

APPLYING A GENRE-BASED INSTRUCTION TO DEVELOP WRITING SKILLS IN A
TENTH GRADE ENGLISH COURSE OF THE LICEO ANGLO DEL VALLE.

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Una Tesis Presentada Para Obtener El Título De
Licenciando en lenguas extranjeras inglés-francés
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CALI
2015

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1. Introduction

In today's world, by the intensive increasing of the phenomena that is called "globalization", EFL teachers can notice that a prominent and variety of communicative needs arise in classrooms. Thus, teachers come to realize that different methodologies and approaches must be created from experiences present in EFL classrooms. These teaching experiences gave results and several methodologies and approaches emerged; approaches such as the communicative one that tries to fulfill the aforementioned needs through authentic materials, communicative functions and meaningful situations.

The previous approach led into a variety of methodologies that tried to solve students' needs from different perspectives of what language learning should be.

In terms of this research, the Genre-based Instruction will be chosen as an approach to regulate the learning process present in EFL students. This approach consists of different stages that lead the students in a writing process to a final product. Also, it starts from texts related to a professional area, thus, it can be characterized as a meaningful and authentic approach whose objective and all didactical resources come from text genres.

2. Research Problem

Nowadays, English courses demand a teaching approach in which all the learning process starts from a needs analysis, which is an important step in teaching English courses. In addition, when teaching in any context, teachers must take into account other factors of language such as lexis, register, genres, and discourse types in order to articulate and design a course to assure that learner's needs are met. As these needs are meant to achieve academic or professional goals, some schools have emphasis related to areas such as business and administration.

However, generally, students from these kinds of schools do not have proficient language skills in order to speak, understand, read, or write in a second language. Though, the latter skill is considered one of the most difficult skills due to its complexity and its nature of production skill. In this work, I will apply a methodology called Genre-based Instruction in order to develop writing skills in a tenth grade of a secondary school with business emphasis to familiarize students with some genres and improve their writing skills for them to use in their professional lives.

3. Justification

This didactical proposal based on Genre-based writing instruction (GBI) to teach in a tenth grade of a secondary school with business emphasis, tries to highlight the importance to implement a teaching approach that takes into account several parameters such as the learner's needs, the use of authentic texts, specialized lexis, and mainly text genres in writing academic texts. In pedagogical terms, this genre approach gives an advantage to work from meaningful situations related to learners' expectations for learning something, because the teacher must contextualize the teaching action to fulfill them. It means that the teacher should be able to manage certain aspects of the discipline, in this case, the business area.

Therefore, the need for applying a methodology that, at least, fulfills some of these expectations increases. GBWI presents some methodological aspects that allow the teacher to concentrate on one (but not exclusively) of the previously mentioned aspects. This aspect is what we call genres. In this methodology, the teacher can work writing through genre analysis in order to let students recognize different genres related to their academic field, in this case a school with business emphasis.

4. Objectives

General objective

-To design and apply a Genre-based didactical proposal to develop writing skills in a tenth grade of a secondary school with business emphasis.

Specific objectives

-To perform an analysis of students' communicative and linguistic needs of a tenth grade in the "Liceo Anglo del Valle" business school towards English language competence.

-To gather authentic business texts as material to design the didactical units.

-To develop didactical material to teach writing genres to students of a school with business emphasis.

-To evaluate the application of the Genre-based didactical proposal between February-April 2015.

5. Research Background

Quintero, J. & Rosero, C. (2002). Propuesta didáctica para el desarrollo de la producción escrita en inglés como LE en 6to grado de educación secundaria en un colegio monolingüe.

Quintero & Rosero (2002) developed a didactical proposal for a monolingual school that consisted in two steps: in the first step, they asked their students to write several types of texts (a narrative, a descriptive and a letter). The objective was to start an analysis of linguistic and communicative needs of the students when they were writing. The second step consisted of checking their written productions to start establishing activities, exercises, and tasks to intervene in cases in which they noticed the most common flaws, mistakes and errors.

In this work, the most notorious students' errors were related to cohesion and cohesive structures in texts, the misuse of pronouns, and the lack of length in their writing productions. From this diagnostic, they proposed a didactical sequence in order to develop writing skills for different text types.

After that, they compared the two steps (pre-diagnostic stage and post-diagnostic stage) and concluded that students' written productions have improved in a 90% in terms of the use of connectors, cohesion, and cohesive structures in texts. The length of texts increased and the use of synonyms improved in their productions.

In conclusion, this work denotes the importance of implementing diagnostic tests to clarify the didactical proposal's objectives. This work evaluated students' productions and focused its attention on their communicative needs. Finally, this project concludes that every measure to improve writing skills must take place in non-stress and motivational environments focused on meaningful learning situations close to students' daily living.

Park, H. (2011). Genre-Based Instruction and the Development of Expository Writing in English.

The study carried out by Park (2011) was implemented to influence Korean's development of expository writing through Genre pedagogy. It was implemented in a spring course of nine college students; they were 7 juniors and 2 seniors majoring in English. It was intended to improve three traits such as macro-level features, text structure and grammatical features of expository writing during the treatment.

This study consisted of two stages in which students' productions were collected before and after the treatment. Park analyzed students' outcomes through several traits such as length, text structure and grammatical features including modality, voice, and connectives. He tried to expose what the effects were shown when a genre-based instruction was implemented. This application entailed Feez's (1998) teaching-learning cycle to instruct participants on how to write expository essays in English. This cycle began with an approximation of a context, a modeling and deconstructing text stage, joint construction of the text and an independent construction of text stage and finally a connection between related texts.

In conclusion, the study showed that the application of a genre pedagogy allowed students to have significant impact on their written outcomes in terms of length, theme development, text structure, and the use of rhetorical devices related to expository texts. This revealed that genre instruction positively influenced students' performances as well as their writing abilities.

Castilla, R. (2000) Propuesta didáctica para el desarrollo de la producción escrita en estudiantes de noveno grado de educación básica secundaria.

The investigation proposed by Castilla (2000) was an implementation of several units to develop and to improve the written productions of students from secondary school in a 9th grade. This didactical proposal consisted in an implementation of several stages while observing and reflecting upon the class progression.

This proposal had a diagnostic test in which an analysis of the students' mistakes and errors in their written productions was realized. It was meant to detect students' difficulties and to point out the didactical proposal to these difficulties in particular. In this diagnostic test for writing skills, students were asked to write a descriptive text and a narrative text. After this, a series of activities were implemented in order to improve, change or correct the previous found difficulties of the students. These activities were related to Cassany's methodology (1995) to teach writing and reading skills. This methodology sees writing as a process in which the teacher plays the role of a guide through it.

Finally, this research and implementation of a didactical proposal concluded that the teacher must be a guide in the students' writing processes. He/she has to establish or create meaningful situations appropriated to develop writing skills. These situations should be agreeable and free-production exercises in which fluidity and enjoyment are within the writing process. Besides, in assessing writing skills, the structural aspects of the language as well as the sense and the communicative function of the text must be considered.

6. Theoretical Framework

In this part, the theoretical bases will be established in order to have a clearer and pertinent view about genre pedagogy. This chapter will be present terms regarding the so called communicative approach as well as the Genre-based Instruction.

6.1 The Communicative Approach

The communicative approach was initially proposed in the decade of the 70's as a counterpart to Chomsky's generative grammar and the other traditional methods in which language was seen as pure structure. This approach looks beyond grammar and discourse elements to see the "nature of social, cultural and pragmatic elements of language (Brown, 1994, p. 42).

Besides the above-mentioned characteristics, this approach offers a way to address learner's contexts by recreating authentic communicative situations to develop a competence in a certain foreign language. For Brown (2007), this approach is not merely accepted as a teaching method with pre-established patterns to teach a foreign language but a principle-guided approach. They proposed several principals to describe this approach to language teaching; for example, Brown (2007) proposes the following six principles that enclose the conception of this approach:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals, therefore, must intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own style of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. (Brown, 2007, p. 43)

Brown's principles describe the communicative approach as an approach that sees the language as communication, in which the learner is guided by the teacher encouraging his own learning process.

This approach is broadly accepted in current Colombian educational system as a standard method in English teaching classrooms (MEN, 1996). The current global needs to effectively communicate messages make this a pivotal approach in Colombian educational methodologies. However, to apply this approach it is necessary to establish what to assess and expect from students' knowledge and linguistic outcomes.

6.2 The Communicative Competence

The term “communicative competence” was firstly proposed by Noam Chomsky in 1965 as a dichotomy between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations) Brown (2007).

In opposition to Chomsky's conception of competence, Hymes (1972) quoted by Brown (2007) stated that the term communicative competence is a concept that enables us to “convey and interpret messages and to negotiate meanings interpersonally within a specific context”. For Savignon (1983, p. 9) communicative competence is viewed as “relative, not absolute, and depends on the cooperation of all participants involved”. In other words, it takes place in a process of communication between two or more people. It means that for her, the concept of communicative competence is dynamic and it goes in accordance with the different contexts related to language communication. Thus, the sociolinguistic aspect of language was introduced by Hymes (1972) into Chomsky's linguistic conceptualization of competence. Thus, competence is not only viewed as a merely grammatical competence but also as the skill to use that grammatical competence in different contexts of communicative situations.

In order to clarify the concept of communicative competence, Widdowson (1983) attempted to make a distinction between competence and capacity. He defined competence as the knowledge of linguistic and sociolinguistic conventions. When the learner acquires this competence and is able to perform in different contexts with different types of texts; the phenomenon is called capacity or performance. He went beyond and gave more importance to the concept of performance due to its characteristic use in real communicative situations.

Following the previous idea, Canale & Swain (1980) declare that communicative competence is a system of knowledge about the aspects of the use of language and the language itself. For them, there are three types of knowledge: the first one is the grammatical knowledge that refers to the awareness of language's structures and grammatical components. The second one is the knowledge of the use of language in different social contexts in order to communicate. Finally, the knowledge of the function of language.

Following the aforementioned definitions, Canale (1983) went beyond and classified these three types of knowledge in communicative competences that are now called grammatical competence, pragmatic competence, and sociolinguistic competence. For Savignon (1983) the performance is an open manifestation of competence in language. Thus, to assess and observe competence it is only possible through the performance of the learner in a communicative situation.

6.2.1 Grammatical or Linguistic Competence.

The concept of grammatical competence, also known as linguistic competence, was introduced by the linguist Noam Chomsky (1965) as the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Others authors such as Yano (2003) defines this competence as “the acquisition of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is usually called linguistic competence” (p.75). This competence means that the learner acquires the language’s structures in order to communicate his message. Therefore, the learner must be aware of some aspects of the grammatical competence such as the lexis, the phonetics, the morphology, the phonology, the syntax, and the semantics of the target language.

Other theoreticians used Chomsky’s concept to develop more elaborated concepts. For example, Canale & Swain (1980) stated the linguistic competence as the mastery of the linguistic code (syntax, semantics, morphology, phonetics and lexis of the language).

In other words, this competence differs from the pragmatic and sociolinguistic competences due to its focus on only the structural and systematic nature of language. This view of language was mostly presented in methods such as the audio-lingual before the conceptualization of “language as communication” established by Widdowson (1978).

6.2.2 Sociolinguistic Competence.

The British Council (2001) establishes in the Common European Framework of Reference for Languages that the sociolinguistic competence is understood as the reference to “the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community)” (p. 13).

It is important to state that these conditions affect the communication when two language users from different cultures interact due to the distant contexts of language use. For Hymes(1972) this competence refers to the knowledge of the rules and conventions in the use of

the language in a context; Canale & Swain (1980) complement this view by adding that this competence also endorse other factors such as sex, economic status, and age that influence the discourse and registers of the language users.

6.2.3 The Pragmatic Competence.

When referring to pragmatic competence or discourse competence Canale & Swain (1980) state that this competence frames the mastery of the discourse rules in a language. These rules enable the user to produce meaningful spoken or written texts with the correct function in a specific context of communication. Besides, Canale (1983) highlights the importance to understand the sociolinguistic conventions and the rules of the discourse to understand the meaning of the user's message. Therefore, the knowledge of these rules allows the language user to interpret and comprehend other discourses and language functions, even in different cultural contexts.

In addition, The British council (2001) adds that this competence is not only concerned with the functional use of linguistic resources, it also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody" (p.13). Thus, this competence has to do with the identification and use of different language functions within different types of contexts and situations. Therefore, having a pragmatic competence allows the language user a wide variety of linguistic and discourse resources in order to effectively communicate his message in different contexts and in different language registers.

In conclusion, these competences define the communicative competence as the learner's ability to produce different types of linguistic outcomes in different social or academic contexts.

And it is important in terms of this research because it allows having a clear and pertinent view on what our genre approach will assess and propose for this pedagogical exercise.

6.3 The Genre-based Instruction

The genre-based instruction regards the mastery of different texts as its main goal inside the communicative competences. In addition, it is the “teaching of language based on results of genre analysis” Sadeghi (2013). Thus, this refers to the study of how language is used in different settings; in this case, written and spoken texts produced in a specific context. Here, we establish Richards’ (2006) definition of texts as a “structured sequences of language that are used in specific contexts in specific ways”. It means that every spoken or written language expressed in daily as conversations, letters, or a discussion is a form of text that can be taught through this view in the English language learning area.

At some point, learners are going to be able to produce different spoken or written genres that belong to a specific context through teacher’s help who must be well-versed in the specific profession.

According to Feez and Joyce (1998) in Richards (2006), GBI is based on an approach that consists of explicit explanation on grammar structure of different forms of language and production of context-related texts in which the linguistic skills are generally presented through the development and production of these texts. In accordance with Richards (2006) “learners in different contexts have to master the use of the text types occurring most frequently in specific contexts.” These specific contexts are related to the academic and professional life. GBI “prepares for the real world writing” Mansfield (1993).

In this approach, the focus of the language learning is “the emphasis on the creation of meaning at the level of the whole text.” Derewianka (2003). In other words, meaningful learning is related to texts that students are directly related to. Here, students are learning to communicate effectively through the acquisition and production of different spoken and written texts that are linked to their professional and academic areas.

Implementing GBI requires a series of steps in which the learners will go from the guided lesson planned by the teacher until an independent production of the text that is taught. Feez and Joyce (1998) propose a five stage instruction for teaching writing and speaking skills using the aforementioned approach. These stages consist in a first look to the contexts in which the texts are used. Here, the text’s patterns and registers are explored within a context; also, model texts are compared to others to highlight relevant structures. Then, the target text is modeled through some activities such as the identification of descriptive structure of the text to be taught explicitly to learners. After this, learners begin a stage in which they start the construction of the text by a gradually reduced guide of the teacher. In this stage, activities such a skeleton text comparison and jigsaw activities are very common. Finally, learners reach independence in their own production process; here they start to link the text to related ones in a similar context to highlight common or different structural patterns. Learners produce in target language and develop an awareness of different communicative contexts presented in different professional and academic areas.

6.3.1 What is genre?

Regarding Genre-based Instruction, a concept as genre must be clarified to identify what type of language is going to be examined and described in this research. First of all, genre is defined “as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognized grouping of texts based on properties other than lexical or grammatical (co-)occurrence features” Lee (2001, p. 38). In addition Swales (1990) in Fitrawati (2009) describes genre as:

A class of communicative events with some shared set of communicative purposes. The communicative purpose of particular genre is recognized by members of the discourse community who establish the obstacles on what is generally acceptable in terms of content, positioning, and form for a particular genre. (Swales, 1990, p. 90)

It means that genre is generally defined as a text that is related to a cultural and communicative purpose within a social context, it responds to a social need and not to a strictly grammatical structure. Most common genres are recipes, personal letters, reports, brochures, and specially, in this case, genres that come from commercial areas such as memorandums and business letters.

In a foreign language teaching classroom, the application of the genre concept is a result of the use of a communicative approach to language during the 60's and 70's that tried to overcome the paradigm of traditional descriptive methods to stress “the role language plays in helping learners achieve particular purposes in context” (Hyland, 2007, p. 150). Thus, genre in

pedagogy is related to writing and reading as processes carried out in a communicative context and not as technical abilities.

6.3.2 The Genre Pedagogy.

The communicative approach allows the learner to associate the language production to meaningful contexts and language needs. In this case, the genre pedagogy goes deeper and tells the learner to go “beyond syntactic structures, vocabulary [...] to exploit the expressive potential of society’s discourse structures” (Hyland 2007, p. 151). Hence, genre pedagogy allows the learner and the teacher to explore the contents and contexts of spoken and written communication within a structured way to learn and teach writing and speaking.

