Employing the R2L methodology with translanguaging to support written production of the daily routine genre[1]

Empleo de metodología R2L con translenguaje para apoyar la producción escrita del género discursivo de rutina diaria

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Abstract

This paper presents a pedagogical action research project conducted at a Chilean tertiary education institution which explores the teaching of written production in English as a foreign language (EFL). It examines the application of the Reading to Learn (R2L) methodology, based on the principles of Systemic Functional Linguistics (SFL), which provides systematic support for students to produce a variety of genres. The intervention consists of two phases in which the R2L methodology is employed for teaching the daily routine genre. In this study, the R2L methodology focuses on allowing students to develop the necessary linguistic resources for the production of both first-person singular and third-person singular daily routines. To facilitate this, the intervention utilizes two teaching tools: the steps of the R2L methodology and translanguaging. The findings reveal that the R2L methodology alongside translanguaging significantly improved students' ability to produce well-structured and purposeful daily routines, incorporating a range of linguistic choices.

Keywords: Reading to Learn (R2L), translanguaging, daily routines, Systemic Functional Linguistics (SFL), pedagogical action research.

Resumen

Este artículo presenta un proyecto de investigación-acción pedagógica realizado en una institución chilena de educación superior que explora la enseñanza de la producción escrita en inglés como lengua extranjera (ILE). Este estudio examina la metodología Reading to Learn (R2L), basada en los principios de la Lingüística Sistémico-funcional (LSF), que proporciona apoyo sistemático para que los estudiantes produzcan una variedad de géneros discursivos. La intervención consta de dos fases en las que se emplea la metodología R2L para la enseñanza del género discursivo de rutina diaria. En este estudio, la metodología R2L se centra en permitir que los estudiantes desarrollen los recursos lingüísticos necesarios para la producción tanto de rutinas diarias en primera persona del singular como de rutinas diarias en tercera persona del singular. Para ello, la intervención utiliza dos herramientas de enseñanza: los pasos de la

metodología R2L y translenguaje. Los resultados revelan que la metodología R2L junto con translenguaje mejoraron significativamente la capacidad de los estudiantes para producir rutinas diarias bien estructuradas y con un propósito claro, incorporando una serie de opciones lingüísticas.

Palabras clave: Reading to Learn (R2L), translenguaje, rutinas diarias, Lingüística Sistémico-funcional (LSF), investigación-acción pedagógica.

Introduction

Nowadays English is widely acknowledged as a lingua franca due to its role in enabling effective communication between speakers of diverse languages (Seidlhofer, 2009). Various approaches aim to improve students' English proficiency, one of which is Communicative Language Teaching (CLT), frequently employed in Chile. This approach emphasizes function over form (Canale & Swain, 1980) and takes into account students' prior linguistic knowledge, which may sometimes be limited. Therefore, it is essential to explore a new approach that can support students with minimal English proficiency.

The present study focuses on the implementation of the Reading to Learn (R2L) methodology, whose principles are informed by Systemic Functional Linguistics (SFL), to aid students from a Chilean tertiary education institution in successfully producing the daily routine genre. Extensive research has demonstrated that the genre-based approach (GBA) helps teachers to support students in learning to construct meaning through reading and writing in high school and higher education (Byrnes et al., 2010; Achugar & Carpenter, 2012; de Oliveira & Iddings, 2014; Dreyfus et al., 2016; Herazo et al., 2021; Menco-Haeckermann, 2021). In addition to the utilization of the R2L methodology, this research also uses the theory of translanguaging (García & Wei, 2014), in which students' first language (L1), Spanish, is used to help them to understand and produce the daily routine genre in English (L2) in an effective way. Spanish is gradually reduced when students show mastery of the necessary linguistic features for writing daily routines.

