They would

instead work analogically, not digitally. Cassany contrasted the analogical and digital contexts (2000 and 2008), which appears in Table 1.

**Table 1.** Contrasting Analogical and Digital Contexts.

<b>ANALOGICAL CONTEXT</b>	<b>DIGITAL CONTEXT</b>
<b>Pragmatic Context</b>	<b>Pragmatic Context</b>
<ol style="list-style-type: none"> <li>1. Speakers: Speech community (local, national, discursive). Monoculturalism.</li> <li>2. It has limited access to public and encyclopedic resources.</li> <li>3. Actual presence, a world with physical coordinates.</li> <li>4. Visual channel. Graphics language.</li> <li>5. It has differed interactions and slow transmission</li> <li>6. High costs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Speakers: virtual communities (Virtual tribes). Cultural diversity.</li> <li>2. Unlimited access.</li> <li>3. Virtual and ubiquitous world.</li> <li>4. Visual and auditory channels. Hyper or multimedia.</li> <li>5. Simultaneous interaction, instantaneous transmission.</li> <li>6. Low costs.</li> </ol>
<b>Discursive Context</b>	<b>Discursive Context</b>
<ol style="list-style-type: none"> <li>7. Linearity. Unique path.</li> <li>8. Retroactive Intertextuality. Closed text.</li> <li>9. Traditional genres comprise letters, reports, invitations, or books.</li> <li>10. Sentence elaboration.</li> </ol>	<ol style="list-style-type: none"> <li>7. Hyper textuality. Path diversity.</li> <li>8. Explicit Pre-active Intertextuality: Links. Open text.</li> <li>9. New genres: e-mail, Chat, web.</li> <li>10. Specific registers and isolated syntagmata.</li> </ol>
<b>Writing Process Context</b>	<b>Writing Process Context</b>
<ol style="list-style-type: none"> <li>11. Slow Processing.</li> <li>12. Cognitive overload.</li> <li>13. Hetero-directed learning.</li> </ol>	<ol style="list-style-type: none"> <li>11. Efficient Processing: linguistic engineering.</li> <li>12. Cognitive discharge. Emphasis on strategies.</li> <li>13. Emphasis on self-directed resources.</li> </ol>

In the surveys conducted, for example, only 10% regularly use the word processor grammar-spelling check (Key F7); 3% Grammarly, and other 10% have a 40-page draft monograph or thesis and do not have a table of contents or a reference section managed with the word processor. There is

little consultation of academic websites where there are lectures, grammar tutorials, or proofreading. There seems to be a misconception of the computer as a typewriter or a search engine. Users need to become aware that they can learn with it, from it, about it, and through it. Course syllabi need to propose the outcome that learners gain awareness that ICT can strengthen thinking. As Menary (2007) states: writing is thinking in action; sentences are vehicles of thought, and with the resources we employ, we materialize thinking through it and with it.

Writing as an active and creative process is enabled by pen and paper or word processors. The written vehicles are then available for further manipulations such as restructuring, revising, and re-drafting. Manipulating written vehicles is a kind of problem-solving where a particular goal is aimed at: "how do I make this piece of writing clearer?" (629).

On the other hand, in ICT-supported courses, learning processes transform. For instance, course participants learn to move from the whole to the parts. For the genre *book review*, the first task is to look up 'how to write a book review,' second, read a couple of book reviews, and then study the rubrics for the course platform's book review. Attention to the genre in which they write facilitates the tasks. The same procedures apply when assignments deal with a new genre such as a letter of motivation, job application letters, or *résumés*. The *whole* refers to the genre and the *parts* to the rhetorical, organization, sections, language, and style.

We should move forward to investigating and proposing localized pedagogies in which interactivity, collaboration, and creativity mediated by ICT transform the interpretation and the production of texts. Cassany (2000) offers a hypertextual perspective that contributes to making writing processes more strategic and operative. In his view, the new technological affordances allow writers to self-direct their self-expression by using opportunities digital applications offer.

Despite the spread of remote learning and video conferencing to hold class during the 2020 and 2021 Covid Pandemic, computers for learning were restricted to information search, as a means of communication, and not much more. Information literacy skills are low, and some users have little confidence in the capabilities of word processors, spreadsheets, cloud computing, remote control access, desktop sharing, and file transfer between

computers, among others. Michaut & Roche (2017) suggest further study of ICT in learning:

It would be interesting to inquire about the students' decisions about the use or reluctance to use digital tools instead of taking for granted the university's expectations. The students' competencies developed or the data collected via the Internet probably do not respond to the faculty or the university's expectations. When higher education policies attempt to substitute part of their on-site teaching with online or distance modalities, it is fair to question that orientation. (p. 36). [Translated by the author].

Some broader uses of hardware, software, applications, or digital environments go underestimated. The versatility of personal uses of the Internet and portable devices do not necessarily transfer to academia. Some learners, for example, do not consider it 'cool' to employ social networks or mobile in a course. Like the one in the appendix to this chapter, the end-of-the-course surveys indicate a direct relationship between the theories proposed here and the students' assessments. They coincide that familiarization with genres, systematic procedures, revision strategies, and ICT resources enhance their thinking. In other words, the combination of ICT with a Strategic Approach aids in complex language construction and interpretation.

In concordance with the theories above, Chapter 3 expounds on principles, strategies, and ICT resources for generating ideas to explore a topic familiarizing Readers with procedures used to echo their thinking and meet an assignment's guidelines. Depending on the purpose, some texts may summarize, some may assess or evaluate a source, and some may reflect on the source's possible uses for the paper at hand. Some remarks may address all three of these steps.

## Appendix to Chapter I

### Appendix A. Students Assessment of their Course: A Sample

Theories correlate with the learners' evaluation of what they had learned in their courses. Two cohorts, 34 students, responded anonymously to the question, what did you learn in this course? The frequency of responses appears below.

CATEGORY	FREQUENCY (N = 34)	SAMPLE STATEMENT FROM STUDENTS' VOICE
I learned academic style and conventions	Academic = 16 Style = 12 Academic vocabulary = 7 Conventions = 5 How to cite = 4	- <i>"I learned to define my style of writing."</i> - <i>"Not only academic writing but academic success."</i> - <i>"Writing is complex."</i> - <i>"Write with a goal"</i>
I learned to do critical reviews	Reviews = 7 Research = 4	- <i>"Doing critical reviews was great."</i> - <i>"Importance of reviewing research."</i> - <i>"Critical reading, take a stand on the texts."</i> - <i>"Select information."</i>
I learned to edit and revise different genres	Structure + <i>ing</i> = 8 Edit = 5 Revise = 4 Correct = 1 Feedback = 2	- <i>"Structure of a monograph."</i> - <i>"Structure of a paper."</i> - <i>"Half time write, half time revise."</i> - <i>"Edit and revise over and over."</i> - <i>"Correct the grammar."</i>

CATEGORY	FREQUENCY (N = 34)	SAMPLE STATEMENT FROM STUDENTS' VOICE
I learned the procedures	Procedure = 5 Organize = 3 Rubrics = 3	<ul style="list-style-type: none"> <li>- "Procedures to write the problem statement and justification and orientation of my monograph."</li> <li>- "Reading strategies, generating ideas; I used to think that did not work."</li> <li>- "I learned being organized."</li> </ul>
I learned to use ICT +tools +artefacts	To use databases = 6 ICT = 4 Word Processor = 4 ICT to revise = 4	<ul style="list-style-type: none"> <li>- "Search and select information according to my interests."</li> <li>- "MSWord to generate a table of contents and improve writing."</li> <li>- "Generate references with the word processor."</li> <li>- "How to cite"</li> </ul>

The interpretation of responses related to the tenets presented in this chapter and the practices discussed in Chapter VI explains the syllabus proposed. In brief, *Writing as Social Practice* was associated with activities conducted in and outside class. With statements such as: "I learned to write with a purpose," "to make oral and written presentations of my work," "the importance of attending academic events," "citing and referencing."



*Genre Theory* is associated with learning academic styles, taking a critical stand, understanding and penning an abstract, a problem statement, reports of the literature, and a monograph. Whereas *Strategic Language Learning* aided by ICT is associated with *generating ideas, selecting topics, reviewing the literature, extracting relevant information, organizing discourse, organizing according to a genre, following instructions, procedures, and rubrics*. Others associated it with structuring a project. Appendix I of Chapter VI presents the perceptions of other 15 undergraduates of what they learned; they coincided in highlighting academic language and voice, and that writers should avoid overgeneralizations, adjectives, adverbs, passive voice.



## CHAPTER II

# Practices for Generating Ideas

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In higher education, scientific thinking demands searching authoritative sources, examining the literature, and reporting the concepts taking a critical stand. The first step is to recognize specialized discourses in books, articles, refereed journals, and reports. Goatly & Hiradhar (2016) hold that critical writing depends on critical reading. Most college-level papers involve reflection on written texts – the thinking on a particular subject conducted by others. Critical reading requires assessing text contents, drawing conclusions on a subject, and connecting it to particular contexts. This chapter provides readers with opportunities to understand procedures that stimulate the generation of ideas for scientific thinking advancement and suggests strategies for library search and producing texts that communicate ideas worth discussing with tutors, faculty, and peers. It also offers digital tools and artifacts such as templates, library guides, checklists to enable users to find, interpret and produce texts related to an inquiry.

The forms of expression and audience should not be a central concern at the idea generation stage. Therefore, in preparation for the moment of truth to translate ideas on paper, this chapter compiles Practices Generating Ideas such as: *choosing topic and terms, elaborating graphic organizers, doing library work, applying strategies to narrow down a topic, consulting sources in other languages, using a template, designing a problem tree, and negotiating a topic of inquiry with instructors*. The chapter closes with a workshop on idea generation.

The readership of this handbook writes papers for classes and produces research. Most have short time limits and cannot postpone putting their thought on paper. Elbow (1998) coined a thought-provocative term “*Desperation Writing*” on a common concern: how do learners write under the pressure of a deadline when they are not quite sure of what they think or know a topic? Elbow contends that writers always have ideas. They have to locate the useful ones and then develop them into coherent units, arguing that sometimes desperation makes them stop worrying about how the audience will take their words.

## 2.1 Choose Topic and Terms

One of the first stages for conducting an inquiry involves picking a topic unless it was already assigned (Burke & Duckett, 2013). Guide 2 from the [University of Indiana Libraries \(2021\)](#) illustrates understanding and developing thinking, leading to original thought expression.

### Guide 2. Thinking Tool: Choosing a Topic and Search Terms.

CREATIVE THINKING		✓
	Give the paper a tentative title that reflects the subject of the text written.	
	Consider those involved: organizations, people? Kinds of people? Problem.	
	- Free write. Put on paper whatever comes to mind.	
	- Make a semantic map connecting possible subtopics.	
MEET THE TYPE OF ASSIGNMENT	- Browse academic papers related to your topic of interest.	
	- How long is the paper? - How many sources are needed? - What kind of genre?	
IDENTIFY KEYWORDS	Example: Summarize, <b>in one paragraph</b> of 300 words or less, the paper's significant aspects in a prescribed sequence that includes: 1) the problem or issue to explore. 2) the study's purpose, and 3) the study's basic design: population, age, grade, research method, instruments, and pedagogical intervention (when applicable).	
	- Come up with 4-6 terms.	
	- Add or subtract keywords to get different results in the library and database searches.	
	- Pick different ones! Start with a new main idea.	
	Do these words reflect the terms experts use?	
Do these words identify related topics?		
Your search terms reflect the broad issue and the narrow issue (Yin 2012).		

REEXAMINE	- Syllabus.	
	- Guides.	
	- Rubrics.	
	- Grading criteria.	
	- Ask for clarification.	
	Be selective of the information found.	
	Develop new interpretations about it.	
	Take a critical stand leading to new applications of existing knowledge.	
	Proofread for redundancy and repetition of arguments and words.	

The identification of specialized terminology is one of the first steps for topic search. For the statement of a problem with narrowed issues, it is crucial to building a glossary of keywords related to the problem or issue. Keywords appear in journals after the abstract, related words appear in specialized publications like a dictionary of applied linguistics, sociology, or anthropology. Keeping the audience in mind, Writers should make decisions on lexical choice and appropriate terminology. For example, an undergraduate inquired about parents' claims that they could not help their children with their English homework because 'they did not speak English.' She had difficulty stating the problem and finding relevant works. Once she identified the critical term '*parental involvement*,' her proposal made a big turnaround. Searches for precise terminology in academic databases lead to relevant articles, enhancing the paper's accuracy and content.

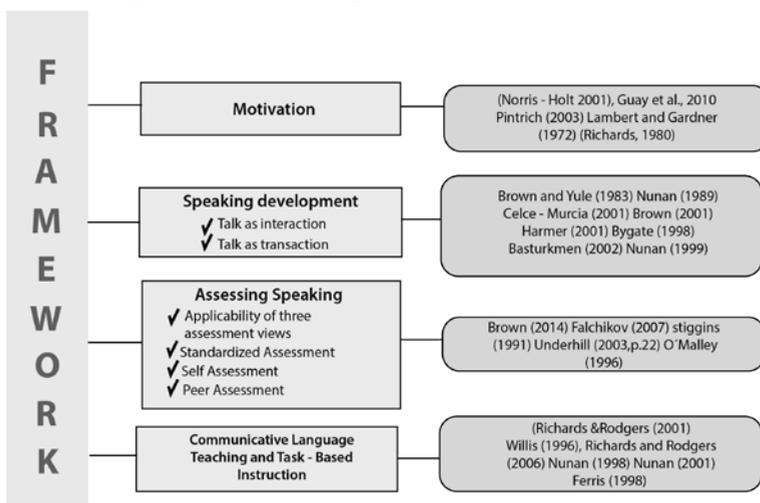
Knowledge of procedures, strategies, and resources is less common than expected. Guide 2 offers triggering questions to delve into a topic, which at the undergraduate level seems to pose little difficulty: most novice investigators manage to narrow down a topic, find and review relevant up-to-date literature and become familiar with APA Style (American Psychological Association, 2021). The difficulties arise in selecting information, developing interpretations, and taking a critical stand leading to new applications of existing knowledge. For example, two undergraduates proposed a theme: *Music Lyrics in EFL Classrooms* in which they had to specify the inquiry scope to address: What will be taught? Which music type of music? Which criteria to choose songs or artists? Why choose some lyrics and not others? The response to the questions above and the literature steered their decisions.

For instance, a class explores an issue, identifies keywords, looks for a video and a website from an authoritative source, and builds a glossary of terms. They state the criteria used to select a source and how it clarified their views. The session closes with the search for an image that they consider best summarizes the concept. This scaffolding exercise emphasizes procedures, criteria to choose sources to be better positioned to write on a specific aspect of a topic for they are familiar with the issues associated with it and the terms that experts employ. Less experienced users can look up a research topic generator like the one in [helpfulpapers.com/research-topic-generator](http://helpfulpapers.com/research-topic-generator). Although this is a commercial site, it has good pointers.

### 2.1.1. Graphic Organizers

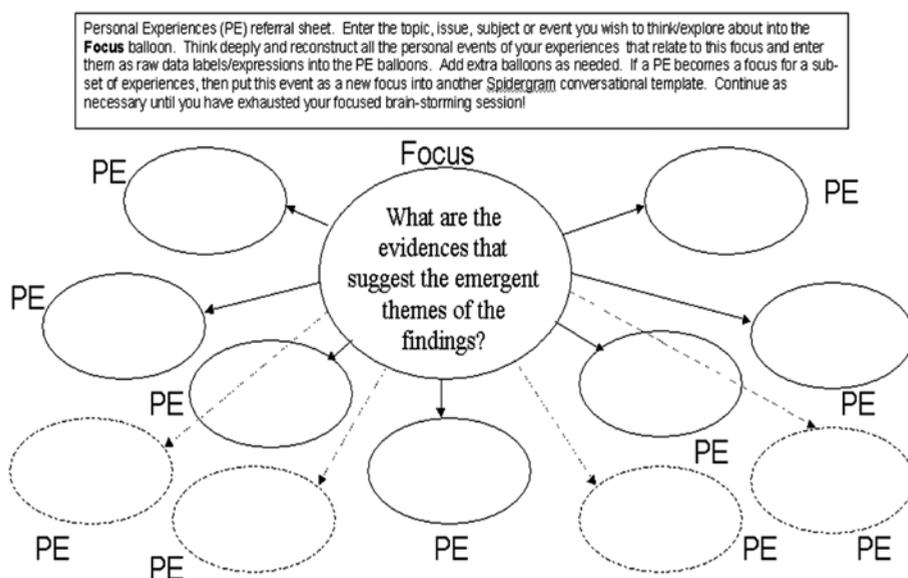
Graphic organizers serve as visual representations to explore further. Mora, Anderson, and Cuesta (2018) found that graphic organizers help learners choose information and reduce cognitive demand by guiding them to focus on factual information. Wreaders can use *Microsoft Word SmartArt* to represent a project’s ideas in a list, cycle, hierarchy, matrix, relationship, or pyramid. Figure 4, for example, shows a synthesis of the works reviewed on Task-Based Instruction (Pineda-Puerta, 2017). In the example, the inquiry is framed by the topics on the left and connected to the authors. The choice of concepts to describe or explain and their order appear in the chart.

**Figure 4.** Graphic Organizer for a Literature Review.



The figure shows the connections of subtopics and a rough outline of the issues. Then more complex tasks such as the one in figure 4 can be assigned (Coombs, Penny, & Smith, 2003) so that learners can connect to their experiences, other readings, or events they have witnessed. Other graphic organizers such as Venn diagrams, flowcharts, cause-consequence, and others help feed several inquiry stages. The following sections expand on resources and strategies for idea generation.

**Figure 5.** Graphic Organizer, Focus Balloon to Rank Topics and Subtopics.



### 2.1.2. Library Work and Searches

The availability of ICT and digital information brought university libraries changes; electronic media coexists with physical books and journals. Repositories, eBooks, e-journals, academic databases have expanded libraries and offer opportunities to read. Today's librarian has the training and capacity to serve users, enabling the access, search, and retrieval of information for many purposes. Every term, libraries offer orientation focused on library services, resources, academic integrity, and database instruction. Librarians assist individuals and groups to search, access, and organize resources within and beyond their libraries. As information technology advances, ongoing

contact with the librarian and library resources is a must. On the other hand, schools offer guides to database searches (College of the Siskiyous, 2021). In videos and portable document files (PDF), there are tutorials about running a search and establishing sources' authority (North Carolina State University, 2021).

Thinking along the lines of contextualized inquiry, database searches of the works published both in the local and global contexts must include regional experts from where the study originates. Several open access networks may be valuable sources in the Latin American context, such as RedALyC, SciELO, Latindex journals of the Caribbean, Spain, and Portugal. CLACSO has a virtual library of Latin American and Caribbean Social Sciences. Universities subscribe to multidisciplinary databases such as EBSCO, JSTOR, ProQuest, Science-Direct, Scopus, Springer Link, and Web of Science. Other resources are available in collections like the Asian Online Journals and the Directory of Open Access Journals (DOAJ).

Contextualizing also requires the inclusion of national policies, regional policies, standards, norms, and regulations. For instance, teacher educators in Colombia should consult the Basic Learning Rights (Ministerio de Educación Nacional, 2015) and the suggested Syllabus for English and other subjects (Ministerio de Educación Nacional, 2014 and 2016). Consulting official document situates inquiries and proposals geared to specific audiences.

## 2.2. Strategies to Narrow Down a Topic

Writers should first identify a broad issue and then narrow it down (Yin, 2015). In most cases, the broad issue is more comfortable identifying than narrowing it down to an issue or problem worth investigating within the assignment's scope and depth, which requires skill and effort. These strategies facilitate tasks: *consult literature in other languages, find a suitable template, design a problem tree, and negotiate a topic of inquiry with instructors.*

### 2.2.1. Consult Literature in other Languages

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Exploring in other languages is a way to find related works and trace terminology. For instance, [Google Scholar](#) or any academic database may be

temporarily switched to another language to run a search yielding a wider pool of sources from which Wreaders may expand on the concepts. The following table summarizes the process that undergraduates followed to advance an inquiry; a search with keywords led them to identify perspectives connected to the initial curiosity on parents' help with homework.

**Table 2.** Example of Terminology Search in Other Languages.

English terms in draft 1	Results of a search in French	Results of a search in Spanish	English version <u>enhanced</u> after a database search in French and Spanish
Homework	Les relations des parents avec l'école.	Involucramiento de los padres.	Parent-teacher relations at school.
Parents help with homework	Engagement / collaboration parentale à l'école.	Participación de los padres en la escuela.	Parents' participation at school.
Parental involvement	Participation au suivi scolaire de leur enfant.	Influencia de la familia en el proceso educativo del niño.	Parents participate and supervise the child's school achievement.
	Les parents et l'accompagnement scolaire.	Alianza Familia-Escuela.	The family-school partnership.

The expansion of the terminology achieved puts the topic of inquiry in a field connected with other fields. Two examples illustrate the point. One graduate student, a trained librarian, said he had had difficulties finding literature for his dissertation on pedagogy for Afro-descendant learners. He said he had found a gold mine in Brazilian publications from searching in Portuguese after running a search. Another doctoral candidate was elated to track several authors she did not know of, who had published, in English in Europe on her study of children affected by the Colombian military and paramilitary conflicts.

### 2.2.2. Find a Suitable Template

Templates can elicit and organize concepts. For instance, to draft or revise a problem, go over Creswell (2012), who, in Chapter 2, offers suggestions on

how to identify a problem. Similarly, a template like the one in Table 3 kindles discussion and displays the elements for formulation. A template, however, does not exclude reading about problem formulation. Wreaders may already have a topic of interest, have accessed relevant works but need to develop a depth of thought and a template helps analyze and interpret seminal ideas.

**Table 3.** Problem Statement Template.

<b>IN THE RESEARCH PROBLEM, STATE IT AS A SINGLE SENTENCE OR SEVERAL SENTENCES</b>
◆ Locate the problem in time, space, setting, and situation.
E.g., At a language school, a class of 20 adult learners seems to struggle.
◆ What was the issue, problem, or controversy that the study wants to address?
E.g., For many years, people have debated about cultural awareness.
◆ What was the concern behind this study?
E.g., There seem to be misconceptions or wrong assumptions about science learning that deserve exploration.
◆ Why should it be studied?
E.g., The problem addressed in this study is essential since misconceptions.
◆ What are some educational issues worth looking into? Write them down.
E.g., The purpose of this action research study is to describe the impact of using A on B scores at a language school that serves white-collar workers.

Top-down and bottom-up strategies can take care of grammar or conforming to a type of text, but the depth of development, taking a critical stand vis-à-vis the reading or observations demand more work. The sample below comes from J.S., an undergraduate who at first struggled with narrowing down the

issue of corrective feedback. He established the categories on the left with the Problem Statement Template adapted from the University of Virginia, 2017.

**Table 4.** Sample Problem Statement from an Undergraduate Project.

TEMPLATE	SAMPLE PROBLEM STATEMENT [Unedited]
<i>Status Quo</i> refers to the current understanding of an issue. The Wreader reflects on the misconceptions about it.	Direct Corrective Feedback (the provision of the correct linguistic form for error correction) offers more advantages than Indirect Corrective Feedback (ICF) (pointing to the error without providing the correct form).
Destabilizing moment asks the reader/writer to identify what concept challenged previous opinions.	<ul style="list-style-type: none"> <li>- The English teacher observed provided feedback marking ticks or crosses, believing that signaling the error helped the 35 beginner A1 level learners of a tenth grade.</li> <li>- If students do not understand the feedback and are not involved in integrating it into their compositions, they will not progress.</li> </ul>
Consequences get the Wreader to assess the importance of the claims, and the problem (s) would help understand or solve the problems and pose the questions to respond.	<ul style="list-style-type: none"> <li>- If the miscommunication between the teacher and the students persists, error correction would have little effect.</li> <li>- Providing explicit instruction with ICF would solve the problem.</li> <li>- These questions arise:               <ul style="list-style-type: none"> <li>- How may ICF contribute to the English L2 writing accuracy of a group of tenth graders?</li> <li>- Which language features would ICF enhance?</li> <li>- What challenges were faced by these students in understanding and applying ICF?</li> </ul> </li> </ul>
The resolution calls for the statement of the problem and the claims of a proposed solution.	This paper furthers the idea that although there is controversy about ICF's effects, it is beneficial for beginner FL writers because it is supportive, well-paced, and integrated into all the writing stages. ICF's support consists of teaching proofreading symbols, necessary metalanguage, and occasional translation of the FL features. These factors involved participants and enhanced language proficiency.

The template facilitates penning what Wreaders are thinking of instead of wasting effort thinking about their writing content. The categories *status quo*, *destabilizing moment*, *consequences*, and *resolution* encourage thinking. Writing displays the thinking linked to a context that corresponds to observations, the literature, and dialogue with and feedback from the faculty.

By structuring thoughts into a problem statement template, the molding of ideas produces new thinking and illuminates the issues in a manner unknown to the student until then.

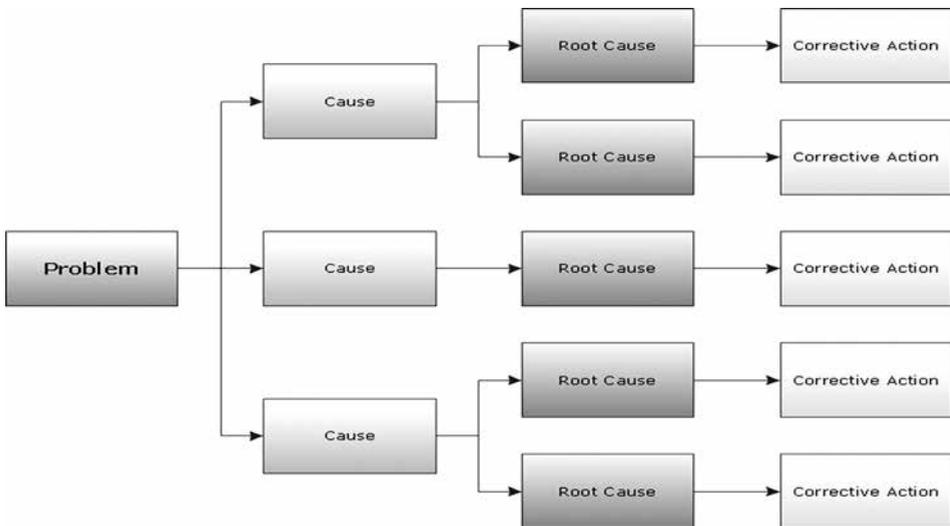
### 2.2.3. Design a Problem Tree

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Another strategy would be the in-class analysis of problem trees from diverse disciplines; for example, [The World Bank Group \(2001\)](#) exemplified the lack of sufficient clean water in a community. Figure 6 shows the tree and the steps to formulate it. The major problems, the central causal relationships, and the potential impact appear in these steps:

1. *List all the problems that come to mind. Problems need to be carefully identified: existing problems, not possible, imagined, or future ones. The problem may be an existing negative situation, not the absence of a solution.*
2. *Identify a core problem (this may involve considerable trial and error before settling on one).*
3. *Determine which problems are “Causes” and which are “Effects.”*
4. *Arrange the Causes and Effects in a hierarchy. That is, how do the causes relate to each other, leading to the other. (p. 1).*

Following the example above, learners replicate the steps with their settings, contexts, and issues in mind. Establishing the causes of a problem through observations and interviews of stakeholders opens the path to a proposal with an informed solution. The analyst sums up and weighs the potential causes and effects of the identified problem and generates various hypotheses about its potential causes. In courses, collective thinking proves beneficial, especially when pupils share a context like the teaching practicum.