Furthermore, genre pedagogy offers awareness to learners of how language works in a text under certain context patterns such as culture, registers, functions, and descriptive language. This gives the teachers “something to shoot for making writing outcomes clear rather than relying on hit or miss inductive methods whereby learners are expected to acquire the genres they need from repeated writing experiences or the teacher’s notes in the margins of their essays” (Hyland, 2003). In addition, authors such as Derewianka (2003) state that “the emphasis is on the creation of meaning at the level of the whole text.” (p.135). This pedagogy takes the texts as a starting point in the teaching practice field. That is to say, genres in pedagogy allow teachers and learners to recognize, analyze, and produce target texts after a systematic and meaningful approach of their linguistic needs in order to master language skills such as speaking and specially writing in a foreign language.

6.4 Writing in a Foreign Language

Writing in a foreign language has become a very important area in the teaching language field, since the Communicative Language Approach started to change the paradigms of learning and teaching a foreign language (Hyland, 2003). Since the 80's decade, many theories have begun to categorize and describe methodologies to reach the stage of writing production in a foreign language.

The use of authentic material and contexts in classroom facilitated the focus on communicative purposes in writing, as well as, the emphasis of learners' intrinsic motivations to learn (Brown, 2007). Thus, it has made easier the labor of teaching production skills such as writing and recognized the different competencies that a learner must have in order to produce pertinent and well-structured texts.

However, the introduction of several methodologies caused different dichotomies in the world of teaching writing in a foreign language. For Brown (2007) these dichotomies are presented in the paradigms of process-production. In this case, the focus goes from one to another; some teachers transform their lessons into a product-based methodology in which learners must emulate certain text types or genres. On the other hand, the process-based methodology focuses more on the cognitive exercise before writing a complete text; it means that it emphasizes on activities such as construction and organization of ideas, drafting, revising, and so on. The latter, as Shih (1986) quoted by Brown (2007) proposes, is defined by the following characteristics:

- a. focus on the process of writing that leads to the final written product;
- b. help student writers to understand their own composing process;

- c. help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. give students time to write and rewrite;
- e. place central importance on the process of revision;
- f. let students discover what they want to say as they write;
- g. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. encourage feedback from both the instructor and peers;
- i. include individual conferences between teacher and student during the process of composition. (p. 335-336)

Nevertheless, Brown (2007) continues and establishes that these two views of are not strictly exclusive of each other but as he states in a phrase “process is not the end; it is the mean to the end” (p. 337). It can be inferred that approaches such as Genre-Based ones can integrate both views in order to materialize an integral methodology that fulfills the standards of a complete teaching practice to writing in a foreign language in which the cognitive processes and linguistic outcomes will be taken into account through didactical resources.

In order to carry out a good pedagogical practice in teaching writing, the teacher must guide the learner and let him know what outcomes he must present when he reaches the final stages of producing a final text. Therefore, knowing how to assess production skills such as writing is truly fundamental to reach objectiveness when evaluating learners’ outcomes.

6.5 Assessing Writing Skills

It is hugely essential to assess learners' performance and "measure [...] the progress they make" (Harris & McCann 1997, p.2). In order to assess writing skills, the Common European Framework (2001) states two different types of assessing production skills such as the Analytic assessment and the Holistic Assessment. In this project, the focus will remain on the first one. In the analytic assessment, the teacher must look closely at different aspects presented in learners' performance to qualify as objective as possible his production in a foreign language. According to the CEF (2001), these aspects can be presented as pronunciation, text structure, lexical accuracy, syntax, and semantic patterns.

They are put in a rubric and given a scale which the teacher must use to assess performance and rate learner's outcomes. Here, the teacher establishes criteria that must be "as reliable as possible" (Harris & McCann, 1997). Also, students must know what is expected from them in order to clarify what aspects they should intensively focus on their performances. However, when assessing productions skills, it is possible to be highly subjective when grading a learner's production, hence, for these cases, the CEF (2001) establishes three characteristics that an assessment must have in order to carry out a good exercise of analyzing learner's outcomes; these are the validity, feasibility, and the reliability.

According to the CEF (2001), validity refers to the accuracy in showing learner's proficiency in the foreign language and it is related to the concept of reliability which is the accuracy of the proposed criteria by the teacher. In this case, reliability let the test to be precise in diagnosing different learners' performance. Finally, the feasibility relies on the practicality of assessments

which is “particularly an issue with performance testing” (p. 178). Here, teacher must take into account aspects such as time and number of categories in a rubric or scale grid.

In conclusion, assessing writing skills must rely upon several aspects that let teachers to be as objective as possible in analyzing learners’ performance when producing different written texts in a foreign language. In addition, assessment points out the importance of the feedback as a tool for learners to improve weak aspects presented in their linguistic outcomes.

7. Methodology

In the following chapter, several aspects of this research are going to be described; aspects such as participants, materials, procedures, and the method of analysis for the gathered data. This chapter will allow the reader to understand the context where the research took place.

Moreover, it is a must to state that in this research work a genre-based instruction was applied to develop writing skills in a tenth grade of a secondary school when addressing the production of business-related type of texts. A genre-based instruction is defined by Richards (2006) as a product and process approach that looks for the mastery of different genres of text.

7.1 Type of Research

This research is framed in an action-research type due to its nature which consists of a four-stage investigation (observing, planning, acting, and reflecting) that aims to solve a specific problem or phenomenon presented in classrooms. The action-research is a cycle-type procedure in which reflecting can or cannot be the last stage in a problem-solving research, because it can occur that the taken measures are not satisfactory, in consequence, the procedure should be repeated until solving the problem.

In addition, this research is a prospective-type research study in which the observer gathers data from his personal observations on the subject of study. Also, this study is described as experimental and linear, because the observer intervenes to apply, in this case, a didactical proposal and then analyze its impact after its application.

7.2 Population of Study and Context

All students were 10th graders from the “Liceo Anglo del Valle” located in “Caney” neighborhood in the city of “Santiago de Cali”. The course was composed for 24 students whose age was between 14 to 15 years old. The participants in the research were observed in the first semester of 2014 in the course “Inglés.” This research was carried out in timespan of two days per week during several classes which had from one to two hours length. It is pivotal to state that in this research, the teacher was also the observer of the activities performed in class.

The school has an elementary and secondary academic level that is located on the street 46 # 81A-12 in the neighborhood called Caney in the city of Santiago de Cali. This school consists of a 4-floor building in which all the grades operate in single 3x8 meter rooms. This school is equipped with video beam machines for each classroom and the average of students per classroom is 20. It offers an intensity of five hours of English as a second language. It is also important to state that this school offers a business emphasis for its students; they take classes of business project and accountability.

7.3 Materials

In this section, the materials used by the teacher/observer to gather data are going to be described.

In this research, three data collection instruments were used: observation, a diagnostic test, and a journal. The observation allowed the researcher to write about the phenomena occurred in the classroom. This helped the researcher to recognize the flaws and the strengths of the

pedagogical exercise performed by the teacher during classes. These observations took place between September and October 2013.

Before applying the didactical proposal, the researcher formulated a diagnostic test for writing skills to sound out students' proficiency in this linguistic skill. This diagnostic was also applied at the end of the application of the didactical proposal. In addition, these diagnostic tests were assessed through rubrics with a series of analytic scales that covered linguistic and communicative aspects of students' texts.

Finally, the journal was used to write down the experiences that came out of the application of the didactical proposal. This instrument allowed the teacher to have a clearer view of the phenomena that took place during this pedagogical exercise and to adopt measures for further interventions with the aforementioned proposal.

7.4 Methodological procedure

In this research, several stages took place in order to apply the didactical proposal aimed to develop writing skills through a genre-based approach regarding the production of business-related formal texts.

The first steps consisted of observing several classes in which some writing exercises were applied to the aforementioned students. Then, the teacher-researcher applied a diagnostic writing test to gather evidence of students' performance.

The results of the diagnostic allowed the teacher to create a didactical sequence through a genre-based approach to teach writing skills with business text genres.

After the previous stages and the application of the didactical proposal, a final test to assess writing skills was carried out. The final diagnostic tests were two writing exercises which are the final students' productions after the application of the didactical proposal.

To be clearer and more consistent with this research, it is important to state that the didactical units the researcher used to evidence students' performance included different types of exercises that guided the student to achieve or improve his writing skills regarding the production of business text genres. These units presented exercises regarding familiarization and recognition of linguistic registers presented on authentic texts related to the business area. Also, they presented exemplifications of the texts and explanations of structures that they had in order to let students understand and identify them for later use.

8. Result Analysis

The results of the didactical units will be analyzed in the following section in order to present the advance of this pedagogical exercise. The analysis will take an overall view of the results and then, it will take each evaluating trait to present a more detailed view. In addition, several traits will be considered to make an analysis in which the students' outcomes will be exposed to. These traits are grammar, focus and organization of the ideas, text structure, and language use.

First, we are going to analyze the results of the application of the didactical unit to write a business letter (see appendix A.) Then, the analysis of the unit to write business memorandums will take place (see appendix B.)

8.1 Writing a Business Letter Unit Analysis

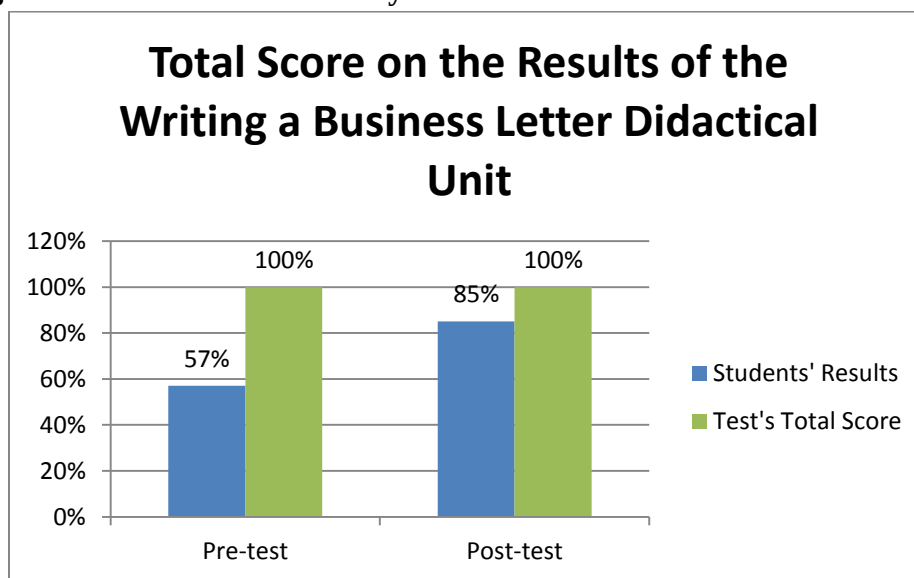


Figure 1. In this bar chart, we can visualize the overall results of students' productions in accordance with the rubric used to assess them in the writing a business letter didactical unit (see appendix C.)

The figure 1 shows an important evidence which demonstrates that the application of the unit was successful. There was an improvement of the 28% after the application of the unit in all the

assessed traits. This is a positive balance generally speaking. However, in order to be as objective as possible, the traits will be individually analyzed to see which were the most positive for the students or which were the ones that needed more attention.

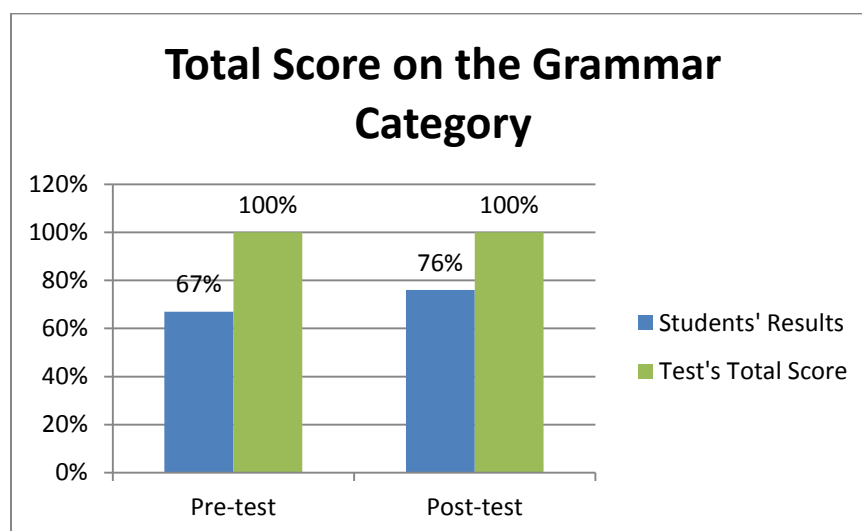


Figure 2. In this bar chart, the grammar trait results of writing a business letter didactical unit are shown.

In the previous bar chart, there is a slightly improvement on the trait; It is only a 9% of advance in students' productions comparing the pre and the post stages of this pedagogical exercise (see figure 2). There is not a big improvement due to the focus of the didactical unit was aiming to develop an awareness of the linguistic genre and text structure and communicative function (see appendix F.)

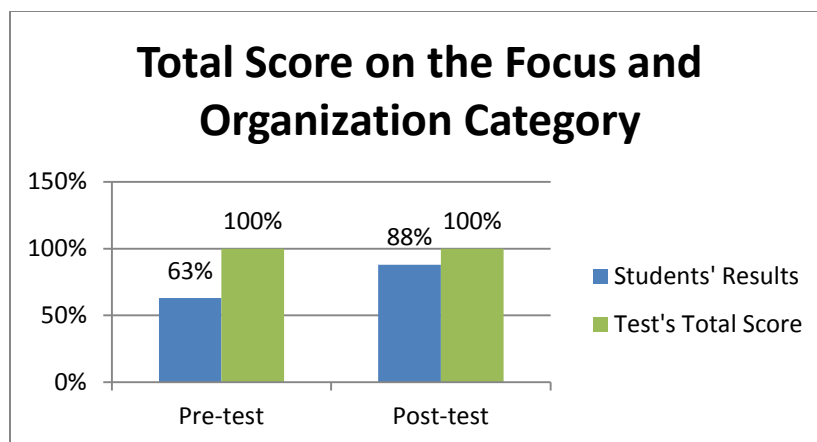


Figure 3. Focus and organization trait chart in which the results of the rubrics are analyzed.

In the “Focus and Organization” category, students’ capacity to understand that there is an intended audience and paragraph structure were assessed through a rubric (see appendix C). The results are positive as we can see in figure 3; there is an improvement on students’ comprehension of 25% which is a clear sign of the effectiveness of the didactical unit (see appendix F.) Exercises of comprehension were carried out in order to develop the awareness of an existent audience which has certain features that the writer must comprehend to let his message be clearly understood (see appendices A & F.)

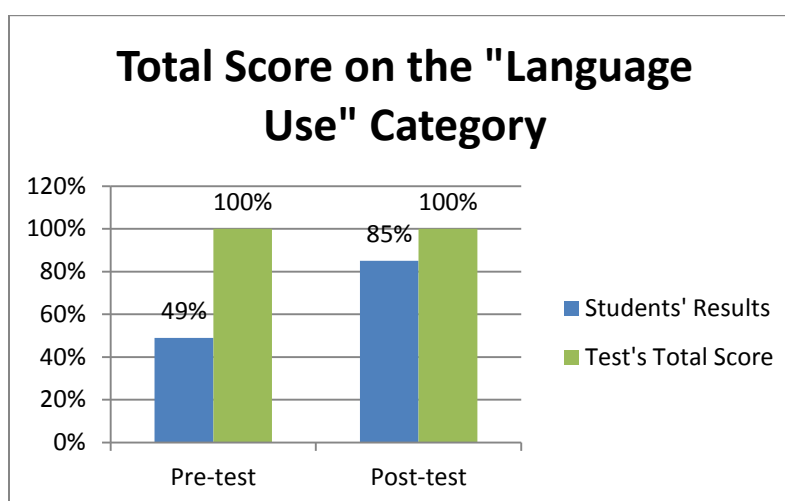


Figure 4. Results of students’ business letters seen from the language use category.