The study that is presented here employs pedagogical action research to evaluate the implementation of the R2L methodology with translanguaging in an extracurricular workshop at a Chilean tertiary education institution. The students that participate in the study possess a Pre-A1 level of English based on the levels described in the Common European Framework of Reference for Languages (Council of Europe, 2020). The R2L methodology contributes by including strategies that enable teachers to support all students in reading and writing at the levels that they need to be successful in different learning tasks. This methodology emphasizes constant interaction between teachers and students with the aim of building knowledge in the writing of several genres (Rose & Martin, 2012). This research then explores how the pedagogical strategies of the R2L methodology with translanguaging can assist students in mastering the daily routine genre, including both first-person singular and third-person singular daily routines. This genre was selected because it involves the simple present tense, which is a key area of study in students' first general English course.

The objectives of this study are:
- To examine how effectively the R2L methodology with translanguaging enables students to write well-structured and purposeful daily routines.

- To examine how effectively the R2L methodology with translanguaging expands students' linguistic choices in the writing of daily routines.

Working with this methodology and translanguaging has relevant implications for teaching English as a foreign language (EFL), especially for supporting students who are beginners, contributing empirical evidence on students' ability to successfully write different genres. The findings are expected to provide insights into effective teaching methodologies that can be employed to support students in acquiring the necessary linguistic resources for writing a variety of genres. Supporting students in improving their understanding and writing of genres is crucial for preparing them to communicate in various contexts.

This paper is divided into four sections.[3] The first section, Theoretical Framework, provides a detailed overview of pedagogical action research, R2L methodology, translanguaging, genre analysis, and TRANSITIVITY. The second section, Methodology, outlines context and participants, research methodology, data collection instruments, and data analysis methods. The third section, Results and Discussion, presents and interprets both genre and TRANSITIVITY analyses of students' daily routines. The fourth and final section, Conclusions, synthesizes the study's contributions, acknowledging its limitations and implications for pedagogical practices in EFL contexts.

Theoretical Framework

Pedagogical Action Research

The research methodology chosen for this study is pedagogical action research. According to Norton (2009), this "involves using a reflective lens through which to look at some pedagogical issue or problem and methodically working out a series of steps to take action to deal with that issue" (p. xvi). By using a cycle of planning, action, observation, and reflection (Kemmis & McTaggart, 1988), this methodology enables teachers to conduct an organized process of inquiry into their own classrooms.

The cycle starts with planning, where teachers identify specific challenges or areas for improvement in their teaching methods and develop a plan. They then move to action, implementing new strategies or interventions in their classrooms based on their plan. During the observation phase, teachers collect data on how these changes affect student learning, often through assessments, student feedback, or classroom observations. In the reflection phase, this data is analyzed to evaluate the effectiveness of the interventions. Moreover, teachers interpret the results of their analysis to gain insights, which inform adjustments and refinements to their teaching practices. This iterative process helps teachers continuously improve their practice and adapt to the evolving needs of their students.

R2L Methodology

The R2L methodology is informed by Systemic Functional Linguistics (SFL) that asserts that language functions as a semiotic resource for meaning making within social contexts (Halliday & Matthiessen, 2004). Therefore, language provides a range of choices that users can select from to

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[3] ChatGPT was used in some parts of this paper to rewrite some sentences and paragraphs in a more academic manner.

meet the semantic requirements of specific situations and cultural objectives. The R2L methodology considers language learning as the process of expanding learners' semiotic resources, enabling them to effectively create meanings within different contexts. By providing a structured approach to guiding students through text comprehension at different levels, the R2L methodology allows them to acquire language skills that are appropriate for a range of communicative demands. Rose and Martin (2012) state that the R2L methodology "incorporates strategies for teaching reading, in an integrated approach that has been designed and refined through extensive classroom application and teacher professional learning programs" (p. 115). The methodology, as emphasized by Rose (2019), "is focused on how teachers and learners interact to build knowledge" (p. 5).