**Figure 6.** Cause and Effect Analysis. Root Cause Analysis Tree Diagram.

Cause and Effect Analyses also allow users to narrow down the issues they are willing to tackle. The diagram is constructed separately for each prioritized factor. The visual representation helps decide on the activities and possibilities according to the resources available. This strategy moves the investigator to action, such as gathering preliminary data that gives an account of the phenomena under scrutiny.

#### 2.2.4. Negotiate a Topic of Inquiry with Instructors

Instructors need to understand the relevant background information representing the depth and breadth of knowledge in the discipline. Zambo & Zambo's (2007) survey of two groups found that learners engaged in the earlier phase of conducting action research were more optimistic regarding their professional growth and teaching efficacy. However, both groups thought that their instructors were not supportive. The faculty's collaborative practices to provide an environment of care defines procedures and outcomes that affect the degree of success in developing an inquiry. Instructor advice about suitable topics is essential and can save time and effort to avoid ambitious goals without anticipating the difficulties ahead.

Part of the negotiation with instructors relates to how learners present their themes in allowing them to show agency, in their activity and initiative, beyond

the instructor's concepts gleaned from the curriculum or resources. When pupils state something like 'I am doing it this way because the professor told us to,' they are not showing agency. There should be a balance between the interest of the faculty and those of students.

Oral presentations are also part of the negotiations with the faculty. The synthesis process facilitates the verbalization of one's intentions, agency, and commitment to the inquiry. As the riddle goes: "In a bacon-and-egg breakfast, what is the difference between the chicken and the pig?" Answer: "The chicken is involved, but the pig is committed!". For communicating, presenters need to display a commitment to the project and accountability for its outcome. One mechanism for effective presentation consists of doing the script of presentations. Similarly, the script can be run on a text-to-speech tool to rehearse. Another mechanism is preparing a PechaKucha style of presentation that serves to plan 20-slides, with not much text, for delivery in six minutes and 40 seconds; that is 20 seconds per slide.

This chapter covered and illustrated the generation of ideas. The next chapter responds to the organization of papers that allows communication with the faculty.

## Appendix to Chapter II

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### Appendix B. Workshop on Idea Generation

The generating ideas workshop presented in this section stimulates an inquiry or writing about a significant experience. The workshop aims to revise fundamental concepts connected to writing while concentrating on producing and revising texts with a Strategic Approach. The workshop opens with the statement of purpose followed by a free-write exercise, c.f., (Elbow, 1998) for a rationale on free-write. Then it moves from whole to parts to encourage participants to reflect on their backgrounds. The contextualization continues with prompts on their strengths and proceeds to identify shortcomings that an inquiry would address. The second part encourages participants to outline a paper on an issue of their interest, and there are references to the aid digital tools provide to Wreaders.

<b>Audience:</b>	Educators, pre-service teachers, and other professionals The examples come from English language teachers, and other subjects can adapt them.
<b>Goal:</b>	Drafting an outline of a potential area or topic to write about, which may, in turn, become an in-house or a general publication.
<b>Time:</b>	60-75 minutes. About ten minutes per task.
<b>Introductory task:</b>	Three minutes free write. Without stopping, write a memory of the first class you taught. Share the writing.
<b>Task 1:</b>	On the philosophy of a TEFL program <ul style="list-style-type: none"><li>• Write about the contribution of EFL to education in general (e.g., literacy or values).</li><li>• Write about the approach of the TEFL program and provide solid argument.</li></ul>

<b>Task 2:</b>	<p>What should students learn? (ways of thinking or intellectual skills).</p> <ul style="list-style-type: none"> <li>• Write who the learners are and what makes them tick.</li> <li>• Write about the relevance and connection of classroom topics and tasks to the students' lives.</li> </ul>
<b>Task 3:</b>	<p>On teaching effectiveness</p> <ul style="list-style-type: none"> <li>• Make a list of techniques, tasks, and resources that work in teaching.</li> <li>• Cite authorized research on them.</li> <li>• Ask colleagues why they think the techniques, tasks, or resources work.</li> <li>• Ask learners why they think they work.</li> </ul>
<b>Task 4:</b>	<p>On gathering evidence that learners are learning from their work</p> <ul style="list-style-type: none"> <li>• Language production (artifacts, transcripts, conversation analysis)</li> <li>• Test scores.</li> <li>• Ask learners if/how they are learning.</li> <li>• Compare with results of authoritative research</li> </ul>

The workshop for drafting a paper on teaching practices has proved convenient. In the early stages of their studies or when learners or teachers hesitate to focus on an inquiry, the workshop prompts thinking and elicits a thorough written response beyond summarizing or describing something. The purpose of the workshop is to persuade that any teacher can learn to write a paper. Expository writing has the goal of sharing successful practices informed by authoritative studies. Little by little, practitioners can familiarize themselves with standard formats, expectations, and stylistic guidelines. Writing for internal or external publication can be an intimidating task, but like other tasks, it requires persistence. The teachers must be willing and ready to revise a lot, read local and global journals of their field in which they could write.

## CHAPTER III

# Practices for Organizing Ideas

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Readers and writers of today (in this publication, readers in the World Wide Web are *Wreaders*) require a schema that contains spaces for new or specific material. If significant and relevant, it would be included, while that which is incongruous would be discarded. In composing texts, information that fits the schema –a table of contents, a heading, a multilevel list or outline, advances a discussion. *Wreaders* often find organizing ideas difficult. Sometimes, the events' sequence does not follow a logical order, either from general to particular or chronological. Another refers to moving abruptly from one perspective to the next without warning readers. Entering a new discourse community begins by communicating in a clear and planned manner.

Consulting authors, experts, other sources yield a large amount of material to be processed, classified, grouped, hierarchized, and organized for argumentation and presentation. Checklists, guides, and ICT resources serve as models for practice, but they do not make much sense without a clear purpose. Often, learners find digital revision through cutting and pasting problematic. To avoid this, learners need time to mull over their ideas, revise them and become aware of whom they write. The difficulties arise when the writer does not know or consider audiences. Procedures, strategies, and ICT promote the development and organization of sources and concepts following the types of texts and the audiences' expectations. Chapter VI describes scenarios in which learners present for authentic audiences and purposes, gaining a sense of audience. Other strategies, discussed next, appear under the heading *schemata as scaffolding*, *schemata established in a hierarchy of titles and contents*, and *genre as schemata*.

### 3.1. Schemata as Scaffolding

Familiar schemata constitute a stepping stone. When *Wreaders* organize thought into units, they make meaning of a situation, which will, in turn,

cause them to react or modify previous behaviors. They can move to search other works or adopt a new perspective on an issue. In other words, schemas allow readers to cope with a large amount of information to which they are exposed. In an educational context, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then shifts responsibility to the pupils. The instructional structure contains schemas that further move to the next stage or level with teachers or tutorials. D'Errico & Griffin (2001) claim that since learners do not know the field or the forms of discourse they need to produce and have limited knowledge of their audience, instructors should provide scaffolded assignments and allow opportunities to practice the skills taught. Assignments might target a particular skill with the elements related to other skill such as:

- *An explicit scenario for students to write*
- *A claim(s) to argue or make*
- *A problem or question to answer*
- *Off-the-shelf resources (class readings as sources for information, lists of relevant material)*
- *Student groups share resources by pooling information or research summaries. (p. 2).*

### 3.2. Schemata Established in a Hierarchy of Titles and Contents

Anyone who has read a book, a textbook, or a thesis is familiar with a Table of Contents (TOC); it is practical, yet there is a resistance to include it in a draft despite its obvious importance. It is, in a sense, a critical element that allows authors and readership to navigate through a text. Word processors can generate a TOC based on the hierarchy of elements, but this requires some digital know-how and prior planning in structuring the multilevel headings and titles. The TOC page allows for browsing through the contents of the manuscript and look at its structure. [Microsoft Office Support](#) and others offer a step-by-step guide to create a TOC, which takes about a half-hour to master. *"You can customize the appearance of a list by defining your numbered, bulleted, and multilevel lists. Once you customize them, you can save those settings as a style and use it again and again."* (p. 1).

Word processors have the advantage that users are familiar with many functions and can troubleshoot. However, many features that can be distracting and confusing. The TOC generation, bullets, numbers, and multilevel lists are features worth picking up to create proper styling and ordering.

### 3.3. Schemata for Genres

Peers and faculty can provide feedback, but an avid instructor can convey a love for the craft of writing. Genres differ in the functions of the paragraphs and the rhetorical moves, which deserve analysis. Personalized evidence on the organization of a text, grammar, and word choice helps Wreaders analyze and think critically about their manuscripts.

Guide 3 presents the *research paper* with a sample of an abstract and an introduction. It offers a self-assessment instrument as well as the criteria to evaluate an assignment. The characteristics and rhetorical moves in the *Abstract* and *Introduction* follow a blueprint. Then there is a sample of two senior students majoring in Education/TEFL.

#### **Guide 3.** Criteria for Revising the Abstract and the Introduction.

	<b>Comment</b>	<b>Grade</b>
APA 7th, title, a hierarchy of titles, table of contents, and spacing of 1,5 cms.		/4
Keywords, page numbers, font (Times New Roman 12 throughout)		/4
<b>The abstract</b> summarizes, usually in one paragraph of 300 words or less, the significant aspects of the entire paper in a prescribed sequence that includes:		/4
a) The overall purpose of the study.		
b) The research problem to investigate.		/2
c) The basic design of the study.		/2
d) Expected findings or trends as a result of the analysis.		/2
<b>The introduction</b> leads the reader from a general subject area to a particular field of inquiry.		/2

	Comment	Grade
Establishes the context and significance of the inquiry by summarizing current understanding and background information about the topic.		/2
States the purpose of the work in the form of the research problem backed up by assumptions/hypotheses and a set of questions.		/2
Briefly explains the methodological approach used to examine the problem.		/2
Highlights the potential outcomes the study can reveal and outline the remaining structure of the paper.		/2
Language: coherence, cohesion, transitions, spelling, and word choice		/6
Syntax, punctuation, capitalization, indentation, style, and register		/6
Citations generated with the word processor		/4
References generated with the word processor, at least ten from the works discussed. If two people wrote the paper, then 16 references.		/8
Student I.D.	Grade	<b>/50</b>

The guide reflects course discussions on the characteristics of *titles*, *subtitles*, *keywords*, *abstracts*, *introductions*, *references*, and *citations*. It reinforces layout, organization, and communication with audiences. There is a fair amount of forward-thinking and anticipation since some class members are undecided about the problem's scope to investigate or on the method. The grading criteria strike a balance between form and content. Some course participants take a longer time integrating aspects, such as the automatic generation of citations with the word processor or transitions within and between paragraphs. The unedited sample proposal below belongs to two undergraduates. It suggests that they understand the similarities and differences of an abstract and an introduction (Swales, 2012) and developed a sense of audience. They discussed books, doctoral dissertations (Appendix K), and research reports, which were previous course tasks. The manuscript displayed a working knowledge of how to do the reference section.

Sample of an undergraduate abstract following the guide above [Unedited].

### Conceptualizing Arts-Based Teaching for L2 Learning

#### Abstract

This paper examines Art-Based to promote creativity for learning. The inquiry discusses conceptions and misconceptions towards Art-Based Learning, which is the purposeful use of artistic skills, processes, and experiences to foster learning in non-artistic disciplines and domains. This qualitative study occurs at a Bogota school with 35-second grade boys and girls between the ages of 7-9. The pedagogical intervention consists of ten sessions combining visual arts, music, and literature. Preliminary results indicate that Arts-Based Learning enhances self-expression and creative outcomes. In the second cycle of the action research, we expect to find progress in creative skills, which deal with synthesizing, articulation, and imagination. The school will implement a syllabus and lesson plans that sustain the project to achieve a more holistic education.

**Keywords:** Arts-Based Teaching and Learning, arts in ELT, Creativity, foreign language, visual arts.

The abstract and introduction comments dealt with content, format, grammar, vocabulary, and punctuation. For instance, the writers, Nick and Mar (pseudonyms), need to focus on one aspect of the arts and expand some concepts. They should convert citations to static text and include a page number only after direct quotations. They also needed to revise wordy or redundant expressions. Incidentally, the authors moved on to share their insights in several local and national conferences that strengthened their proposal. Networking in academic communities is one of the subjects of Chapter VII.

#### 3.3.1. Essays

In higher education, essays are common assignments. There are hundreds of formats and rubrics to choose from; some provide more detail than others. Format selection depends on the degree of complexity of the assignment. Crossle & McNamara (2018) present text coherence and judgments of essay quality. In essays, the presence or absence of explicit cues in the text allows readers to connect the text's ideas. Writers employ transitions to show how paragraphs relate to one another and the overall theme of the paper. Readers derive an understanding from the text provided it is intelligible and makes sense according to their previous knowledge and expectations.

The five-paragraph essay is prevalent in academia has some advantages, but instructors should be aware of its limitations. Guzik (2017) claims that this format does not allow a complex organization of ideas, and writers may become overwhelmed by the number of arguments they should make in a short text. Guide 4 -adapted from East Carolina University (2018) has facilitated self-assessment, evaluation, and feedback. Peer and instructor comments contributed to polishing the drafts.

### Guide 4. Grading Criteria for an Essay.

<p><b>A. Identify the Thesis Statement.</b> Does the paper have a clear thesis statement? Can any reader understand it?</p>	<p>No thesis statement: -5 Thesis statement unclear: -5</p>
<p><b>B. Supporting Evidence.</b> Examine each paragraph for the information below</p> <ol style="list-style-type: none"> <li>1. Identify the topic sentence for each paragraph. This topic sentence (usually the first or second sentence of the paragraph) should resemble a mini-thesis statement. It should contain one idea or concept. The rest of the paragraph must present the evidence that proves the topic sentence (one idea or concept.) Does each paragraph have a topic sentence?</li> </ol>	<p>If not, for each paragraph. -2</p>
<ol style="list-style-type: none"> <li>2. Does each paragraph contain just one idea or concept?</li> </ol>	<p>For each paragraph that does not. -2</p>
<ol style="list-style-type: none"> <li>3. Does this author use evidence to back up his/her argument (thesis statement)?</li> </ol>	<p>For each paragraph that lacks evidence. -2</p>
<ol style="list-style-type: none"> <li>4. Has the author provided citations for his/her evidence?</li> </ol>	<p>For each supporting paragraph that lacks a citation. -1</p>
<p><b>C. Examine the paper's format and grammar.</b></p> <ol style="list-style-type: none"> <li>1. Does this paper have a beginning (introduction), a middle (body), and an end (conclusion)?</li> </ol>	<p>If it does not have all three of these, -5</p>
<ol style="list-style-type: none"> <li>2. Examine grammar. Circle every violation.</li> </ol>	<p>For every single violation: -1 If there are more than five violations, -10</p>
<ol style="list-style-type: none"> <li>a. Does this paper have proper punctuation?</li> <li>b. Are words spelled correctly?</li> <li>c. Does the author provide full and complete sentences? There should be no sentence fragments or run-on sentences.</li> <li>d. Does this paper have consistent verb tense, voice, and third-person usage?</li> <li>e. Are proper nouns capitalized?</li> </ol>	

D. <b>APA Norms.</b> Hierarchy of titles, indentation, citations margin, page number, and format.	If not generated with the word processor -2
E. <b>References</b> generated with the word processor	If not -2

### 3.3.2. Empirical Studies

Besides consulting the works of a field, Wreaders [readers and writers in the World Wide Web] need to report relevant and updated studies published in journals. To scaffold these tasks, at the beginning of the term, the class reports on four works and continues adding reports throughout the semester. Pupils color-code the elements: *highlight in yellow* the problem/issue, *in turquoise*, the population and duration of the study, *in red* the method, and *green* the results. Highlighting is an essential strategy that makes tasks more manageable and further students' thinking. Highlighting is common in summarizing. The same procedures apply to an annotated bibliography. Further discussion appears in Chapter VI.

#### Guide 5. Reporting Studies.

This assignment covers the review of four other studies (if two people are doing the assignment, then eight reports) found in the university's databases—these and the template help organize the paper.
<b>Style.</b> Use APA 7 <sup>th</sup> edition. Font, Times New Roman 12 pt., double-spaced, number pages, Title, and formatting.
Discuss the findings of at least four (4+4) relevant research reports published in the last five years.
For the summary, highlight in yellow the population, in turquoise length, in red research method, and green results.
<b>Discussion.</b> Tell readers how the method, instruments, or results relate to the proposal.
<b>References.</b> Apply the reference generator of the word processor for references and citations. The 20 references in APA style should come from academic databases, journals, master theses, doctoral theses, recent reports, and books. Pay special attention to how to cite Internet sources.
<b>Summary.</b> In a chart, compare the works cited.

While summarizing, highlighting, and comparing the studies, *Wreaders* realized that some are stronger than others and could evaluate them. Once they saw the relevance, authority, and quality of the publications, they could compare them. Guides and charts encouraged planning content, procedures, and instruments boosting purposeful analysis and limiting the scope of the inquiry. It explored potential data collection, analyzed methods, procedures, and instruments.

The table displays how a student systematized the reviews. The unedited version gave an account of highlighting, organization of ideas, and indication that the *Wreaders* are achieving a conceptualization of the issues at hand. Charts prove helpful at the pre-writing stage, and then they can be dispensable. Some pupils claim that they would not have composed their text without charts since there was such a vast amount of material. The extract of Table 5 corresponds to a draft proposal for a B.A. monograph, which synthesized 12 works consulted on Historical Memory Narratives. The draft had reported a doctoral dissertation and other works in other versions, with a narrower scope.

**Table 5.** Sample report. Overview of Studies.

Title, author, year	Problem or issue	Population and length of the study	Research Method	Results
Guerrero, A. (2017). Collaborative Ethnography as a Possibility of Developing Visible and Constructive Agency. <i>The Central and Eastern European Journal</i> , 12(11), 31-44.	Creating agency opportunities by using narratives reveals children's struggles against stigmatizing discourses about their displacement experiences.	56 children in Altos de Cazucá, Bogotá. 2005-2006.	Ethnographic fieldwork. Photography-based project.	a) The study helped understand the effects of war, particularly displacement. b) Ethnography brought dialogues, promoted debates, and gave lessons for identifying new paths towards peace.
Butti, E., & McGonigle, B. (2019). Intersectionality and Transformative Reparations. <i>International Criminal Law review</i> , 19(6), 753-782.	Articulation of aims for reparations and transformation in post-conflict societies.	Twenty-two marginalized male adolescent victims in San Carlos, Colombia.  March and December 2016. Follow-up trip in 2018)	Long-term ethnographic research.	a) Reparations targeting youths affected by the conflict needed. Recommendations of flexible, intersectional programs. b) Reparation programs must ensure meaningful input from beneficiaries.
Rocha, M. (2018). Creating classroom materials: efforts to open up a debate. <i>Transitional Justice and Education</i> , 12(7), 46-66.	How to facilitate work and discussions about the historical memory of the Colombian armed conflict?	Three hundred teachers of Colombia.  From 2013 to 2015	Qualitative ethnographic	The intervention connected history and meaning to recover the student's sense of agency, thus stimulating critical thinking and empathy.
Rocha, M. (2018). Creating Classroom Materials: Efforts to Open up a Debate. <i>Transitional Justice and Education</i> , 12(7), 46-66.	Creation of materials to facilitate work and discussion on the historical memory of the Colombian armed conflict.	300 teachers from nine departments of Colombia  From 2013 to 2015	Qualitative ethnographic	Participants established a connection between history and meaning to recover the student's sense of agency, stimulating their empathy and critical thinking.

The table’s elaboration was a pre-writing task, and the ensuing narrative indicated how each report informed the proposal and how Lića -a pseudonym would employ it. In her words:

*After construing recent reports on the historical memory, twelve of them provided insights. Being aware that readers might not follow the arguments, I left the table in the draft to glance at. The synthesis allowed a fluent discussion connecting the main ideas of the research studies to my project.*

Another type refers to action research projects which remain a regular practice in the humanities. Guide 6 from George Mason University (2018) presents the elements of this genre and offers direction on five core features: 1) a consistent, internal logic, 2) a review of the literature, 3) data collection and findings, 4) reflections, and 5) implications.

**Guide 6.** Action Research Paper.

CORE FEATURES	
1. Consistent Internal Logic	A consistent internal logic means that the research question(s) posed at the beginning of the paper should be answered at some point later in the paper.
2. Connections to the Literature	The main question is tied to other research already done on this question. Usually, this is done in either a Connections to the Literature section or a Review of the Literature section.
3. Data Collection and Findings	The data collection “tools” used to collect evidence on your question need to be identified: Did data collection include interviews, surveys, test scores, observations, or others? What were your findings from the data collected?
4. Reflections	Personal reflections should address (a) the assumptions held by the writer at the outset of the project, (b) the thoughts and reactions while completing the project, and (c) how original assumptions may have changed as a result of the completion of the project.  (Consider creating a separate section of reflections within the paper or folding your reflections into one or more other sections of the paper.)
5. Implications	The implications for your findings might consider a set of next steps to take, additional research that needs to be done, or how your findings relate to your school or teaching context. (Consider creating a separate implications section for your paper or choose to fold your implications into another section.)

In a digital age, the number of materials and options can be cumbersome. Writers must estimate background, implications, and demonstrate that the thesis addresses a significant problem and that an organized plan is in place. University writing centers offer orientation, workshops, and tutoring, direct learners to appropriate resources in a friendly environment to support writers to elaborate better papers. The guide contains a sample of the organization required for a monograph in a teacher education program at a city university in Colombia (in the Appendix) describes the sections of a paper. Most graduate programs in the humanities require a thesis for graduation. Some require the publication of an article or other graduation options. One argument for maintaining the theses is that scholars consider it is an integral exercise in which the candidate displays the competencies necessary to embark on independent inquiry and following the standards academic communities expect: quality of argumentation, method, literature, grammar, layout, and stylistic norms.

Nassi-Calò (2016) claims that supporters of alternatives to theses agree that articles are most read and cited, and theses that remain on library shelves without readers. She adds that:

*Students in the process of writing a thesis are in a very dark place indeed: lost in information, overwhelmed by literature, stuck for the next sentence, seduced by procrastination, and wondering why on earth they signed up to this torture at all. (p. 2).*

For others, at the undergraduate level, a graduation paper's scope should account for recent works, not necessarily demand an intervention. In teacher education, reflection on the teaching practicum supported by theory and literature should be another option for graduation. A thesis's option should be part of the faculty's formal research projects at the graduate level.

Many university programs provide detailed guidelines for consultation (See Appendices in this chapter). These differ in the degree of detail; some discuss format, headings, subheadings, ordering of the sections, each section's content, list of tables, appendices, references and citations, electronic documents, and others offer templates (Universidad Distrital, 2021, pp.7-9). The organization of ideas, assisted by scaffolded practices, aims to arrange expression, critical scientific concepts, texts, and tasks so that college students become familiar and later confident with the discipline, inquiry, and exposition of ideas. The provision of scaffolding for the ICT tools, artifacts, and tasks benefits from sound criteria:

- Organize them from simple to complex.
- Organize them around text genres.
- Let texts drive the analysis of grammatical structures, register, and style.
- Choose language and representations that bridge pupil understanding.
- Offer hands-on tasks.
- Promote integration and reflection about the content and the procedures for reading-writing-research.
- Provide structures that pupils can examine and exploit, e.g., graphic organizers, fill-ins, templates, or similar.

The above criteria help plan, execute, and assess classroom activities, computer labs, desk, mobile devices, videos, online resources, library repositories, websites, artifacts, and learning management solutions (like [Moodle](#), [Blackboard](#)), among many others. The goal that tasks and activities pursue should dictate which ICT to apply, preferring those that facilitate deep understanding and engagement. Users have a basic repertoire of strategies and know how to handle a couple of ICT resources; they would be missing opportunities to use many others for academia.

This chapter claimed that evidence needs to be systematized. Reporting current studies should sketch the project's picture and deal with facts to be proved or explained. Wreaders should pay close attention to the arguments' clear organization. The next chapter emphasizes paying attention to correcting surface errors, complying with "the rules" of the English language, and evaluating concepts and claims. Revising also constitutes an attempt to find a voice and refine drafts to develop focus and style. The syllabus in Chapter 6 suggests an order through which Wreaders move to have their voices heard in a polyphony of voices with the works consulted. As Chapter 7 posits, contact with other communities of practice reinforces scaffolding and schemata to understand proposals and express theirs with their voices.