In figure 4, students' skills to correctly use language in order to reach a better communication are evidenced (see appendix F). A 36% of improvement is shown (see figure 4). It means that the didactical unit achieves the goal of allowing students to recognize that there is a concept called register that has a cultural connotation and hence it influences their outcomes. They recognized this concept and realized that each text aims to a certain and pertinent audience and thus, the language cannot be used indiscriminately; for more evidence you can check appendix F.

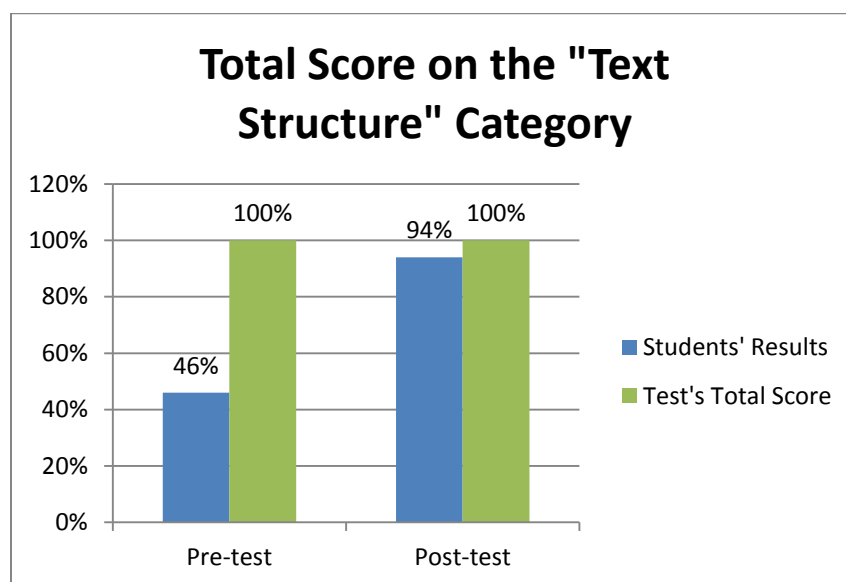


Figure 5. Results of students' business letters seen from the text structure category.

According to the results (see figure 5) one of the categories that has shown a notable improvement in students' productions is the category "Text Structure". It has a remarkable 48% of better performance and written outcomes regarding the pre and post stages of the unit. It means that the didactical unit accomplished its objective due to its focus was to create and make an awareness of this category on students. Students comprehended that genres have certain patterns and structural traits that characterized them in order to efficiently communicate their message to a target audience. Most of the students understood this category and followed

instructions and text-models to create their own productions with a pretty good structure. They respected the parts of a business letter and this eased the comprehension of their productions even when they had some grammar mistakes (see Appendix F).

We can observe that the first didactical unit has a positive balance overall. The results are positive and they provide us with the information that this unit accomplished its objective and led the students into the recognition of genres' structures. It also allowed students to see that registers are present in written productions as well as an order or organization in the texts.

8.2 Writing a Business Memorandum Unit Analysis

Continuing with the results analysis, the next figure will show us a general result of the unit to write business memorandums (see Appendix G.) This bar chart gives us a perspective of the pre and post stages carried out in this unit.

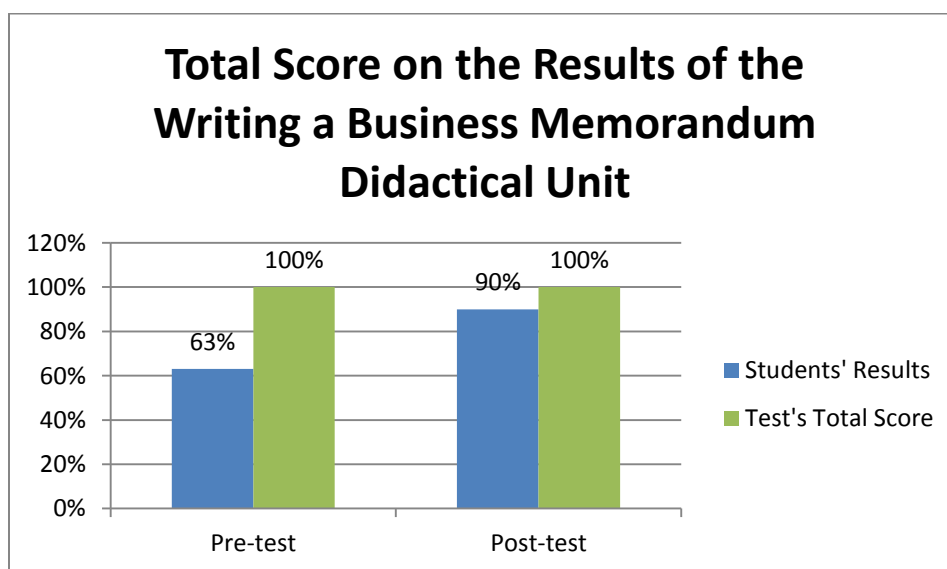


Figure 6. In this bar chart, we can visualize the overall results of students' productions in accordance with the rubric used to assess them in the writing a memorandum didactical unit.

As we can see in figure 6, there is a positive result in the balance between the pre and post stages. This can possibly mean that the unit has efficiently accomplished its objective; however, in order to profoundly analyze the results and the efficacy of this unit, we must separate the evaluated categories and assess them.

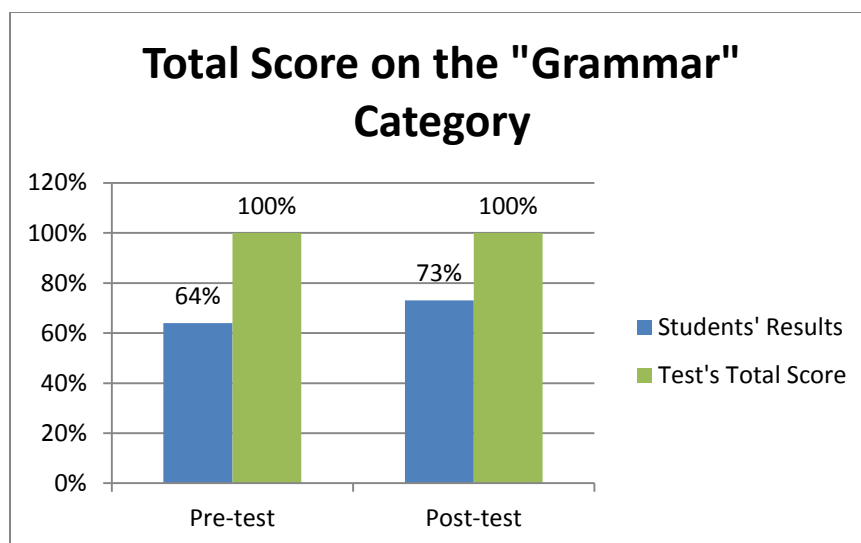


Figure 7. In this bar chart, the grammar trait results of writing a business memorandum didactical unit are shown.

Grammar did not have a big improvement in the application of this unit. Students' attention was not focused on this trait. Even when it had a slightly improvement, there is no reason to say that this unit achieved what the teacher targeted in this case. Only a 9% of improvement is shown (see figure 7). Although the unit's focus was text structure, it did not help very much to improve students' grammar structures (see Appendix G.)

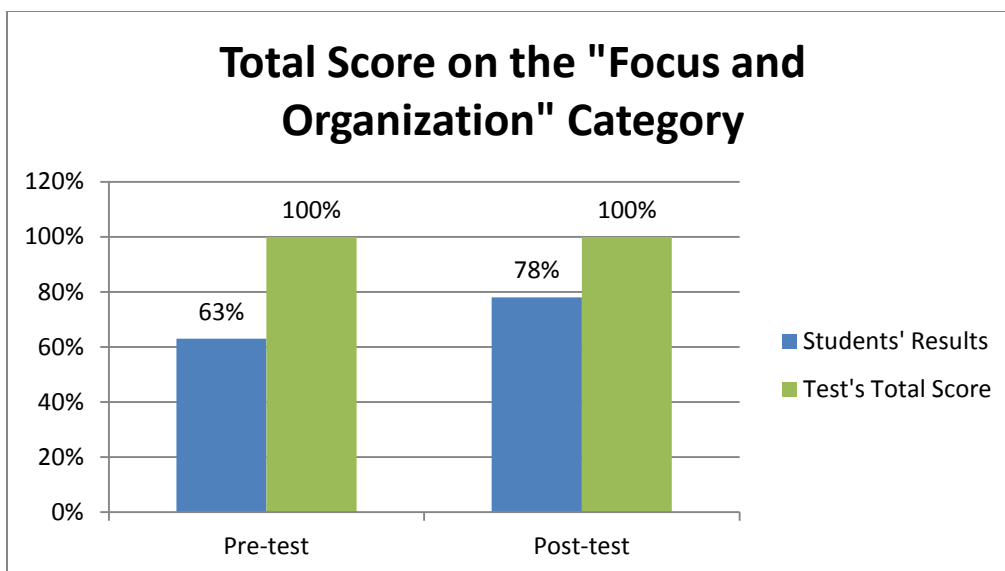


Figure 8. Results of students' memorandum texts seen from the language use category.

Following with the analysis of each category, “Focus and Organization” shows a similar result to the grammar category (see figure 7 and 8). It did not have a big impact on students' performance. It only has a 15% of positive balance which is not a good due to its lack of positive general influence on students (see Appedix G.)

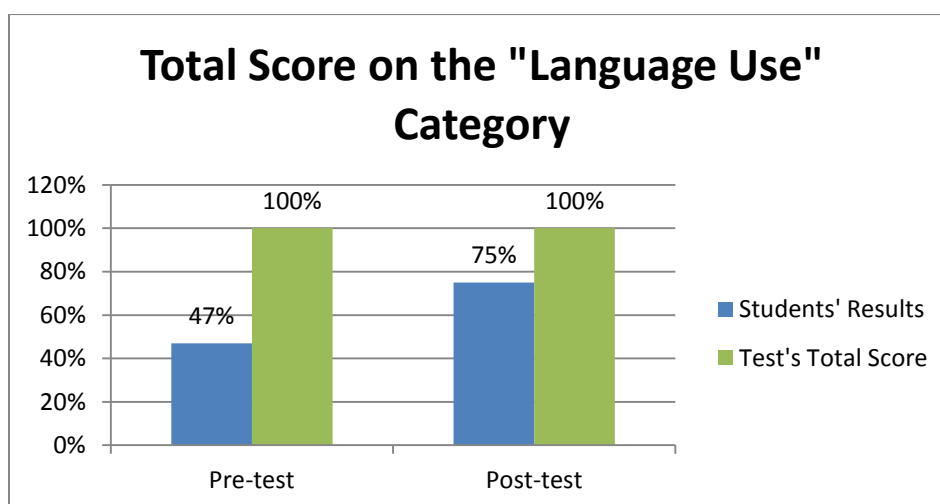


Figure 9. “Language Use” trait chart that shows the results of the rubrics after being graded.

In contrast of the previous analyzed category, “Language use” had a better performance on students’ productions. A 28% of positive balance is shown in the chart (see figure 9). It means that as in the case of the business letter category (Language use) students realized about the importance of the use of pertinent language for an intended audience. By this time, students recognized the concept of language register and so their productions and their results support this statement (see Appendices B & G.)

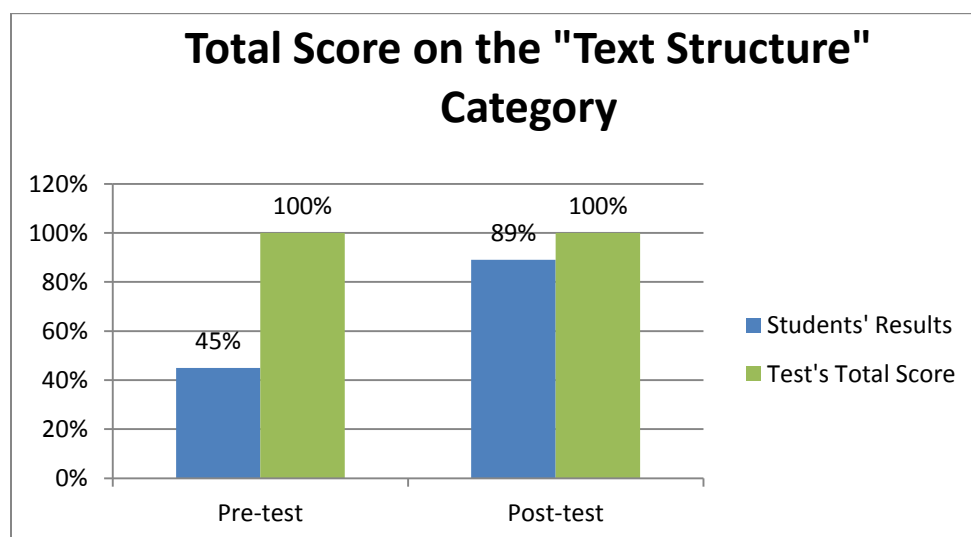


Figure 10. Results of students’ memorandums seen from the text structure category.

Finally, the “Text Structure” category is positively shown in this chart (see figure 10). A 44% performed better between the pre and post stages; it means an almost 50% of improvement which is very important for students. The unit clearly accomplishes in developing and improving students’ awareness of an existent structure that characterizes genres. Most of the students took this into account to properly write their own texts which led to a better comprehension for the reader, in this case, the teacher. In the pedagogical exercise, the teacher could observe that

students tried to write through specific patterns that characterized the memorandum type of text (see Appendix H.)

In conclusion, both units had positive balances which let us to say that their application was successful. Students showed a good performance after the implementation, and their impact is clearly evidenced. Categories such as “Text structure” and “Language Use” presented the more positive balance probably because the teacher focused the attention on these two as a first approach of this valuable Genre pedagogy (see Appendix A & B.) Also, students developed awareness on concepts such as language register and text structure which let them understand that all genres have patterns that characterize them; hence, they must take them into account in order to write a good text that effectively communicates a message.

9. Conclusions

After applying the two didactical units and the analysis of the collected data, this pedagogical exercise produced several results that must be considered as an important contribution in the field of research and the application of different methodologies in the teaching of foreign languages in high school education.

Results were analyzed in the previous section and some conclusions are proposed. First, the effectiveness of the two didactical units was tested in two moments in which students' performance was evaluated in a pre and post stage. Here, the rubric results brought a positive balance in all the assessed traits on students' written productions. It means that the application of the units was effective and guided the students to recognize genre characterizations.

Students took into account patterns such as the proper use of language registers which allowed them to understand the cultural background presented in all sort of texts. In other words, culture was taught through a genre-based approach that led students to a process of understanding the different levels of registers presented in the real world. They understood that texts such as business letters and memorandums are written under certain cultural parameters that provide a better and effective way to communicate their message.

Another issue that was solved was the lack of knowledge and understanding of structural characteristic presented in the genres.

The category concerned to structural patterns was called "Text Structure" which was one of the most positive results that the rubrics showed after the assessment of students' productions. This structural and descriptive pattern allowed students to raise awareness on the different parts

that a text must have in order to accomplish its communicative function. Students understood the structural sequences of the business letters and business memorandums that led them to write efficient outcomes that fulfilled communicative function. Almost all the students' outcomes were characterized by proper use of language register and correct structural formation of text's ideas and organization.

In addition, it has to be said that the communicative nature of the genre approach was correctly applied. The units had different components that helped students to reach a communicative competence in writing texts. These components went from the use of authentic material related to the genres to the application of diagnostic tests to identify students' communicative needs. Furthermore, the teaching of communicative functions through texts is another positive result; it means that students realized that they were trying to write a text but with a specific intention of communicating something to a target audience, thus, they had to take into account the language registers, text structure, text-models, and the objectives of writing such text that was closely related to a language function.

On the other hand, the units did not accomplish so well in the category "Grammar". The rubrics did not produce a good positive result regarding the pre and post stages applied in this academic process. This result is due to the lack of grammar lessons during the application of both units because the researcher wanted to focus more on structural and organizational aspects of the genres. They do not preset rich grammar content even when a characteristic of genre-based approaches say that grammar is taught explicitly. This is a lack of proper content to guide students to improve their writing skills on this matter, though their written text were comprehensible through the other assessed categories by the teacher. Grammar is an aspect that we must reconsider for further investigations or interventions.