The R2L methodology positions itself within a sociocultural perspective (Vygotsky, 1978; Gibbons, 2003), which posits that learning is facilitated through guidance from others within the context of meaningful tasks. According to Vygotsky (1978), it is essential to assess students not only based on their final outcomes but also on their starting points. This approach led him to formulate the concept of Zone of Proximal Development (ZPD), defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In the educational context, adult guidance referred to by Vygotsky is coined as 'scaffolding' by Bruner (1978), which means that learners need systematic assistance provided by their teachers in the learning process. Figure 1 outlines the nine steps of the R2L methodology across three levels.

Figure 1. Steps of the R2L methodology
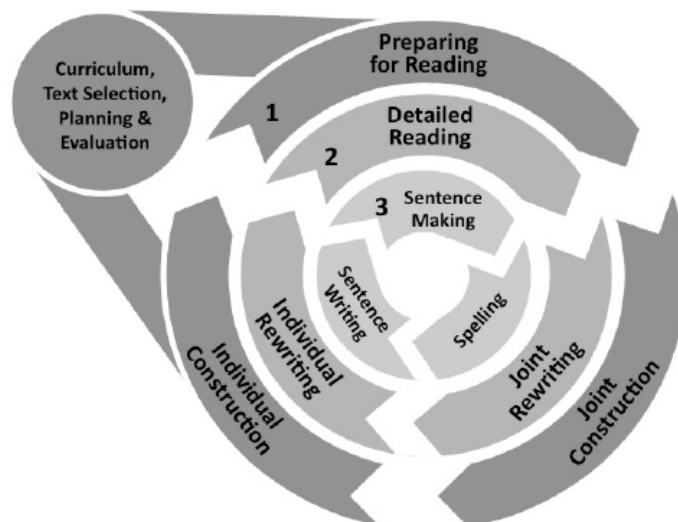
Source: Rose & Martin, 2012, p. 127.

Level 1 is composed of Preparing for Reading, Joint Construction, and Individual Construction. Preparing for Reading involves the activation of students' prior knowledge of a genre through a brief explanation of the content of a model text and its structure. Subsequently, a summary of the text is provided to students. The aim of this summary is to alleviate the cognitive load associated with comprehending the model text that students will later use. In Joint

Construction, both teacher and students analyze the stages of the model text and collectively construct a new text with a new field or subject matter that follows the same structure of the model text. Finally, in Individual Construction, students work independently to write a new text in the same genre but with a new field (Rose, 2019). The teacher can provide different degrees of support during this last step, depending on students' proficiency levels. In all three steps the genre remains the same, but the field changes.

Level 2 of the R2L methodology includes Detailed Reading, Joint Rewriting, and Individual Rewriting. These steps offer increased support for students to deeply understand the language used in curriculum texts and to incorporate the language they have acquired from reading into their writing (Rose & Martin, 2012). In Detailed Reading, teachers and students analyze each sentence of one or two passages from the model text. This involves identifying and highlighting key information, clarifying meanings through definitions and explanations, and elaborating on the meanings of words and word groups to expand students' linguistic resources. In Joint Rewriting, some students dictate the words and word groups that were highlighted in Detailed Reading, while other students write them on the board. Afterward, both teacher and students reconstruct as a class the passage or passages from this previous step. Individual Rewriting then allows students to independently rewrite passages deconstructed from the original text and the jointly rewritten passages, reinforcing their language skills.

Level 3 of the R2L methodology focuses on Sentence Making, Spelling, and Sentence Writing. These steps are designed to teach fundamental reading and writing skills within the context of curriculum texts (Rose & Martin, 2012). They address aspects of grammar, graphology, and punctuation. In the Sentence Making step, students rearrange words and word groups from earlier passages to form sentences. In the Spelling step, students focus on practicing spelling by working with words from the previous step, emphasizing letter patterns, letter-sound correspondences, and letter formation. In the final step, Sentence Writing, students apply what they learned in the two previous steps to the writing of coherent sentences, which enables them to consolidate their written skills.

A significant feature of this methodology is that its steps are optional, allowing teachers to enter the cycle at any point, depending on the specific needs of their students, ensuring an adaptable methodology to teaching and learning.