## Appendices to Chapter III

### Appendix C. Schemas to Organize Manuscripts

<b>Self-Assessment and Assessment for Submission of a Monograph.</b> Universidad Distrital Francisco José de Caldas (2021)	
For the candidates, creating a monograph is the capstone of their studies and signifies completing graduation requirements. The program will help students to keep the process as smooth and worry-free as possible. The faculty is available to assist candidates in many areas.	
<b>Title.</b> Appealing, coherent with the research variables and questions; no more than 15 words and free of errors.	/2
<b>Abstract.</b> A summary of the research process including diagnostic and method, intervention, findings, and conclusions (250 words)	
<p><b>Chapter I. Introduction</b></p> <p>The Introduction presents a concise overview of the issues.</p> <p><b>1.1. Statement of the Problem.</b></p> <p><b>1.1 Description of the context of research</b> Author's background. What is the context? Geographical, social, cultural; institutional (PEI, curriculum, syllabus, staff, resources) Where exactly and with whom was this study conducted?</p> <p><b>1.2 Description of the problem.</b> Identify the problem; state it in terms of variables. Include and briefly explain the evidence of the problem and the preliminary findings which correspond to the diagnostic stage</p> <p><b>1.3. Research question.</b> Express how to solve the problem; open-ended but clear and concrete. C.f., Lunt. Characteristics of Good Questions: Clarity, Empirical focus, Accessible evidence, Manageable, Awareness of assumptions, Awareness of implicit values, Awareness of political implications, Related to previous research, significant, ethical, practical use (relevant), 'fun' or attractive.</p> <p><b>1.4. Research objectives.</b> The objectives are consistent with the research method and are participant-oriented (students, teachers, community, professional community, or others.); include what to do to solve the problematic situation or achieve changes, improvement, and adjustments.</p> <p>General objective (s). What is the proposal to remedy the situation? What impact will the project have on the situation?</p> <p>Specific objectives. What is the plan to achieve the general objective?</p>	/6

<p><b>Checklist for Ch. 1.</b> Revise the introduction to reflect the completion of the study. Make sure that the chapter answered these questions: What is the research about? What is the personal involvement or investment in it? Which steps help identify the problem phenomenon or situation? How is the data collected and analyzed? What is the purpose of the research? What is the research question? What is the methodology of the proposal? List the findings. List the main conclusions and implications of the study. Why is this project relevant, meaningful, sound, and innovative? What kind of impact or contributions will it have or make in different contexts? (social, academic, personal, professional, institutional, scientific, pedagogical).</p> <p>Note: For ethical reasons, do not mention the school's name or the participants anywhere in the manuscript. No photographs of the participants should appear either.</p>	/0
<p><b>Chapter II. Literature review.</b></p> <p><b>2.1.</b> Discuss literature to support the constructs (concepts or variables), the hypothesis or assumptions, and the research questions. Take a position vis a vis the issues acknowledging contrary views.</p> <p><b>2.2.</b> Discuss the findings of at least 12 recent and relevant research reports in peer-reviewed journals and academic databases.</p> <p><b>2.3.</b> Discuss the theory. The literature informs the problem, inquiry, and theory developed from several perspectives to explain phenomena. Then discuss the theory that supports the inquiry (e.g., <i>Social-Constructivism, Connectivism, Critical Theory, Situated Learning, Experiential Learning.</i>)</p>	/6
<p><b>Chapter III. Research Methodology / Design</b></p> <p>3.1 Type of study</p> <p>3.2 Context and Participants</p> <p>3.3 Researcher's Role</p> <p>3.4 Data Collection Instruments and Procedures</p> <p>3.5 Trustworthiness and Generalizability</p> <p>3.6 Unit of Analysis</p>	/6
<p><b>Chapter IV. Pedagogical Intervention</b></p> <p>4.1 Theory of Learning</p> <p>4.2 Theory of Language</p> <p>4.3 Instructional Design</p> <p>4.4. Instructional Objectives</p> <p>4.5 Description of the Lessons</p> <p>4.6 Assessment</p> <p>4.7 Evidence of outcomes</p>	/6
<p><b>Chapter V. Data Analysis and Findings.</b></p> <p>5.1 Research Context for Data Analysis</p> <p>5.2 Data Management and Coding</p> <p>5.3 Findings</p>	/6

<b>Chapter VI Conclusions, Pedagogical Implications, Limitations, and Further Research.</b>	/6
<b>References.</b> Apply the reference generator of the word processor. At least 40 references, in APA style, should come from academic databases, journals, master theses, doctoral theses, recent research reports, and books. Preferable to cite primary sources. Pay attention to citing Internet sources by the author.	/5
Appendices. Only include documents or evidence discussed in the body of the monograph. E.g., Appendix A: Consent Form to participate in the project Appendix B: Sample of Unit of Analysis	/2
<b>Language.</b> Before submission, proofread by setting Word to English, employ a grammar spelling check (e.g., Grammarly or ProWritingAid). Spot overused words with Wordsift.org. Also, have a peer review, print, and edit on paper. Pay attention to the use of an academic tone, cautious language, and tense concordance. Submit an error-free copy of the manuscript in a compressed mode.	/5
<b>Style and Formatting.</b> Apply APA 7 <sup>th</sup> edition. Margins 2.54 centimeters on the four sides. Pages numbered. Font: Times New Roman 12 pt. 1.5 spacing. For tables and charts, font size ten and single-spaced. The reference section should be in APA format and generated automatically with the word processor. The table of contents must be generated automatically, with the word processor establishing a hierarchy of titles. The images and the document should be saved in a compressed format to facilitate electronic submission. NB: To decide what goes in each chapter, consult pages like <a href="https://libguides.usc.edu/writingguide">https://libguides.usc.edu/writingguide</a> .	/5
<b>Comments and grade on a scale from 0.0 to 50</b>	/50

## Appendix D. Schemas to Organize Manuscripts.

Sections for an Education Research Paper	
<b>Title / Cover Page</b>	It contains the paper's title, the author's name, affiliation, e-mail, and the day's date.
<b>Abstract</b>	Not every paper requires an abstract. However, for longer, more complex papers, abstracts are particularly useful. Often only 100 to 300 words, the abstract generally provides a broad overview and is never more than a page. It describes the essence, the central theme of the paper. It includes the research question posed, its significance, the methodology, and the main results. Footnotes or cited works do not appear in an abstract. Abstracts demand great care in composing since it is the first part of the paper an instructor reads. It must impress with solid content, proper style, and general aesthetic appeal. Never write it hastily or carelessly. Abstracts constitute the gatekeeper for participating in conferences.
<b>Introduction and Statement of the Problem</b>	A good introduction states the main problem and thesis argument. What is studied precisely, and why is it essential? How original is it? Will it fill a gap in other studies? Never provide a lengthy justification of the topic before stating it explicitly.
<b>Limitations of the Study</b>	Indicate as soon as possible the scope and what is not covered. Limit the paper's scope by any number of factors, for example, time, personnel, gender, age, geographic location, nationality, or other.
<b>Methodology</b>	Discuss the research methodology: Did it employ qualitative or quantitative research methods? Did it include questionnaires, interviews, or other instruments? Any field research conducted? How was data collected? Were libraries or archives utilized?
<b>Literature Review</b>	The research process uncovers what other authors have written about the topic. A paper reviews and discusses what is known about the subject and how that knowledge was acquired. After discussing the general and specific context of the existing knowledge, the author can build on others' research.

<b>Main Body of Paper / Argument</b>	The main body is generally the longest part of a paper where the author supports the thesis and builds an argument. It contains most of the citations and analysis. This section should focus on the thesis's rational development with clear reasoning and solid argumentation at all points. A clear focus, avoiding meaningless digressions, provides the essential unity that characterizes a strong education paper.
<b>Conclusion</b>	The conclusion brings everything together and underscores what it all means. A stimulating and informative conclusion leaves the reader informed and well-satisfied. A conclusion that makes sense, when reading independently from the rest of the paper, will win praise.
<b>Works Cited</b>	The sources cited should be the ones that appear in the reference section.
<b>Appendices</b>	Papers often contain one or more appendices. An appendix contains appropriate material for enlarging the reader's understanding, but that does not fit very well into the paper's main body. Such material might include tables, charts, summaries, questionnaires, interview questions, lengthy statistics, maps, pictures, photographs, lists of terms, glossaries, survey instruments, letters, copies of historical documents, and others. A paper may have several appendices with headings as Appendix A, Appendix B.

Adapted from Boston College Libraries (2018)



## CHAPTER IV

### Practices for Revising Ideas

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Chapters II and III dealt with *generating* and *organizing ideas*, while this chapter deals with revising ideas, an act of rereading and rewriting; it is a critical process built with and around every text. Editing strategies apply written communication rules to produce polished manuscripts that reflect the new writer to be. For Pinker (2015), editing requires a fair degree of awareness on the construction of meaning and demands taking distance from the text, as if someone else had written it, but at the same time, it calls for engaging in the text creation. Interpreting is a self-interpretation of ideas and an extension of them that constitutes a possibility of critical reading and formal analysis.

Developing an awareness of the reader/writer/listener's voice in the texts produced constitutes a core aspect of revision (see Appendix Chapter IV). Another aspect is applying strategies to remember, recall, retrieve, and present information to audiences. On the other hand, revising belongs to an execution stage, and it is not advisable to do it simultaneously with the generation of ideas or the organization of ideas. Revising is done over an unfinished product that already has a shape expressed in an outline. For example, one phase of revising entails verifying the connections between the works consulted and the proposal.

Revising should not be confused with copy editing or proofreading. Copy editing –also known as corrections– centers on grammar, spelling, and punctuation issues. It also involves a rewrite to fix any problems with transitions, wordiness, jargon and to ensure that the tone and style are appropriate. In contrast, proofreading means that ideas have been edited, laid out, and designed. It searches for typographical errors; it does not imply significant changes to a passage; instead, it looks for minor manuscript and formatting errors and confirms that it is ready for submission.

Novice writers benefit from holding back revising, copyediting and proofreading; if they try to do it concurrently with the generation of ideas, they will break the flow. Revising should follow a structured draft, and although

word processors facilitate corrections, they distract the writer troubled with copy editing and proofreading. Revision is not a linear process; it opens and closes every work session. The testimony in Table 6 comes from an interview with an undergraduate who stresses the need for strategies to produce error-free texts.

**Table 6.** Undergraduate's Testimony on Revising.

<b>Tell us about writing papers in English</b>
• It only began after the third year [of university studies]. I had to look for ways to make manuscripts legible.
• I used the word processor to check synonyms and look up online dictionaries.
• Highlighting was my strategy for cohesion; I double-checked that each paragraph had one topic. My topic sentences helped organize headings, for example, the introduction.
• Enlarging the font [also] helped with seeing things. Meeting the number of pages and length of the assignment caused trouble.
• Later, the faculty told me about the strategies, and I had to decide to apply them. For instance, run the text in a word cloud for spotting overused words.
• I also learned about having someone else proofread my work and learn that I can convey ideas differently.
• An English-speaking colleague at work proofread colloquial style, grammar, lexicon, terminology, and punctuation.
• In-class display and discussion of samples of students' writing made me aware of conciseness.

Editing concentrates on the form while proofreading empowers readers to express informed views constructed from analyzing texts and reflections on other texts or personal experiences. Using a pedagogy that raises awareness of disciplinary practices enhances the first attempts to offer only summaries or incomplete interpretations. Proofreading encourages pursuing the continuous interpretative process, with an active, transformative interpretation of the text's purpose and intention.

Since learners vary in the repertoire of editing and proofreading strategies they have, these need to be taught and explained in every course (O'Malley & Valdez Pierce, 1996; Oxford, 1990; Castillo, 2014). By studying sample texts in diverse genres, Wreaders explore different revision strategies to connect the

dots of thinking and extend it in many ways: procedures, ways of presenting data, and other suggestions orient learners in structuring a quality paper. The following sections discuss and illustrate strategies, and the appendix to this chapter shows samples of comments on editing and proofreading.

## 4.1. Top-Down and Bottom-Up Strategies

To start editing, Wreaders [readers and writers in the World Wide Web] should revise from the whole to the parts to respond if the piece's organization corresponds to the genre's expectations and the purpose of the textual matter. Top-down strategies look at the macrostructure of the assignment. For example, if asked to pen a reaction paper, the Wreader looks up the expectation of that genre; if the purpose is to link theory and practices, the Wreader should double-check the purpose's achievement. In this case, analyzing the structure of a published reaction paper would aid organization and revision.

### Guide 7. Checklist of Top-Down Strategies for Editing.

✓	TOP-DOWN STRATEGIES
	Did you place each text in the context of its contribution to understanding the issues under scrutiny?
	Did you connect or differentiate every text included?
	Did you verify that your ideas and your voice can be distinguished from the authors you consulted?
	Did you follow the guidelines of the assignment?
	Did you make and follow your outline?
	Did you use heading and subheadings?
	Did you use figures, charts, or illustrations?
	Did you locate your understandings within the context of existing literature?

Top-down strategies call for gleaning at a text. As a complement, bottom-up strategies call for revising procedures, rhetorical organization, grammar, layout, balance, and length of paragraphs, among others. Top-down and Bottom-up strategies appear in guides 7 and 8.

Fluent Wreaders know when and how to apply strategies. They know that it is their advantage to proofread on-screen with a grammar spelling check and proofread on a printed version and pen corrections. Word processors to edit are as effective as the Wreader who employ them; thus, instructors should include top-down and bottom-up strategies in their courses. They have to be taught explicitly, by name, practiced, and included in the guide, rubrics, and other assessment formats.

### Guide 8. Checklist of Bottom-up Strategies for Editing.

✓	BOTTOM-UP STRATEGIES
	Did you set the margins to APA or the norm required by the school?
	Did you set your word processor to English or the language you are writing in?
	Did you consistently use the font, the spacing, and other formatting aspects?
	Did you use the word processor to spot errors in mechanics, spelling, punctuation, run-on paragraphs?
	Did you correct expressions that the word processor underlined to indicate possible errors?
	Did you run a grammar spelling check?
	Did you verify that each paragraph contains only one main idea?
	Did most paragraphs contain five or more sentences (between 7 and 15 lines)?
	Is there an introductory paragraph followed by sections?
	Did you use transitions of ideas between sections?
	Did you provide background information (time, space, setting, situation, and similar.) to orient the reader?
	Did you check the overuse of some expressions?
	Did you cite all the sources you used from the Internet, or any other source, or from someone else?
	Were you very careful to avoid plagiarism?
	Did you print a draft and corrected it on paper?
	Did you obtain feedback from a qualified reader?
	Did you make sure you submitted the latest edited version?

Producing an original passage is time-consuming and demands a continued effort; there will be times of writer's block or tiredness to create. At those times, editing becomes appropriate: Wreaders are still making progress and

often become so involved that ‘inspiration’ overcomes the fatigue and ideas flow. Copious material, textbooks, websites are available to revise syntax, vocabulary, and expressions. The following section describes the rationale behind editing strategies and illustrates them with guides and samples for further use.

#### 4.1.1. Strategy: Regular Use of the Computer Mouse

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Although it may seem elementary, Wreaders should know the computer mouse and utilize the numerous functions of the mouse primary –left– button, secondary –right– button, scroll wheel, and the left thumb buttons. For several tasks, with the left mouse button, users can insert page breaks, tables, photos, online pictures, shapes, media, links, comments, page numbers, and symbols, to name a few. The right button gives access to the *references* menu to manage citations, references, and bibliography. It gives users access to editing tools; the *Review* menu manages grammar and spelling. It allows users to track changes made by someone else, accept them or reject them. On-screen correction eases administration, facilitates quality feedback, and promotes metacognition, self-evaluation, and peer evaluation. On the other hand, option *Compare* allows users to contrast version 1 and version 2 of the same document.

The secondary –right– mouse button –often underused– offers material about *synonyms*, *translate*, *define*, *search on the web*, and more. Then instruction on how valuable the right mouse is for understanding and producing texts is worth the effort. Sometimes learners ask for a synonym, translation, or definition; they should: *click the right button before asking*. Mouse side buttons, also called left thumb buttons, can be programmed to do anything; by default, the left-thumb button goes back on a web page. Thumb buttons make browsing the Internet more efficient; users do not need to move the mouse cursor to the browser’s back arrow button to go back to a page.

#### 4.1.2. Strategy: Make the Most of Digital Tools and Resources

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There are computer tools, software, and online resources available for managing texts and data. [Connected Researchers](#) lists over a hundred of them. Some appear below alphabetically with an invitation to explore and make them known. The inventory is not exhaustive.

**Dictionaries of Collocations** identify common word combinations that constitute building blocks of natural-sounding English. They are excellent for composing and enhancing vocabulary. Dictionaries bring common phrases and contextualized examples of use for a word in different parts of speech: nouns, verbs, adjectives, prepositions, and others.

**Grammar-Spelling Checkers** spot mistakes. Paid versions provide in-depth reports to refine and strengthen written important work. [ProWriting Aid](#) and [Grammarly](#) are well known; their free version spots about 30% of language issues. For Spanish and other languages, there is [Language Tool](#).

**Library Guides.** Libraries and writing centers offer comprehensive guides to help students organize and pen a quality paper for classes taught in the natural, social and behavioral sciences: [USC Libraries](#), [the Purdue Online Writing Lab \(OWL\)](#), and others appear in the reference section.

**Onelook.com.** Dictionary and thesaurus provide a search for words according to letter combinations and refers the user to other dictionaries. See [Onelook](#).

**Online dictionaries by discipline:** General dictionaries and dictionaries of many disciplines (sociology, education, economics) are available on the Internet. Visit the website, evaluate the source and its quality, and add it to the tool kit.

**Visuwords™** is a free online dictionary that represents words graphically. In [Visuwords](#), look up synonyms, semantic fields, and connections with related words.

**Ludwig.Guru™** clarifies doubts on lexicon and sentence construction. [Ludwig.guru](#) gives contextualized examples taken from wide-ranging sources.

**Online directories** are community-curated lists of resources. For instance, [DOAJ](#), indexes, and claims access to 11,513 quality, open access, peer-reviewed journals in many disciplines.

**Online glossaries** of terms and acronyms exist for most disciplines. Those produced by professional associations, universities, or well-known publishing houses are the most reliable. Some glossaries are available in pdf, which stands for portable document format.

**Online libraries** specialize in a field and provide digital access to authoritative publications. For example, ERIC is a free access digital library of education sponsored by the [Institute of Education Sciences \(IES\)](#) of the U.S. Department of Education. Simon Fraser University Library (2021) would be an example of a university library that offers public access papers or redirects readers to an academic database.

**Online translators:** some are better than others. After consulting a term or the translation of a passage, revise it. For translating, Wreaders divide the page into two columns: the original language and the other for the FL, allowing efficient editing and monitoring.

**Online university libraries** that anyone can access appear [100 Extensive University Libraries from Around the World that Anyone Can Access](#). Others offer open access to their books such as [Publicaciones Doctorado Universidad Distrital](#).

**Platforms.** There is a reliable list of platforms, online courses, and studies at [Ecorrector.com](#), [Lund University \(AWELU\)](#). In Spanish Language, [Universidad Autónoma de Madrid](#).

**Reference management networks:** This is software that files and organizes documents, citations, references, and bibliographies. [Mendeley](#) and [Zotero](#) combine a reference manager, a social network to collaborate with other scholars and with students online and receive alerts of the latest publications in a field. With [RefWorks](#) and [EndNote](#), download resources from different databases chosen from the available tools based on the disciplines.

**Turnitin™:** is a learning management system to detect plagiarism and work as an editor ([Turnitin](#)).

**Video.** Universities and other organizations disseminate knowledge from expert speakers in many disciplines. For example, [Ted Talks](#), [University of California Television](#), and many more. [YouTube](#) or [Vimeo](#) for video sharing.

**Video-conferencing apps.** Look up specialized websites to compare the offer of [Lifesize](#), [Zoom](#), [Microsoft Teams](#), [Google Meet](#), [Skype](#), [Cisco Webex](#), [BlueJeans](#), [ooVoo](#), [Hangouts](#). The choice of video-conferencing software is wide.

**Websites** are put by individuals and organizations that users should first evaluate. For example, the Association for Curriculum Development web offers resources dedicated to excellence in learning and teaching [ASCD](#). Professor [Janelle Jenstad's](#) website offers a research question generator by plotting the variables, constructs, or concepts in an Excel worksheet.

**Word clouds** are free tools that visually represent a text based on the frequency of occurrence. It aids in identifying the fundamental concepts of a manuscript, independent of its length. [WordSift.org](#) spots overused words in seconds and offers synonyms.

#### 4.1.3. Strategy: Participate in Language Awareness Workshops

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Bourke (2015) proposes workshops to notice errors in the texts produced. Instructors group the texts by the nature of the error: lexicon, punctuation, register, spelling, syntax, style, redundancy, or wordiness. The class identifies the error, the rule broken, corrects it, and offers alternative wording. Upon successful completion of the workshop, learners manage:

- To recognize the potential of a Language Awareness Approach.
- To integrate editing and proofreading into their writing routines.
- To develop a high level of competence in expository writing employing reasoning, argumentation, and evidence.

The decision to work with passages produced by the learners draws on the Text-Driven Approach, proposed by Tomlinson (2013). Texts do not illustrate a particular linguistic form; the learners' language constitutes the matter that informs the focus on form, register, style, punctuation, and other features. Extract 2 brings an excerpt from an original workshop put together with texts written by an undergraduate. In the original, there were 20 items; the most representative appears in Table 7.

**Table 7.** Sample of a Language Awareness Workshop with Undergraduates.

<p>[Unedited version]</p> <p>Bourke's (2008) language awareness proposes techniques to discover syntactic relationships and ways to work with language. This workshop contains sentences taken from draft papers. Please underline the error, state the rule that was broken, and offer an alternative wording. No. 1 is an example.</p> <p>Note: The asterisk indicates an incongruity.</p>
<b>Syntax</b>
<p>1. * We had the opportunity to implement and carried out some activities that we considered suitable. Broken Rule: <i>to + base form</i>: 'carry.'</p> <p><i>NB. Implement and carry out mean the same in this statement.</i></p> <p>Alternative wordings: "We [had the opportunity to carry out] [implement] activities [that] we considered suitable."</p> <p>2. * This things affect the EFL learning process.</p> <p>3. * Students do not make their homework.</p>
<b>Prepositions</b>
<p>4. * The project shed light to the procedures that proved effective.</p> <p>5. * The two articles concern about the teachers' ideas and expectations.</p>
<b>Cohesion</b>
<p>6. * Discovering how through the innovation, the students will enhance their reading, writing, and citizenship competencies, it is the challenge in this study.</p> <p>7. * The data analyzed suggest that through the culture can be made to an interest in learning an FL and...</p>
<b>Coherence</b>
<p>8. * The question confronting teachers is what student affective characteristics influence learning and what influence each has, at the same time.</p> <p>9. * The analysis will be directed, after the implementation of each lesson, we would like to notice what is the perception of the students and how reading influences them, supported by the Critical Discourse Analysis which works as a means to supply students' discourse and critical thinking.</p>
<b>Punctuation</b>
<p>10. * From an empirical observation the process of witting was limited to make a product without real context; so we evidenced as a result of an activity in which at first students had to complete sentences, fill in some gaps of a workshop, they made it without problem but then, when we asked them to write a composition about a problem of any experience, they did not write more than three lines describing the situation but not in a deep way as it was asked to them before.</p>
<b>Unnecessary Subordination</b>
<p>11. * With the workshops, what I expect is to generate a better relationship among participants.</p>

Workshops follow a procedure in which sample sentences are collated and organized. Course participants have access to them via a platform for individual work. The display and discussion of original production make classes realize that the problems are more common than expected; they conclude that a careful edition of texts is necessary to communicate better. Note: the items do not identify the original writer, and the topic that would give them away is modified. Workshops follow the premise that in addition to working with scholarly texts, Writers need to know the convention to produce an academic text. Then authentic corpus of successful and unsuccessful manuscripts serves to analyze and integrate the new knowledge. Some of the errors to watch for are:

- *Excessive and unnecessary subordination: e.g., with regard to, regarding, what the teacher should do is...*
- *Overuse of impersonal expressions such as it is important, it is necessary, it is crucial and similar*
- *Negligible expression of your voice. Lack of balance of the author's voice and other voices*
- *Proper names take capital letters: e.g., Cooperative Learning, ICT, TBL.*
- *Unsubstantiated claims. No evidence or absence of supporting literature*
- *Overuse of these words: data, different, because, research, teach, start to, take into account, activity*
- *Overuse of continuous tense forms: verb + ing form*
- *Redundancy in wording and repetition of arguments*
- *A quotation should not follow another quotation. Discuss issues between quotations*
- *References and citations*
- *Overuse of the passive voice*
- *Run-on sentences and punctuation*

The pitfalls remarked above coincide with most of the samples included in the Appendix of this chapter. Evaluations of workshops demonstrate how a corpus drawn from the learners' manuscripts functions well. As a component of the workshops, discussions before assignments deal with layout, format, rhetorical organization, and content of a paper's section and subsections. One disadvantage of the workshops manifested in course evaluation is that doing too many or too often may fall into a routine, and attention dwindles.

## 4.2. Detecting and Preventing Plagiarism

It is necessary to pause and think if the manuscript distinguishes one's ideas from others in editing. Not doing it runs the risk of plagiarism, defined as taking someone's work without giving the original writer credits. In the digital era, plagiarism has spread; users copy others' ideas without warning the reader that they come from someone else. In the stage of editing, the writer needs to verify the proper credit to the authors. There are several ways to address this concern: attitude change to start; the Wreader needs to make a conscious decision and put all the effort to be original. To encourage this attitude, classes watch the film [The Words](#), in which a writer finds an old manuscript and passes it as his own until he meets the real author. The film's moral is that copying makes people lose confidence in themselves, and worst they lose confidence in themselves.

Wreaders should follow the literature's recommendation on summarizing, paraphrasing, citing, quoting, and referencing (Bailey, 2018). With examples, explanations, and feedback, Wreaders should become familiar with norms such as the APA Style Guide (2021), in which quotations have more than four lines, about 40 words, they take a separate blockquote. One quotation should be followed by a comment, not by another quotation. Overusing direct quotations gives the impression that the writer does not quite understand the concepts. Explanations and practice exercises that clarify these issues abound (Bailey, 2018), (Purdue University, 2021), and (The University of Southern California, 2021). These sources recommend introducing variety in citing the author's ideas.

On the other hand, there are programs for identifying plagiarism such as [Turnitin](#), [Whitesmoke](#), [Copyleaks](#), [QueText](#), [Dupli Checker](#), [Plagiarisma](#), [PaperRater](#), [Plag Tracker](#), [PlagScan](#), [Copyscape](#), [SmallSEOTools](#), and [Unicheck](#),

among others. Universities subscribe to some of the above. Detecting plagiarism is essential, but prevention is critical. Learners need to do tasks that demand more profound knowledge, such as making connections to other texts or experiences, discussing the potential application of ideas, in other words, critique and appropriation of knowledge.

Regarding prevention, the generation of references and citations from MSWord 'manage sources' facilitate giving accurate reporting of the authors consulted. Websites, tutorials in print, and videos also orient the reference section's automatic generation by entering the manuscript's citations. In academia, all texts require citations and references in a particular style, e.g., APA 7th edition or others, thus saving constant consultation.

At first, some learners may show reluctance to automatic citing and referencing; with practice, they soon realize that it will save them time and effort. They appreciate that doing citations and referencing well backs up the comprehension of authoritative texts, and it is a crucial step in avoiding plagiarism, substantiating claims, and voicing thoughts and contributions. See Appendix for notes and comments on these aspects.

### 4.3. Collaborating with Peers

Peer collaboration in the stage of a consistent edition of ideas builds self-confidence. At first, Novice readers and writers are more concerned with mechanics than with the quality and authority of argumentation; they may not be prepared to provide insights into a classmate's manuscript.

## Guide 9. Peer Review.

Peer reviewer:	Writer:	
Read the paper once without pausing to make comments. Then reread it with the following questions in mind. Feel free to use as many lines and pages as necessary within this format.		
- What is the main thesis or central argument of the text?		
- How does the author position his or her views concerning the literature?		
1. Does the introduction present the writer's goal?	If so, please transcribe the goal.	If not, suggest.
2. If the author's central argument is unclear, what are some ideas for clarifying?	Clarify a)	Clarify b)
3. Are the thesis and the paper's argument supported by external sources?	If not, suggest 1	If not, suggest
4. Do the sources and quotations contribute to the paper?	If yes, are they well-explained and well-integrated?	If not, suggest
5. Identify a section where the author uses pieces of evidence well.	Page Paragraph	
6. Identify section (s) where evidence (or more evidence) is needed.	Page Paragraph	
7. Does the writer employ varied sentence structures, or does he/she repeat the same structures throughout the paper?	Transcribe a sentence that needs rewriting.	Copy here the best sentence in the manuscript.
8. Does each paragraph have one topic sentence, as it should be?	Identify any places where punctuation may improve and suggest alternatives.	
9. Does the writer use punctuation properly? Are commas well used?	e.g.,	
10. List ways this paper could be improved.		
11. Please identify language use problems: grammar, style, wrong word (WW.), wrong form (WF.), unnecessary subordination, lack of parallelism, preposition, or others.	Page Paragraph	
12. Exemplify a lack of cohesion and coherence.	Page Paragraph	
13. Style. Exemplify lack of caution or formal language.	Page Paragraph	
14. Please include general comments here.		

Adapted from Brandeis University (2018).

Instructors should model peer review strategies to notice how to revise audience awareness and readers' expectations. Moreover, pairing weaker and stronger writers with the instructor's oversight benefits the weakest to develop self-corrective writing techniques. When using Guide 9, master candidates concurred that peer-reviewing made them aware of their difficulties in composing and managed to understand their peers' projects better. The guide provided valuable insights since it requires penning the paper's understanding with which the writer may agree, agree partially, or disagree. In any case, it forced both the reviewer and reviewee to think of the issues. The items in column 1 organize what to look for, while column 2 asks for elaboration and exemplification. Suggestions and comments in column 3 stress the aspects of collaboration between the parties involved.