To sum up, the application of these two units to develop writing skills gave positive results on students' performance in a foreign language, in this case, English as a foreign language. It impacted students' capacity of writing texts that fulfilled and satisfied a communicative function in a cultural and related context to their reality due to the administrative emphasis of their school. The application also benefited students' professional contexts due to these units tried to satisfy the communicative needs that these specific students would present in the future. Students showed a significant improvement on their writing skills and an enhancement on their communicative competences that allowed them to produce different types of texts in an efficient way. Researches like this can help secondary schools that try to emphasize their education towards a target area; it allows them to highlight aspects to consider when building up their respective curricula in EFL area. To close, this research could be improved by focusing more on the structural organization of the sentences as well as grammatical aspects of English, though this is a first approach to the Genre-based Instruction.

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Appendix

Appendix A : Unit# 1 “Writing a Business Letter”

UNIT #1 “Writing a Business Letter”

Objectives:

- To identify the different contexts and uses of the letter in the business field.
- To recognize the different parts that constitute a business letter.
- To be able to write a business letter taking into account the different elements that an appropriate letter must have.



1. Contextualizing the business letter

What is a business letter?

A business letter is a formal way of communicating between two or more parties. There are many different business letters. They can be **informational, persuasive, motivational, or promotional**. This type of letter is used in the business field as way to communicate in a respectful and direct way.



Elements to write a good business letter:

- **The audience:** this element is very important due to the language that you have to use in order to address to another party. If you are writing to a human resource department, avoid using technical language to let the reader understand the objective of your message.
- **The objective:** you have to clearly state the objective in order to be straight and not vague about it. The person that reads your letter must understand what the letter is about without any difficulty.
- **Language register:** this one is related to the audience element because you have to be polite and courteous all the time when writing a business letter. You have to avoid slangs and even contractions.

(Taken from <http://www.ecasd.k12.wi.us/>)



ACTIVITY #1:

- Would you use the same language to write different types of letters such as an informal letter or a business letter? If not, why?

A//

- In your own words, what do you have to take into account in order to write a good business letter? Explain why.

A//

- Match the column A with column B to create meaningful sentences, then decide if they are used in formal or informal letters. Write F or I next to each.

COLUMN A

1. I'm really sorry
2. I'd love to
3. Thanks for your
4. Should you have any

Other question,

5. We are pleased
6. We would be grateful
7. With reference to
8. I can't wait
- .
9. We look

COLUMN B

- A. if you could send us your contact information.
- B. forward to hearing from you again.
- C. please do not hesitate to contact us.
- D. to hear from you again!
- E. I didn't write sooner.
- F. letter which I received on May 14.
- G. to inform you that your application has been accepted
- H. your letter of April 15th, we would like to confirm your registration
- I. be in touch with you



2. Exemplifying the business letter

The following letters are models of what we call a “business letter”.

Example of a business letter

Letter #1

Dreamtime Movies Universal Ltd

54 Oxford Road, Skagnes SK3 4RG

Tel: 0223 123 4567

Email: info@dreamtimemovies.com.uk

October 12, 2009

Lingua Services Galactic Ltd

69 Milk Street

LONDON SW7 6AW

Subject: Translation Brochure

Dear Sirs,

I should be grateful if you would send us your brochure and price list about your translation services.

We are currently developing our sales literature and web sites and are interested in translating these into five languages apart from English.

I look forward to hearing from you.

Yours faithfully

Andrea Philips

Andrea Philips

Marketing Manager

(letter model taken from <http://www.englishclub.com/business-english/correspondence-samples.htm>)

Letter #2

Lingua Services Galactic Ltd
69 Milk Street, LONDON SW7 6AW, UK
Tel: +44 20 123 4567 Fax: +44 20 765 4321
Email: info@linguaservicesgalactic.com

Date

Ms Andrea Philips
Dreamtime Movies Universal Ltd
54 Oxford Road
Skagnes
SK3 4RG

Dear Ms Philips

Translation Services & Fees

Thank you for your letter of 22th January enquiring about our translation services.

Lingua Services Galactic offers a full range of translation services to help you in the development of sales literature and web sites. I have pleasure in enclosing our latest brochures and price list from which you can see that our prices are highly competitive.

I look forward to calling you in a few days.

Yours sincerely

James Brown

James T Brown
Sales Manager

(taken from <http://www.englishclub.com/business-english/correspondence-information-sending.htm>)

Letter #3

Sampson's Stationary
30 Silverstone Ave
Kamloops, BC
V2A 8B1
Tel:250-429-0002

February 21st, 2014

Mr. Ken Davis
Hanson's Montessori School
15 Main St.
Kamloops, BC
V2A 7B5

Dear Mr. Davis:

Outstanding Invoice

Our records show that you have an outstanding balance dating back to January, 200-. Your January invoice was for \$445.00 and we have not received this payment. Please find a copy of the invoice enclosed.

If this amount has already been paid, please disregard this notice. Otherwise, please forward us the amount owed in full by March 1st, 20--. As our contract indicates, we begin charging 5% interest for any outstanding balances after 30 days.

Thank you in advance for your cooperation. We hope to continue doing business with you in the future.

Sincerely,

Maria McPhee

Maria McPhee
Accountant

(taken from <http://www.englishclub.com/business-english/correspondence-payment-request.htm>)



ACTIVITY #2

- Compare the previous letters with the following letter #4 and list the differences you can find.

Letter #4

Dear Rosella,

How are you doing? When I got your letter last week I realized we haven't talked in months. Thank you so much for including the pictures of your new house and inviting us to visit you in Brazil this summer. I always wanted to go there, but I'm afraid we will not be able to make it this summer. Maybe you can visit us instead in Australia? We have just moved to the coast 3 months ago and I've decided to quit my office job. Instead, we're now running a small café in a historic beach house. It's quite exciting, but also a lot of work: I get up at 5 a.m. every morning and we usually close after 11 p.m. The house was quite run down when we bought it, but now it looks fantastic. Obviously, I can't close the café for several weeks during summer as we just opened a few weeks ago.

We also adopted a puppy named "Spotty" we can't take it on the trip. I attached a few pictures to the letter and I hope they will convince you to come here this summer. Just let me know.

Yours Sincerely,
A. B.

(Letter model taken from <http://www.ieltsbuddy.com/task-1-general-training-informal-letter-to-a-friend-invitation.html>)

List of differences

- 1.
- 2.
- 3.

- Now compare letters #1, #2 and #3 and write the patterns that they have in common.

- 1.
- 2.
- 3.
- 4.

➤ What are the purposes of each letter? Write them down.

Letter	Purposes
Letter #1	
Letter #2	
Letter #3	
Letter #4	



3. Parts of a business letter

A business letter has a common format which helps the reader to easily understand the letter's message. Here we have a model of the elements that a business letter must have.

Company's name

Sender's address (1)

Date (Month Day, Year) (2)

Mr./Mrs./Ms./Dr. Full name of recipient.

Title/Position of Recipient.

Company Name

Address Line (3)

Dear Ms./Mrs./Mr. Last Name: (4)

Subject: Title of Subject (5)

Body Paragraph 1

....

.....

....

...

Body Paragraph 2

....

.....

....

...

Body Paragraph 3

....

.....

 ... (6)

Closing (Sincerely...), (7)

Signature (8)

Your Name (Printed) (9)

Your Title

(Model taken from

http://www.ecasd.k12.wi.us/faculty/shaslow/business_letters_and_logo_samples.pdf)



ACTIVITY 3

- Identify in letters #1, #2, and #3 the different parts or elements of a business letter and write them down.
- What are the objectives of each body paragraph in letters #1, #2, and #3?

Letter	body paragraph 1	body paragraph 2	body paragraph 3
Letter #1			
Letter #2			
Letter #3			

- Read the following text and discuss it in with your classmates and teacher.

The Twenty-Eight Most Common Letter-Writing Errors

If you've ever seen a batch of letters sent in response to a want ad, you know they can be hysterically funny. A random sampling usually demonstrates every mistake in the book (like sending the letter to the wrong company). Here are twenty-eight common errors to avoid:

1. Addressing letters, “Dear Sir:” or “Dear Sirs:” As you know, many readers today are women. If gender is unclear, the salutation should be something like “Dear Hiring Manager,” or “Dear Human Resources Manager.”
2. Addressing letters, “To whom it may concern.” Find out who will receive the correspondence, and address it personally. One company received a letter addressed to “Dear Whomever,” to which an employee replied, “I’ll answer to anything but this!”
3. Enclosing a photo. Skip the photo unless you’re a model or an aspiring actor. 4. Handwriting or typing over an old resume or letterhead. If you’ve moved, start over. Changes on old documents aren’t acceptable.
5. No signature. Even if you type your name at the end of correspondence, you should sign the page in your own handwriting to give it a personal touch.
6. Spelling errors. One applicant said he was well suited for “writting and editing chores... contac t (sic) me at the adrwws (sic) below.” Would you give him your editing work? Another writer said she would enjoy “hearing form (sic) us.” Word processing spell checkers make mistakes; so proof everything.
7. Not checking grammar. One person wrote, “It sounds exciting and give me (sic) the opportunity to use my skills.” Check your letters for correct sentence structure. Have friends review them too.
8. Handwriting letters. Brief 30-word thank you notes can be handwritten, if legible. All other correspondence should be typewritten or word processed, even if you have to borrow a word processor or pay a secretarial service. Handwritten letters don’t say “business.”
9. Using a Post-It Brand Note as a letter. Post-It Brand Notes aren’t letters. Using one says, “This isn’t important. I was too busy to write a real letter.”
10. Using the word “I” too much. Some letters are filled with 20 or 30 I’s. Make sure yours aren’t. Advertising is about “you.” Emphasize “you” rather than “I.”
11. FAXing letters unexpectedly.
12. Forgetting to include your phone number. One woman wrote, “Please call me at home,” but didn’t include a phone number.
13. Cluttered desktop publishing. With the advent of PCs, some job seekers feel the urge to “be creative” using various type sizes and fonts. Avoid this in business correspondence. Except in rare cases, business letters should look conservative. If you want to be creative, do so in your choice of words.
14. Using a post office box as an address. Except in rare cases, such as conducting a confidential job search, use a street address. Post office boxes seem “transient.”

15. Oddball phrasing, such as “an opportunity to expand my strengths and delete my weaknesses . . .” Or, “You may feel that I’m a tad overqualified.” Or, “Enclosed herewith please find my resume.” Do you talk that way? You should write the way you talk. Avoid bad phrasing by having others critique your letters.

16. Typos, like “thankyou for your assistance.”

17. Mailing form letters. Some letters contain “fill in the blanks.” Generic forms don’t work well.

18. Not saying enough. One want ad letter read, “Please accept my enclosed resume for the position of Executive Director. Thank you.” That’s too short. A letter is an opportunity to sell. So say something about yourself.

19. Ending with “Thank you for your consideration.” EVERYONE ends their letters this way, so please don’t. Try something different, like “I’m excited about talking further,” or “I know I could do a good job for you.” The same goes for “Sincerely,” and “Sincerely yours.” EVERYONE uses them. Find something different like “Good wishes,” “With best regards,” or “With great enthusiasm.”

20. WRITING ALL IN CAPS. IT’S HARD TO READ. DON’T DO IT.

21. Abbreviating Cir., Ave., Dec., and all other words. Take time to spell words out. It looks so much better.

22. Forgetting to enclose your resume. If you say you’re enclosing one, then do.

23. Justifying right margins. When you “justify right,” you create large gaps between words inside your sentences.

24. Forgetting the date and/or salutation.

25. Using lousy printers. Whenever possible, use a laser printer, even if you have to borrow one.

26. Talking nonsense. “I work in instilling proper conduits for mainstream educational connections while also encouraging individual creative forms.” What?

27. Forgetting to put the letter in the envelope (one company once received an empty FedEx package).

28. The 300-word paragraph. The worst mistake in marketing is writing too long. Limit sentences to seven or eight words, and limit paragraphs to four or five lines. In letter writing, short is usually better. I try to limit my own letters to one page, seldom two. I believe if I can’t say it well in one page, I probably can’t say it well at all.

(Taken and adapted from http://www.charlielawing.com/artbiz_letter_writing_errors.pdf)



4. Writing your own business letter

Now that you have identified the structure of the business letter, you are going to start the process of writing your own letter. The following activities are intended to help you in the development of your writing process.



ACTIVITY 4

- In order to establish a plan to write your letter, think about the following elements: the audience, your position in your enterprise, the subject of your letter, type of enterprise you are working for, etc.
- Write an outline to plan what you are going to write in your in the finished text.
- When you finish you outline, you will have a plan to start writing your own business letter. In order to do this, you can use the following chart as a guide to write your letter.

To help you with this process, here we have useful phrases to write business letters according to your objective or message.

Salutation	• Dear Mr. Brown • Dear Ms. White • Dear Sir • Dear Madam • Dear Sir or Madam • Gentlemen
Starting	• We are writing - to inform you that ... - to confirm ... - to request ... - to enquire about ... • I am contacting you for the following reason... • I recently read/heard about and would like to know • Having seen your advertisement in ..., I would like to ... • I would be interested in (obtaining / receiving) ... • I received your address from ----- and would like to ...
Making a request	• We would appreciate it if you would ... • I would be grateful if you could ... • Could you please send me ... • Could you possibly tell us / let us have ... • In addition, I would like to receive ... • It would be helpful if you could send us ... • I am interested in (obtaining / receiving) ... • I would appreciate your immediate attention to this matter. • Please let me know what action you propose to take.
referring to payment	▪ Our terms of payment are as follows ...

	▪ Our records show that we have not yet received payment of ... ▪ According to our records ... ▪ Please send payment as soon as possible. ▪ You will receive a credit note for the sum of ...
Closing remarks	▪ If we can be of any further assistance, please let us know. ▪ If I can help in any way, please do not hesitate to contact me. ▪ If you require more information ... ▪ For further details ... ▪ Thank you for taking this into consideration. ▪ Thank you for your help. ▪ We hope you are happy with this arrangement. ▪ We hope you can settle this matter to our satisfaction.
Referring to future business	▪ We look forward to a successful working relationship in the future. ▪ We would be (very) pleased to do business with your company. ▪ I would be happy to have an opportunity to work with your firm.
Referring to future contact	▪ I look forward to seeing you next week. ▪ Looking forward to hearing from you, ... ▪ Looking forward to receiving your comments, ▪ I look forward to meeting you on the (date). ▪ I would appreciate a reply at your earliest convenience. ▪ An early reply would be appreciated.
Ending business letters	◇ Sincerely ◇ Yours sincerely, ◇ Yours faithfully,



5. Editing your business letter

The importance of editing cannot be underestimated, because when you write a letter, an e-mail, a report, or a document in general with different types of errors such as typos, your reputation suffers.

This technique is possible in the classroom. You can practice it by giving your text to your classmates; this is what we call “peer editing”. In this activity, your peer will find writing mistakes that you didn’t probably see; “four eyes can see better than two”.



ACTIVITY 5

- In order to carry out the activity of editing, you must exchange your letter with another partner to do a proofreading of the texts. Read it and make notes of the possible mistakes that you can find such as typos, spelling mistakes, language structure, etc.

Appendix B : UNIT #2 “Writing a Business Memorandum”

UNIT #2 “Writing a Business Memorandum”

Objectives:

- To understand the purpose of writing memos in a business real-context.
- To identify and understand the functions of the parts that are found in the business memorandum.
- To be able to write a memorandum with an appropriated structure and communicative function.



1. The “What” the “Where” and the “How” of a business memorandum.

Generally, a business memorandum is a text that is used for several functions in a company. These functions could be to persuade to action (**we should do this**), to establish a directive (**do this**) and to provide a report (**here’s what was done, or here’s what we found out**). It can be directed to a few specific people but often addresses a group, entire team or department. It is often written in the first person (I or we) and ranges from very informal to extremely formal, depending on the writer and the intended recipients.

Every good memo includes:

- A clear statement of purpose, stated upfront: I am writing because . . .
- Information about what the reader needs to know: The facts are . . .
- Statement of any action requested, ordered, or undertaken: I will, or I propose that you . . .

It means that it is important that the writing be upfront and concise. A good memo summarizes facts, analyzes pertinent issues, makes a recommendation, and supports it.

There are some general points to remember when writing a business memorandum:

- Audience: Write for your audience and give them what they need: What is their education, background, company status? What do they need to know to understand and act upon your memo?
- Informative subject line: Be upfront as to what the memo is about.
- Length: A memo is usually no more than one page long.

- Coherent: Keep the memo structure simple and logical. The memo should focus on communicating about one problem or issue, and each paragraph in the memo should focus on one idea.
- Factual Tone: Use a neutral or positive tone where applicable; avoid emotionally-charged words. Strive for a professional, ‘business-like’ voice.