Translanguaging

The utilization of students' first language (L1) in the teaching of English (L2) has been a controversial practice. Nevertheless, this use has been widely practiced by EFL teachers for various reasons like clarifying new vocabulary and ensuring clear instructions (Cancino & Díaz, 2020). A concept that is used to describe a pedagogical approach to teaching in which teachers support students' ability to move fluidly between languages is known as translanguaging.

As defined by García and Wei (2014), translanguaging "considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (p. 2). In this context, translanguaging involves using Spanish alongside English to enhance students' linguistic and cognitive skills, recognizing that proficiency in one language can support the learning of another (García & Kleyn, 2016). Despite debates, this approach

acknowledges students' first language (L1) as a valuable resource in learning a foreign language (L2).

Genre Analysis

According to Martin and Rose (2007), genre is "a staged, goal-oriented social process" (p. 8). This definition highlights its staged nature, which implies that multiple steps need to be followed in order to achieve the specific purpose of the genre. Genres are also goal-oriented because they are driven by communicative intentions. And they are social because communication occurs with other people, not in isolation. SFL genre specialists have developed a genre classification system that categorizes social processes within educational contexts. Each genre involves a series of predictable stages. The stages of a genre help structure and organize the communication process, ensuring that each part contributes to achieving the overall communicative goal. Figure 2 shows the variety of genres found in educational settings.

Figure 2. Genres developed in school
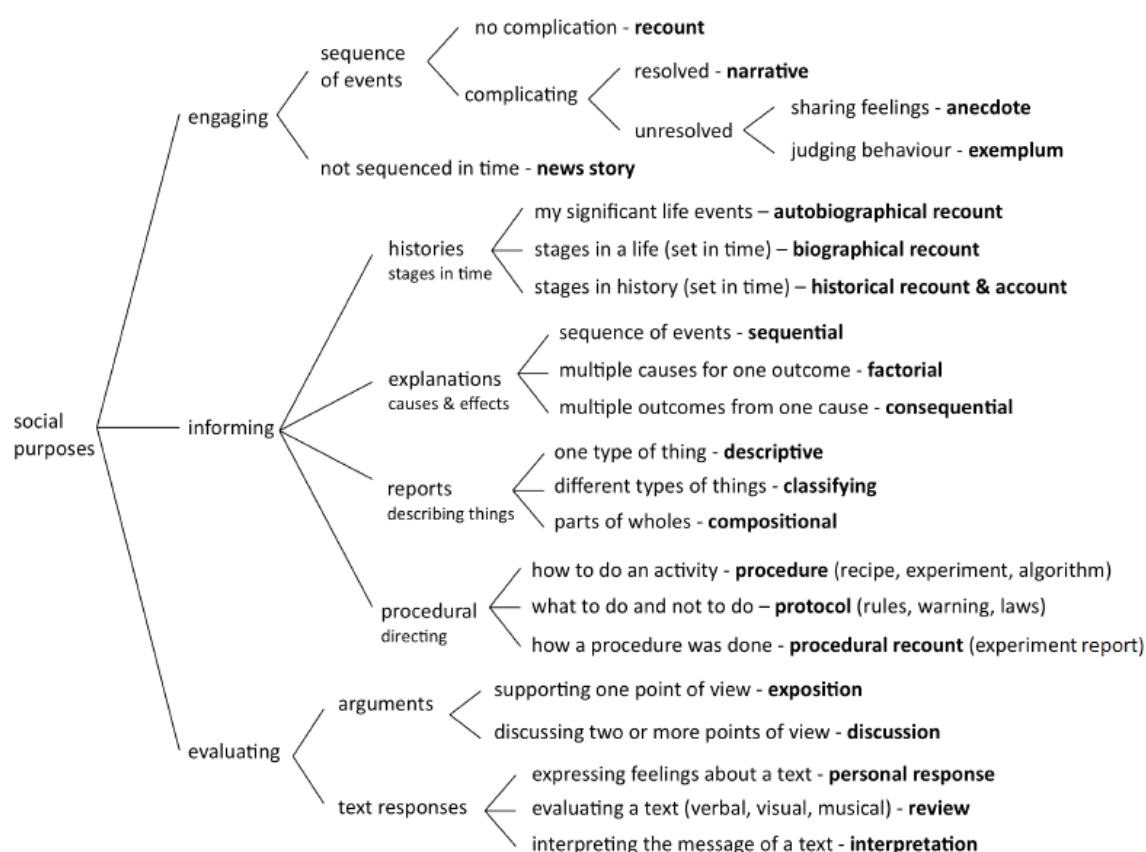
Source: Rose & Martin, 2012, p. 110.