Experienced Wreaders also benefit from having colleagues review a draft before submission. Feedback from a draft sent to a colleague illustrates this point.

*Dear A. A: The paper summarizes a syllabus with six lesson plans that stressed four compensation strategies (CS) to encourage oral production Circumlocution, Coining words, Approximation, and Repetition. Each CS needs further discussion. Explain their integration in each and or every lesson. More samples and evidence would strengthen the paper. Consider organizing the data analysis under the strategies taught. Provide and discuss enough transcripts (language samples) as evidence that the 20 participants solved communication gaps with them as claimed. On the other hand, revise the use of tenses for each section of the article. Look up tutorials on that matter.*

#### 4.4. Revising to Meet the Demands of a Genre

The Wreaders schema affects the interpretation of texts and how they react to them. Devitt (2015) argues that: *“although the disciplines differ in some of their purposes and settings, they share the difficulty of helping students advance beyond simplified understandings of [the] genre to the complex decisions needed to address particular situations.”* (p. 44). In-class understanding of text types helps absorb information; then, its discussion should occupy the rest of time and energy. The following sections illustrate several genres. Guide 10 outlines the expectations of an article's review.

**Guide 10.** Reviewing a Journal Article.

University ID #. (NO NAME) _____	
Please choose one of the four articles published by Colombian scholars.	<b>Grade</b>
<b>Assessment criteria</b>	
Discuss the background research, problem identification, and evidence that supports the existence of the problem.	/3
Cite and highlight in yellow the population and the study's length; in light blue the research method, instruments, and procedures; in light green, the results and the author's interpretation.	/3
Evaluate how the author presented the constructs (variables or concepts), reviewed the related literature, and showed a critical understanding of the subject under research.	/2
Explain how the author synthesized the findings of other research studies relevant to the issues.	/2
Describe the Research Design. Population and how the research questions and objectives were defined.	/2
Evaluate the author's coherence of the research method, procedures, and instruments.	/2
Assess if and how the author presented the findings, interpretations, and conclusions.	/2
Answer critically in two paragraphs: How does my formation as an educator connect to the article's central issues?	/4
Answer critically in two paragraphs: How does this publication relate to other texts I have read? Cite at least two authors. Cite authors.	/4
Answer critically in two paragraphs: How does this article relate to real-life experiences that I, or others, have had. Cite authors.	/4
Cite and discuss at least three other publications -not cited in the original paper- to illustrate your arguments.	/3
Use transitions within and between paragraphs and with the whole paper	/3
Edit language: grammar, spelling. There is evidence of using a grammar-spelling check and a word cloud to spot overused words.	/3
Proofread for punctuation, tense concordance.	/3
Proofread for conciseness, precision, and revision of original ideas	/3
Revise to avoid generalizations, colloquialism, parallelism, or subordination.	/3
Grade.	/50

Novice Wreaders’ reviews gained readability, conciseness, and depth by understanding the criteria to review a paper. Positive and specific feedback derives from the assignment, informing Wreaders of a measurable learning outcome for each aspect evaluated. Users affirm that guides, templates, and checklists clarify many aspects of an assignment and facilitate meeting the genre’s demands. Guide 11 drew from resources such as (Universidad Distrital, 2021), (How Journal, 2021) (The University of Southern California, 2021), and (Purdue University, 2021).

**Guide 11.** Undergraduates’ Proposal of a Journal Article.

GUIDELINES	
The Draft Proposal	It contains no less than 3000 words, and the number of words appears under the title.
	It follows APA 7th norms, 1,5-spaced, in font Times Roman 12, single-column, and all margins 2,54 centimeters in a Word document.
	It has a title no longer than 15 words, citations inside the text, and complete bibliographic information for each citation in the list of references. There is a minimum of 20 references, half of them from works published in the last five years.
	It presents an abstract of no more than 110 words and a list of 5-7 key words in <i>italics</i> and alphabetical order.
	It contains the academic voice of the author of the review throughout the article.
Ethical Issues	<ul style="list-style-type: none"> <li>-It does not name the participating institutions and individuals for ethical reasons.</li> <li>-Plagiarism is unacceptable. The university will reject manuscripts that show evidence of plagiarism.</li> </ul>
<b>The manuscript should meet the characteristic of either of these genres: research Reports, Reports on Pedagogical Experiences, Reflections, and Revision of Themes.</b>	
Research Reports	Current or final reports of studies conducted by pre-service teachers of the program are welcome. The abstract should explicitly indicate the status of the study. The article structure must include, at least, these sections: <i>introduction, method, results, discussion, and references.</i>
Reports on Pedagogical Experiences	These reports tell readers about practices that the author has systematized in the teaching practicum or other settings. The manuscript shows a method of analysis informed by the works consulted. Reports on pedagogical experiences should include a substantial justification, the description of the procedures followed in a given educational setting, samples of such processes, results of the experiences, and conclusions. Authors must support their manuscript with theoretical studies and recent research reports on the issues discussed. They should present critical and analytical perspectives throughout the manuscript.

Reflections	An article of reflection examines a specific subject or topic in-depth, presenting a project's results from the author's analytical, interpretative, or critical perspective. The article scrutinizes various sources and clearly shows the author's voice informed by recent research reports and literature.	
Revision of Themes	A specific subject or topic can be examined in depth in an article of revision, which results from a research project in which the author analyzes, systematizes, and integrates the outcomes of published or non-published research literature about a narrow issue. With a clear argumentation line, the authors discuss the advances and developmental tendencies supporting them with varied relevant and recent works.	

The elaboration of guides, rubrics, and supporting artifacts, like the ones exemplified, demands teamwork, trial and error, and constant revision. Implementation requires the faculty to communicate it to the student body and use them regularly and consistently. The guides have served for self-assessing, providing feedback, and evaluating purposes. For instance, journal guidelines for authors explain expectations. The faculty and students' analysis of publications enlighten the conventions' understanding, e.g., Castillo & Flórez (2020 a and b).

#### 4.4.1. Adjusting Abstracts

In the syllabus presented in Chapter VI, abstracts are a subject of study. Course participants write several versions as their projects advance. They prepare presentations for diverse audiences. Table 8 presents three versions of an abstract on Task-Supported Teaching, which reflect the consultation of the library guide of the University of Southern California (2021), the integration of feedback, and the collaboration of a faculty member and two undergraduates.

**Table 8.** Three Versions of an Abstract.

<b>THREE VERSIONS OF AN ABSTRACT</b>
<p><b>Version #1. 265 words</b></p> <p>Educators are often concerned about making their courses relevant. This monograph presents an action research project that looks into the structuring of relevant tasks that may foster English language oral proficiency in an intensive course with teenagers. The problem observed is that the EFL learners do not seem to retain information in long-term memory. They claimed that classroom instruction does not understand English outside the classroom, i.e., ‘real English.’ Swan (2005) proposes Task-Supported Teaching (TST). The study took eight weeks with five groups per day among three to fifteen students in three stages. First, learners responded to a survey that captured how they perceived their EFL process and the appropriate activities to improve their English proficiency. In the second, teachers applied instruments to identify relevant tasks and student’s participation. Their preferences influenced the design of the following units. In the third stage, teachers used an oral production rubric to analyze the progress, and a final survey was applied to contrast their beliefs at the beginning and the end of the intervention. The data collection instruments were surveys, interviews, observations, and videos contemplating these variables: students’ progress, beliefs, goals, and meaningful tasks. With a multiple case study method to analyze the data, this project expects to inform the academy and the teachers on TST’s relevance to enhancing the curriculum. The study wants to promote further studies on TST in which both teachers and learners propose tasks that they feel are meaningful, useful, and that stimulate long-life learning.</p>
<p><b>Version #2. 157 words</b></p> <p>This paper presents a study that looked into structuring tasks that may foster English language oral proficiency in an intensive course with teenagers and adults. The format of the conversation club took eight weeks, with 25 participants in five groups. The problem identified was that the EFL learners claimed that their instruction did not help them understand English outside the classroom and did not retain the new knowledge. The surveys, interviews, observations, and videos served to gather data on these variables: learners’ progress, beliefs, goals, and task performance. With a multiple case study method, we analyzed the data that demonstrated that students participated more when the tasks activated their prior knowledge when grammar and lexicon were worked on related to their close environments and allowed them to employ their abilities. This project expects to inform the academy and the teachers on TST’s relevance to enhancing the curriculum.</p>
<p><b>Version #3. 143 words</b></p> <p>This paper presents a study that looked into the structuring of tasks that may foster oral fluency in an intensive eight-week course with 25 young adult and adult English learners in a format of tutoring sessions for conversation. The action research involved two teachers and the advisor, coauthors of this paper. We identified two drawbacks: learners claimed that instruction was not helpful for them to use English outside the classroom and had difficulty retaining information in long-term memory. With surveys, interviews, observations, and videos, the team gathered data on learners’ progress, goals, performance, and beliefs. The pedagogical intervention with <i>Task-Supported Teaching (TST)</i> produced these results: a) TST promoted cooperation, b) the degree of participation correlated with the students’ purpose for learning English, and c) TST raised their awareness on the acquisition of speaking.</p>

The three versions written by two TEFL undergraduates received reactions to their study in a year. The initial one is a first draft, the second from a polished draft, and the third from the publication by Castillo, Silva-Gonzales & Sanabria-Chavarro (2018). The wording considered the readership and reflected feedback and the efforts on synthesis.

In the three versions, the writers try to comply with the genre abstract; comments called for coherence. For example, they wrote they followed a multiple case study, but they had committed themselves to another method in the monograph's body. Differences in the versions reveal processes of analysis, evaluation, interpretation, synthesis, and a sense of audience. The evolution of ideas reflects a decision-making process about what to include.

One of the abstract authors indicated that with the feedback, she realized that it was not enough understanding the literature or following model texts written by scholars, but "I realized I had to develop critical thinking skills and an awareness of the writing process. More importantly, trying to publish awoke a sense of purpose, not minding the extra work." In other words, transactions with faculty and peer-reviewers constituted an active social process of knowledge construction and partnership aids in meeting high academic demands. Chapter VII expands on collaboration with communities of practice.

#### 4.4.2. Revising the Literature and Research Reports

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The literature review revolves around the problems or issues under examination, and therefore, the search for materials should be relevant to them. From authorized voices, the Wreader chooses those that enlighten their inquiry, making sure to explain the criteria behind the choice of the works consulted. The advances in theories and the interpretation and assessment of findings constitute the core of a literature review. There are several strategies to tackle the works consulted; for example, *using checklists* and *responding to a series of Wh -questions*. In the Appendix to Chapter IV, there are some examples.

##### 4.4.2.1. Strategy 1. Using Checklists

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Top-down and bottom-up strategies come in handy to organize the texts' reading, synthesize them, contrast them, and put them in a dialogue with the Wreader. The revision of ideas demonstrates to audiences how the topic fits in a field.

**Guide 12.** Checklist for Editing a Literature Review.

✓	<b>TOP-DOWN STRATEGIES</b>
	Did you place each work in the context of its contribution to understanding the research problem under study?
	Did you describe the relationship of each work to the others under consideration?
	Did you identify new ways to interpret prior research?
	Did you divide the works under review into themes or categories?
	Did you take a stand <i>vis-á-vis</i> the issues?
	Did you reveal any gaps that exist in the literature?
	Did you resolve conflicts amongst seemingly contradictory previous studies?
	Did you identify areas of prior scholarship to prevent duplication of effort?
	Did you include what struck you as noteworthy and how it enhanced your understanding of something?
	Did you verify that your voice can be distinguished from that of the authors you consulted?
	Did you point the way in fulfilling a need for additional research?
	Did you locate your research within the context of existing literature? [Very important].
	Did you follow your outline?
	Did you introduce the issues, spoke of their relevance?
	Did you provide background information on the issues (time, space, setting, situation, roles, and others) to orient the reader?
	Did you use the word processor and other strategies to edit mechanics, spelling, punctuation?
	Did your manuscript comply with APA or the norm required by the school?
	Did you revise that references and citations have a consistent style?
	Did you run a grammar spelling check?
	Were you very careful to avoid plagiarism?
	Did you use a variety of sources: journal articles, books, specialized websites, and similar?
	Did you make sure that over half of your sources come from publications published within the last five years?
	Did you trace the progression of the issue(s) in the field?
	Did you cite all the sources you used from the Internet, any other source, or someone else?
	Did you use an academic style: no colloquialism?

	Did you use transitions of ideas between sections?
	Are all of your statements and arguments relevant to the discussion?
	Did you obtain feedback from a qualified reader?
	Did you proofread on paper and corrected the digital version?
	Did you make sure you submitted the latest edited version?

Adapted from the University of Southern California (2021) and others.

#### 4.4.2.2. Strategy 2. Responding to Journalists' Questions

The use of prompt questions in selecting and analyzing material facilitates deeper comprehension and serves as a pre-writing exercise. By plotting the central elements of a passage, pupils can compare and conclude. The University of Kansas (2011) proposes six questions to synthesize the works consulted:

- **Who:** *Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?*
- **What:** *What is the topic? What is the significance of the topic? What is the primary problem? What are the issues?*
- **Where:** *Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?*
- **When:** *When is the issue most apparent? (Past? Present? Future?) When did the issue or problem develop? What historical forces helped shape the problem or issue, and at what point in time will the problem or issue culminate in a crisis? When is the action needed to address the issue or problem?*
- **Why:** *Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?*
- **How:** *How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?*  
(p. 1)

The journalists' questions serve to revise concepts and prepare readings. Adapting the questions to the goal takes practice. Questions stimulate the organization of texts.

#### *4.4.2.3. Revision of a Thesis or Monograph*

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In addition to editing and proofreading covered in the previous section, writers should become excellent at grammar, spelling, and punctuation, yet they should consider the strategies presented next. Similarly, they should become familiar with their institutions' guidelines, the evaluation criteria and processes, the people involved, and the timetables. Appendix Chapter IV presents a sample guide from a university in the west of Colombia that orients instructors and graduates.

#### *4.4.2.4. Strategy 1. Looking After Yourself: Management of Time and Space*

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The management of time, space, and resources in developing a project requires organizing, planning, and monitoring more than any other academic task. It is essential to set up regular work sessions by making a plan that helps allocate time to complete each task. It is helpful to chart a schedule with the months or weeks needed to submit parts or the whole work. In planning, include other activities that may conflict with that schedule. Also, take into account the room space and resources needed. Planning prevents common problems such as procrastination, lack of concentration, feeling overwhelmed by the tasks, and other negative feelings. Along those lines, revise routines, and rewrite clear and achievable objectives. Plan backward by making a timeline of the overall project and decide on a realistic finish date. With this plan, create intermediate deadlines each month to ensure reaching the final goal. Each week, focus on one thing, leave time for revising, editing, and proofreading.

Before closing a session, note what is pending and where at the top of the document. Note the number of words the draft has and compare it with the new number of words: this informs about progress. It is motivating to know that texts gained clarity because either a good number of words were written or synthesized.

Academic tasks compare to a marathon: start slow or fast but do not stop; the magic of momentum helps overcome the sheer size of the task ahead; it is not a speed race. Creativity comes from revising and talking to people, working in different spaces, taking short walks, and breathing fresh air.

#### 4.4.2.5. Strategy 2. Reading with Fresh Eyes

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A project is a sustained effort, and the editorial process should polish the aspects that have evolved from a proposal to a current version. For example, when a manuscript is in the proposal stage, Wreaders announce what is left to do and how. In the final version, writers should speak -in the past tense- of what they did and how they did it. Editing and proofreading with global corrections constitute an update, and it demands fresh eyes, which means finding a different way to look at something. While reading with fresh eyes, remember the introduction and conclusion deserve simultaneous revision to guarantee cohesion. In general, tie up the argumentation, keep it clear and concise but not dry.

Since working on a computer screen does not allow global reading, for spotting problems in the organization, argumentation, typos, and other sorts of errors, it is advisable to print the work a couple of times and review it before submission. Read for meaning, then read from back to front to spot errors in spacing, punctuation, spelling, and other mechanical errors. This look can detect typos, repetitions, or ideas or terms that were abandoned or changed.

#### 4.4.2.6. Strategy 3. Integrating Feedback

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As Hyland (2003) argues, “*feedback in [the] learning process can be seen as crucial for both encouraging the development of students’ writing and consolidating their learning*” (p. 177). Learners need to communicate with the faculty, identify the schools of thought they follow, and seek feedback. They should take comments constructively, and if some of it worries them, they should ask for clarification and take a couple of days to work on it. However, they should not stop advancing while the feedback arrives. To illustrate the points made, Tables 9 and 10 present students’ and faculty perceptions of feedback.

**Table 9.** Undergraduate’s Testimony on Feedback.

<p><b>What role did feedback play in your writing development?</b></p> <ul style="list-style-type: none"> <li>- Our academic writing awareness started when we used excerpts from classmates to analyze them and try to rephrase them a little bit better. [<i>Language awareness workshops</i>]</li> <li>- On classmate’s manuscripts, the professor pointed to stylistic, lexical, and grammatical problems. We felt embarrassed at first, but then we understood the intercultural context.</li> <li>- With the comments, we learned firsthand what to do and what not to do. It helped writers and audiences.</li> <li>- Comments helped with punctuation, connections, paragraph structure, repetition of arguments, among other aspects.</li> <li>- We remember correcting expressions like ‘in an accurate way’ for ‘accurately. Furthermore, we learned that if we can say something in one word, why use three.</li> <li>- We got the communication of ideas. We realized we thought we had said something, and actually, it meant something else.</li> <li>- We realized that clear writing contributed to understanding our classmates’ proposals.</li> </ul>
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Language awareness workshops, peer review, analysis of the comments, and punctuation review enhance work quality. Feedback opens with an interpretation of the writer’s intentions, then comments on the content and form followed by suggestions or recommendations. The extracts below illustrate some of the strategies suggested for a thesis. The four excerpts correspond to the same work spread over one year. Despite feedback, some errors were ‘hard to kill.’

**Table 10.** Feedback on four Versions of a Master’s Thesis.

<p>1. I revised the manuscript thoroughly. Please work on the language first. Take note of the comments on organization and then make the content and the argumentation coherent.</p> <ul style="list-style-type: none"> <li>- Collect, display and discuss data on the learners’ progress that attributable to the intervention.</li> <li>- Prefer the word <i>thesis</i> to <i>paper</i> to refer to this manuscript</li> <li>- <i>College</i> in English means university, not high school.</li> <li>- <i>Process</i> appears 52 times, most of the time unnecessarily.</li> <li>- <i>Different</i> appears 40 times in 90 pages.</li> <li>- Revise redundancies like: ‘analysis of the data collected through data collection.’</li> <li>- Check this grammatical pattern—the more +verb phrase.</li> </ul>
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- |   |
|---|
| <p>2. The attached document contains suggested changes in wording and organization, especially the chapter pedagogical intervention and conclusions. Some paragraphs are unnecessary. In the appendices, delete the boxes in the survey, and leave texts with a single space.</p> <ul style="list-style-type: none"> <li>- A thorough revision of the language, layout, and APA norms would help jurors evaluate the work. Regrettably, the version sent over the weekend would not have passed the scrutiny of jurors.</li> </ul>  |
| <p>3. Thanks for presenting as a guest in the Nov 26 class.</p> <p>The manuscript showed the progress made as a teacher-researcher. The evidence backs up the claim that podcasts' introduction accounted for language development gains and learner engagement.</p> <ul style="list-style-type: none"> <li>- For content, please discuss the Learning Continuums to demonstrate that shaped the pedagogical innovation. They appear abruptly in the syllabus proposal and the pedagogical implications but do not relate to the findings. Please connect the dots.</li> <li>- Regarding form, the obstacle to overcome in the manuscript is proofreading. The textual matter should be clear, direct, and to the point. Significant revisions require time and attention.</li> </ul> |

Feedback samples, with suggestions on how to revise, appear in Tables 9 and 10. Other remarks address layout, content, form, and grammar. Comments also deal with affiliation; for example, it calls for changes to satisfy jurors. The instructors' and others' insights into interpretations and propositions and going back to the literature make editing a collaborative endeavor.

Editing constitutes a condition *sine qua non* of text production; it is recursive, as other stages are; editing is a permanent feature. Many of the errors in the samples of Appendix to Chapter IV were evitable with thorough editing.

In sum, the edition consists of artfully selecting material, deciding on word choice, meeting the demands of a genre, and integrating feedback. The strategies, artifacts, ICT resources, samples, examples, and editing prompts should move Wreaders to delve into deep thought on their study subject. Learners should remember that they should seek guidance from their professor if they have specific questions about an assignment. Requirements laid down by the faculty shall always supersede approaches advocated here or in other sources.

As a corollary, a situated pedagogy in which editing tasks help convert first drafts into original pieces of text, informed by the works consulted, will turn the Wreaders' attention to the texts' structures and the thoughts there expressed. Revisions go beyond copyediting; they should meet the assignment's expectations, the faculty, and potential readership. Revising texts depend on the genre and critical self-awareness, knowing what is going on within the authors and the present that shapes their behaviors and decision-making. The following chapter, "*Engaging ideas*," concentrates on the logical links between the points made here and the unity of ideas within an extended text.

## Appendices to Chapter IV

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### Appendix E. The Structure of a Thesis from a Regional University

#### OFFICIAL GUIDELINES FOR MASTER'S THESIS

VERSION 2020

Please consider these guidelines and prompts to organize and submit your work.

- A. Get the message across in as many pages as needed, double-spaced, Times New Roman 12 pt. Font, not including appendices which can take as long as needed. Attach pieces of evidence of data collection and analysis procedures (questionnaires, observation schedules, diary, or other).
- B. Use the narrative style and the third or first person. Make sure that through the whole discourse, the chosen person is used.
- C. Use illustrations, graphs, or figures to enhance the text, not to fill space.
- D. Use APA style for formatting. The only exception for APA is the option to use the first person; other than that, everything is formatted according to the APA Publication Manual, 6th edition.
- E. Content: your report should have the following sections:

**Title:** Appealing, expectant, coherent with the research variables and questions, not too wordy (12 words).

**Abstract:** A summary of the research process, including diagnostic and action stages, method, findings, and conclusions (150 words including keywords).

**Introduction:** General presentation, research outline: What, Why, Who, How, When. Remember that the introduction is the last section to revise (2 to 3 pages)

- What is the research about?
- How did it emerge?
- How did you find the problem or situation? (Describe data collection and analysis in brief)
- What is the purpose of the research? What is the research question?
- What research methodology was chosen?
- What was found? What are the main conclusions and implications of the study?

**1. Justification/Rationale:** The interests in the topic or problem (2 pages)

- Why is the project important?
- Why is this inquiry relevant, meaningful, helpful, and innovative?
- What kind of impact/contributions will it have/make in different contexts? (social, academic, personal, professional, institutional, scientific, pedagogical or other)

**2. Context of the research,** setting, and description of the problem (5 to 6 pages)

**2.1. Description of the context of research**

- What is the context of your inquiry? Geographical, social, cultural, institutional (PEI, curriculum, syllabus, staff, resources).
- What is the setting?
- Where exactly and with whom was the study conducted?

**3. Description of the problem**

- State the problem in terms of variables.
- What problem was identified? (Explain findings of the diagnostic stage in brief)

**4. Research question and objectives** (1 page)

**4.1. Research question:** Express how to solve the problem; open-ended but clear and concrete.

**4.2. Objectives:** Remember that objectives are consistent with the research method and are supposed to be participant-oriented (students, teachers, community, professional community, or similar); include the aims to solve the problematic situation or achieve changes, improvement, adjustments, or similar.

**4.2.1. General objective (s)**

- What do you intend to do about the situation?
- What impact will your project have on the situation?

**4.2.2. Specific objectives**

- What exactly will you do to achieve your general objective?

**5. Theoretical Framework** (15 to 30 pages)

Include literature to support the inquiry, the hypothesis, and the research question. Categorize the topics related to the research variables.

- Which authors and theories back up your piece of research?

**6. Methodology** (3 to 4 pages)

**6.1. Type of study**

Description of the research model. It can combine qualitative and quantitative approaches. Types of study include descriptive, case study, ethnographic, active-reflective, experimental, quasi-experimental, or other.

- What approach did you choose, why?

**6.2. Participants**

Sampling procedures

Description of the sample population involved in the research

- Who, how many, why were they selected?
- What are their characteristics? (Academic level, origin, genre, age, academic, disciplinary or personal profile, or any other particular data).

**6.3. Data Collection and Instruments**

- What techniques and instruments did you use in your diagnostic stage and research implementation? Present them in brief.

**7. Research stages / Phases of the study** (Length varies according to the study)

**7.1. Diagnostic stage:** Data collection and analysis techniques and instruments used to identify the problem. Present the analysis and results in this stage in terms of strengths and weaknesses, not only negative aspects. Use politically correct language to explain the aspects to be improved in the setting. Discretion is essential to guarantee confidentiality and respect for the participants and their setting.

**7.2. Action stage:** Complete description of the proposed implementation. What the intervention points were and how they were conducted.

**7.3. Evaluation stage:** Analysis of the results presenting evidence of what you found; please do not provide any interpretations; just present your results. Use the past tense.

**8. Findings** (Length is proportional to results presented)

Present the interpretation of your results; it corresponds to the discussion of results.

This section presents the achievements of the objectives proposed. Use the past tense.

**9. Conclusions / Pedagogical Implications / Recommendations** (Length is proportional to research stages).

Conclusions should answer the research questions. They show how the study proved or disproved the hypothesis; they are the new pedagogical knowledge and theory stated by the researcher out of the process followed, they are the direct and indirect discovery of a new theory or piece of knowledge in the field. Tense to use the simple present.

State recommendations and pedagogical implications call for further study or dissemination of new knowledge or findings to improve similar settings. Acknowledge the limitations of the study to help the reader understand and reflect on future replication.

**10. References** (As many pages as needed according to authors mentioned in the body of the study)**11. Appendices:** As many as needed to illustrate or complement the body of the study; include only samples of data collection instruments or data analysis procedures.

## Appendix F. Extracts of Feedback for a Graduate Class.

### Extract 1

Dear M.A. candidate:

*The chapter pedagogical intervention shows significant progress.*

- *The pedagogical intervention proposed should be phrased in first person plural.*
- *Please see on-screen comments that call for more explanations and the presence of your voice as teachers.*
- *Remember to display and discuss the finding with evidence, e.g., finding-evidence-sample writing-interpretation-finding stressed.*

*Keep the good work.*

### Extract 2

Dear M.A. candidates:

*The manuscript tries to demonstrate that the combination of face-to-face and online interaction benefited participants. The discussion of the gains they made in language development requires convincing evidence. Transcribing some of the interactions would help.*

*Although there is progress, please integrate the concepts discussed into the section on pedagogical innovation. See on-screen comments and suggested changes.*

#### **Content**

*Please be aware that the data displayed and discussed so far is insufficient.*

- *Triangulation is not evident either.*
- *The works consulted are absent in the data analysis and conclusions section.*
- *Ethical issue: do not name the students or the school anywhere in the thesis.*

#### **Form**

- *The Table of Contents is not active, no page numbers, no hierarchy of titles, or references, makes understanding difficult. Please integrate the competencies expected from the Seminar.*
- *Find guides and tutorials on how to format a document.*
- *Revise language thoroughly.*
- *Several sections contain vague statements, redundancy, and repetition.*
- *Important material should not go in the appendices.*
- *Please take action on the comments.*

### Extract 3

Dear M.A candidate:

This December 11 feedback concentrates on the pedagogical innovation chapter and the following ones. There is an advance in conceptualization. Please study the comments and integrate them into the rest of the manuscript. See on-screen comments and suggested changes.