ACTIVITY #1

- In the following example of a memorandum, you will have to identify the elements such as the purpose, the audience, given information to the reader, and the statement of the action requested.

Memorandum

To: Stephen Powers

From: Dan Smith

Date: July 26, 2013

Subject: Computer problems

We are still having problems with the five new computers we have purchased from Bryan Hansen at the Hometown Computer Company. The problems we have been having include:

- Two notebook computers won’t boot up. Hometown’s technicians think it may be a problem with the motherboards, but they can’t solve the problem.
- One monitor continues to make a high-pitched whining sound.
- Two desktop computers came infected with viruses.

I feel that we should check into sending these computers back and get new ones from another supplier. I don’t feel confident with any equipment from this supplier.

- After the previous activity, you will watch a video titled “The Inter-office Memorandum” in which you will discover the differences in the use of the memo and the letter in the business field. Discuss it with your teacher and identify those differences.



2. How is a memorandum written?

In order to write a business memo, there are several elements that you must take into account. As we previously saw, these elements are the language register, audience, and purpose of the memo.

We also have to notice that usually memos are used to give information about policy changes, promotions, or a project status update. They can also be used to request that employees attend a meeting or make changes to work procedures or practices, or they can address a problem, such as employee tardiness or absence, or provide feedback on a product or program. However, there are other elements such as the memo's structure that let the reader to easily understand what the memo is about.

This structure can be summarized in the following order:

Begin a memo with this standard heading:

To: This is where the name of the recipient goes, along with their title in the company.

From: the name of the sender, his/her position, and if the memo is printed, the sender's initials.

Date: the date the memo is sent.

Subject: the title of the memo. It mentions the situation the memo will address.

2. Next, the memo's content generally follows this structure:

- a. **Opening** - an introduction or the purpose of the memo followed by a description of the issue.
- b. **Body**– the reasons for the change in policy, the research that was conducted that brought the problem to your attention, the details about the promotion, problems that could occur if action is not taken, the current status of the project, etcetera. Keep in mind that memos are meant to be brief (most are not longer than a page). Here we also state the steps needed to resolve the problem and how they are to be carried out.
- c. **Closing** - What is required of the reader e.g. Confirmation, answers or feedback. If no action is requested, it may offer instead a simple closing thought. Examples: "I would be glad to meet with you about this on..."; "Thank you for your attention to this matter."; "Please review this information and respond to me by..."

(Adapted from <http://loyno.edu/wac/business-memo>)



ACTIVITY #2

In the following activity, you will be exposed to three different examples of memorandums in which you will try to answer the following questions in accordance with the model texts.

- What is the intended purpose of each memo?
- What is the information given to the reader to understand the purpose?

- Is there any action requested to the reader? If so, which one?

Memorandum #1

TO: Michael Marsh, Store Manager

FROM: Daniel Lipton, Assistant Manager

DATE: June 18, 2010

Subject: Dress Code Issues

A number of our clients have expressed their concern over the way certain sales associates are dressed. Clients complain their clothing does not reflect our store's good image and quality of service, and instead makes them look trashy and unprofessional.

I think it is necessary for us to establish and enforce a dress code for all our store employees. Some of the items that can no longer be considered appropriate are excessively baggy pants and T-shirts, low cut blouses, and any garment that exposes the chest and back.

I would like to discuss this issue with you at your convenience, and also answer any questions you may have. Please contact me at 6985-5874.

Memorandum #2

To: All Staff and Interns

From: Ana Lucily, Executive Assistant to the President

Date: July 15, 2012

Subject: Dishes in the Sink

It has come to our attention that there has been a pile of unwashed dishes that accumulates in the sink by the end of each week. It has gotten so bad that washing one's hands in the kitchen sink becomes an uncomfortable undertaking.

Therefore, we are introducing a new policy that mandates that employees wash their dishes as soon as they are done with them, keeping the sink clear for other uses. If you do not have the time to wash your lunch container or coffee mug, leave it by your desk until you are ready to wash it. Even two or three dirty plates will encourage every person thereafter to leave their unwashed, food-stained dishes and silverware in the sink. Conversely, studies have shown that when a sink is empty, people are more likely to wash their dishes immediately.

Thank you for your cooperation!

Best,

Ana Lucily

Memorandum # 3

TO: All Staff of Chocolate Heaven Emporium

FROM: Roger Silverman, Human Resources Manager .

DATE: November 9th, 20--

SUBJECT: STAFF CHRISTMAS PARTY

It's that time of year again. As you all know, Christmas is our busiest season of the year. Every year it is a struggle for management and supervisors to find the time and energy to organize a staff Christmas party. This year, we have decided to postpone the Christmas party until after our busy season.

Party Details

- Date: Second or third Saturday in January (T.B.A)
- Theme: Beach
- Food: Caribbean
- Special events: Karaoke and belly dancing

We apologize that the celebration will have to wait until the New Year, but we guarantee that it will be worth the wait.

Anyone interested in volunteering to help out with the event is encouraged to call Lucy, our events coordinator. Lucy's cell phone number is 222-3098. Please contact Lucy outside of business hours regarding this matter.

Thank you.



3. Writing a business memo.

In order to develop this last stage of the guide, you will begin by planning and drafting your memorandum. The following activity contains some steps that can be useful to carry out your writing process successfully.



ACTIVITY 3

- Before writing your memo, think about the functions or the purpose of it. This will help you to establish and recognized the vocabulary you will need and the ideas your will probably develop.
- Write an “outline in which you will establish the several ideas you will use to develop the body of the memo.
- When you finish you outline, you will have a plan to start writing your own business memorandum.

Appendix C: Rubric to Assess Writing Skills

Rubric to assess writing skills

TRAITS	1=weak	2= Moderately Weak	3= Average	4= Strong
Grammar	Not a good use of grammatical and syntactic structures. The Text is not legible for the reader.	Many mistakes in the use of grammatical and syntactic structures. The Text is barely legible and presents some problems to the reader.	It presents some mistakes in the use of grammatical and syntactic structures. The Text is legible without any problem to the reader.	Excellent use of grammatical and syntactic structures. The Text is legible without any problem to the reader.
Focus and organization	The text does not fulfill its purpose. Ideas are not organized and the audience is not clearly stated.	The text barely fulfills its purpose by responding to an appropriate topic and is not clearly aimed at its intended audience.	The text mostly fulfills its purpose by responding to an appropriate topic and is clearly aimed at its intended audience.	The text fulfills its purpose by responding to an appropriate topic and is clearly aimed at its intended audience.
Text structure	The text does not present all the appropriate structure that responds to a specific genre.	The text presents a lack of the appropriate structure that responds to a specific genre.	The text presents almost all the appropriate structure that responds to a specific genre.	The text presents all the appropriate structure that responds to a specific genre.
Language use	The language used is not pertinent to the intended genre and presents a misused of the language register.	The language used is barely pertinent to the intended genre and presents a misused of the language register.	The language used is pertinent to the intended genre but it presents some mistakes with the use of formal language.	The language used is clearly pertinent to the text and the function of the intended genre.

Appendix D: Lesson Plans

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LESSON PLAN

Lesson plan: number 1

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** March 28th 2014 **Length:** 2 hours

Topic: Writing a business letter

. Specific objectives

- To recognize the different contexts and usages of a letter in the business field
- To identify the different linguistic register presented in formal and informal letters.

2. Content

Communicative contents	Linguistic contents	Cultural Contents
-To ask for information about a commercial service through a letter. -To offer commercial services through the writing of a business letter.	-Would like to... - Present tenses	-Contexts and usages of the business letter. -Use of a formal register in the academic writing.

3. Methodology

First, an activity will be carry out by the students in which they will learn the concept of “Business Letter”. The teacher will explain the different usages of the business letter and the elements that a person must take into account to write an efficient business letter through the application of the unit “Writing a business letter”.

Then, a discussion will take place face to what the students read in the unit. Finally, the business letter model text will be shown to the students face other informal type of letter. This is done to introduce the differences between a business letter and a regular letter.

4. Materials

The teacher will use the unit “Writing a Business Letter”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

Teacher will assess students’ understanding and recognition of the parts of a business letter. In addition, students must identify the context and linguistic differences in types of letters in the business field.

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LESSON PLAN

Lesson plan: number 2

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** April 4th 2014 **Length:** 2 hours

Topic: Writing a business letter

Specific objectives

- To recognize the business letter’s purposes and usages in its respective context.
- To comprehend the differences among the formal letters through the comparison of different authentic texts of this genre.

2. Content

Communicative contents	Linguistic contents	Cultural Contents
-To ask for information about a commercial service through a letter. -To offer commercial services through the writing of a business letter.	-Would like to... - Present tenses	-Contexts and usages of the business letter. -Use of a formal register in the academic writing.

3. Methodology

First, three authentic texts belonging to the genre “business letter” will be shown to students. Then, students have to read them and make a comparison through the activities proposed by the teacher with an informal letter. After this, they will make an exercise with the three business letters and identify what they have in common. Finally, the students must recognize the purpose that each letter has.

4. Materials

The teacher will use the unit “Writing a Business Letter”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

The teacher will assess students’ abilities to recognize the usage of the text genres seen in this unit as well as the shared common points of the business letters presented in the unit.

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LESSON PLAN

Lesson plan: number 3

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** April 30th 2014 **Length:** 2 hours

Topic: Writing a business letter

Specific objectives

- To identify the basic structure of a paragraph written in English language.
- To recognize the different types of sentences that build a paragraph in English Language (topic sentence, supporting ideas, closing sentence).

2. Contents

Communicative contents	Linguistic content	Cultural content
Semantic organization of a discourse using the parts of a paragraph.	-Linking words	

3. Methodology

First of all, the teacher will introduce the topic “Paragraph in English Language”. Then, he will explain that paragraphs, in English academic writing, have a basic structure that allows expressing ideas in an efficient way. After this, he will continue with an exposition of the three basic parts of a paragraph which are “topic sentence”, “supporting ideas” and “closing sentence”. Next, the teacher must explain each part and its role in written English.

In addition, a jigsaw type exercise will be presented to the class in which the students will organize the ideas into a paragraph depending on the given criteria.

4. Materials

The teacher will use a PowerPoint presentation that will show theory related to the basic structure of the paragraph. Moreover, it will contain a jigsaw puzzle type of activity.

5. Assessment

For this class, teacher must assess students' ability to understand and organize paragraphs with a correct and clear structure.

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LESSON PLAN

Lesson plan: number 4

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 2nd 2014 **Length:** 2 hours

Topic: Writing a business letter

Specific objectives

- To identify the different parts of a business letter and its text structure
- To understand the different roles that each part of the business letter has to communicate a message.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To ask for information about a commercial service through a letter. -To offer commercial services through the writing of a business letter.	-Would like to... - Present tenses	-Contexts and usages of the business letter. -Use of a formal register in the academic writing.

3. Methodology

The teacher will use point number three presented in the unit in which he will find a format that shows the parts of a business letter. Then, he is going to explain each part to the students as well as the different functions that each part performs. In order to do the previous part, the teacher will use letters number 1, 2 and 3 to exemplify through an authentic text.

Continuing with the unit, teacher will carry out activity number 3 that consists on the identification of the different parts of a business letters using examples texts. In addition, an exercise to understand the functions of the “body paragraph” will be held too.

4. Materials

The teacher will use the unit “Writing a Business Letter”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

Students’ comprehension of the different parts and functions of a business letter will be assessed through the activities displayed in class.

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LESSON PLAN

Lesson plan: number 5

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 7th 2014 **Length:** 2 hours

Topic: Writing a business letter

Specific objectives

- To write a business letter taking into account its correct formal structure and parts.

- To create a business letter with the purpose of asking or offering a business service.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To ask for information about a commercial service through a letter. -To offer commercial services through the writing of a business letter.	-Would like to... - Present tenses	-Contexts and usages of the business letter. -Use of a formal register in the academic writing.

3. Methodology

First of all, Students must write their own business letter. However, this activity will have different stages in which the students will have to do a brainstorming-type activity. In this activity they will have to identify and establish the audience the letter is intended to, type of sender and recipient as well as the function of this letter. Then, students must create an outline in which they will organize their ideas into the business letter's body paragraphs. Finally, students will draft their business letters with the guide of the teacher; this draft will be used in activity #6 of the unit.

4. Materials

The teacher will use the unit "Writing a Business Letter". This unit includes concepts, activities, authentic material that are useful as models to apply the "genre-based instruction" methodology.

5. Assessment

In terms of assessing students, the teacher will observe students' writing skills when producing a text with specific given parameters (communicative function, structure, parts, etc.)

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LESSON PLAN

Lesson plan: number 6

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 14th 2014 **Length:** 2 hours

Topic: Writing a business letter

Specific objectives

- To facilitate strategies to improve high school students' writing processes.
- To understand the collaborative learning as a tool to improve self-educational processes.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To ask for information about a commercial service through a letter. -To offer commercial services through the writing of a business letter.	-Would like to... - Present tenses	-Contexts and usages of the business letter. -Use of a formal register in the academic writing.

3. Methodology

In this class, activity #5 will be explained and guided by teacher. In this activity, the students will carry out a peer correction-type activity in which they will have to exchange their productions with a classmate and give them a proof read. They will try to find mistakes and give feedback to their classmates. At the end, they will return the texts to the owners and start the writing of the final product using the previous feedback

4. Materials

The teacher will use the unit “Writing a Business Letter”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

Teacher will assess students' understanding of the different elements that compose a good business letter through activities of reading and peer editing.

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LESSON PLAN

Lesson plan: number 7

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 21st 2014 **Length:** 2 hours

Topic: Writing a business memorandum

Specific objectives

- To identify memorandum's communicative function in the business area
- To recognize memorandum's situational contexts of use in a company

2. Contents

Communicative contents	Linguistic content	Cultural content
-To make a request to a company's administrative department or employee through a business memorandum. -To notify the employees of a company about a specific information through a business memorandum.	- Linking words. - Present tenses. - Subject and object pronouns.	-Contexts and functional usages of a memorandum as a genre belonging to the business area. -Recognition of different linguistic registers used in a business memorandum.

3. Methodology

First, the teacher will give a copy of the unit “Writing a Business Memorandum” to the students. Then, he will explain the conceptualization of a memorandum and what it has to have to be so. In addition, he will also play a video that explains the differences between the memorandum and the business letter. Finally, an activity of genre recognition will take place; this activity will allow the students to identify the elements of a memorandum seen in the previous video.

4. Materials

The teacher will use the unit “Writing a Business Memorandum”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

Video 1:

https://www.youtube.com/watch?v=PMBMWcpzfFc&ab_channel=JasonRichea

Video 2:

https://www.youtube.com/watch?v=AYeojYYQiuo&ab_channel=JasonRichea

5. Assessment

In order to assess students, the teacher will take into account the students’ understanding of the memorandum’s contexts, functions and usages in the business area.

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LESSON PLAN

Lesson plan: number 8

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 23th 2014 **Length:** 2 hours

Topic: Writing a business memorandum

Specific objectives

- To understand the basic memorandum's structure and the functions of each structural part.
- To recognize memorandum's communicative functions in the business área through the exposition of authentic texts.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To make a request to a company's administrative department or employee through a business memorandum. -To notify the employees of a company about a specific information through a business memorandum.	- Linking words. - Present tenses. - Subject and object pronouns.	-Contexts and functional usages of a memorandum as a genre belonging to the business area. -Recognition of different linguistic registers used in a business memorandum.

3. Methodology

The students will be exposed to different model texts of business memorandums; this is done with the intention of doing activity #2 in the unit. The teacher will use these texts to explain the

basic structure of a memo and the function that each part plays in the text. He will ask students to identify the parts after the explanation. Finally, students will have to recognize communicative functions presented in the given model texts by the teacher.

4. Materials

The teacher will use the unit “Writing a Business Memorandum”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

Teacher will assess students’ awareness of memorandums’ communicate functions in the business field.

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LESSON PLAN

Lesson plan: number 9

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** May 30th 2014 **Length:** 2 hours

Topic: Writing a business memorandum

Specific objectives

- To use strategies as tools to develop a better academic writing process.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To make a request to a company's administrative department or employee through a business memorandum. -To notify the employees of a company about a specific information through a business memorandum.	- Linking words. - Present tenses. - Subject and object pronouns.	-Contexts and functional usages of a memorandum as a genre belonging to the business area. -Recognition of different linguistic registers used in a business memorandum.