The social function of a discussion, for instance, is to analyze an issue from different perspectives. This social function is shown structurally in three stages: Identification, Arguments,

and Conclusion/Recommendation (Humphrey et al., 2012). Identification provides a context for the discussion. Meanwhile, arguments present reasons in favor of and against a position. Finally, the last stage, Conclusion/Recommendation, summarizes both sides and makes a recommendation in favor of one position.

Systemic Functional Linguistics (SFL) offers a comprehensive framework for understanding language in texts, which allows us to employ a variety of texts for teaching lexical and grammatical features in context (Troyan et al., 2022). This framework is crucial for understanding and writing various genres that are culturally relevant in our society. In this study, the genre classification system developed by genre specialists is used to identify whether students are able to write well-structured and purposeful daily routines. Although this particular genre is not included in this system, Mendoza (2022) classified it as engaging: sequence of events: no complication, following the stages of Morning Routine, Afternoon Routine, Evening Routine, and Night Routine. Each stage represents a distinct period of the day, reflecting the natural flow of a person's daily life and helping in the organization of how daily routines are communicated.

TRANSITIVITY

The system of TRANSITIVITY addresses how language expresses external events and internal states (Halliday & Matthiessen, 2014). This analytical framework details three key components of meaning within a clause: Processes, the Participants involved in these processes, and the Circumstances surrounding these processes.

Two systems are involved in the understanding of how different elements in a clause interact: PROCESS TYPE and CIRCUMSTANTIATION (Martin et al., 2010). The first system, PROCESS TYPE, categorizes English clauses into six types: material, mental, relational, behavioral, verbal, and existential.

Material clauses describe actions and events (e.g., *They make breakfast*; *I eat lunch*) and typically involve an Actor (the doer of the action), a Process (the action itself), and a Goal (the entity affected by the action). Mental clauses deal with processes of sensing, including perception, affection, cognition, and desideration (e.g., *I believe in God*; *I always remember them*). These types of clauses typically include a Senser (the participant who senses), a Process (the mental activity) and a Phenomenon (the participant that is being sensed). Relational clauses represent relationships between entities (e.g., *She is my friend*; *He seems nice*), and they feature a Carrier (the participant to which a characteristic is ascribed) and an Attribute (the characteristic that is ascribed to the Carrier) or a Token (the participant that is being described) and a Value (the description assigned to the Token) alongside a Process (the connection between the Carrier or Token with the Attribute or Value). In relational clauses, the relationship between Carrier and Attribute is not reversible; that is, the Carrier and Attribute cannot switch places without altering the meaning of the clause. However, in the case of Token and Value, they can often be interchanged without changing the fundamental relationship expressed in the clause. Behavioral clauses describe processes of physiological or psychological behavior, such as bodily actions or mental responses (e.g., *I smile at them; I watch the news*). These clauses typically include a Behaver (the participant performing the behavior), a Process (the behavioral action), and a Target (the entity targeted in the process of behaving). Verbal clauses express processes of saying and communicating (e.g., *He asked me many questions*; *We described our hometown*). They generally include a Sayer (the participant who is performing the act of saying or communicating), a Process (the act of speaking or communicating

itself), a Verbiage (the content or message being communicated), and a Target (the participant who receives the communication). Finally, existential clauses indicate the presence of entities without focusing on specific actions (e.g., *There is a lake near my house*). They involve an Existent (the participant whose presence is being indicated) and a Process (the process of existing or being present) (Martin et al., 2010).[4]

The above-mentioned clauses then provide a framework for understanding how language expresses a wide range of actions, states, and relationships within texts.