The point made is that planning differentiated tasks benefited the 26 participants. The pieces of evidence are the vocabulary gains.

**Content**

- The literature does not seem to support the central thesis. The most recent reference is ten years old, and that is insufficient.
- No discussion of research reports
- The works consulted are absent in the data analysis
- Findings need comparisons with the literature available on the application of perception channels in FL vocabulary acquisition.
- The transcription of the learners' comments on the pedagogical innovation needs to be labeled, grouped, and related to other categories of analysis (Freeman, 1998). For example, several testimonies speak of the teachers' role; this could be a category.
- Please make sure the evidence is triangulated.

**Form**

- The Table of Contents is not active, and there is no hierarchy of titles, page numbers, or references. Please integrate the competencies expected to in Seminar IV.
- Please see: automatically format bibliographies in Word
- Revise language thoroughly.
- Several sections contain vague statements, redundancy, and repetition.
- Important material should not go in the appendices.

**Extract 4**

Dear J:

The manuscript explains that regular face-to-face teaching using a website (or was it a platform?) supported learners to become aware of language learning strategies, procedures, and resources to work independently. A WebQuest environment allows putting in one place content, practice exercises, self-assessment, and feedback.

**Content**

- The manuscript should include and discuss only those lessons or parts of the lesson that deal with the constructs directly.
- Verify if the S.U.R.E model appears in the introduction and other chapters before, not only in the Pedagogical intervention section.

**Form**

- Major editing and proofreading required.
- There is an overuse of the passive voice.
- There are repetitions of descriptions and arguments
- Revise. Student(s) appear 865 times –without counting the abbreviation Ss.

In sum, exercise synthesis to highlight the processes and not lose the reader.

With appreciation

### Extract 5

Dear P & P.

Please integrate the comments on the Pedagogical Intervention into the rest of the manuscript.

#### **Content**

- *Revise. The terms dependent variable and independent variable do not fit with the qualitative research proposed. Speak of constructs, concepts, or variables without attributing causality.*
- *The findings chapter requires a discussion of the evidence.*
- *Revise and use terms consistently, e.g., “Process Approach to Writing” (PAW).*
- *Verify. This project seems to have a connection with The European Language Portfolio*
- *A significant revision of language issues is required.*
- *The appendices require a significant edition. Include only those discussed in the manuscript.*

#### **Form**

- *Check the terminology. Instead of an autobiography book, consider using the term dossier (a collection of papers containing information on a particular event or events). For other terms, see on-screen comments.*
- *Some explanations are unnecessary. In some sections, there are too many details or irrelevant discussions*
- *Apply the editing strategies covered—too many awkward statements, and student(s) appears 253 times.*
- *Try to reduce the manuscript to 75 pages. In that way, the reader can follow the argumentation.*

## CHAPTER V

### Practices for Engaging Ideas

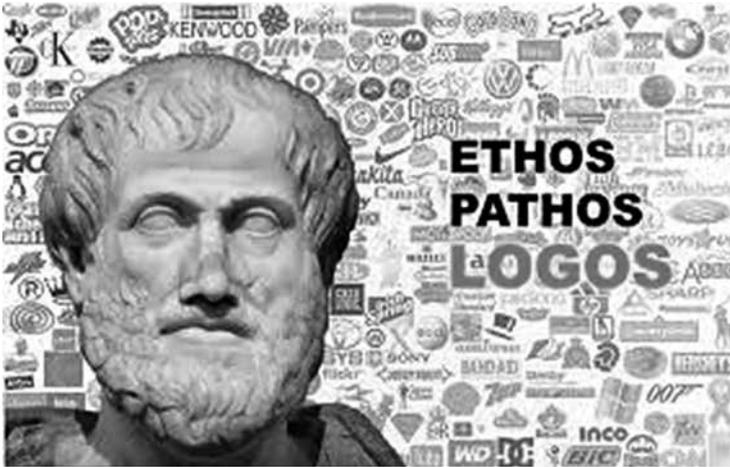
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To a certain degree, the previous chapters have concentrated on generating, developing, and extending thinking. Higher education expects its community to engage with new ideas through reflection, analysis, critique, connect, draw conclusions, or find new ways of thinking about a given subject. Demands include developing thesis, propositions, hypotheses, assumptions, notions, and views in assignments that augment a more personal voice in various modes and styles. Wreaders [readers and writers in the World Wide Web] need to lay on the ground their curiosity, interests, beliefs, investment and set of assumptions. They need to state the narrow issue by painting a picture drawn from previous experiences, lectures, the works or people consulted, or evidence gathered. Putting on paper what Wreaders are thinking, looking for, seeing, and interpreting requires a global revision related to *engaging ideas*.

This chapter shares some interest-provoking critical thinking activities to encourage inquiry, exploration, discussion, and debate. It features materials dealing with genre, scientific literacy, and digital environments. The discussion opens with the influential work of *Art of Rhetoric* (Aristotle, 2008), particularly the central tenets of persuasion to offer a perspective that opens the door to interpreting texts and understanding the basic rules of rhetoric, and putting them into practice in oratory or expository writing. The discussion expands on suggested practices and strategies for engaging ideas and looking for coherence and cohesion.

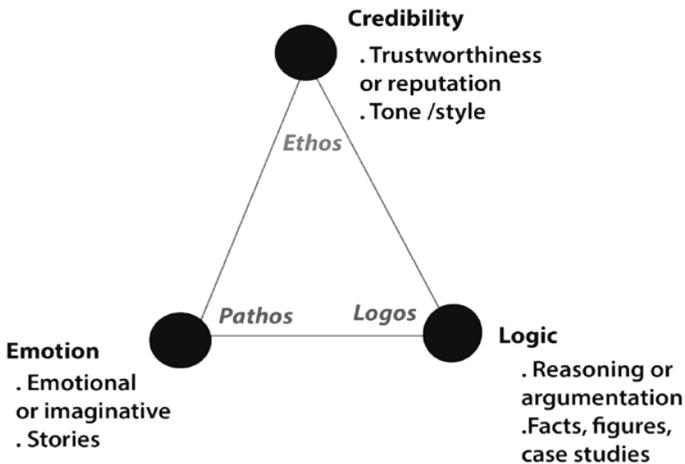
## 5.1. Revisiting Aristotle's Art of Rhetoric

Figure 7. Ethos-Pathos Logos.



In his *Art of Rhetoric*, Aristotle (2008) introduced the persuasive appeals *ethos*, *pathos*, and *logos*, and since the 4th century BC, it has been influential. Pinker (2015) explains why most of the tenets of classical prose are still valid in the 21<sup>st</sup> century. The art of rhetoric follows three principles: *Ethos* that refers to establishing authority and credibility; *Pathos* refers to becoming sensitive to audiences and *Logos*, which stands for logical argumentation.

Figure 8. Art of Rhetoric



**Ethos** means ethical appeal. We tend to believe people whom we respect; Ethos is all about the credibility of the utterer. Coherent Wreaders establish authority provided they: never discuss an unfamiliar theme or that they have not investigated enough; they continually adapt their content, presentation, organization, style, and layout to the context and the audience, consult the most influential authors and ideas on the issue chosen, cite the authors consulted; they do not ‘borrow’ ideas without giving proper credit, present opposing views as well do not advance negative statements about the presentation of ideas. Guide 13 provides a checklist on complying with ethos.

### Guide 13. Checklist for Ethos: Ethical Appeal

✓	ETHOS
	Examine the guidelines provided by the university, the program, or your professor.
	Determine the scope of your paper: Limit the issues and communicate that decision to readers.
	Include the most authoritative and trustworthy sources and authors on the subject.
	Refer to the authors in the text by their last names, e.g., Wallace (2019)
	Introduce/incorporate direct quotations less than 40 words into the writer’s original sentence and formatted correctly.
	List every source in the reference section entered by the author.
	Enter Internet sources with author, title, and information about the publisher.
	Make sure the current title reflects the issues and the scope of the paper written.
	State the new information and what clashes with it.
	Present balanced and no coercive arguments

Adapted from Texas A&M University (2017) and other sources

Ethos refers to arguments based on the integrity or trustworthiness of the person making the argument. It is materialized by establishing authority, evaluating sources, giving proper credit to authors, and presenting own arguments in ways that contribute to credibility.

**Pathos** translates to emotion. For Pinker (2014), we speak naturally, and interlocutors signal if they understand, agree, or disagree, while writing is an unnatural act in which writers must imagine the kind of situation they are pretending to be in since their readers are not physically present. Empathy (from German *Einfühlung*, meaning ‘feeling into’) is associated with pathos. Most of the recommendations given to novice writers deal with the sensitivity

to unknown readers, how they would react, what use can they make of texts, and keep in mind what they know and do not know, which Pinker (2014) labels as the curse of knowledge.

Other terms associated with pathos are hedging and caution, which communicate to readers how confident are the facts or thoughts discussed. As such, Wreaders convey emotions provided they analyze their audiences, tune their discourse accordingly, get them engaged beyond the rational, connect, tell stories to create tension with them, and write or speak passionately about their study. Sometimes, novice Wreaders feel tempted to put on paper or speech their emotions or gut feelings about a problem or issue or get carried away by passion. For example, to describe an educational setting or a problem statement, some blame the school system, the teacher, or the pupils, as in these sentences drawn from an assignment of one undergraduate class: *“The people attending these exhibitions is that people go there just to satisfy their curiosity... to try to improve English in a country where the education is too bad is a hard job.”*

Others inadvertently pass judgment with labels such as ‘traditional teachers’ or ‘traditional methods’ or show little empathy, even respect to the others. Empathy connects with our readers; it adds responsiveness to what we affirm. Elliott (2018) takes it a step further to make a call for showing kindness and love towards the others we write about.

*To truly write from another experience in an authentic way, you need more than empathy. You need to write with love. That’s what I hope Indigenous people feel when they read my work. Love. If you cannot write about us with a love for who we are as a people, what we have survived, what we have accomplished despite all attempts to keep us from doing so; if you cannot look at us as we are and feel your pupils go wide, making all stereotypes feel like a sham, a poor copy, a disgrace- then why are you writing about us at all? (p. 1).*

In addition to kindness, we need a type of wording that can protect our claims from being easily dismissed. Hedged propositions and caution allow Wreaders to express how they feel and think about the factuality of their statements or to indicate empathy to their readers. They need to become aware of the importance, functions, and expression used in scientific discourse. The pedagogic materials should bring an analysis of authentic hedging and caution in published journals. Gillett (2021) provides exercises and proposes a classification of the expressions used in hedging that appears in Table 11.

**Table 11.** Language Used in Hedging.

1. <b>Introductory verbs:</b>	Seem, tend, look like, appear to be, think, believe, doubt, indicate, suggest.
2. <b>Certain lexical verbs:</b>	Believe, assume, suggest.
3. <b>Certain modal verbs:</b>	Will, must, would, may, might, could.
4. <b>Adverbs of frequency:</b>	Often, sometimes, usually.
5. <b>Modal adverbs:</b>	Positively, definitely, clearly, probably, possibly, perhaps, conceivably.
6. <b>Modal adjectives:</b>	Certain, definite, clear, probable, possible.
7. <b>Modal nouns:</b>	Assumption, possibility, probability.

For engaging ideas, texts need revision for hedging and caution, which serve several purposes for not making statements too simplistic, outlining a hypothesis, discussing the results of a study, which may not be conclusive, or commenting on other authors' work. Guide 14 provides a checklist on complying with pathos.

**Guide 14.** Checklist for Pathos.

✓	PATHOS
	Hold the reader's attention. Relevant anecdotes and details enrich the central theme or storyline.
	Speak directly to the reader in a way that is individualistic, expressive, and engaging.
	Show involvement and sensitivity in the text to meet the audience's needs.
	Use hedged propositions to express the feelings and thought about the factuality of critical statements or to indicate empathy to your readers. (Hedging)
	Distinguish between facts and claims. (Caution)
	Avoid overgeneralizations and absolutes such as whole, all, entire, none, perfect.
	Avoid adjectives: e.g., <i>amazing, great, valuable, important, enormously, obsolete, interesting, accurate, clear, and similar</i> . (Caution)
	Use vivid language to paint word pictures for the members of the audience.
	Use figurative language, e.g., metaphors, similes, and personification.
	Use cautious language to avoid generalization, which cannot be justified.
	Use cautious language to comment on the work of other writers
	Use cautious language to discuss the results of a study, which may not be conclusive.
	Use cautious language to avoid making statements too simplistic.

Adapted from Texas A&M University (2021) and other sources

Word choice communicates ideas with precision and appeals to the attention of audiences. Moreover, caution focuses on the meaning of statements to avoid generalizations that cannot be justified or on employing specific vocabulary to make texts more empathetic.

**Logos** stands for reasoning and argumentation and complements ethos and pathos. We believe in what we can see and what we can touch. Coherent Wreaders construct an intellectual piece provided they organize discussions, use transitions, case studies, visuals to enhance understanding, testimonials to tell their story, real-life examples, offer arguments with evidence and literature, and make statements backed up with facts and figures. Otherwise, audiences will wonder the *why*, *the what*, and *the how*. In elaborating assignments, instructors can support the new writers' efforts to establish authority, credibility, and empathy, become sensitive to audiences, and provide a logical argumentation.

### Guide 15. Checklist for Logos.

✓	LOGOS
	Analyze the structure, the organization, and the contents of papers and books on the subject.
	Organize the text in a way that enhances and showcases the central idea or storyline.
	The order, structure, and presentation of information are compelling, so the reader moves through the manuscript. The text is clear and focused.
	Choose supporting material that is verifiable, specific, and unbiased.
	Organize the supporting evidence to be understandable.
	Make sure that an effective conclusion relates to the introduction and unifies the writing.
	Verify there are an effective direction and a clear purpose.
	Make sure every central section of your paper contains an introductory paragraph that guides the reader.
	Review that every paragraph has one topic sentence. There are no one-sentence paragraphs.
	Balance paragraphs. Tip: In terms of sentences, a plain paragraph has four to six sentences. Since the average sentence length is about 17 words, a plain paragraph has 68 to 102 words.

	Revise the proper tense, mainly the past tense, when expressing an action or a condition that occurred at a specific, definite time in the past when discussing another researcher's work and reporting results.
	Revise that words convey the intended message in a precise, engaging, and natural way.
	Check that abbreviations and acronyms are spelled out the first time they appear in a chapter.
	Make sure that the document demonstrates a good grasp of standard writing conventions. Grammar, capitalization, punctuation, usage, spelling, and paragraphing enhance readability.
	Check paragraph transitions and organization.

Adapted from Texas A&M University (2021) and other sources

Authority deals with how learners and faculty become engaged when they find the means to establish a dialogue among the authors consulted while keeping their voice and taking a stand vis a vis the concepts. Those who have identified an issue try to put it on paper by following a consistent organization, establishing authority, being empathetic to the readership, and offering a logical argumentation. The process is of assistance to structure thoughts. Now we turn our attention to the teaching of writing.

## 5.2. Procedures to Engage in Ideas

The instructors' collaboration vital since they provide scaffolding, follow up learners' progress and promote autonomous tasks to become critical authors. Following Abejuela (2014), instructors can provide scaffolding strategies by presenting, introducing, and explaining *Modelling, Bridging, Contextualization, Schema-building, and Text representation*. *Metacognitive development* should also be on that list since it is grounded on the awareness gained about learning, thinking, and composing.

### 5.1.1. Modeling

Learners need exposure to visual representations like charts, graphs, and diagrams (Verdinelli & Scagnoli, 2013). Structure, organization, and style exemplify how to interpret and later write in a genre. For example, Jenstad

(2021) proposes a research question generator by plotting the variables, constructs, concepts, or nouns in an Excel worksheet. In the first stage, course participants plot the paper's working title in an Excel worksheet and later the research questions. Jenstad (2021) suggests to:

*“List all ten substantives on the X-axis. List all ten substantives again on the Y-axis. Cross out the boxes where the values of X and Y are the same. For each box in your grid, ask questions about the X and Y that intersect in that box. Some of the questions will be nonsensical. Some will be dead ends.*

- *Does X impact/ affect/ change/ cause/ trigger/ account for/ facilitate/ negate/ repudiate/ presuppose Y? If yes, how?*
- *What is the relationship of X to Y?*
- *Causal? How does X cause Y? Can we assume that X causes Y (i.e., is it a “given” in your field), or do you have to make the case?*
- *Exemplary (in that X is an example of Y)? How typical is X as an example of Y? Do other scholars take it as given that X is an example of Y, or do you have to make the case?” (P.1).*

**Figure 9.** Modeling for Generating Research Questions.

<b>Y</b>				
1. Classroom management				
2. Environment to teach and learn				
3. Students' Motivation				
4. Ss perception of T's effectiveness				
<b>X</b>	1. Classroom management	2. Environment to teach and learn	3. Students' motivation	4. Ss perception of T's effectiveness

As learners progress in the literature review and data collection, they would find that the questions and subquestion proposed initially need narrowing down, merged, or rephrased as in: *Does classroom management facilitate the environment to teach and learn? If yes, How? What is the relationship between classroom management and the environment to teach and learn?* This exercise triggers creativity and thrusts the revision of the big ideas of a paper or project.

### 5.1.2. Bridging

Bridging refers to helping learners make personal connections between individual experiences and academic content. Connections turn distant academic knowledge into concrete, personalized, and tangible understandings that are memorable to students. Table 12 exemplifies the analytical reading of four -out of twelve reports.

**Table 12.** Sample of Bridging.

[Unedited] Literature circles to prepare high school leavers' inferential reading for a standardized test.

By J and M (2021).

De Azevedo et al., 2018 relate inferential comprehension on the Standardized Test in Brazil ENEM, equivalent to the school leavers tests in Colombia -*Saber 11*. They analyzed ten questions from the test and categorized the inferences present in ENEM and their relationship with the problem under scrutiny -evaluation. The study followed a *textual analysis method*. Their outcomes followed a model to build fluent comprehension and explain the cognitive processes involved. In their model, inferential comprehension subdivides into *integration, summarization, and elaboration* that play a crucial role in answering the ENEM's English reading comprehension section.

These authors gave us ideas to decide on literature circles and criteria to select the types of inferential texts we will employ. The report oriented the categorization of questions utilized in the English Section of *Saber 11*, the subject of our inquiry.

For Abejuela (2014), to make the bridging explicit, instructors must frame appropriate questions or introductions. In this case, the teacher-researchers read and made the connections with their inquiry. The bridge required a synthesis that linked the understanding of the reports with the writer's intentions.

### 5.1.3. Contextualizing

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Teaching helps learners understand the social functions of genres and the contexts in which they emerge. For instance, a conference abstract differs from an article abstract; in the former, Wreaders explain what they and the audience will do in the session; in the latter, they do not. On the other hand, Wreaders need to understand that the provision of sufficient context (background, time, space, situation, conditions, participants, roles, among others) helps the exposition of ideas or clarity of a proposal, method, and findings. The essential context needed to understand an academic text must pass the scrutiny of readers with different backgrounds.

### 5.1.4. Schema-Building and Text Representation

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Schema-building constitutes a generalized description for understanding the representation of knowledge. For instance, situations, sequences of events, actions, or sequences of actions. Schema serves to scaffold the learner's ability to process and produce thought-provoking texts while expanding knowledge. For Abejuela (2014):

*Teachers must help the students organize recognizable patterns or schemas of knowledge. Examples of schema-building scaffolding include the use of graphic organizers, charts, matrices, and word webs. However, in order for these scaffolds to work, we need to be explicit about the reasons behind them. (P. 3).*

For instance, the structure of a thesis from a regional university, in the Appendices of Chapter IV, the Table of contents respects the canon of a thesis and adds details for a pedagogical intervention. The schema functions to organize the information gathered, bring together methodology, procedures, and instruments to meet the school's demands. The guide supports text representation, pattern recognition, norms, and academic writing rules (Abejuela, 2014).

### 5.1.5. Metacognition Development

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For novice Wreaders, developing the ability to participate in academia's communicative practices and develop rhetorical consciousness goes through several stages: change of beliefs, choice of strategies, and critical assessment

of their manuscripts and those of others. If positive, this has a bearing on their self-regulation, which drives them to put in the extra work required. For Abejuela (2014),

*“teachers must continually expose the students to writing strategies that would lead them in the metacognitive analysis of their writing. Strategies like visualization, reflective essays, journals, vignettes, reflection-in-action, and self-assessment questionnaires foster metacognitive development (P. 3).*

Metacognitive development entails the understanding and application of planning, monitoring, and evaluating one’s learning. This development sets the ground for becoming more independent and autonomous. Linares-Calix (2015) investigated, with a mixed-method, the development of metacognitive genre awareness and its transferability. She found that EFL learners developed declarative and procedural genre awareness; however, they showed difficulties in developing conditional genre awareness, applying knowledge of genre-based features and rhetorical aspects to other academic tasks or situations. Some of the obstacles to investing in metacognitive development that novice Wreaders point out are that the academic tasks are more intellectually demanding than others they have encountered. Producing quality manuscripts demands time, but progress is not evident overnight. The conventions of academic discourse produce some degree of frustration that perseverance can overcome.

Looking for coherence and cohesion demands the verification of the piece’s purpose and the clear distinction of the writers’ voices from others’ voices. Studies aim to fill a gap in the scholarly literature; thus, the polyphony of voices on a subject should come from local experts’ authorized voices, local and global scholarship.

Situated practices call for national policies, regional policies, standards, norms, and regulations to guarantee context-sensitive inquiry proposals. In the case of teacher education programs, studies refer to the national curriculum. For example, Colombia promotes learning rights for several subjects. (Ministerio de Educación Nacional, 2015), *Basic Learning Rights of English* (Ministerio de Educación Nacional, 2016) and the *Suggested Curriculum Structure* (Ministerio de Educación Nacional de Colombia., 2016).

Wreaders participate in discussions on rhetorical organization, style, register, tone, and other academic discourse conventions to search for cohesion.

Learners should resort to specialized books and tutorials available online to address a particular point. Resources and extensive feedback provide supplementary backing (See Appendix G and others). Guide 16 typifies standard requirements and suggests action on the phase of engaging ideas.

**Guide 16.** Checklist Connecting School Requirements to Engaging Ideas.

General University Requirements	✓	Actions
The Topic	<input type="checkbox"/>	Did I find something that is important and genuinely interests me?
	<input type="checkbox"/>	Do I state what I plan to accomplish, why I want to do it and how I will do it?
The Problem	<input type="checkbox"/>	Has the problem been specified?
	<input type="checkbox"/>	Is the problem amenable to research?
	<input type="checkbox"/>	Is the problem too broad?
	<input type="checkbox"/>	How is the availability of the data?
	<input type="checkbox"/>	Am I capable of solving the problem?
The Literature Review	<input type="checkbox"/>	Do I cover literature written on the subject locally, nationally, and internationally?
	<input type="checkbox"/>	Do I provide definitions of key concepts?
	<input type="checkbox"/>	Do I show the ability to evaluate relevant literature information critically? Do I specify what is known and not known about the topic?
	<input type="checkbox"/>	Do I specify how I will fill the gap between <i>what is</i> and <i>what ought to be</i> ?
Theoretical Framework	<input type="checkbox"/>	Do I follow a historical perspective of the theories? or
	<input type="checkbox"/>	Do I select influential theories or?
	<input type="checkbox"/>	Do I make the connection between theories and my research problem explicit?
	<input type="checkbox"/>	Is the outcome a critique of the theory or suggestions on how it can be modified or extended?

The Methodology	<input type="checkbox"/>	Do I state a method, instruments, and analysis procedures clearly?
	<input type="checkbox"/>	Do I provide a rationale for the choice of methodology?
	<input type="checkbox"/>	Do I choose the size of the population that is manageable and doable?
	<input type="checkbox"/>	Do I describe the processes, practices, and behaviors observed?
	<input type="checkbox"/>	Do I state what constitutes data?
	<input type="checkbox"/>	Do I provide the context and set the stage for the research question to show its necessity and importance?
	<input type="checkbox"/>	Is the research question placed in the context of a very focused and current research area whose significance will become evident?
The Results or Findings	<input type="checkbox"/>	Do I state significance, contribution, impact, and beneficiaries?
	<input type="checkbox"/>	Do I provide implications for the findings of the research for educational practice?
	<input type="checkbox"/>	Do I support claims with data and literature and void assumptions?
Proofreading	<input type="checkbox"/>	Have I checked for confusing words or grammar errors?
	<input type="checkbox"/>	Have I checked for logical flow?
	<input type="checkbox"/>	Have I used cautious language and hedging?
Formatting	<input type="checkbox"/>	Do I put together a Table of Contents?
	<input type="checkbox"/>	Do I use the APA hierarchy of titles?
	<input type="checkbox"/>	Do I use references and citations?

Revision of coherence and cohesion in longer and more elaborate documents calls for examining the school and program's demands and regulations. Graduate and undergraduates write and present papers, reports, or theses after screening the faculty, advisors, or committees. Authors then should strive for achieving effective communication in their manuscripts from the title to the reference section and in the delivery of oral presentations. The next chapter proposes a syllabus that develops the concepts and tenets discussed so far. It covers objectives that higher education courses would advise and specifies strategies, procedures, and resources that should allow course participants to read, write and discuss at an academic level.



## Appendix to Chapter V

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### Appendix G. Testimony on the Role of Feedback

<b>Testimony of an Undergraduate Student on Feedback</b> <b>[Unedited]</b>	<b>Interpretation</b>
<p>Thoughts on academic writing. Some classmates felt shy. At first, we did not want to share our work. Being exposed was not easy for us at the beginning. However, the comments were friendly. We took corrections graciously and became open-minded to them. Even low achievers managed to do well. We saw their progress, and so did they. We felt that the instructor was the one that could help us, and [we were] thankful. We felt she was the only one who cared about us. She could focus on each of us; remember the projects. We felt [well] working in that way. We knew she had actually read the paper. That put positive pressure on us.</p>	<ul style="list-style-type: none"><li>- The instructor provided friendly support.</li><li>- Students developed a positive attitude towards feedback.</li><li>- Students trusted the instructor.</li></ul>



## CHAPTER VI

# A Syllabus for a Reading-Writing-Research Course Aided by ICT

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The previous chapters dealt with writing theories as a social practice, Genre Theory, and a Strategic Approach. This chapter concentrates on a syllabus proposal based on those theories. These theories' connections are related to the learners' positive assessment of the syllabus (See Appendix A and I).

In some contexts, the actual drafting on paper lags behind the progress undergraduates and graduates may have conceptualized. Some manuscripts do not have a logical structure and organization or look like loose notes on intentions. The syllabus discussed has been taught –with some adjustments according to the audience– in graduate and undergraduate programs. Some classes present more solid foundations than others; others start with more mature proposals than others. Syllabus goals, tasks, texts, assignments, and assessments attempt to cater to those differences. Note that in this publication, the term *Writers* describes readers and writers in the World Wide Web.