3. Methodology

Teacher will explain the concept and use of an “Outline”. He will highlight the benefits of using this tool in the writing process. Then, he will carry out an activity in which the students must identify the main ideas of a text and build an outline for it using these ideas.

4. Materials

The teacher will use the unit “Writing a Business Memorandum”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

The teacher will evaluate the proper use of the “outline” by the student as a tool to improve the process of writing in classroom.

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LESSON PLAN

Lesson plan: number 10

School: Liceo Anglo del valle

Teacher: Jhon Ánderson Arteaga Bermúdez

Trainee teacher: Jhon Ánderson Arteaga Bermúdez

Grade: 10-1 **date:** June 6th 2014 **Length:** 2 hours

Topic: Writing a business memorandum

Specific objectives

- To use writing strategies to carry out an efficient writing process in classroom.
- To write a memorandum taking into account its function, its parts and its basic structure.

2. Contents

Communicative contents	Linguistic content	Cultural content
-To make a request to a company's administrative department or employee through a business memorandum. -To notify the employees of a company about a specific information through a business memorandum.	- Linking words. - Present tenses. - Subject and object pronouns.	-Contexts and functional usages of a memorandum as a genre belonging to the business area. -Recognition of different linguistic registers used in a business memorandum.

3. Methodology

Students must carry out a writing exercise in which they have to write a business memorandum. First, a brainstorming activity will take place to identify the function and the purpose of the memorandum they are about to write. Then, the students will start their texts using the outline

tool to guide their own writing processes.

4. Materials

The teacher will use the unit “Writing a Business Memorandum”. This unit includes concepts, activities, authentic material that are useful as models to apply the “genre-based instruction” methodology.

5. Assessment

Teacher will assess final students’ productions through a rubric for writing outcomes. He will take into account that the students understood the communicative functions and the text structures of a business memorandum.

Appendix E: Class Observations

OBSERVATION #1

Teacher: anonymous

Observer: Anderson Arteaga

Date: September 27th 2013

Students: 25

Length: 2 hrs.

Group: 10th grade students

Objective: “retelling an experience using past simple and past continuous”.

HOUR	OBSERVATION	COMMENTS
8:46 am	The class starts and the teacher greets “Good morning class. How is my favority groups, today?”. The students answer in English and return the question.	Most of the time the teacher speaks in foreign language. This is probably because she wants her students to get used to it first and let them answer with short replies in English.
8:50	The teacher ask them about the last topic and the students answer that it was about “simple past vs past continuous”. The teacher writes two examples on the board “ <i>I watched T.V</i> ” “ <i>I was watching T.V</i> ” and she asks them which one is simple past and which one is past continuous. The students answer correctly and the teacher ask them again how the questions are formed; in this moment, the students form the questions with the same examples.	
9:20	The teacher says that she is going to propose a creative writing exercise in groups. They will use the video beam for this activity. She plugs in her computer to the video beam and opens her text editor. She explains that each student will take a turn to add something to the story using the verb tenses seen in class. The topic is about their grade. The students show enthusiasm. In this moment, the teacher warns them that they have to take turns and raise their hand in order to participate.	This is an activity that allows students to write cooperatively.
10: 05	The teacher writes the first sentences “once upon a time.” and the students raise their hand but make a lot of noise. The teacher tells them to be quiet or she will not continue with the	

	activity. Then, the students settle down. A student raises her hand and adds the sentence “ <i>there was a grade called 10-1, there were 23 students.</i> ” The activity continues in this way until the end of the story. Some students did not respect their classmates’ turns	
10:25	The teacher tells them to recognize that three parts of the story. One in which the context and the characters are introduced. She calls in “the beginning”. After this, she points out the conflict of the story on the board. According to her, in this part, bad or good things happen to the characters. Finally, she highlights the final paragraph and calls it “ <i>resolution of the conflict or conclusion</i> ” in which the character solves his problem and gives a moral.	The teacher highlights the basic parts of a story saying that they are important to say something meaningful in the story.
10:40	The teacher gives them homework. They will have to use a “platform” to do their workshops. They will have to write about a story but taking into account the aforementioned parts of a story. The teacher asks for their textbook and tells them to do certain exercises related to the seen verb tenses. The class ends.	

OBSERVATION #2

Teacher: anonymous

Observer: Anderson Arteaga

Date: October 2nd 2013

Students: 25

Length: 2 hrs.

Group: 10th grade students

Objective: “retelling an experience using past simple and past continuous”.

Hour	Observation	Comments
8:46 am	The teacher enters the classroom and greets “Saluda “ <i>good morning, class. How are you?</i> ”. The students stand up and answer the question in English. Then, the teacher asks them to sit down	

	and to take out their text book on page 6 and 7.	
8:50	The teacher asks for a volunteer to read. Three students raise their hands and she assigns them turns. The first student starts reading the first paragraph. The teacher writes some words on the board (these are mispronounced words). The student stops but the teacher tells him to continue because she is going to correct those mistakes at the end. The teacher does the same with the two following students.	The teacher prefers that the students volunteer themselves to carry out the activities.
9:20	The teacher does the same exercise with other three students. Now the teacher pronounces these words and tells them to repeat them aloud. She writes some sort of phonetic transcriptions, for example, “but” for “/bat/” and tells them that this is the pronunciation.	The teacher corrects her students with feedback at the end of the exercises.
9:35	Now the teacher tells them to underline the verbal tenses “simple past and past continuous” as well as the development of pages 6 and seven that are related to the text students read in class.	The teacher uses other tools to explain her students. She does not only use her voice.
10:05	While the students do the exercises, the teacher grades some exams that she had. Some students go to her desk to ask her about unknown vocabulary.	
10:20	The students ask the teacher to do a review about these verbal tenses; they want to review them because they say they do not understand some things.	
10:25	The teacher divides the board in two and writes two titles on each part “ <i>past simple</i> ” and “ <i>past continuous</i> ”. Then she writes the grammar structure of these two tenses. She explains through examples. The students ask in Spanish and the teacher uses the Spanish sometimes to explain some things.	The teacher uses a comparison exercises to show the students the differences between these two tenses.

10:40	The teacher says that the next class they will continue. She adds that they have to bring the Edgar Allan Poe's text to work in class. The class ends.	
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OBSERVATION #3

Teacher: anonymous

Observer: Anderson Arteaga

Date: October 3rd 2013

Students: 25

Length: 1 hr.

Group: 10th grade students

Objective: "Reading comprehension of authentic texts in English language."

HOUR	OBSERVATIONS	COMMENTS
1:15 pm	The class starts and the teacher greets "Good afternoon, class. How is it going?" and the students do not understand the questions, so the teacher explains that " <i>How is it going</i> " is another way to say " <i>How are you?</i> " The teacher speaks in English very slowly.	The teachers always starts using target language and continues with this to get used her students to English.
1:20 pm	The teacher asks them to start the reading of the text " <i>start to read and underline the unknown words and the characters</i> ". In the activity, there is a lot of movement by the students because they do not understand a lot of words. The teacher translates some words but not all of them; she tells them to use the dictionary.	The teacher pretends to teach them strategies to understand new vocabulary. She tells them to use dictionary but she does not tell them how to use it or tell them other useful strategies.
1:40	The teacher plays a text audio to let students follow the reading with this " <i>I am going to put an audio file to follow the text. Listen to the pronunciation of the words, please.</i> "	The teacher wants the students to follow the reading through the audio in order to teach them pronunciation. She wants them to make emphasis on the unknown words.
2:00	The audio ends and the class, too.	

OBSERVATION #4

Teacher: anonymous

Observer: Anderson Arteaga

Date: October 4th 2013

Students: 25

Length: 1 hr.

Group: 10th grade students

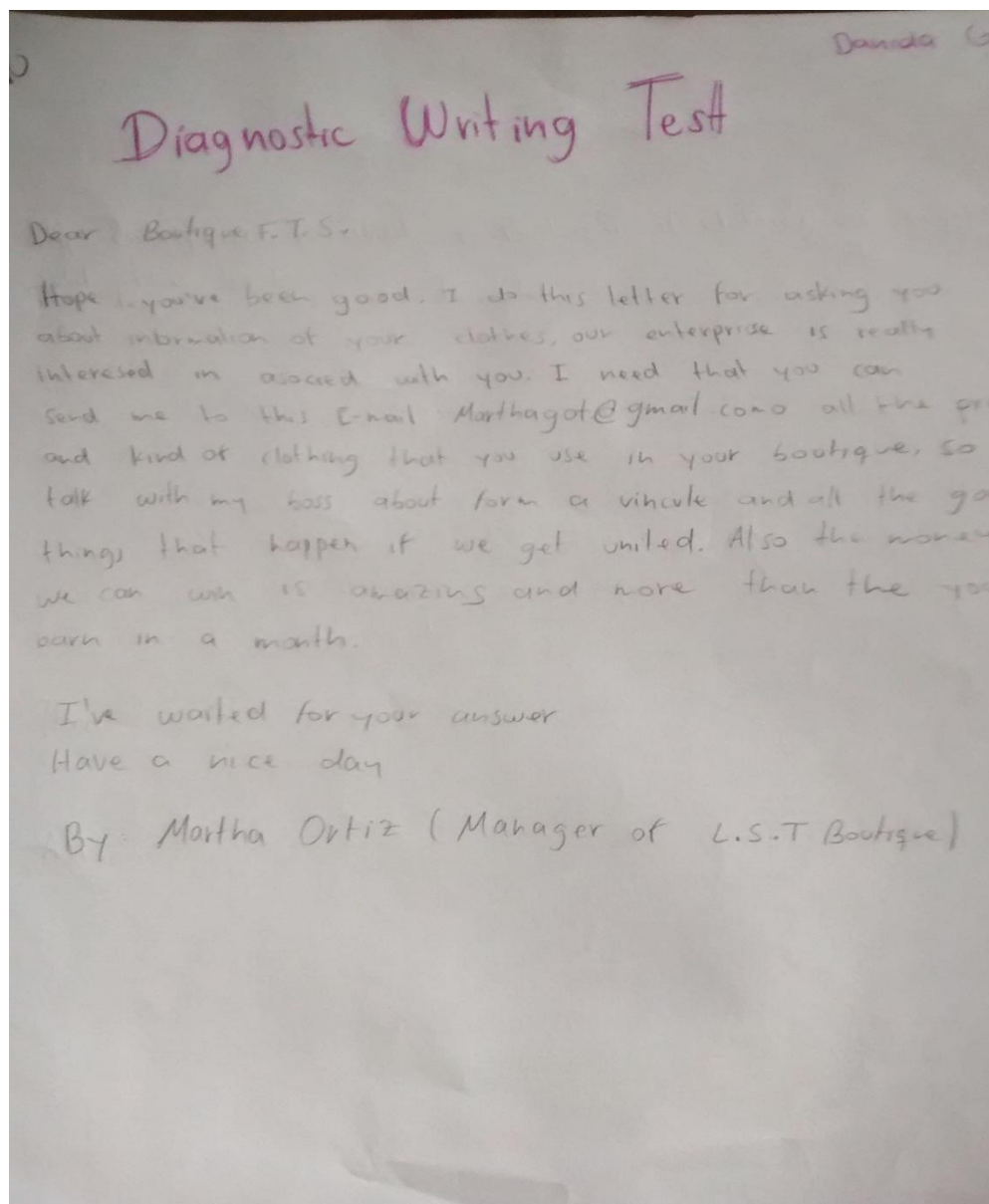
Objective: "Reading comprehension of authentic texts in English language."

HOURL	OBSERVATIONS	COMMENTS
10: 50	The class starts and the teacher greets in English. The teacher asks them for the text that they read in the previous class <i>"What do you think about the text? Is it funny? Is it scary?."</i> The students answer "scary" and the teacher says <i>"yes, this is a horror genre text"</i>	The teacher always looks for students' English spoken productions even when it is in small chunks of language.
11:30	The teacher asks <i>"what do you think about the text?"</i> The students answer <i>"good"</i> <i>"I like the text"</i>. Then, she asks if they know what is the meaning of the titles and they reply in Spanish and English that <i>"It is about a heart that has 86ump um and the mad man lo escucha"</i> the teacher continues <i>"what is your favorite moment of the story?"</i> and students take turns and say <i>"When the mad man kill the old man"</i> and <i>"when the mad man go crazy"</i>.	The teacher tries to use reading strategies with the students to ease the comprehension of texts through elements presented in the text.
11:45	Now the teacher plays a video about the text the students read. This video is an animated version of the text. She says that she plays this video to ease the comprehension of the text. The video is in English. When the video finishes, the students tell the teacher that they recognize some parts of the story.	The teacher uses graphical tools to help students to understand the text and its meaning. The video shows some results and the students present a better understanding of the text in general.

11:50	Then, the teacher tells them to do homework about unknown vocabulary. They will have to choose 20 words and find their meaning, type of word, and write an example sentence. The class ends.	
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Appendix F: Most Representative Student's Letters with Pre and Post Productions

Pre-test Daniela Garcia



Post-test Daniela Garcia

F♥T♥S♥ Fun This Summer company
56 Oxford Road, Skanger SU4 3SD
Tel: 01345027910
Email: Funthissummercompany@gmail.com

January 01st 2014

Coca-cola company
69 Milk street - London SW7 64 W, UK

Dear Ms Smith

Offer a service

Our brand F♥T♥S♥ (Fun This Summer) will be th
if you choose us for be the designers of the un
of your employees.

We would offer you a good price list and a few
discount that make that this business will be g
for you and us. We assure you that your employe
going to work so much better than they already
using our uniforms.

We look forward to hearing from you.

Sincerely,
Danda Garcia

Daniela Garcia
owner.

Pre-test: Daniel Ordoñez

Handwritten text on a piece of paper:

Handwritten: Daniel Ordoñez

Diagnostic writing test

to letter is for Mr. Diego for not to have paid on jewel
with a price of one million the dollars.

the payment needs to be paid before at five
January 2014.

Product not paid Reloj; Rolex the gold with diamond

Post-test: Daniel Ordoñez

Handwritten text on a piece of paper:

adidas sport
C. BIAH 45-55

May 08th 2014

Mr. Daniel Ordoñez
Manager
Damsport
C. C. H. 57-65

Dear Ordoñez

the letter is to inform you that we have
a new product to offer to the public.
we are interested in knowing if you
wish to sell our products.

We offer products the good quality.
Now to take out a the sell offer
discounts for buying in wholesale.

We look forward to a successful working
relationship in the future.

Daniel Ordoñez
President

Pre-test: Brayan Caicedo

Brayan caicedo jimenez 14-feb-2013

Diagnostic writing Test

warm wave
Hello,

The motive of this letter is show our production for a future society because I have a pre opportunity but, I need the best supplier to reach my goals.

You have the best products of latin America because of that I write you I thing so we will make the best society for reach this goal.

send wave for restaurant catalaya.

Post-test: Brayan Caicedo

F.O

Col Paper Ctd
91th street # 45-72
Tel: 321 757 6261
Email: Col_Paper@hotmail.com

May 8th, 2014

Marta Sanchez
Sales Manager

Norma Ctd
2nd Street # 22-35
Subject: Sales Manager

Dear Madam Marta Sanchez

We are writing to confirm if you come to the meeting.