The second system, CIRCUMSTANTIATION, is the resource used to enhance the clause type. Circumstances often appear across clause types because they do not alter the core nature of the clause (Martin et al., 2010). The majority of Circumstances are optional and can be placed flexibly within the clause. Nevertheless, Circumstances offer valuable resources for elaborating on the experiences each clause conveys. English recognizes nine general types of Circumstances: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angle. Table 1 presents these Circumstance types along with their respective subtypes.

Table 1. Types and Subtypes of Circumstances in English

Circumstance type	typical probe	Example realisation	Circumstance subcategory	subcategory probe
Extent	how ___? at what intervals?	for three hours every three hours	duration frequency	for how long? how many times?
		for six miles	distance	how far?
Location	at what point?	in September; before tea; recently; during the lesson	time	when?
		in the yard; from Paris; miles away	place	where?
Manner	how?	with a hammer; by trickery	means	by what means?
		quickly	quality	how?
		as fast as possible; like a top	comparison	what like?
		to a great extent; deeply; considerably	degree	how much?
Cause	why?	because of you; thanks to him; for lack of $5	reason	why?
		for better results; in the hope of a good deal	purpose	for what purpose?
		on behalf of us all	behalf	on whose behalf?
Contingency	in what circum-stances?	in the event of rain; without more help (we can't do it)	condition	under what conditions?
		in spite of the rain	concession	despite what?
		in the absence of proof	default	lacking what?
Accompaniment	together with?	with(out) his friends	comitative	who/what with?
		as well as them; instead of them	additive	and who/what else?
Role		as a concerned parent	guise	what as?
		(smashed) into pieces	product	what into?
Matter	what about?	about this; with reference to that		
Angle	whose angle?	according to the Shorter Oxford	source	says who?
		in the view of the protestors	viewpoint	from whose perspective?

Source: Martin et al., 2010, pp. 101-102.

The system of TRANSITIVITY plays a crucial role in determining whether various genres are produced using appropriate linguistic resources in our society. In this study, this system is applied

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[4] The examples presented in this paragraph are provided by the author of this paper.

to analyze the linguistic features used in the daily routine genre. This genre typically includes both material clauses (e.g., *I brush my teeth*; *She works in her home office*) and behavioral clauses (e.g., *I watch cartoons*; *She reads a book*). Additionally, it often incorporates Circumstances of frequency (e.g., *Every day I wake up early*; *She never has lunch*), time (e.g., *My classes start at 8:30 a.m.*; *She goes to sleep at midnight*), place (e.g., *I go to the park*; *She comes home*), duration (e.g., *I sleep for an hour*), purpose (e.g., *I get ready for school*; *She has coffee and a sandwich for breakfast*), and comitative Circumstances (e.g., *I have breakfast with my family*). These linguistic features collectively help structure the daily routine genre, ensuring that it accurately reflects the patterns of everyday life.[5]

Methodology

Context and Participants

The participants of this study included eight students from a Chilean tertiary education institution where English is taught in both general and English for Specific Purposes (ESP) courses. All participants had Pre-A1 levels of English and were enrolled in their first general English course at the time of the study.

The students were invited to voluntarily participate in a workshop titled 'Daily Routines'. Before participating, all students signed an informed consent document in Spanish, which detailed the workshop's content, duration, and potential risks and benefits.

The 'Daily Routines Workshop' was part of a project known as *R2L Project* that covered three genres: daily routines, personal recounts, and descriptions. This project was based on Mendoza's (2020) master's thesis 'Using a Reading to Learn (R2L) Adaptation to Support Students' Language Learning in the Production of Spoken Daily Routines.' Mendoza's (2020) study was conducted online, focusing on spoken daily routines and incorporating three scaffolding strategies, including an adaptation of the R2L methodology, translanguaging, and multimodality. In contrast, the workshop on daily routines presented in this study focused on teaching students to produce written daily routines in in-person lessons, employing the steps of the R2L methodology and translanguaging as scaffolding strategies.