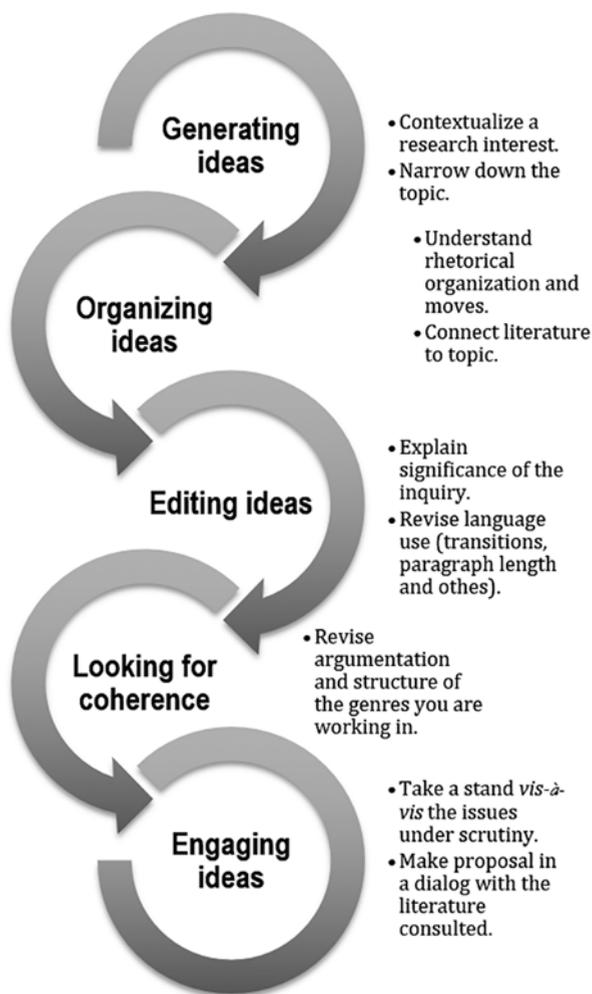
The syllabus provides instructors with opportunities to become facilitators, designers, guides on the side, and promoters of proficiency -defined in terms of the problems that learners can solve to meet their needs, rather than language proficiency level. In turn, learners apply advanced research principles to their settings' real-life problems and present their findings in reports.

The hyphens in the syllabus of Table 13 derived from a fellow environmental engineering professor who audited a writing course and commented that he felt the syllabus promoted investigation cloaked in reading and writing tasks. He also said he had then realized what he had heard 'if you cannot put your proposal in writing, then you do not have it clear.' The above thoughts are in line with this statement by the University of New South Wales (2019):

Text-based assignments involve research and critical reading from multiple sources of information and ideas. [Furthermore, call for] the development of a sustained and well-substantiated argument or point of view. These tasks are usually set to be undertaken within extended time frames. Students must engage in high-level reasoning and problem-solving as they generate their creative response to the problem posed. With extended writing tasks, students can engage in deep learning, gain insights into multi-structural connections and relationships among concepts, and develop critical and creative reasoning skills. Learners need to be given plenty of formative activities to scaffold the skills and knowledge required to master extended writing (p. 2).

As the readers and writers in the World Wide Web attain higher FL proficiency and understanding, they should produce original texts backed up by sound theoretical and empirical evidence. Text-based assignments require consultation of a variety of sources around the exploration of a subject. The critical component includes evaluating the source, like determining how the number of citations and connecting the work to the inquiry at hand. The knowledge developed and the feedback are contextualized within their proposal, as illustrated in Figure 10. The course scaffolds tasks in a cycle that requires course participants to revise previous work. For example, the title, abstract, and literature review should gain depth and reflect a new understanding. The guides, checklists, templates, and ICT resources suggested back up task completion, which complexity goes in crescendo.

The pillar of the syllabus proposed is on understanding, assessing, and producing academic texts in contrast to focusing on the four skills of other types of syllabi. The assumption is that this enables the expansion of knowledge and the solution to the discipline problems. While learners are at it, they develop FL competence; they acknowledge that they acquired an academic style (See testimonies in Appendix to Chapter I and others).

**Figure 10.** Course Syllabus Recursive Structure.

The context of the syllabus refers to non-native speakers of English drafting papers in English. This proposal draws on experiences with several college course editions for native Spanish speakers of diverse English language proficiency levels.

The syllabus's approach draws on the theories offered in Chapter 1: *Writing as Social Practice, Genre Theory, and a Strategic Approach*. One of the syllabus's tenets is that while readings on the discipline, research competencies expand.

Another tenet is that working on a range of genres extends their critical thinking and deepens their learning. Case in point, the syllabus indicates how to analyze texts by recognizing each genre: conventions, rhetorical strategies, organization, contents, grammar, and similar encouraging a critical appraisal.

Under a Strategic Approach, ICT provides access to many resources that reassures the Readers' engagement with ideas. In the syllabus, texts become epistemic tools; they mediate knowledge acquisition, thinking, and communication. Strategies help solve problems of understanding and the expression of concepts. They relate to executive function skills such as thinking strategies, managing feelings, emotions, and metacognition. As for ICT management, Iyer (2007) rightly argues that:

*In an era of multiliteracies, teaching and learning have become knowledge performances at multiple levels. Instead of a singular, linear focus upon print technologies, the techno-oriented philosophy of teaching aims at providing a rhizomatic network of texts where there is a close link between, and often an overlap of, different designs -linguistic, visual, spatial, and gestural- to construct the multiliterate learner (p. 2).*

Connecting FL study with the disciplines has been discussed widely (Green, 2016) (Granados, 2013) (Castillo, 2008) (Hyland, 2007) and (Swales, 2004). The transformation of academic practices at the university goes through the program curricula' reform and continued education. The goals, tasks, and tools do not suffice; the university must discuss the approach and the FL content. The transformation of FL practices aligns with the recognition of meaning for both instructors and learners. The FL contributes to the deep understanding of disciplinary knowledge. Anderson and Cuesta (2019) identified an urgent need to address the challenges posed for educators, "not only because rhetorical competencies are increasingly important in a knowledge-driven society but also because teachers need to be able to train their students in such competencies" (P.29).

## 6.1. The Syllabus

The syllabus attempts stimulating thinking processes while learning the procedures and conventions of academic settings. Course participants produce ideas derived from various sources to gather material and data to complete

a draft. The goal is to structure a contextualized proposal that debates the most valuable concepts found in the works cited and presents a coherent and persuasive argumentation in the mode of a paper or an oral presentation sensitive to a scholarly audience.

The syllabus's objectives are to select, interpret, assess, and produce texts informing and reinforcing an inquiry. Course participants find out how feasible a proposal is and how to communicate it to audiences. As the course progresses, learners discuss how the sources function to shape what we know and how we know it and can position authors and sources informing the issues under scrutiny.

The tasks promote interaction among authors, readers, peers, instructors, writers, and texts. The tasks increase in complexity and interlock with the inquiry. They represent an effort to extend critical thinking and deepen learning by demanding the examination of various sources. Dialogue mediates processes keeping in mind the field and subfield of inquiry course participants chose; they move from a broad issue to a narrow one (Yin, 2015). The syllabus covers the genres *review*, *research paper*, *book*, *monograph*, *thesis*, and *oral presentations*.

**Table 13.** Syllabus for a Reading-Writing-Research Course.

<b>Name of University:</b>						
<b>Name of Program:</b>						
<b>Credits:</b>				<b>Numbers of Hours a Week:</b>	<b>Direct:</b>	2
<b>Type of Subject:</b>	<b>Core:</b>	X			<b>Mediated:</b>	2
	<b>Elective:</b>				<b>Autonomous:</b>	6
<b>JUSTIFICATION</b>						
In the context of non-native English language speakers at the university, drafting a research proposal in English, reading, writing, and oracy play a vital role in equipping learners to understand academic genres and subgenres better and learn to express their original ideas in them. This course bridges the pedagogical, scientific-disciplinary, and research fields. It follows Paulo Freire's tenet: Teaching is not transmitting knowledge but creating the possibility of producing knowledge. Accordingly, course participants bring a topic of inquiry to the course, carry out library search and academic database search, and apply rhetoric, composition, and critical thinking to produce a manuscript and present a proposal with their academic voices.						

## METHODOLOGY

Coffin *et al.* (2003) state: There are three influential approaches to teaching student writing worth considering. “We refer to these approaches in the following way: writing as text, writing as a process, and writing as a social practice. Such approaches have developed over time and often in distinct geographical contexts, but to a greater or lesser extent, they inform how writing is currently being taught” (p. 9).

The approach combines writing as social practice, Genre theory, and a Strategic Approach aided by ICT. It stresses that: “Student academic writing is a social practice in that the writers, students, are learning not only to communicate in particular ways but are learning how to be particular kinds of people: that is, to write as academics, as geographers, as social scientists.” (Coffin *et al.*, 2003) p. 11.

**Direct work.** Lectures, explanations, and general feedback contribute to course participants’ achievements and production. There are considerations on how they plan to ensure they tell the most appropriate and compelling story. Presentations, reports, workshops, and papers analyze diverse types of texts. Participants comment on the readings and lectures and revise drafts until these reflect the new learning attaining a high standard.

**Collaborative work.** The course combines extensive individual, peer, and group feedback on the form, content, style, and relevance of the subject under scrutiny.

**Autonomous work.** Searching sources and writing practice constitute the backbone of autonomous work. Reference books, textbooks, specialized websites Purdue (2021), Education and Training Board (2019), (Bailey, 2018); (Ellison, 2010) (Swales & Feak, 1996), or others shall be used chiefly for self-study.

## GOALS, OBJECTIVES, AND OUTCOMES

**Goal:** Develop scholarly thinking. Structure and conceptualize a research proposal with the most valuable concepts found in the works consulted and present it with an academic voice.

**Objectives:** Select, interpret, assess, produce and present texts related to a research topic by building up processes to generate, organize, revise ideas and engage ideas.

### Enabling objectives:

- Distinguish the rhetorical organization and the moves of a paper, contextualize research interests, infer the function of paragraphs and paragraph transitions, know how arguments are developed and presented in a field.
- Summarize, interpret and assess papers, examine language, know how to assess, interpret and critique ideas.
- Examine the status of ideas and arguments, e.g., as fact, hypothesis, opinion, or beliefs. Understand academic presentations.
- Deliver a scientific presentation. Examine style, tone, and register, cohesion, and coherence, copyediting, and proofreading.

**Tasks:** Promote interaction among authors, readers, peers, writers, lecturers, and texts aided by ICT.

**COURSE ASSESSMENT**

Writing on a topic of inquiry constitutes the primary assignment. Early in the term, share advances. In-class activities and independent work make part of the assessment.

- a) The University policy on a maximum of 30% absences is compulsory.
- b) Failure to meet the submission deadlines will result in a non-passing grade: upload assignments to the course platform before, not after, the due date. The document name should carry the Código (I.D. Number), not the student's name.
- c) Manuscripts that have plagiarized texts will not receive a grade, and the process of University rules and regulations on plagiarism apply.

## 6.2. Structure of Objectives and Tasks

The first column –*Week*– of the schedule refers to the 16 weeks in a term for a course that meets four hours a week for a total of 64 hours of direct instruction. Schedules can be adjusted depending on the participants' competencies or contingencies.

The second column –*Objectives*– specifies the objective framed under the categories: *Generation of ideas*, *Organization of ideas*, *Edition of ideas*, *Engaging ideas*, and *Evaluating ideas*. Writing becomes recursive in that those categories feed one another. On the other hand, for tackling writing as a social practice, the texts read and produced are contextualized; they revolve around an issue chosen by course participants, making it authentic, situated, and relevant. The second column also stipulates the foci on sections of a scientific paper, e.g., title, abstract, introduction, problem, and literature review.

The third column –*Tasks*– describes the tasks to search, read, and take notes in diverse genres: papers, thesis, lectures, library guides, journals, reviews, or oral presentations. Tasks require Wreaders to analyze texts by recognizing conventions, types of texts, rhetorical strategies, and treatment of other writers' ideas. In Appendix A and I, readers can look up how course participants interpreted their experience.

**Guide 17.** Tentative Schedule for a Class.

SYLLABUS		
WEEK	OBJECTIVES	TASKS
1	Course introduction: Theories underlying this course. <i>Idea generation.</i>	<b>Task 1.</b> Give the title of the paper and run an online search with it. Identify <u>keywords</u> that appear and elaborate a glossary of terms connected to the topic.
2	<i>Rhetorical organization.</i> <i>Moves of a paper.</i>	<b>Task 2.</b> Discuss the <u>research paper</u> provided, identifying the function of sections and paragraphs, and analyzing tone and style.
3	Identifying and interpreting abstracts. Contextualizing a research interest. <i>Idea generation.</i>	<b>Task 3.</b> Search in academic databases four <u>abstracts</u> closely related to the inquiry. Decide on the authority of the source and relevance. Draft or refine the abstract.
4	Analyzing the Introduction of a paper. Inferring the function of paragraphs and paragraph transitions. <i>Idea organization supported with ICT.</i>	<b>Task 4.</b> Search in academic databases and review four <u>papers</u> related to the inquiry and published in the last five years.  ICT support: <i>word clouds, graphic organizers, mouse buttons, online dictionaries, and generation of titles, references, and citations.</i>
5	Significance of a research topic. <i>Idea organization supported with ICT.</i>	<b>Task 5.</b> Apply the University of Virginia (2014) template to formulate the <u>problem statement</u> with research questions and objectives. Then represent ideas graphically.
6	Development of arguments. Summary, interpretation, and assessment of research reports. <i>Engage ideas.</i>	<b>Task 6.</b> Submit the <u>review of four research reports</u> following the guide provided. Explain the connections to the inquiry and the organization and rationale of the <i>rhetorical moves</i> .
7	Examine language, copyediting, and proofreading. <i>Idea revision.</i>	<b>Task 7.</b> Language awareness <u>workshop I</u> . <b>Task 8.</b> Peer review. Identify the moves the writer (classmate) made in the paper.
8	Knowledge of how to assess, interpret and <i>critique</i> ideas. <i>Engage ideas.</i>	<b>Task 9.</b> Submit a report of a <u>doctoral dissertation</u> discussing its argumentation. E.g., compare the problem, research questions, and results.
9	Elaboration of thought and argument. <i>Engage ideas supported with ICT.</i>	<b>Task 10.</b> Submit a critical review of <u>a book</u> published in the last five years related to the inquiry. Interpret, evaluate and critique. Use dictionaries of collocations.

10	Examination of arguments. Facts, hypotheses, evidence, opinion, or beliefs. <i>Engage ideas.</i>	<b>Task 11.</b> Submit a <u>review</u> of four other research reports related to the topic. Include an interpretation of the tables and graphs.
11	Discussion on the relevance of arguments and propositions <i>Engage ideas supported with ICT.</i>	<b>Task 12.</b> Consult library <u>guides</u> like USC to update the draft. Search for a video lecture related to the topic.
12	Understanding academic presentations. The Introduction.	<b>Task 13.</b> Language Awareness Workshop II. Analyze the organization, the form, and delivery of <u>academic presentations</u> .
13	Deliver a scientific presentation of the Introduction and the Literature Review.	Write the script for an oral presentation with the purpose and central ideas of the paper. Utilize <u>Pecha Kucha Style format</u> : 20 slides x 20 seconds each. Rehearse with <u>ICT tool</u> Text-to-Speech.
14	Examine style, tone, and register. <i>Rhetoric</i>	<b>Task 14.</b> Language Awareness Workshop III. Identify the error in the sentences taken from class papers, and offer alternative wording.
15	Cohesion and coherence.	<b>Task 15.</b> Submit <u>draft proposal</u> with 20+ references that include 8+ research reports, books, and doctoral theses.
16	Feedback session.	<b>Task 16.</b> Consult <u>videos</u> on relevant topics to expand on procedures to do research.

Having in mind learners with an intermediate level of English or higher (See sample passage in Appendix 1), the week-by-week course description presents the scaffolding of tasks. Note: for lower language proficiency levels or with classes with little familiarity with research, tasks should spread over more extended periods. As Tomlinson (2013) claims, the suitability of the degree of the challenge posed by the texts [and tasks], both in cognitive and affective terms, is of utmost importance to engage learners. By understanding conventions of a genre, rhetorical structure, Wreaders can evaluate argumentation quality. A week-by-week description of the syllabus follows.

*First week.* Introduction to the course. The first sessions set the stage for Wreaders to become familiar with the approach to the syllabus. Working with the title to build a glossary places the issues within a field of inquiry.

*Second week.* To distinguish the rhetorical organization and the moves of a paper, Wreaders revise the genre's organization, properties, and choices of words and expressions made by the author. Tasks prepare them to evaluate texts.

*Third week.* To generate ideas, course participants locate, interpret, and appraise abstracts. Wreaders learn to detect the most cited authors in a [e.g., in Google Scholar citations] the most relevant and up-to-date publications. They advance in setting their criteria for topic choice and narrowing its scope. Some may require guidance on running a search and filtering the contents of academic databases the university subscribes to. The analysis of the synthesis involved in abstracts stimulates Wreaders to draft or revise their own.

*Fourth week.* In the analysis of introductions, instructors encourage participants to voice their understanding, evaluate the authority, and, more importantly, establish a connection with their inquiries. The authors' deliberate choices to convey meaning or meet a purpose are part of the analysis.

*Fifth week.* The tasks move from comprehension to production to articulate a problem and explaining its significance. The quality of argumentation and becomes central.

*Sixth week.* Processes to revise ideas concentrate on developing knowledge of how arguments develop in a field. Tasks become more complex as Wreaders report research papers. The enabling task consists of highlighting setting, population, length of study, problem, method, and results. The purpose is to connect the reported studies to their conceptualization and inform possible procedures (See samples in this chapter's Appendix).

*Seventh week.* Once Wreaders grasp the relationship between the "writer's move" and the text's larger goal (be it the theme, claim, characterization, or other), their analysis gains depth to revise ideas. Headings, subheadings, paragraph transitions, or connectors indicate moves. Swales (1990 and 2004) distinguishes three critical moves in an "Introduction." Each has its rhetorical function. The steps a writer can take to fulfill each move are below.

- *Move 1. Establish a territory [citations required]—topic generalizations of increasing specificity. [It is] usually done in the first few paragraphs in an introduction.*

- *Move 2. Establish a niche by indicating a gap or by adding to what is known—presenting positive justification (optional). [It is] usually done in the middle paragraphs in an introduction.*
- *Move 3. Present the present work [citations possible] via Announcing present research descriptively and or purposively and optionally by presenting: research questions or hypotheses; definitional clarifications; summarizing methods; announcing principal outcomes; stating the value of the present research; outlining the structure of the paper. The above is done usually in the final few paragraphs in an introduction. (p. 140).*

*Eighth week.* Knowledge of how to assess, interpret and critique ideas occupy the attention this time. Doctoral theses challenge Wreaders to read more intensively and extensively in comparison with other genres. In general, these contain far more background information. Instructors should not take for granted that learners can summarize or critique. It is necessary to teach how to introduce an idea and make transitions among ideas and concluding sentences. Like with any other scholarly publication, reviewers must assess the authority and the quality of the work.

*Ninth week.* Thought and argument analysis. Books are lengthy; then, Wreaders need to specify where a piece of information or citation appeared. On the other hand, by comparing and contrasting book chapters, argumentation and coherence can be assessed.

*Tenth week.* Examination of the status of ideas and arguments. Taking a stand *vis-à-vis* the issues constitutes the backbone of the reviews. After tasks for summarizing, comprehending, interpreting, and critiquing texts, these sessions lead Wreaders to formulate or refine the problem statement that reflects their inquiry's intentions (See Appendix 1). The guides and the consultation of online sources pave the way for composing a literature review.

*Eleventh week.* Engaging ideas while maintaining a rigorous approach to the analysis of arguments and propositions. These sessions look back at the paper's elements: title, abstract, introduction, and problem statement to test their coherence. (The University of Southern California, 2021) Library Guide facilitates the task.

*Twelfth week.* Understanding academic presentations. Discussion and modeling of effective presentations invite Wreaders to reflect on critical aspects

of public speaking and the ICT available to do a better job, emphasize the synthesis, and determine central and secondary issues. Chapter VII expands on how to self-assess an oral presentation. A session is devoted to a language awareness workshop in which the class analyzes their manuscripts' problems.

*Thirteenth week.* Delivery of a presentation of a paper. Following a spiral, the task revolves around these three questions: 1. What is this paper about? 2. Why should someone read it? 3. What should readers think about/consider doing/react to? The suggested timed PechaKucha style presentation challenges to represent thoughts with images and no text. This session constitutes dress rehearsals for the presentations selected for events on and off-campus.

*Fourteenth week.* Building up processes to engage ideas is done holistically by examining the style, tone, and register. A workshop follows to identify errors stylistic errors found in-class papers.

*Fifteenth week.* The examination of cohesion and coherence with peer review results in a collaboration that increases language awareness. Submitting a paper materializes the available studies' decisions, the topic's scope, and the interpretations of the works consulted.

*Sixteenth week.* General and specific feedback on form, content, grammar, and other aspects provide support. The competencies acquired in editing and looking for coherence and cohesion, among others, should enhance the quality of manuscripts.

The syllabus scope and sequence extend critical thinking and deepen learning. Tasks increase in complexity, yet the topic of inquiry interlocks them. The ICT resources accelerate comprehension and production of texts. As the course progresses, learners discuss how the sources function to shape what we know and how we know it and can position authors and sources informing the particular topic under examination. The participants' interpretation of what they can do after taking the course is presented in Appendix to Chapter I for their opinions relate to the theories that underpin the syllabus proposal.

A note of caution; the temptation of cut and paste, of plagiarism, is latent, then the criteria of assessment must be specified. In the assignments, the critical stand and the connections made by writers receive more weight than other sections.

*Rigorous research is needed to identify ways to design research experiences so that they promote integrated understanding. These studies need powerful and generalizable assessments that can document student progress, help distinguish effective and ineffective aspects of the experiences, and illustrate how students interpret the research experiences they encounter.* (Linn, Erin Palmer, Gerard, & Stone, 2015). (p. 1).

Depending on the course characteristics and participants' needs, the faculty define, in advance, the criteria to search, report, and assess progress. On the other hand, the faculty and the student body should elaborate on suitable propitiating quality formation mechanisms.

### 6.3. Samples of Class Work Derived from the Proposed Syllabus

The chapter closes with an unedited sample in Table 14 of two undergraduates who got full credit in the course. The abstract and the manuscript, in general, revealed that they gained confidence in using academic terms and style to present their inquiries with their voices in a dialogue with the authors of the discipline. The table of contents of their draft illustrates the gains made in the organization of concepts. On the other hand, their oral presentation in class and other events reaffirmed that they had achieved the course objectives.

**Table 14.** Sample of a Preliminary Proposal.

[Unedited]	
<b>Title</b>	A Cooperative Writing Project to Foster Tolerance and Respect in a 4 <sup>th</sup> grade
<b>Abstract</b>	Lack of respect and tolerance represented an obstacle for the adequate development of our classes in primary school. This study aims to inquire how a book project with fourth graders can contribute to fostering values. The study followed the principles of Participatory Action Research. The pedagogical intervention consisted of a Cooperative Learning Group Project in which children created a big book of tales about respect and tolerance. Data collection instruments were the observation of behaviors with teacher journals and with children's personal experience journals. The expected outcome is creating a friendly environment based on good rapport mediated by the abilities of cooperation developed.
<b>Keywords</b>	Big books, Cooperative Learning, tolerance, respect, values education.

## Table of Contents

Abstract
Chapter I. Introduction
1.1 Description of the Context
1.2 Description of the Problem
1.3. Evidence of the Problem
Chapter II. Literature Review
2.1. Constructs
2.2 Review of research reports
2.2.1 Values education
2.2.2. Project Work and Cooperative Learning
2.3. Discussion
References
Appendices
Table 1. Comparison of studies on values education
Table 2. Comparison of studies on Project Work
Table 3. Comparison of studies on Cooperative Learning
Table 4. Comparison of studies integrating constructs
Students' Survey
Proposed Syllabus and Activities Chart

The extract above signals gains in conceptualization attributable to the attainment of course objectives. The course in general and the scaffolding of texts and tasks reduce common problems of such as the ones identified by Wong (2016):

*Lacking organization and structure; lacking focus, unity, and coherence; being repetitive and verbose; failing to cite influential papers; failing to keep up with recent developments; failing to critically evaluate cited papers; citing irrelevant or trivial references, and depending too much on secondary sources. (1).*

Those problems demand group and individual attention in tutoring sessions, among other mechanisms. The goal is to empower learners to express their voices in polyphony with other voices and build their confidence in disseminating the knowledge they produce. Guide 18 gives accounts for introductory and advanced concepts with appropriate breadth, depth, and recency.

**Guide 18.** Checklist of Achievement.

✓	#	Do the procedures, the tone, the style, and the content of the draft proposal signal?
	1	Writing a proposal illuminated by the literature and by fieldwork.
	2	Owning research.
	3	Reading sources critically.
	4	Narrowing the topic scope.
	5	Writing and refining the problem statement.
	6	I am entering into conversations with authors.
	7	Organizing the information gathered.
	8	Organizing the project.
	9	Finding a theoretical basis to support the topic.
	10	Citing sources in APA style.
	11	Avoiding plagiarism.
	12	Evidence of use of academic databases, ICT, and multimedia.
	13	Supporting claims.
	14	Writing and refining the thesis statement.
	15	Fine-tuning the topic based on input from others.
	16	Sharpening methodology, procedures, and instruments.
	17	Developing new information.
	18	Designing and presenting the project confidently.
	19	Revising, editing, and proofreading.

Adapted from the University of Southern California (2021) and other sources

Although the procedures and guide have proved useful, one of the warnings consists in monitoring tasks that may reduce the learners' work to a game of cut-and-paste, note-taking, or summarizing (Castelló *et al.*, 2012). The course should enable the communication of inquiries with the students' voice and express their position after careful thinking and decision-making. See sample in Appendix H.

In sum, there is a point of inflection in which course participants realize that writing and thinking go hand in hand. They noticed that their thoughts lack expression in their manuscripts. As Pinker (2015) points out, writing is inherently a psychological phenomenon, "*a way that one mind can cause ideas to happen in another mind.*" That sense of audience derived from peer-reviewing, pair, and group work discussion strengthens communication

dynamics. Collaboration with instructors in tutoring, polishing abstracts to present in conferences, rehearsing presentations, and revising drafts for publication reinforce the efforts to think like scholars. Likewise, the syllabus combines face-to-face interaction, language awareness workshops, and feedback.

The syllabus drew on the theories presented in Chapter 1, with elements of ICT literacy. As Klimova (2011) claims: learning environments have grown and expanded as new technologies have extended the possibilities for distributed communication and interaction. In this course, multimodal resources offered a communicative potential in which participants could grasp and convey meanings through print and by listening, viewing, and operating on the material found. Digital tools and applications contributed to quality work. Marshall (2007) affirms that ICT *“enhances the teaching and learning experiences of the students and the lecturer, students participate actively in the unit, interact and collaborate with each other and with the lecturer, and do so within a safe environment”* (p. 109).

The above is particularly true since the learning platform allowed sharing drafts facilitating collaboration. Multimodality increased attention span; for example, the concept of focus groups was explained in print and video online. The regular revision with grammar-spelling checkers, word clouds, guides, and others contributed to a safe error correction environment.

Equally, course participants concurred that this was a course both in interpreting, doing research, and writing it; this means that the awareness they gained activated deep thinking. They also suggested that this course should be scheduled as early as possible in their studies.