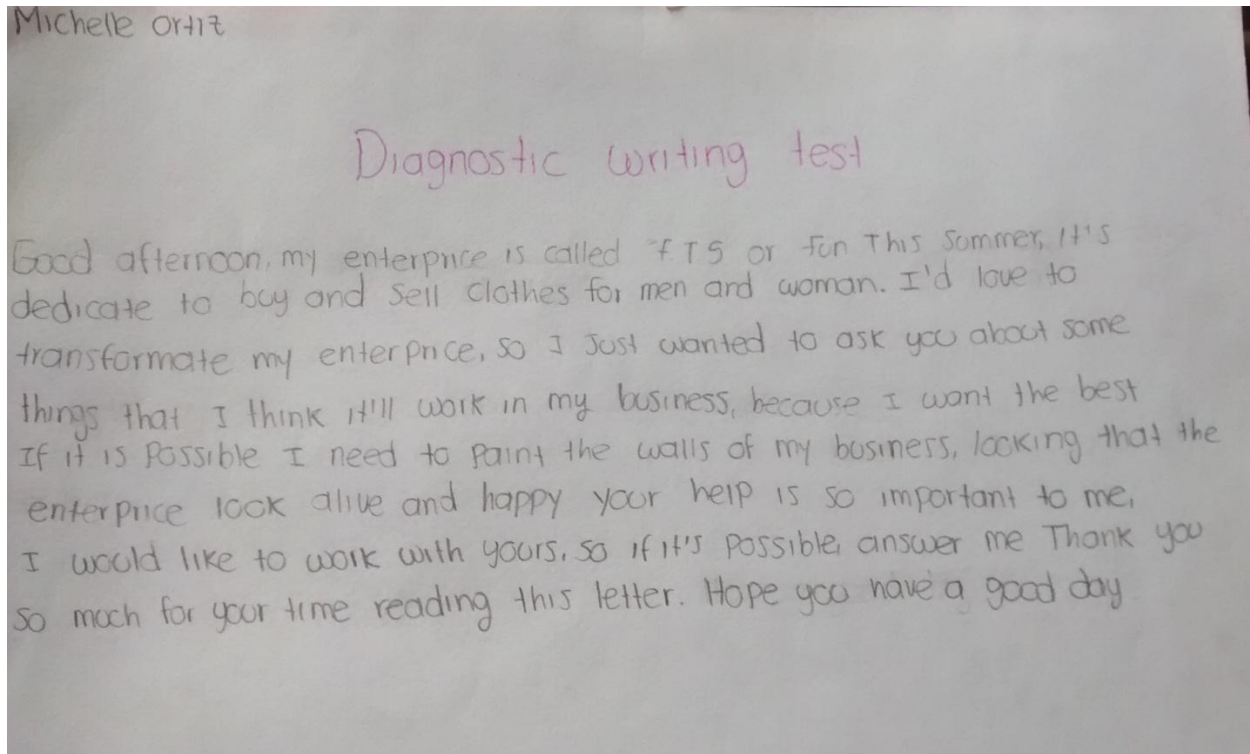
We would appreciate if if you make act of presence in the meeting. If you can not come, please let us know. In this meeting we talk about going to talk about a probably future association.

We look forward to a successful working relationship in the future.

Your faith fully.

Brayan caicedo
Sales Manager.

Pre-test: Michelle Ortiz



Post-test: Michelle Ortiz

1 F T S clothing company
Cra 81 B # 42-63
Tel 3952244
Cali, Colombia

2 Apple company
George Payne
Manager
Cra 31 C # 50-81

May 8th, 2014

Subject: Phones for our employees

Dear Mr Payne

I'm contacting you to request about your products.

Our company wants to give the best to our employees
we would appreciate if you would send me the price
list or if you have a pack for enterpuces, tell me
all about your service.

Looking forward to hearing from you soon to know your
answer.

Yours sincerely

Michelle Ortiz

Michelle Ortiz
President

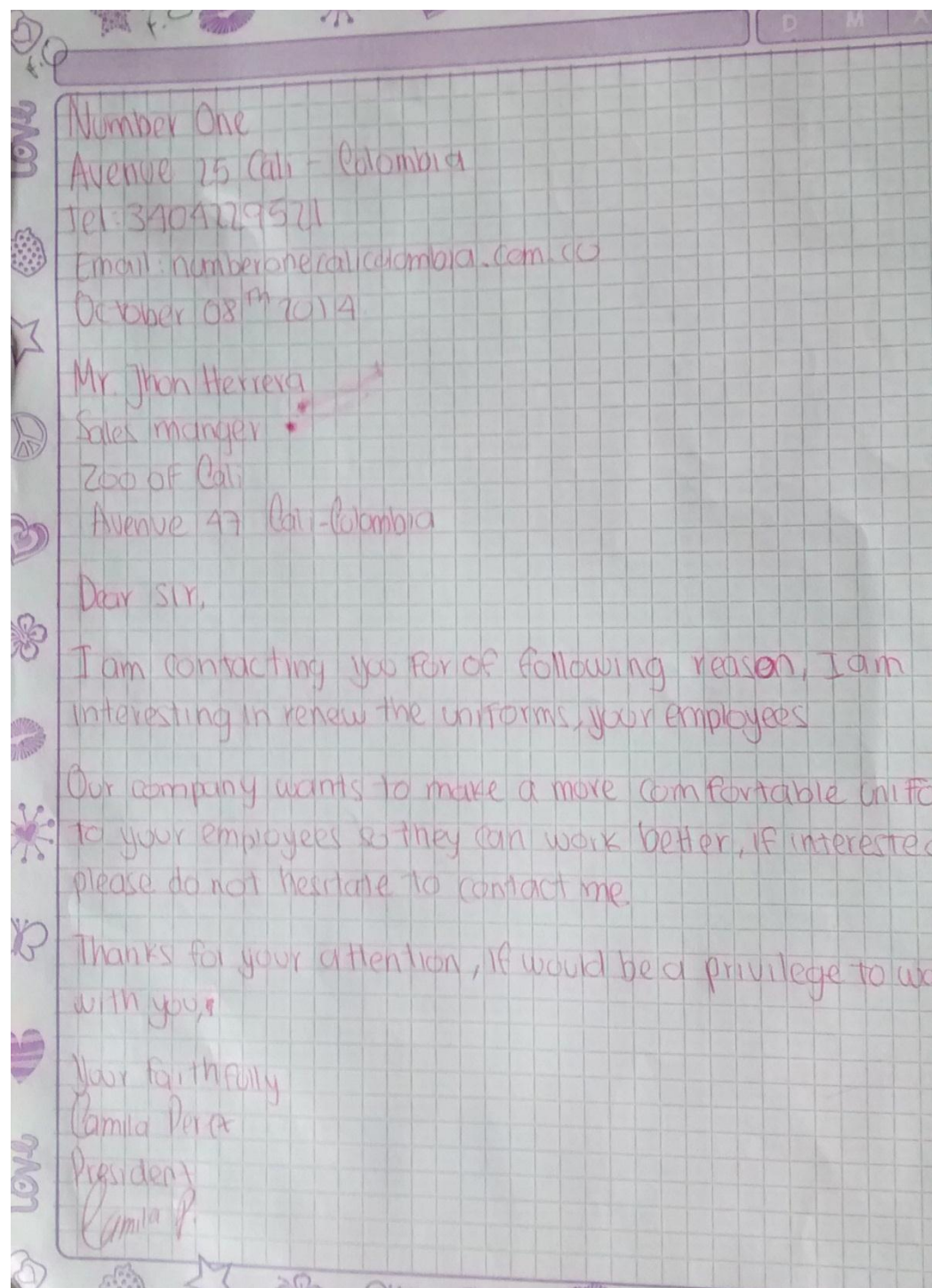
Pre-test: Camila Perez

Diagnostic writing
Test.

Dear people,
the present is for coment, ~~the~~ enrgy. for ^{your} loud music,
Remember. what the party is lone the weekend.
please Obey the letter.

the administration.

Post-test: Camila Perez



Pre-test: Valentina Sanchez

Diagnostic writing test

Dear Vanessa,

I write this card because I need to know about your Cupcake's of strawberry and cherry because I think That your products it's so good for store, this is first store in the city and I need your help for recipes

please call me

Thank you for your Attention

Sweet Cupcake's

Valentina Sanchez Rosero 10-1

Post-test: Valentina Sanchez

Latin Passion
Cra 100 # 20A-32

May 8th, 2014

Ms. Smith
Administrator
Coca Cola Company
Cra 12 # 10B-63

Dear Ms. Smith,

Subject: Products of cleaning

This letter speaks about products of cleaning that my Company offered to companies that produce your Products.

We offer a special SOAP to disinfect the hands of employees to the production area, each liter of soap has a cost of \$95,000, if they made their first purchase of our SOAPS will receive a discount of 10% and if they continue acquiring our products will have a 30% discount on your next purchase.

We would be pleased to have an opportunity to work with your company.

Sincerely,
V.S.R

Valentina Sanchez Rosero
Production manager.

Pre-test : Daladier Ceballos

Imperio DVD Daladier Ceballos Zape

aprecio Cliente the next message this is for have in count
that product dangerous is Responsability the Parents your
a biger in your Famili for the product is very danger
our that descompoun information in our enterprise
Remember your technology is our priority

by: Imperio DVD
Firm *[Signature]*

Post-test: Daladier Ceballos

gram
text

D.V.D. Dynasty
Cr 34 # 42-39
tel: 378 444 88 59

May 8th 2014

Mr. Juan Pablo Ortega Ortega
Sales Manager
Game Shop in world
Cr 6 # 15-28

Dear Mr. Ortega

- The following letter is to request a
expand our sales for better and quality
- To make our products the best video
Games in the world To the best
Industry To be recognized as a company
and expand on Have the best
product for our customers.
- Thank you for taking this into
consideration

Sincerely: *[Signature]*
Daladier Ceballos Zape
Boss The DVD Destiny

Pre-test: Julian Gomez

Diagnostic writing test Julian Gomez

My interprice is the ~~the~~ ~~Atelox~~ alcohol

My interprice its dedicate to sell the liquor for that in this letter its ask to interprice a liquor del valle information about this product wiskey for to get in out interprice.

Post-test: Julian Gomez

Julian Gomez

hostel el pavaíso
Cv 91A #42-28
Cali colombia
Tel: 315 3147027

september 10, 2014

Mr. Becoche
Sales Manager
Eliconias
Cv 53B # 72-27N
Tel: 312 3256227

Mr. osorio
this letter is for offer to the employ
s customer service, improve the stay
customer

with a capacity that it will last three
month and going to be a test of
one month which is what's the
employees quality of work and service

we look forward to a successful working
velationship in the future

Sincerely *JG*

Mr. Gomez
president

Pre-test: Alejandro Saenz

Alejandro Saenz

Santiago de Chile, February 14, 2014
 Dear organization of stockholders,

Der Toten Games enterprise have expressed the necessity of (the) get new and good merchandise, for that Der Toten Games was called and communicate with Microsoft and Sony enterprises to apply for a new sale of many unities of play station 4 and Xbox one. If everything is agree, the transportation is going to be in ship, from Shanghai to Buenaventura port. All of this agree is for the growth of Der Toten Games

Sali

Post-test: Alejandro Saenz

Alec Saenz

Gel Corp Industries
 Cra 76 # 78-90
 Tamandi, valle del cauca, Colombia
 Tel: 680-8073 Fax: +55 30 356070
 Gmail: GelCorpInd@gmail.com
 May 6, 2014

Bayer Group
 66 Romell street
 Mainz, Germany

Dear Mr. Alic Werner

I would be interested in obtaining the list of your medicines and the price list of them.

We are currently watching your web sites and advertizing in the television, and we are interested in make a business with your company because the existence of your products causes a great impression to us.

An early reply would be appreciated.

Yours sincerely
 Alec Saenz
 Company President.

Pre-test: Alejandro Garces

Alejandro Garces R.

Diagnostic Writing Test

Santiago de Cali, February 14th 2014

Greetings

Good Morning, Enterprise "Money Man 4 Business":

The Enterprise Money and Gold dedicate to sale Jewels in a very good price for all interesting people. "Is an enterprise that want to keep on going"

Enterprise Money Man 4 Business:

How much money you can loan to a enterprise that sales a lot Jewels, and Money and is very recognized in the city (Cali).

Thank you very Much for you attention.

Alejandro

Post-test: Alejandro Garces

structure
Alejandro Garces Ramirez 10-1

Money Man 4 business
231 - Crc 83 B2 N° 42 a 40
V2 A6 4B
Tel: 388 37 23

May 20th, 2014

Mr. Oscar Medina
Distribution Manager
City Bank
345 - Crc 82 B3 N° 45-44
V2 A7 5B

Dear Mr. Medina

I am contacting you for the following reason:
Our company it seeks to lend money to companies with moderate-income.

We look to give a opportunity to obtain a credit from the moderate-income company and have a interest, to free investment. We headed to you to determine the approve from credit.

Thank you for taking this into consideration.
I would appreciate a reply at your early convenience.

Sincerely Yours,
[Signature]

Alejandro Garces Ramirez

Pre-test: Lianna Ramirez

Lianna Ramirez P.

Santiago de cali, february 14th -2014

Good morning, Enterprise Don Zubaco:
Greetings:

This letter is to request information about a product. The product is a cupcake, I would like to know the making? & what is the ingredients?, I really need your help, because I have lots in my Enterprise.

Thanks for your attention, I will wait for your answer.

for contact me : 314 476 5369

Cordially:

Lianna Ramirez P.

Enterprise Sweets cupcake's.

Post-test: Lianna Ramirez

Latin Passion enterprise

Cra 101 # 85C - 14

May 8th / 2014

Mr. Mauricio Sanchez

Manager

Poltobon S.A

Cra 102 # 13A - 14

Dear Mr. Sanchez

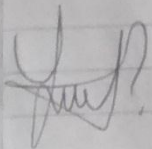
Request of drinks.

I want to order some drinks for your business, for this I need a information about every product and every detail.

I need to know the cost and size, some of this information wish to send me to my email account.

I stay aware of your response and any question about we would be pleased to do business with your company

Sincerely.



Lianna Ramirez

Boss of Latin Passion.

Pre-test: Camilo Perez

Andrés Camilo Pérez Ortiz 10-1

Diagnostic Writing test

Dear Microsoft, I have a serious problem, your product is in the bad conditions and this is a big problem for I need the console "Xbox one" because I have a client angry for this problem. I need your help.

Att: Kino der totem game

Post-test: Camilo Perez

10-1
Andrés Camilo Pérez

Andrés Camilo Pérez
Sales manager
Gelcorp
Cra 54 # 859
Bogotá, DC
Tel: 350 859 4918
May 15th, 2013

Mr. Antonio González
Sales manager
P & G
Cra 27 # 47-28 N
Bogotá, DC
Tel: 555 009 298 Ext: 092

Dear Mr. González

Subject: Business propose

We are interested in offer our raw materials to elaborate hair care products

This letter is about to the offer of the chemical components with the end of upgrade your chemical formula of your products. The price of the chemical components is \$10,000,000 dollars and you have discount of 30% for this bought and we can discuss the price in other moment

Thank you for taking this into consideration

Sincerely

[Signature]

Appendix G: Most Representative Student's Memorandums with Pre and Post Productions

Pre-test: Daniela Garcia

Daniela Garcia 10-1

fre

Diagnostic Test

Memorandum

June 01st 2013

Ms. Alberta Guzman

This memo goes for the reason that since three days ago, you haven't come to the company ^{for} accomplishing your work, without any excuse.