The Appendices of Chapter I and others have the opinions of course participants from different cohorts. Before the course, some held beliefs that writing related to the transmission of linguistic content or the reproduction of patterns of texts such as *résumés*, summaries, or reviews. Others estimated that text production went through successive linear stages of planning, executing, and revising. At the beginning of the course, there was resistance to integrating the new knowledge, For Tagle *et al.* (2017)

It is important to note that if prospective teachers learn to produce texts in English, primarily in the university context, the professors of those courses should assist teacher candidates of English pedagogy programs to make explicit those beliefs they had constructed in

school. Similarly, these professors should also help trainee teachers question these representations by considering their impact on the learning of an FL. In the same vein, it is necessary to promote opportunities for future teachers to develop this skill in authentic and practical contexts where language can be used for communicative purposes (p. 197).

Classes address beliefs in readings, lectures, and tutoring sessions. Some statements are discussed, for instance, *“the word processor is more than a typewriter,”* *“only when a concept is clear in your mind, you will be able to put it into writing,”* and *“stay on topic.”* Memes on writing spark debate as well. Besides, it is good to assign a low percentage of the grade to the first drafts to stimulate new knowledge and strategies. Guides and rubrics also show the weight that each item has to motivate the meaningful construction arguments in higher education. Appendix I displays what a class considered of utmost importance; the word’s size is proportional to the frequency of mentions. Readers can also consult Appendices A and I for the assessment that course participants made.

## 6.4. Criteria to Design and Revise the Type of Assignments

Following Tagle et al. (2007), participants take the challenge to write and present in functional, authentic, communicative contexts on and off-campus, thus enriching their view of the field. Similarly, instructors benefit from reviewing course goals to design contextualized assignments. Bean (2001) suggests criteria to review assignments presented in Guide 19.

## Guide 19. Criteria to Design Assignments.

REVIEW OF COURSE GOALS FOR DESIGNING ASSIGNMENTS.	
1.	What are the primary units or modules in my course? (For example, two weeks on X, four days on Y, and another two weeks on Z ).
2.	What are my main learning objectives for each of these modules and the whole course? What are the chief concepts and principles that I want students to learn in each unit or module?
3.	What thinking skills am I trying to develop within each unit or module and throughout the whole course? (Such skills include ways of observing, habits of mind, questioning strategies, use of evidence –whatever thinking processes are essential in your course or discipline. To put it another way, what ways of thinking characterize a historian, an accountant, a chemist, a nurse, or other?)
4.	Based on previous students’ experience, what are the most challenging aspects of my course for students?
5.	If I could change my students’ study habits, what would I most like to change?
6.	What difference do I want my course to make in my students’ lives-in their sense of self, their values, their ways of thinking? What is my unique stamp on this course? Ten years later, what do I want them to remember most about my course? Of course, it is impossible to design assignments that impact every facet of a course. Nevertheless, teachers can combine formal and informal writing assignments and other critical thinking tasks to help students meet many of the teachers’ course goals. See Bean (2001, p. 78).

Some classes require more direction, practice, or feedback than others. One workshop may suffice to attain an objective, but further guided or independent practice should be in place when there is no. Tutoring, advising, continued dialogue, and taking note of feedback help instructors to tune the syllabus’s implementation. Designing critical thinking tasks works best if teachers focus their assignments on their main teaching goals for the course. Before designing assignments, teachers can inventory their course goals by considering answers to Guide 19.

Chapter VI had four moments: The first justified the syllabus with a localized pedagogy sensitive to the setting and individuals involved. The second characterized the syllabus’s cognitive and metacognitive aspects; the third made the evidence of learning visible with samples of the Wreaders’ work as in Appendix H. Chapter VII expands on searching for new audiences to add meaning to their work and give a new sense to knowledge construction knowledge and communicate it to practitioners and scholars in which both parties gain in the dialogue.

## Appendices to Chapter VI

### Appendix H. Extract of a Final Paper in an Undergraduate Class [Unedited]

#### The setting, Population, and Problem

This section describes the setting, population, curriculum, dynamics, and theoretical background. Then it illustrates the pedagogical innovation grounded in Cooperative Experiential Learning. The section closes with the teaching method, the strategies, and the syllabus for English.

**Setting and Population.** The school is in the west of Bogotá, Colombia. It is an inclusive school founded in 1971 and has official recognition for providing basic education from primary to secondary. Besides, in partnership with SENA, the school offers studies in tourism, communication, and others. The school adopted the Public Inclusive Education Act. It integrates blind and visually impaired pupils and others with physical and cognitive disabilities. The school programs rely on a part-time assistance service during school hours to help learners with visual limitations in orientation and mobility programs and Braille or handwriting transcriptions for teachers.

The study involves 39 adolescents, 36 are visual students, and three are visually impaired. Their ages are 13-15 years old. The school offers six hours per week for English. Students take a three-hour block with a practicum pre-service teacher -me- and the other with the headroom teacher.

**The problem.** The pre-service teacher faced difficulties due to the discrimination against the visually impaired in an 8th- grade. The school did not instruct teachers or visual learners about their peer conditions. The lack of cooperation among sighted and blind teens affected their learning. Youngsters with impairments did not participate in class for fear of being bullied or stereotyped. Disabled students were often victimized and isolated in the activities that involved speaking or playing. Hopefully, Experiential Cooperative Learning will create a favorable classroom climate in which visual and visually impaired empathize and work as a team.



## Appendix J. Graduate Student's Testimony and Evaluation of a Course.

*[Unedited version]*

*The following aspects contributed to the advance of our project:*

- 1. Dialogism: A non-judgmental attitude from the instructor –and classmates– contributed to a climate of trust. We noticed that the instructor had read the proposals thoroughly and provided valuable insights. The tasks spread over the term gave the instructor time to give timely feedback. Besides, individual tutoring clarified issues. Dialogue, exemplification, and demonstrations enhanced communication of data analysis proposals and, in general, of the inquiry.*
- 2. Oral presentations with a dialogic twist provided valuable insights. With a PowerPoint template to present our work in a dozen slides using images and little text, my classmates and I became aware of the key aspects to include. The oral presentation was not timed; the presenter discussed one slide, and the class and the instructor provided feedback on content and communication. The instructor integrated the changes that arose in the discussion into the PowerPoint displayed on the screen. Each presenter had appointed a 'secretary' who took notes for the presenter's benefit, who received the 'reloaded' version of the PowerPoint.*
- 3. Peer review constituted another instance of dialogue. We got valuable feedback from classmates who made on-screen notes and suggestions on form, content, organization, and authors. Correspondingly, the review of two of my classmates' manuscripts expanded my views. In comparison with listening to my classmates present their work in class, I realized peer review was more enriching and not linear.*
- 4. Modeling the project with a template of a thesis allowed us to organize the elements, and more importantly, we learned what either missing or left to do. We learned that the next step in the process should supply the missing piece of the puzzle.*
- 5. Resources discussed aided revision, editing, and proofreading. For example, I looked up how to write specific chapters in university writing labs that explain issues or questions each section of a thesis should respond to.*
- 6. APA norms were introduced little by little. First, the template provided came with the APA hierarchy of titles and subtitles. Then on-screen notes from the instructor and peers provided feedback on references and citations and other aspects.*

*In sum, the emphasis the course made on putting our voice on paper, on revising, and on synthesizing led us into higher-order thinking.*

## Appendix K. Report and Compare Two Doctoral Dissertations

Doctoral dissertations offer a critical appraisal of the state of the field and inform other inquiries. Please find and report two dissertations -published on or after 2016- and describe its content, assess each section's quality in no more than three paragraphs following the template; do not remove it.

Read the items and elaborate on each dissertation.

Bibliographic information

1. Discuss the background research, problem identification, evidence of the existence of the problem.
2. The author presented the constructs and reviewed the works cited exceptionally well with a critical understanding of the subject under scrutiny. It did not omit important references or authors on the subject.
3. The author presented a synthesis and summary of the findings of other studies relevant to the issues. Explored the gaps or deficiencies in prior research and discussed how future studies should replicate, extend and differ from past research.
4. Research Design. The question and objective were adequately defined. The author described the data and data collection method and procedures clearly and logically without serious lapses. The selection of the methodology for achieving correctly identified objectives has an appropriate justification.
5. The author presented the findings in sequence relative to each research question. There are rigorous analysis and interpretation of data and a clear conclusion based on the author's study. The author makes a proposal, which may inform your inquiry. Respond to this question: Did the author publish an article or a book derived from this dissertation?
6. The contribution of the doctoral dissertation to my inquiry: Include a critique of the content, procedures, and limitations. Additionally, the review should answer these questions. Did it provide methodologies of interest for my project? Did it provide data collection instruments of possible use for my inquiry? How do I plan to exploit these ideas?
7. Close the report by comparing the two theses.

Course participants felt that *doctoral dissertations* organized their knowledge, increases their understanding of a narrow issue, and reinforced argumentation. They also stated that rubrics, templates, guides, and ICT made the task of understanding manageable.

## CHAPTER VII

# Walking Students through Gateways of Communities of Practice

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The previous chapters have emphasized the need for an audience, as authentic as possible, to motivate Wreaders [*readers and writers in the World Wide Web*). This chapter covers the walk through a gateway into communities of practices that involve participating in conferences, publishing, and promoting student and teacher exchanges with guides for each endeavor.

The university context discussed here is one in which two languages are involved to varying degrees: at any given time, and for a varying amount of time, simultaneously or consecutively, instruction is planned, given, or demanded in two languages. College students should attain an advanced proficiency to manage academic styles and share disciplinary interests in another language to communicate with far-reaching audiences.

In addition to circulating knowledge within the campus, there is a need to lead college students to venture into other communities. This contact reinforces an education that stimulates inquiry-based practices and contributes to personal and professional growth. For Walkington (2015), learners “*develop self-authorship by providing a transformative experience with the potential to change student self-perception, particularly their awareness of their own disciplinary lens*” (p. 29).

In higher education, professionals’ preparation demands a dialogic relationship among instructors and pupils related to their empowerment to make their decisions and be responsible. In their multiple and varied roles of instructing, advising, mentoring, and tutoring, the faculty can contribute to pupils’ personal and professional development to become leaders as they meet the challenges of an ever-changing world. Instructors need to make themselves available, understanding, attentive, and, more importantly, open-minded to various topics and approaches.

The dual-use of L1 and L2, the notion of instructors orienting professional development, and the vision of doing research motivate this chapter. The first part has a rationale for faculty and learners to interact with broad communities of practice; second, a description of ways to promote institutionally the exchange of concepts and initiatives that enhance formation; third, strategies to encourage disseminating knowledge; and fourth, strategies to stimulate publishing and exchanges. Appendices exemplify organizations, programs, conferences, and opportunities to network.

## 7.1. A Rationale for Participating in Communities of Practice

Participation in events and publications empowers graduates and undergraduates to understand their field issues, allowing them to learn how investigations inform the profession. Later on, their preparation will help them make decisions based on empirical evidence (Castillo & Diaz, 2012). On the other hand, they will feel empowered because they can connect to broad academic and scientific communities (Gordillo, 2020). Communities of practice offer experts' voices, panel discussions, links between formative and formal research, and insights on policies.

Reflections in higher education shed light on the issues at hand. Following Sharp, Peters, & Howard (2019), the successful management of student-research bears in mind: *"1) the field of research 2) the purpose of research, 3) the approach of research, and 4) the nature of research."* (p. 13-16). Then instructors can rethink how to manage student research and learn from others' methodologies and goals. Partnership with communities of practice, mentoring mechanisms, and institutional support consolidate the preparation of teachers. To illustrate that point, next is the unrequested testimony of an undergraduate who, during her studies, actively participated in a dozen of in-campus and-off campus events (translated by the author).

**Table 15.** Testimony about Participating in Communities of Practice.

ENGLISH VERSION	SPANISH ORIGINAL
<p>Dear professor:</p> <p>How have you been? As for me, I have been a bit out of touch because school has kept me busy. I want to tell you that I got a promotion and am now the school's department head. Then, I have been very busy, but it is a great experience. ☺</p> <p>On the other hand, and one piece of news that made me so happy is that I have just been hired at University X to be a teacher of English! Professor, this is thanks to you and the TEFL Program and! Thanks for taking me to the symposia and for having introduced me to Dr. X! Thanks for having awakened in me the gusto for research! VGT.</p>	<p><i>Estimado Profesor:</i></p> <p><i>¿Cómo has estado? Por mi parte he estado un poquito fuera de contacto porque el colegio me ha ocupado bastante. Te cuento: Tuve un ascenso y ahora soy coordinadora del Dpto. de inglés del colegio, entonces he estado súper ocupada, pero es una gran experiencia. ☺</i></p> <p><i>¡Por otro lado, y una de las noticias que me tiene muy feliz es que me acabaron de contratar en la Universidad X... para ser profesora de inglés! ¡Profesor, definitivamente todo esto es gracias al Programa TEFL y a ti! ¡Gracias por haberme llevado a los simposios y haberme presentado a la Dra. X! ¡Gracias por haber despertado en mí el gusto por la investigación! VGT.</i></p>

Testimonies like the one in Table 15 ratify that participation in, and contribution to other communities foster professional development and formation towards thinking like scholars. Those pieces of evidence echo Freeman (1998): “*Making clear your understanding can push you to be clear about what you know, how you found it out, and why it matters. Thus second, this public voicing can compel you to be both articulate and accountable for your work.*” (p. 146-147). The interaction with communities sensitizes university students towards audiences, assists their endeavors in reporting, and public speaking in frames in which they speak with their voices. When they present their understanding of the field and re-think their proposals, they gain confidence and feel proud of becoming agents of change. As some pupils expressed: “*Preparing and submitting a short paper [for an event] has improved my original proposal,*” “*It added value to our project,*” “*It means great learning support,*” “*Makes me want to be in the profession,*” and “*Allows me to meet many people interested in what I am interested in.*”

**Figure 11.** Program of a Panel Discussion Organized for Undergraduates.

<b>PROGRAM</b>	
<b>Monday 3 August</b>	
10:00 -	<b>Content and Tasks for Platforms to support Intercultural Communication Development: A study with Youngsters.</b>
12:00	Presenter: Sánchez Ortiz, Marby Lorena Commentator: Angela Y. Castillo, M.A. Santillana Group
10:00 -	<b>Podcasts to foster intermediate EFL learners' listening and speaking.</b>
12:00	Presenter: Carrillo S. David Hdo. Commentator: Mónica Arias S. M.A. U.C.C.
10:00 -	<b>Identity and Interculturality: A study with Young EFL Learners.</b>
12:00	Presenter: García A., Laura C. & Molina Realpe, Angie P. Commentator: Adriana Cuevas, M.A., U.D.
12:00 -	<b>Cooperative Learning for Resilience: A case of Blind and Visually-Impaired learners.</b>
13:30	Presenter: Marín Ortega, Carmenza Carolina Commentator: Diana Gutiérrez, Doctoral student, Univalle
12:00 -	<b>Conceptualizing Arts-Based Teaching in schooled L2 Acquisition.</b>
13:30	Presenter: Rocha B. Nicolas & Valbuena G. Leydy Commentator: Yesica P. Hoyos. B.A in Art History
12:00 -	<b>Challenges of dyslexic pre-service English Language Teachers.</b>
13:30	Presenter: Cuervo Rodríguez, Karen Andrea Commentator: Diego Ubaque, M.A., U.D.
<b>Monday 10 August</b>	
10:00 -	<b>Foreign Language Anxiety: Known Knowns, Known Unknowns.</b>
12:00	Presenter: Rodríguez G., Cristian C. Commentator: Yohana Melo, M.A., Colorado, D.S.D.
10:00 -	<b>Peer Assessment Re-visited: Promoting L2 Learning Awareness.</b>
12:00	Presenter: Bautista, Marcela & Gómez V., Anlly Paola Commentator: Yesica P. Hoyos, B.A in Art History and TEFL
10:00 -	<b>Exploring the Students' Perspectives of Socio-Academic Relations with College Faculty.</b>
12:00	Presenter: Rodríguez R., Sergio Nico Commentator: Dr. Liliانا Moreno, U.D.
12:00 -	<b>Trying out EFL Listening for Gist Tasks with the Platform Educaplay.</b>
13:30	Presenter: Salazar P., Natalia & Rodríguez B., Laura Sofia Commentator: Dr. Liliانا Moreno, U.D.
12:00 -	<b>Exploring Intercultural Communicative Competence through Narratives.</b>
13:30	Presenter: Torres J., Mariana & Ariza S., Steven Commentator: Yohana Melo M.A., Colorado, D.S.D.
12:00 -	<b>Folk Music Revival and Nueva Canción: A Capsule for an Intercultural class.</b>
13:30	Presenter: Caicedo Ospina, Diana Estefanía Commentator: Ma. Camila Garay, Comfama (MDE)
<b>Tuesday 4 August</b>	
08:00 -	<b>Socio-Affective-Based lessons and English language oral proficiency.</b>
09:30	Presenter: Revelo Fonseca, Ana María Commentator: Lucía, Bolívar, M.A., UniLibre
08:00 -	<b>Integrating emotions into L2 speaking development: What Neuroeducation can tell us.</b>
09:30	Presenter: Mantilla, M. Angie & Hernández, Cristian Commentator: Angela Y. Castillo, M.A., Santillana Group
08:00 -	<b>Examining Arguments in Multimodal Texts for Critical Interculturality development.</b>
09:30	Presenter: Brunal Pissa, Gian P. & Lotero Jerez, M. Alejandra Commentator: Lucía, Bolívar, M.A., UniLibre
12:00 -	<b>Interactive Tasks to address individual discomfort when young ELL tell stories.</b>
13:30	Presenter: Peinado Navarro, Mariana Isabel Commentator: Tatiana Hoyos, M.A., U. de Antioquia
12:00 -	<b>Intercultural Competence Development with Selected Folk Legends from Colombia and the U.K.</b>
13:30	Presenter: Ramírez Tamayo, Andrés Felipe Commentator: Tatiana Hoyos, M.A., U. de Antioquia
12:00 -	<b>Reading Clubs to prepare School-Leavers' inferential reading of standardized tests.</b>
13:30	Presenter: Flautero, Mary D. & Devia Zamora, Johan S. Commentator: Luisa Laverde, M.A candidate CICAP, Mexico
12:00 -	<b>Interpretation of Narratives of Displacement: Texts for a situated EFL class.</b>
13:30	Presenter: Castillo M., Lizeth Commentator: Luisa Laverde, M.A candidate CICAP, Mexico
<b>Tuesday 11 August</b>	
08:00 -	<b>An Inquiry on Situated Cooperative Learning for L2 Acquisition.</b>
10:00	Presenter: Leal Rangel, Danna Isabella Commentator: Lucía, Bolívar, M.A., UniLibre
08:00 -	<b>Teenagers' Multiliteracies put to use for L2 Listening Development.</b>
10:00	Presenter: Rubiano Moreno, Laura Natalia Commentator: Jahir Ayala, Doctoral student, D.I.E. - U.D.
08:00 -	<b>Self-Regulation in Multimodal Environments: A Study on the Strategies.</b>
10:00	Presenter: Flórez Tovar, Anyela Liceth Commentator: Jahir Ayala, Doctoral student, D.I.E. - U.D.
12:00 -	<b>Millennial Primary School Teachers and ICT: A Case Study.</b>
13:30	Presenter: Álvarez, Cristian & Medina, David Al Commentator: Johana Méndez, M.A., S.E.D.
12:00 -	<b>Practicum Teachers' Struggles Migrating from On-site to Remote Instruction.</b>
13:30	Presenter: Morales T., Ma. Camila & Vargas, Juliana V. Commentator: Dr. Carlos Jaimes, U. Pamplona
12:00 -	<b>Practicum Teachers' Evolving Roles to Meet Today's Learners' Needs and Interests.</b>
13:30	Presenter: Peña Barrera, Jonathan Camilo Commentator: Johana Méndez, M.A., S.E.D.

For instance, in a 2020 two-day panel organized by the author, over 100 people heard undergraduates' presentations. Classmates, alumni, and experienced faculty had read their manuscripts and provided valuable insights first in writing and then during the online discussion. In the panel, the audience understood the programs and students' interests, the proposals' significance, and plans for conducting an inquiry.

Preparation, delivery, and the question and answers session strengthened the papers. Presenters evaluated the exercise of synthesis as challenging and as a means of clarifying thoughts. They said that they had also learned from one another and the guest lecturers. In sum, the exchange of ideas made communities grow; communities fulfilled a fundamental tenet in that investigating constitutes an opportunity to understand themselves and the profession more than anything else.

Dialogue with other communities has aided the faculty to ask themselves or respond questions similar to the ones posed by Linn, Erin Palmer, Gerard, & Stone (2015): *"What are authentic research experiences? How do they benefit undergraduates [and graduates]? What forms of mentoring are successful? What needs improvement?"* (p. 627). Panel discussions challenged us to leave our comfort zone toward the moving sands of conducting an inquiry. For the faculty, this was an opportunity of preparing well-rounded professionals.

## 7.2. Promoting Academic Networking

This section relates to the author's experience in higher education. In conducting and reporting an inquiry, efforts require that the faculty work with undergraduate and graduate conferences, departmental conferences, disciplinary conferences, and multi-institutional conferences. The appendices list organizations in which undergraduates, graduates, and faculty can meet around shared interests.

As is well-known, institutional policies for networking and mobility influence financial, curricular, and academic decisions. The faculty should encourage students to join in. Faculty familiar with networks successfully integrate academic events into the syllabi to motivate pupils' participation. They inform and engage their department, exploit formal channels and social networks

to promote conferences. Walkington (2015) recommends good practice in the preparation of students for conferences:

- *Scaffolding within the curriculum to prepare students for co-curricular conferences (e.g., how to create an academic poster, in-class poster sessions/presentations, how to structure a paper presentation).*
- *Encourage students to create a digital legacy from the conference (even students who have not presented their work can be involved in the conference process, e.g., year 1 students).*
- *Help students to understand how their research ‘maps’ within the global picture.*
- *Allow students class time to practice communicating their research to an audience who will provide constructive feedback. (29).*

In most higher education institutions, instructors regularly include presentations and publications in their work plans. Funds may also be available for student mobility and participation in them. Colleges, international offices, or other offices constitute financial aid sources; since these offices plan for a fiscal year, advanced arrangements are necessary. However, some faculty members abstain from taking part, for they do not want to go through official rules and procedures or do not receive timely information, or only it does not make part of their agenda. Professors and lecturers interested in mechanisms to systematize their contributions to an institution of higher education might be interested in the document developed by [Western Sidney University \(2018\)](#). The checklists help faculty and staff develop a portfolio that can document evidence of a track record and achievements in teaching, investigating, engagement, and governance.

Learners can attend or present in seminars and conferences in their field. Criteria for selecting college participants depend on the event’s nature: invitation from another institution, grade point average, or seniority. Registration for events, transportation, and lodging may be waived, but students need to cover some expenses depending on the costs or distance. It is advisable to offer a flexible curriculum and that normatively the program or syllabi allocates time, grades, or credits for networking. There are links to organizations that promote programs and opportunities for university students, recent graduates, and professionals in the appendices to this chapter.

### 7.3. Supporting Public Presentations

Independent of age or subject knowledge, public speaking can be intimidating. This section presents strategies to inspire others to share their work and build the confidence needed to present before new audiences. The [University of Missouri Symposium](#) in 2021, for example, had five representatives from Universidad Distrital. Participants studied the guidelines of the event and reviewed the characteristics of an abstract. Guide 20 illustrates the elements considered.

- Elaborate several drafts of the presentation or a script,
- Draft the visuals. [Pecha Kucha](#) helps planning a 20-slide presentation, with not much text, for delivery in six minutes and 40 seconds, that is, 20 seconds per slide,
- Rehearse presentations before diverse audiences. Timing is essential, and so is the depth of products,
- Train in public speaking until comfortable with the attire, body language, voice projection, and pace,
- Rehearse the terminology and style of the presentation; e.g., Text-to-Speech tools read aloud the copied and pasted script,
- Integrate comments from peers and instructors.

#### Guide 20. Assessing an Oral Presentation.

<b>Topic</b>	<p>_____ appropriate for the audience (relevant to their needs and interests) and occasion</p> <p>_____ somewhat appropriate for audience and occasion; may address their needs but miss their interests or may miss segments of the audience</p> <p>_____ does not address the assignment or is inappropriate for the occasion and irrelevant to the audience or segments of the audience</p>
Comments	
<b>Introduction</b>	<p>_____ gets attention, clearly identifies the topic, establishes speaker's credibility, includes a clear and concise thesis statement, and previews main points</p> <p>_____ implies but does not identify a topic or establish speaker credibility, implies but does not clearly state a concise thesis, and previews main points</p> <p>_____ is not exciting and does not identify a topic, establish speaker credibility, or include or imply a clear and concise thesis statement; main points are not shown previously.</p>
Comments	

<b>Main Body</b>	<p>_____ points are clear, logically ordered, well supported with rich detail; all sources are documented according to a clear and appropriate citation style, and each point has good transitions</p> <p>_____ points need clarity, are ordered but not in the most logical way, have inadequate support; most sources are documented, but citations may be wrong or unclear; transitions between main points are weak</p>
Comments	
<b>Conclusion</b>	<p>_____ restates the thesis, reviews main points, brings closure in a memorable way, and gives the audience something to do or think about</p> <p>_____ restates the thesis, reviews main points, and brings closure</p> <p>_____ fails to restate the thesis and main points and leaves the audience hanging</p>
Comments	
<b>Body Language</b>	<p>_____ eye contact is maintained virtually all the time; body language, gestures, and facial expressions are appropriate to the audience and greatly enhance the message;</p> <p>_____ no obvious signs of nervousness; speaker interacts with the audience</p> <p>_____ eye contact is maintained less than 75% of the time; gestures, posture, and facial expressions are appropriate but seem forced or lack variety;</p> <p>_____ some signs of nervousness;</p> <p>_____ speaker interacts minimally with the audience (e.g., only during Q&amp;A)</p> <p>_____ little or no eye contact;</p> <p>_____ speech is read instead of delivered extemporaneously; body language and gestures lack variety and spontaneity and are inappropriate to the audience; speaker seems nervous and unprepared; speaker interacts minimally with the audience or not at all.</p>
Comments	
<b>Visual Aids</b>	<p>_____ integrated smoothly and skillfully, enhance the presentation by reinforcing and extending main points, and are tastefully designed</p> <p>_____ integrated but not always smoothly; relevant to the main point, but may contain too many words or irrelevant graphics</p> <p>_____ not well integrated or not present when required; poorly designed and contain too many words or irrelevant graphics</p>
Comments	

<b>Delivery</b>	<p>_____ presenter speaks clearly and distinctly all the time with no mispronounced words and stays within the allotted time</p> <p>_____ presenter speaks clearly and distinctly nearly all the time with no more than a few mispronounced words and stays close to the allotted time</p> <p>_____ presenter mumbles or cannot be understood with quite a few mispronounced words; significantly over or under the allotted time</p>
<b>Comments</b>	

Source: Texas A&M University, 2021.

Guide 20 has pointers for coaching and rehearsing. It is helpful to self-evaluate or evaluate by a third party. The evaluator should place a checkmark next to the best description of the performance and writes thoughts or suggestions in the comment box. Most participants agree that presenting provides valuable insights and builds self-confidence.