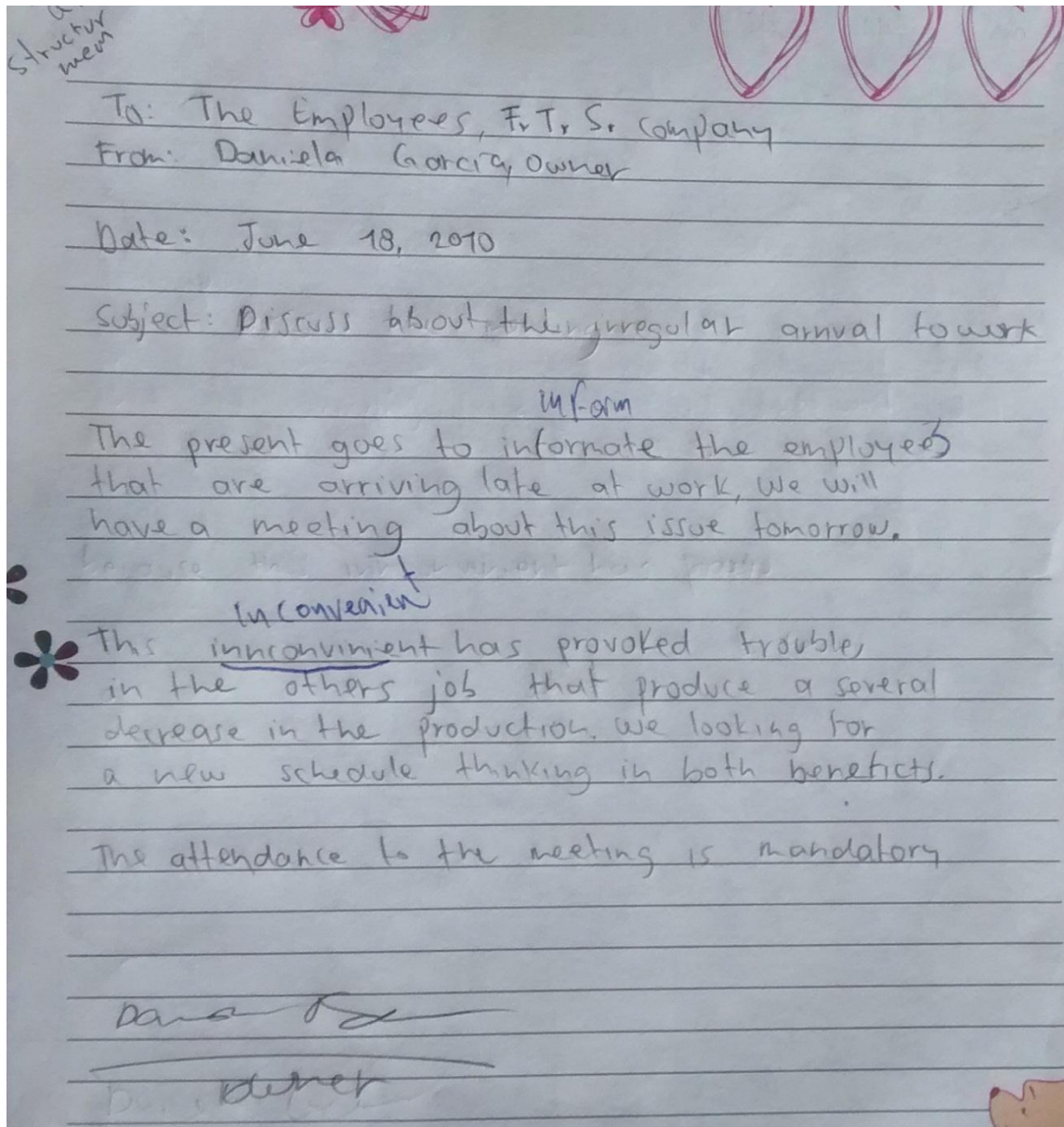
We hope that this not happen again

Thanks.

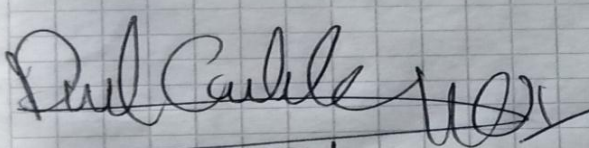
Daniela Garcia
Manager

FvTvSv company

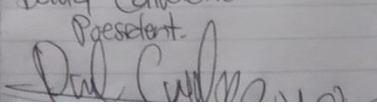
Post-test: Daniela Garcia



Pre-test: David Calvache

2^{re} **Diagnostic Test**
Memo. David Calvache
Santiago de Cali, May 16th 2014
 Ms. Medina
 Commercial Adviser.
 The memorandum is because you have a Contract which you have to sell 20 articles weekly and you did not comply your objectives.
 For this I want you to progress in the sells.
 We keep in Contact.

 David Calvache
 President.

Post-test: David Calvache

2nd **TO:** Daladier Geballos, Personal Manager.
FROM: David Calvache, President.
DATE: June 6, 2014
SUBJECT: Change of Provider.
 A number of our clients have expressed Discontent with our products. Clients complain their products do not reflected our store's good image, because the product is of poor quality.
 I think it is necessary to change of provider, because the products do not have a good quality. For me is the best decision, too, because we are losing clients, this semester, Namely since we signed contract with the provider.
 I would like to discuss this problem As soon as possible.
 Sincerely,
 David Calvache
 President.


Pre-test: Valentina Sanchez

Pre
May 16th, 2014
Valentina Sanchez DIA 16 MES May AÑO 2014
Rojero 10-1

Dear, Ms Restrepo

I present to you this letter because we don't feel comfortable with your problem of not come early to work, this is your second memorandum down in the third memorandum we have to do something for this problem with you.

And remember to come early to work for the next

Sincerely,
V.S.R

Valentina Sanchez
Administrator

Post-test: Valentina Sanchez

Post
Valentina Sanchez 10-1

TO: Daniela Garcia, Secretary

From: Valentina Sanchez, Manager

Date: June 6, 2014

Subject: Inappropriate behavior during working hours

This letter is to talk about the behavior you are having at work.

We are not very satisfied with the behavior you've had lately at work this makes that we will not see benefit with your performance at work for this reason we ask that you better your behavior.

In the next week we hope to see new results about this problem.

Pre-test: Natalia Zuñiga

Nathalia Zuñiga ?
Diagnostic Test
 May 16th 2014
 Mr. Anderson Aleaga
 This memorandum is for the breach of your business hours. You must to stay in the office at 12 pm and yesterday and today you came to the office at 2 pm. It is valid the reason for your retardment please ask for permission.
 If you come late tomorrow you will be fired.

Post-test: Natalia Zuñiga

Nathalia Zuñiga
 To: Lianda Ramirez
 Human Resources Manager
 From: Nathalia Zuñiga
 General Manager
 Date: June 4th 2014
 Subject: There will be a meeting to discuss employees irregular arrival to work.
 In the meeting we are going to talk about to employees irregular arrival to work, because there the level of production could be decrease, and produce troubling other's work. I think it is necessary make a new schedule.
 It is obligatory to attend to resolve the problem and take action.

Pre-test: Michelle Ortiz

Subject: Don't be late.

Mr. Payne

We have to inform you that you have been coming late to your job on this week. This is your second call of attention.

The next time we have to take harsh measures so I hope you don't do this again.

Thanks for your attention

Michelle Ortiz
President.

Post-test: Michelle Ortiz

To: Emma Devine, Store manager

From: Michelle Ortiz, President

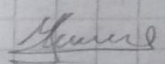
Date: June 6, 2014

Subject: Invitation to a dinner

Recently we got an invitation from Apple to a dinner this Friday to all the team of our enterprise. We would like to invite you to the dinner.

It will be a great and an important night for us because with this we can start an association with Apple, it's so important to get to all the team reunited this Friday. If we get an association with Apple we would change the schedule for a flexible one.

It is not a mandatory to assist, but if you go we will be thankful.


Michelle Ortiz
President

Pre-test: Juan Esteban Ramirez

Diagnostic test
Memorandum

Cine-Bar
Juan Esteban Ramirez

May - 16th/2019

Mr. Alex Garcia

Good morning mr. Garcia, the present memorandum is because you are not do your work of best made. If you don't improvement you can be fire

I hop a change positive.

JER
Juan Esteban
Manager human resources

Post-test: Juan Esteban Ramirez

Memorandum

To: Juan Sebastian Lopez

From: Juan Esteban Ramirez, Manager

Date: Jun 6, 2014

Subject: Notification to cut of the staff

This memo is to notificate the cut of the staff. It is necessary for our enterprise.

The decision is take for the bad economical situation we all going through, for this is imposible fund every staff.

If you are going to dismiss sorry for this situation and you are going to recived your liquidation.

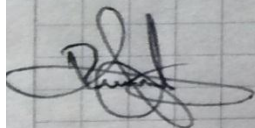
Pre-test: Daniel Ordoñez

Daniel Ordoñez L.

Diagnostic test memorandum

Mr. Anderson Arteaga May 16th 2014

The memorandum is for call attention because get late a his work, pliss Don't Do it again. If not, it will be OFF your salary.



Daniel Ordoñez

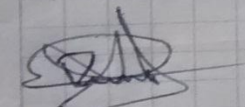
Post-test: Daniela Ordoñez

to: Daniel's Company
from: Daniel Ordoñez
Date: 6 June, 2014
subject: Officen been in bad conditions

We need to have a meeting to talk about the bad conditions of our Officen and that's giving a bad look to our company and clients will soon start talking about our bad conditions

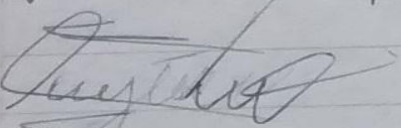
As resolve to this is to try the Officen more clean and also finda cleaning lady but also you need to also try to keep the Officen more clean.

Thanks for your attention



Daniel Ordoñez L.

Pre-test: Alejandro Garces

Alejandro Garces R. 10-1
Quit
Diagnostic test - Memo
September 10th 2014
Mr. Calvache
Administrator
The memorandum is because, you
have a contract which you have
to be in the company at 6:00am
and you have been late 10
minutes.
Hope the situation improves and
you can accomplish the
schedule in the company.
If you keep in contact.
Attentively, Alejandro Garces R.


Post-test: Alejandro Garces

Memo

To: Money Man 4 Bussines

From: Leonerdo Cedeno, Manager

Date: September 1st, 2014

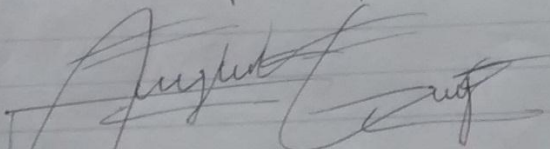
Subject: Late arrivals in the company

Many of our staff are arriving very late according to the rules in the company Money Man for Bussines.

I remind you if you don't follow the rules in the company they will suspended and we can expel you.

We hope you can follow the rules in Money Man for Bussines.

Thanks for your attention

 Alejandro Garces R.

Pre-test: Andres Camilo Perez

Andrés Camilo Pérez 10-3

Diagnostic test

Monday, May 21th 2013

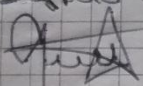
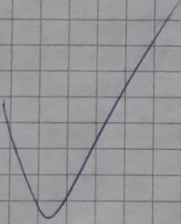
Dear, Mr Esteban

Lately, the MR Esteban doesn't Has a good performance in your laboral journey. if you don't upgrade I have the duty of discount your wage

I hope that you improve

sincerely

Andrés Camilo Pérez
Sales manager

Post-test:

Andrés Camilo Pérez ortiz

To: All staff and intern

From: Andrés Pérez President of the company

Date: 06/05/2012

SUBJECT: the bad service of the clients

Last month, the service of the clients have decreased and for this, the company have a owe to pay a client for return on this place

therefore, we are introducing a new rules of discipline in this company and the employees that isn't agree going to be dismissed

the rules are for all


Andrés Pérez
President of company

Pre-test: Camila Perez

Cupcake candy.
 Avenue 23 Cali Colombia
 may 16 2014
 Email: Cupcakecandyseal@hotmail.com
 Tel: 3034557091

Mr. Peña.

You have a Fight on our business during working hours. So Take a penalty in your resume, hopefully this will not happen again.

Yours Faithfully
 Perent
 Camila Peret.
 Camila P.

Post-test: Camila Perez

ICE COMPANY

To = Camila Pérez, Sales manager
 From = Andres Peña, Packer
 Subject = Absence at work
 Date = June, 2014

This is to inform you that you have missed your work eight days without any justification.

You missed your work abandoning their Responsibility to job and never brought their justification for what happened, because of this economy will sanction his Salary.

Thank's for your attention

Attentively
 Camila Pérez

Pre-test: Juan Camilo Restrepo

Juan Camilo Restrepo

To: Ladies and gentlemen workers
From: Juan Camilo Restrepo

Date: June 4 - 14

Subjects: To discuss regular arrival to work

Spence will make a speech ladies when working

They have reported that several employees have been tardy in its work. Caused this by affecting the work of other workers and this is not the objective. By production we have reported that the production of the product dropped causing the decrease of sales. To solve this a calendar where each employee can choose a proper schedule was made.

Post-test: Juan Camilo Restrepo

May 16 14

Call attention #2
Electric Company
Mr. Carlos Castro

Regards

I inform you that by this letter irregularity because you go through with late arrivals at work by the schedule set by the company.

I regret to inform that this is the second memorandum to be done to you. If this happens 3 times unfortunately will be made to fulfill the rules of the company, being fired from 3 mos.

Thank you very much for your attention

Attentively: Juan Camilo Restrepo
Manager.

Appendix H: Journal of Class

In this journal, the researcher wrote down all the experiences that were presented during the application of the two units as well as the observer impressions. These two units were proposed under a Genre-based Approach to develop writing skills in a school with business emphasis.

March 28, 201

This day, the first activity was proposed and several phenomena appeared. A positive point that I liked to highlight was the participation by the students, they showed an interest on the topic. They were very focused on the teacher's explanations.

On the other hand, there are things that could be improved. One of them is simplification of some explanations by the teachers due to the low proficiency level in FL that some students have. The teacher had to explain several times in order to let the students understand the message.

In conclusion, this first attempt led the teacher to contextualize the students on the topic. He introduced the first concepts that will allow improving students' writing processes in classroom.

April 4, 2014

In this class, the main protagonists were the activities of contextualization and exposition to authentic material by the teacher to the students. This allowed the students to be more familiarized to the genre that teacher was trying to teach. The exposition to authentic material is also a very important feature of the communicative approach.

However, a negative point was the lack of preparation of the teacher to explain the new vocabulary presented in the authentic texts. This provoked that teacher had to stop and explain the new lexis to students. This could be avoided if the teacher would have prepared a hand out with this vocabulary to familiarize the students before starting the exercise and probably, making the students more autonomous.

April 30, 2014

On this day, several aspects came out from the teaching exercise carried out by the teacher. The first aspect was the construction of a paragraph in English language, this approach allowed the students to view the texts as a structural body that contains communicative features. The teacher did not take the sentence but the paragraph as a functional part of the discourse. Another aspect is the exemplification of the basic structure of a paragraph in English language; this allowed the students to identify in an easier way the structure. However, there were some problems of logistic value due to the lack of physical material to represent the previous structures. This took time out of the class and the teacher could not complete the session.

It is important that the students have physical material to follow the instructions from there and not taking time from the teacher by asking questions about it several times.

May 2, 2014

In this activity, the parts of the genres were taught to the students. This eased the comprehension of the elements that were going to be evaluated during the writing process. The students expressed a feeling of tranquility when they were exposed to text models of the genre that they were going to write.

An aspect that could be improved was the explanation of the functions that genre had in the business field. Some model texts were clear enough in explaining the structure but some others did not because the level of the lexis was too high for the proficiency level of the students. The teacher could have explained each model text to let the students understand easily the activity.

May 7, 2014

In this session, the students carried out an activity of brainstorming to frame the features that their text will have. Then the teacher presented a business vocabulary sheet that allowed the students to understand the texts more easily. However, the “Outline” activity could be improved if the teacher would have explained better this due to the lack of effectiveness by the students when doing this activity. The teacher could have another class to enhance the concept of “outline” and exemplify it to improve this aspect of the writing process.

May 14, 2014

In this session we can say that there were many aspects to correct. The first is due to a "peer correction" activity since the very low level students could not identify some grammatical errors or vocabulary found in other texts. It can be said that this activity only worked with intermediate and high level students who could identify errors. However, lower-level students could identify at least mistakes of the formal structure of the letter.

To improve this aspect the teacher could use a correction system for the lower level students to let them know what kinds of errors are being treated; a system that also contains symbols to

identify different types of errors, because there are a lot of errors of appropriate use of vocabulary, grammar, coherence and cohesion and formal structure in the texts.

May 21, 2015

In this session a new guide is presented in order to continue with the writing of another text related to the business context (the memorandum). For this, a comparison activity was proposed to make a relation between the business letter and the business memorandum. This was proposed with the objective of identifying differences between these two. This activity was presented to the students through a video that identifies the differences with an easy vocabulary for foreign language students.

To improve this point the teacher can propose that the students identify those differences through two authentic texts. This is done with the purpose of rise an awareness of this differences on students' minds.

May 30, 2015

In this class a topic about developing strategies and tools to enhance writing processes were proposed to students. A tool like the "outline" was introduced to students for learning how to better organize their thinking to give coherence to their texts.

A positive aspect of this session may be the understanding of the benefits of making an "outline". They understood that this is a tool to organize and plan their texts to really focus on the functions they are trying to express. Students were tested and the activity was efficiently carried out.

On the other hand, a negative aspect could be the lack of time for further explanation of other tools. The time was not enough to make this tool an integrated part of the students' writing processes, though they recognized its benefits.

June 6, 2015

In this final session, the last activity was proposed to finish students' writing process. A student did the exercise with the teacher's guide and was held in the stipulated time for it. One positive aspect was the use of the "outline" by some students, which allowed the exercise felt a bit faster than the rest.

However, many students decided to write the final text without a plan and just with a general idea of what would be their texts. This caused that they would take longer and would need more guidance from the teacher to write their texts from scratch.