## 7.4. Supporting Publishing

Higher education institutions, professional associations, and similar have magazines, newsletters, blogs or undergraduate, graduate journals, or professional journals to disseminate scholarship. Most faculty lead or belong to professional associations, journals, or academic networks.

Understanding the editors' and referees' roles in scholarly publications is vital for prospective authors. Organizations that have within their mission the generation and dissemination of knowledge have protocols, schedules, deadlines that take time and effort from reception to publication. These appoint an editor and an editorial committee with recognized specialists in a field. Outside experts who evaluate a manuscript do not belong to the editorial staff; they evaluate the manuscripts on a pro bono basis with a double-blind review, i.e., they do not know the name or affiliation of the contributor. Besides, they provide an evaluation format with specific criteria, like the one in Guide 21. The characteristics and procedures of publications demand strategies, such as engaging from the curriculum, collaborating with the faculty, knowing the target publication, and writing.

#### 7.4.1. Strategy 1. Engaging from the Curriculum

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In-house and other publications provide a form of dissemination of reflections and research. While many are institutional showcases, some exist to further the disciplines that they represent. Walkington (2015) reported an experience -worth replicating- of a module that followed an undergraduate journal's guidelines in which the class could submit a paper for evaluation. Even those who did not present evaluated the experience very positively. If selected, pupils should receive further tutoring.

#### 7.4.2. Strategy 2. Collaborating with Faculty

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Novice researchers benefit from working in their first publications with a more knowledgeable other. Alvarez, Bonnet, & Kahn (2014) point out that graduate students *"are often unsure of how or where to begin the publishing process, and do not always feel comfortable asking for help from their faculty advisors or fellow students"* (p. 1). They highlight the collaboration among librarians, publishing professionals, and faculty members. As with other types of publications, others' insights on the process prove valuable. That would be the case of early-career authors who are so involved in a topic that they may take for granted some information that audiences need to understand.

#### 7.4.3. Strategy 3. Knowing the Target Publication

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Since original work will enter a dialogue with a community that shares a professional interest, it makes sense to try publishing in journals Wreaders regularly consult or in communities they belong to or know well to trust in them. Some journals are stricter than others; for first publications, identify those that are supportive; however, writers need to become aware that academic peers' sanction constitutes a necessity for quality work. Study the journal's guidelines, read several issues intensively, and get to know the board of editors' line. Study the type of contributions they accept and make sure the manuscript fits into one of those categories. For example, some journals take book reviews, and others do not.

#### 7.4.4. Strategy 4. Proceeding to Write

Deciding what to write about depends on the author's involvement, investment, and passion. Papers, monographs, or theses are a point of departure to select a topic for an article. The first temptation is to write in chronological order; however, this may not be clear to the audience. Fisher, Jansen, Johnson, & Mikos (2013): suggest a reasonable approach.

First, write the *Methods section*, derived mainly from the initial research protocol. Second, include the details of the *pedagogical intervention* phase. A factual description of procedures and instruments adds credibility. Third, *construct all of the figures and tables* that contain the data included in the work, and then write the *Results section*. Third, reconsider the *scientific questions* the manuscript addresses -referring to the protocol, and then write the *Introduction*. Next, use the Introduction and Results to guide the writing of the *Discussion*. Finally, summarize everything in an *Abstract*, and then condense and refocus the Abstract into a Conclusions section. Fisher et al.'s backward design is likely to meet the demands of a *research article*. Cutting and pasting from a lengthy report or thesis would not be a good idea. The purpose, argumentation, emphasis, and readership of those genres are different. Journal referees receive evaluation criteria like the one in Guide 21 –adapted from several sources- and approximate guidelines for authors that many journals provide. Editors want the highest quality manuscript, then in the revisions, consider both the assessment criteria and the guidelines.

#### Guide 21. Checklist for Drafting a Paper for Publication.

✓	QUESTION
	<b>Title:</b> Does it accurately reflect the purpose, design, results, and conclusions of the study?
	<b>Abstract:</b> Does it correctly and succinctly summarize the salient points of the study?
	<b>Keywords:</b> Included in alphabetical order (5 to 6 terms)
	<b>Language:</b> Is the writing style clear?
	<b>Introduction:</b> Does it provide adequate background and rationale for performing the study?
	– Is the literature discussed in the introduction directly related to the manuscript's purpose and necessary to introduce the topic?
	– Are references efficiently integrated into the content of the text?

	– Does it place the study in the perspective of research conducted previously in the field?
	– Does it state why this study was done? Identify controversy?
	– Is the literature discussed in the introduction adequate to introduce the purpose of the manuscript?
<b>Methodology:</b>	
	– Is the study population identified?
	– Is the sample described in appropriate detail?
	– Are procedures and data analysis described clearly and in sufficient detail?
	– Is there a rationale for the research method?
<b>Results:</b>	
	– Are the data reported in a clear, concise, and well-organized manner?
	– Are the main findings of the study clearly described?
	– Do the other sections fully support the pedagogical intervention section? The author presents the procedures of pedagogical intervention.
<b>Discussion and Conclusion:</b>	
	– Are the implications of the study consistent with the purpose, methods, and data analysis?
	– Are the significant new findings of the study clearly described and properly emphasized?
	– Do the data analysis and findings emerge clearly and logically from the pedagogical intervention?
	– Is the significance of the present results described?
	– Is it clear how the findings extend previous knowledge in a meaningful way?
	– Does the section point out weaknesses/limitations of the study?
<b>References:</b>	
	– Do they follow the style of the journal? Relevant and no omissions.
	– Are they up to date? Do they give an account of research and development in the last two years?
<b>Length:</b>	
	– Does the article have a word count in the range of 7.000-8.000 words? i.e., the main text of all the sections, including references and appendices.

Two points are necessary to make: one, the dissemination channel, another, the measures of protection that prospective authors must take with predatory journals and scam conferences. There are risks of dishonesty in every field: predatory journals –and fake conferences try to mislead and cheat authors.

Novice and experienced scholars need to be aware of frauds and know how to prevent them (Burdick, 2017). The librarian (Beall, 2018) put together a list of predatory journals and publishers; he affirms that scientific literacy includes recognizing publishing fraud. This type of ‘publisher’ does nothing; they go after your money and that of *naïve* buyers; they are known for contacting institutions and individuals to offer to publish anything as long as they utilize your work or capture naïve clients for fake conferences.

On the other hand, those interested in discussing the advantages and disadvantages of Open Access Publishing can consult (University of Eindhoven, 2021). These tend to have more visibility and impact. However, they do not yet have the reputation of traditional journals.

In sum, as Freeman (1998) rightly claims, *“teachers and others create access to knowledge that is publicly recognized and valued.”* (p. 146). By networking with communities of practice, faculty and professionals create and disseminate knowledge that contributes to understanding various issues or connections that advance a field.

## 7.5. Stimulating Mobility

As part of multiculturalism, multilingualism, and professional development, higher education should increase the orientation about exchanges and opportunities for studies at home or outside the country. Government agencies are a place to start; for example, the U.S. Department of State Bureau of Educational and Cultural Affairs (2021) provides information on [teacher exchange](#): *“The addresses listed here are the official locations of the designated sponsor organizations. Please consult with the individual sponsor for details.”* (P.1).

Campus international offices, departments, and faculty offer guides to make decisions that enhance their formation. Short-term and long-term planning of their professional development plan should be encouraged by the faculty. Next is a planning grid where students write their short and long-term purposes in pen and their path in pencil.

In five years	In four	In three	In two	In one

The interested party puts in an Excel worksheet the plan for the next five years, starting with its purposes. The grid gives a perspective on their studies and career options keeping in mind their strengths and including a plan to remedy possible weaknesses. After exploring this chapter's appendices' opportunities and options, participants can tentatively choose academic exchange organizations, programs, and scholarships. Appendices include links to academic databases and events in the field of education that would support choices.

This chapter has covered institutions' role in exchanging ideas, disseminating knowledge, or preparing in leadership in a field by inserting faculty, graduates, and undergraduates in academic networks to present and publish in and off campus grounds. The reader will find links to websites that inform the readership on options worldwide. The link to Minciencias (Ministry of Science Technology and Innovation) databases list foreign indexed scientific journals and national scientific journals of interest to novice or experienced authors. There are also links for exchanges. Next is the conclusion section of this handbook that collects ideas on promoting knowledge creation and innovation.

## Appendices to Chapter VII

### Appendix L. Selected ELT Events in Colombia and Worldwide

ORGANIZATION	DESCRIPTION	CONTACT
Asociación Colombiana de Profesores de Inglés	TESOL Applied Ling, Mid October	<a href="http://www.asocopi.org">www.asocopi.org</a>
Calendar of ELT events	Colombia and worldwide	<a href="https://mauricioarango.wordpress.com/upcoming-events/">https://mauricioarango.wordpress.com/upcoming-events/</a>
Calendar of ELT events	Worldwide	<a href="http://www.tesol.org/attend-and-learn/calendar-of-events">http://www.tesol.org/attend-and-learn/calendar-of-events</a>
Centro Colombo Americano de Bogotá	BNC Biannual conference in May	<a href="http://www.colombobogota.edu.co/">http://www.colombobogota.edu.co/</a>
Centro Cultural Colombo Americano, Cali, Colombia	BNC Annual conference in May	<a href="https://www.colomboamericano.edu.co/">https://www.colomboamericano.edu.co/</a>
University of Missouri-Columbia	Student Symposium on Languages, Literatures, and Cultures.	<a href="https://sllc.missouri.edu/node/144">https://sllc.missouri.edu/node/144</a>
Cuba. Universidad de Cienfuegos	Symposium on culture, language, and communication	<a href="https://www.ucf.edu.cu/">https://www.ucf.edu.cu/</a> email: <a href="mailto:conferencia2ucf@edu.cu">conferencia2ucf@edu.cu</a>
Eventos Idiomas	Facebook Group	<a href="https://www.facebook.com/search/top/?q=eventos%20idiomas%20latinoamerica">https://www.facebook.com/search/top/?q=eventos%20idiomas%20latinoamerica</a>
Gimnasio San Rafael, Bogotá-Cota. Round Table on Modern Approaches to FL Teaching.	In-service teacher conference in April	<a href="http://colegiosminutodedios.edu.co/sanrafael/">http://colegiosminutodedios.edu.co/sanrafael/</a>
International Association of Teachers of English as a Foreign Language	United Kingdom	<a href="https://www.iatefl.org/">https://www.iatefl.org/</a>

ORGANIZATION	DESCRIPTION	CONTACT
TESOL International Association	U.S. and Canada March	<a href="https://www.tesol.org/">https://www.tesol.org/</a>
UNICA. Bogotá. Symposium Research in Action	Student conference May and October	<a href="http://www.unica.edu.co/">http://www.unica.edu.co/</a>
Universidad Minuto de Dios -Uniminuto, Bogotá	Student Conference November	<a href="http://www.uniminuto.edu/">http://www.uniminuto.edu/</a>
Universidad de Santo Tomás.	FL Teaching November	<a href="https://institutodelenguas.usta.edu.co">https://institutodelenguas.usta.edu.co</a>
Universidad de Caldas, BNC, and Secretarías de Educación of the Coffee Region	Regional ELT Conference	<a href="http://www.ucaldas.edu.co/portal/maestria-en-didactica-del-ingles/">http://www.ucaldas.edu.co/portal/maestria-en-didactica-del-ingles/</a>
Universidad de Córdoba	Research in FL Teaching November	<a href="https://www.unicordoba.edu.co/index.php/event/ictefol/">https://www.unicordoba.edu.co/index.php/event/ictefol/</a>
Universidad de la Amazonía	ELT Conference (September)	<a href="http://www.uniamazonia.edu.co/v10/index.php/programas/profesionales/licenciatura-en-ingles.html">http://www.uniamazonia.edu.co/v10/index.php/programas/profesionales/licenciatura-en-ingles.html</a>
Universidad de La Sabana & Uninorte. CLIL Symposium.	September	<a href="http://www.clilsymposium.co/">http://www.clilsymposium.co/</a>
Universidad de La Sabana. Student Symposium	Graduate & Undergraduate (May and November)	<a href="https://www.unisabana.edu.co/maestriaendidacticadelinglesparaelaprendizajeautodirigido/">https://www.unisabana.edu.co/maestriaendidacticadelinglesparaelaprendizajeautodirigido/</a>
Universidad de La Sabana. TESOL Colombia.	Biannual	<a href="http://www.tesol-colombia.org">http://www.tesol-colombia.org</a>
Universidad de los Andes	Several dates	<a href="https://educacion.uniandes.edu.co/">https://educacion.uniandes.edu.co/</a>
Universidad de El Bosque	Undergraduate Student conference May	<a href="http://www.uelbosque.edu.co/educacion/carrera/licenciatura-en-bilinguismo">http://www.uelbosque.edu.co/educacion/carrera/licenciatura-en-bilinguismo</a>

Universidad Distrital Symposium on Applied Linguistics	Early November	<a href="http://maestria.udistrital.edu.co:8080/presentacion">http://maestria.udistrital.edu.co:8080/presentacion</a>
Universidad Javeriana	Dates vary	<a href="http://www.javeriana.edu.co/carrera-licenciatura-en-lenguas-modernas">http://www.javeriana.edu.co/carrera-licenciatura-en-lenguas-modernas</a>
Universidad La Gran Colombia	Biannual Conference	<a href="https://www.ugc.edu.co/index.php/facultad-de-educacion/ingles">https://www.ugc.edu.co/index.php/facultad-de-educacion/ingles</a>
<b>ORGANIZATION</b>	<b>DESCRIPTION</b>	<b>CONTACT</b>
Universidad de la Salle. Modern Languages Department.	Student Conference November	<a href="https://www.lasalle.edu.co/licenciatura-en-espanol-y-lenguas-extranjeras">https://www.lasalle.edu.co/licenciatura-en-espanol-y-lenguas-extranjeras</a>
Universidad Libre de Colombia	Humanidades e Idiomas. November. Student Conference.	<a href="http://www.unilibre.edu.co/bogota/">http://www.unilibre.edu.co/bogota/</a>
Universidad Nacional de Colombia, Bogotá. PROFILE	Dates vary	<a href="https://revistas.unal.edu.co/index.php/profile">https://revistas.unal.edu.co/index.php/profile</a>
Universidad Pedagógica y Tecnológica de Colombia. Teachers' Moot.	Tunja, Colombia  September	<a href="http://www.uptc.edu.co/facultades/f_educacion/pregrado/lenguas/inf_general/">http://www.uptc.edu.co/facultades/f_educacion/pregrado/lenguas/inf_general/</a>
Universidad San Buenaventura, Cartagena. FL Symposium.	Biannual early Novem- ber	<a href="http://educacion.usbcartagena.edu.co/programas/pregrado/lenguas-modernas">http://educacion.usbcartagena.edu.co/programas/pregrado/lenguas-modernas</a>
Universidad Sur Colombiana	Around September	<a href="https://www.usco.edu.co/es/estudia-en-la-usco/programas-postgrado/facultad-de-educacion/maestria-en-didactica-del-ingles/">https://www.usco.edu.co/es/estudia-en-la-usco/programas-postgrado/facultad-de-educacion/maestria-en-didactica-del-ingles/</a>

## Appendix M. Organizations that Promote Student and Teacher Exchanges.

ORGANIZATIONS	PROGRAM	DESCRIPTION	WEBSITE
ACJ Intern Camp	International Camp Counselor	Summer (camps/jobs)	<a href="http://www.ymca.org">www.ymca.org</a>
AIESEC	Internship	A platform for international mobility of students and recent graduates	<a href="http://www.aiesec.org/colombia/">http://www.aiesec.org/colombia/</a>
Alianza del Pacífico	Internships	Chile, Colombia, México, Perú	<a href="https://alianzapacifico.net/">https://alianzapacifico.net/</a>
AMITY	Teacher Assistant Spanish	Spanish Teacher Assistant	<a href="http://amity.org">http://amity.org</a>
Concordia College	Camp Counselor	Spanish Teacher Assistant	<a href="http://www.concordialanguagevillages.org">www.concordialanguagevillages.org</a>
Education First	Cultural Care	Au Pair	<a href="http://www.culturalcare.com.co">http://www.culturalcare.com.co</a>
Keystone Camp	All Girl's Camp Counselor	Summer (camps/jobs)	<a href="http://www.keystonecamp.com/summer-camp-staff/dates-benefits.php">http://www.keystonecamp.com/summer-camp-staff/dates-benefits.php</a>
PCT Colombia	Summer camps/jobs	Work-experience	<a href="http://www.pctcolombia.net">www.pctcolombia.net</a>
Vail Resorts	Summer Winter Jobs	Work-experience	<a href="https://jobs.vailresortscareers.com/">https://jobs.vailresortscareers.com/</a>
Work Experience	Cruise Ship Company	Staff	<a href="http://www.theseven-seasgroup.eu/">http://www.theseven-seasgroup.eu/</a>

## Appendix N. Exchanges for B.A. Majors in Several Fields.

ORGANIZATIONS	PROGRAM	DESCRIPTION	WEBSITE
AMITY	Amity Aide	Spanish Teacher Assistant	<a href="http://amity.org">http://amity.org</a>
Amity	Teacher of Spanish Lang	Teacher of L1/L2	<a href="https://amity.org/teacher-program/">https://amity.org/teacher-program/</a>
British Council	Spanish Assistants	Spanish Teacher Assistant	<a href="http://www.britishcouncil.org">www.britishcouncil.org</a>
Colfuturo	Teacher of Spanish Lang	Spanish Teacher Assistant	<a href="http://www.colfuturo.org">www.colfuturo.org</a>
Concordia College	Language Villages	Teacher Assistant of Spanish, French, and other languages	<a href="http://www.concordialanguagevillages.org">www.concordialanguagevillages.org</a>
French Government	Teacher of Spanish Lang	France : Vice ministère de Education supérieur	<a href="http://www.ciep.fr/assistants-etrangers-france/guide-assistant-langue-en-france">http://www.ciep.fr/assistants-etrangers-france/guide-assistant-langue-en-france</a>
Fulbright	Teacher of Spanish Lang	Profesor Colombiano de inglés	<a href="http://www.fulbright.edu.co">www.fulbright.edu.co</a>
ICETEX, Colombia	Teacher of Spanish Lang	Belize, Jamaica, Trinidad, UK	<a href="http://www.icetex.gov.co">www.icetex.gov.co</a>
Japan	Teacher of Spanish Lang	Teacher of Spanish or research assistant	Japan Teacher Exchange <a href="http://www.jetprogramme.org/index.html">http://www.jetprogramme.org/index.html</a>
Participate Learning	Teach in the USA	Teach in schools	<a href="https://www.participate-learning.com/teach-in-the-usa/">https://www.participate-learning.com/teach-in-the-usa/</a>
EPI	Teach in the USA	Teach school subjects.	<a href="https://teachwithepi.com/teachers">https://teachwithepi.com/teachers</a>

## Appendix O. Opportunities to Study Abroad.

Status: B.A. or M.A.

ORGANIZATION	Scholarships, fellowships, internships	WEBSITE
Alianza del Pacífico	Chile, Colombia, México, and Perú	<a href="https://alianzapacifico.net/">https://alianzapacifico.net/</a>
Argentina	Scholarships for foreigners	<a href="http://estudiarenargentina.siu.edu.ar/aplicacion.php?id_menu=7">http://estudiarenargentina.siu.edu.ar/aplicacion.php?id_menu=7</a>
Australia	Exchanges	<a href="http://www.studyinaustralia.gov.au">http://www.studyinaustralia.gov.au</a>
Brazil	Exchanges	<a href="http://www.ibraco.org.co">www.ibraco.org.co</a>
Brazil	Exchanges	<a href="http://bogota.itamaraty.gov.br/pt-br/convocatorias_vigentes.xml">http://bogota.itamaraty.gov.br/pt-br/convocatorias_vigentes.xml</a>
Canada	Exchanges	<a href="https://www.studyincanada.com/Scholarships/Index.aspx">https://www.studyincanada.com/Scholarships/Index.aspx</a>
European Union	Scholarships	<a href="http://www.coimbra-group.be">www.coimbra-group.be</a>
European Union	Exchanges	<a href="http://www.erasmuswop.org">http://www.erasmuswop.org</a>
France		<a href="https://www.colombie.campusfrance.org/">https://www.colombie.campusfrance.org/</a>
Germany	DAAD	<a href="https://www.daad.de/deutschland/stipendium/en/">https://www.daad.de/deutschland/stipendium/en/</a>
ICETEX-Colombia	All countries	<a href="https://www.icetex.gov.co/dnnpro5/es-co/becas/becasenelexterior/becasvigentes.aspx">https://www.icetex.gov.co/dnnpro5/es-co/becas/becasenelexterior/becasvigentes.aspx</a>
Hungary	Scholarships	<a href="http://studyinhungary.hu/study-in-hungary/menu/stipendium-hungaricum-scholarship-programme">http://studyinhungary.hu/study-in-hungary/menu/stipendium-hungaricum-scholarship-programme</a>
Japan	Student orientation	<a href="http://www.colombia.emb-japan.go.jp/ESP/cultural.htm">http://www.colombia.emb-japan.go.jp/ESP/cultural.htm</a>
Japan	Teacher Exchange	Japan Teacher Exchange <a href="http://www.jetprogramme.org/index.html">www.jetprogramme.org/index.html</a>
Latin America, the U.S., and Canada	Organization of American States.	<a href="http://www.oas.org/es/becas/">http://www.oas.org/es/becas/</a>
México	Secretaría de Relaciones Exteriores	<a href="https://www.gob.mx/amexcid/acciones-y-programas/becas-para-extranjeros-29785">https://www.gob.mx/amexcid/acciones-y-programas/becas-para-extranjeros-29785</a>
Spain	Fundación Carolina	<a href="http://www.fundacioncarolina.es">www.fundacioncarolina.es</a>
Spain	Programa de Cooperación	<a href="http://www1.programalban.org">http://www1.programalban.org</a>
Spain	MAEC-AECID	<a href="http://www.aecid.es/ES/becas-y-lectorados">http://www.aecid.es/ES/becas-y-lectorados</a>

Spain	Multicampus	<a href="https://auip.org/es/becas-auip">https://auip.org/es/becas-auip</a>
USA	Student orientation	<a href="https://educationusa.state.gov/">https://educationusa.state.gov/</a>
USA	Fulbright and other scholarships	<a href="https://foreign.fulbrightonline.org/about/foreign-fulbright">https://foreign.fulbrightonline.org/about/foreign-fulbright</a>
United Kingdom	Chevening and other scholarships	<a href="https://www.britishcouncil.org/">https://www.britishcouncil.org/</a>



## CONCLUSION

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Some higher education policymakers seem concerned with foreign language (FL) proficiency levels measured in standardized tests without having the FL as an integral part of their mission, vision, practices, teaching, research, or mobility. This handbook contains discussions and illustrations of theories and practices that will make education stakeholders receptive to considering university students' formation holistically. Faculty and learners would make the FL a transversal component of academia with the approach here proposed enriching college life through a type of communication that develops deep thinking for interpreting, reacting, and disseminating knowledge.

There is an attempt to help understand university teaching expectations and the rationale behind learning conventions of academic discourses. The proposal drew on the theoretical principles, the teaching, and assessment practices implemented in graduate and undergraduate programs. The scenarios chosen were the classroom and the World Wide Web in which collaborative communication among learners and instructors (in addition to discussions, samples of academic work, and guides) result in a more profound understanding and more quality projects and products.

Although the title of the chapters suggests a step-by-step process, it is a recursive process in which *Writers* [readers and writers in the World Wide Web] go back and forth between the whole and the parts in the conceptualization of issues. The works cited emphasize notions of forms and functions and the expression of one's voice. With a recursive approach, this handbook contributes to the body of knowledge for preparing courses taught in another language focused on academic genres to express views informed by literature and research.

Faculty and learners will feel comfortable with the resources suggested. What counts is the encouragement to exploit means to the best advantage. However, resources do not substitute class discussions or tutoring, which are central in the conversation. This handbook offers some suggestions for tutoring, advising, supervising and mentoring, within an approach that allows partnership in learning from and with the faculty, classmates, and

other communities. It puts aside a vertical approach to academic guidance, searching for a relationship faculty-student that helps build a stronger sense of belonging within the discipline.

A graduate student, Jhon A, kindly synthesized what he took from a course. His comments wrap up the tenets of this handbook.

I found that [writing] in English was a cumbersome task. The course approach persuaded us that, by trial and error, by constant revision, and by a discussion with classmates and the instructor, we advanced. We did not stop until we were satisfied that the manuscript reflected our thinking.

He added that these aspects contributed to success: dialogism, peer review, modeling, ICT, guides, and discussions. These facilitated positioning *vis-à-vis* current knowledge and allowed new knowledge production enhancing personal growth and the formation of new scholars.

Ten members of the faculty of a graduate program also shared their thoughts, concluding that for academic literacy, these pointers would help:

- Be supportive for reducing students' anxiety by outlining a plan and schedule from the start, meeting with them regularly, and stressing teamwork.
- Communicate effectively by discussing the official guidelines for conducting and writing a paper, giving clear steps, criteria, and rubrics for assignments, and providing prompt feedback.
- Suggest sources and resources and work with them regularly. Accompany students in the search in subscribed and open academic databases encouraging its systematic consultation. Help them identify the most cited author for a broad and a narrow issue.
- Discuss examples and models of the academic genres and subgenres that they will read or write in. Integrate to the syllabi the analysis of recent and high-quality research reports from peer-reviewed journals. Ask them to read doctoral dissertations published recently.
- Support the students' efforts in writing short or long articles. It is a good idea to support abstracts writing in which they share their idea of a project with other communities of practice. It is advisable to have a couple of knowledgeable peers provide feedback before submitting manuscripts to a third party. Teamwork contributes to quality products.

- Assist undergraduate and graduate students to connect with networks that help them understand the profession's current trends. Conferences, webinars, and similar inspire and give self-confidence.

Programs meet university learners' needs when they connect directly to what they do at the university, which is, among other things, to determine the quality and authority of sources, interpret, assess, and decide on the relevance of academic texts. Programs require candidates to have products in the form of papers, conference presentations, or publications. This handbook supports those endeavors and extends them to other communities expanding the horizon of continued professional development with suggestions and means for the student body's insertion in networks and communities of practice as an integral part of the curricula.



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Este libro versa sobre la lectura y escritura en la universidad con acceso a las tecnologías de la información y la comunicación (TIC) que la mayoría del alumnado y el profesorado utiliza. Está dirigido tanto a lectores y escritores digitales avezados, como a los bisonos, motivados, desmotivados, reacios o procrastinadores –aquellos que dejan todo para lo último–. Esta publicación amplía los marcos de referencia para el desarrollo de habilidades discursivas en oralidad, lectura y escritura. Aspira a que los lectores –que son estudiantes, profesionales, docentes, investigadores o formadores de educadores, entre otros– que leen o escriben en lengua inglesa, sigan la trayectoria de otros pensadores atendiendo a la rica multiplicidad de capas, unas más visibles que otras, que dan cuenta de nuestras diversidades e intereses. Los ejemplos y las muestras vienen del trabajo que el autor ha realizado por varios años con estudiantes de doctorado en educación, de maestrías en didáctica del inglés y de licenciatura en enseñanza del inglés, así como programas de otras disciplinas a las cuales el autor ha sido docente invitado.

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