Research Methodology

The research methodology employed in this study is pedagogical action research. The planning phase consisted in problematizing the use of CLT with students with limited English proficiency, selecting R2L with translanguaging as the teaching methodology to be used in the intervention, defining the main objectives, preparing teaching materials, designing data collection instruments, and selecting methods for data analysis.

The action phase involved implementing the R2L methodology with translanguaging to teach written daily routines. The implementation was structured into two phases within the intervention. Phase 1 provided scaffolded support for students to write first-person singular daily routines. Phase 2 then extended this support to help students write third-person singular daily routines.

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[5] The examples provided in this paragraph are derived from the daily routines analyzed in the intervention of the present study.

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The first phase of the intervention centered on teaching first-person singular daily routines. This phase comprised two 80-minute lessons and included three main steps known as Preparing for Reading, Detailed Reading, and Joint Rewriting. In the first step, Preparing for Reading, students were required to discuss their daily routines in Spanish in order to activate prior knowledge. They shared activities that they typically engage in during the morning, afternoon, evening, and night, noting that in Spanish the evening is referred to as tarde-noche, as there is no specific term for it. Next, students were introduced to the daily routine of a fictional student named George. The teacher provided a summary of George's daily routine, aligned with the stages of the daily routine genre, to enhance comprehension and engagement. Following this, students watched a video that featured George's daily activities, incorporating images, audio, and subtitles. Although this text was presented orally in the video, its format was written-like because of its structure and language used. Finally, the teacher read George's complete daily routine aloud, informing students that they would analyze it sentence by sentence.

In the second step, Detailed Reading, the text was thoroughly examined sentence by sentence to ensure that every student fully understood it. Several structured pedagogical moves were followed during the analysis of each sentence. In the Prepare move, the teacher provided a brief description of the sentence to be analyzed and then read it aloud. In the Focus move, the teacher posed questions about the content of the sentence. In the Identify move, students answered the teacher's questions related to the sentence under study. In the Affirm move, the teacher validated the students' responses. In the Elaborate move, the teacher expanded on the grammar and vocabulary used in the sentence. This process was applied to every sentence in the text. In Detailed Reading, Spanish was used to prepare the content of each sentence because it helped activate students' prior knowledge and made the sentence more accessible, allowing students to grasp the meaning of it without the added challenge of unfamiliar vocabulary. Spanish was also used before introducing new vocabulary in English because it provided a familiar context for students. By first discussing concepts in Spanish, students could better relate to and contextualize the new English vocabulary, facilitating retention and comprehension.

Finally, in the third step, Joint Rewriting, students revisited George's daily routine video and text, first watching the video before reading the written document together. The teacher led a collaborative reading process, where the sentences of George's daily routine were read aloud in Spanish by the teacher and then read in English by the students. They also underlined key words and word groups, which were then categorized into sections such as Circumstances, Connectors, Morning Routine, Afternoon Routine, Evening Routine, and Night Routine. This process of underlining key words and word groups should ideally be conducted during the Detailed Reading step; however, it was incorporated here to prevent cognitive overload for the students in the previous step. Following this, students dictated and wrote these terms on the board and in their notebooks. They then participated in a rewriting exercise where they recreated George's daily routine by translating sentences from Spanish to English, doing so without referring to the original text. They could only use the words that they wrote in their notebooks. Finally, the teacher read their collective rewritten daily routine, allowing students to see their contributions in context.

The second phase of the intervention focused on teaching third-person singular daily routines. Like in the first phase, this phase was composed of two 80-minute lessons and included

the steps of Preparing for Reading, Detailed Reading, and Joint Rewriting in the learning and writing of the daily routine of a fictional worker named Renee.

In both phases of the intervention, Spanish was utilized within the different steps of the R2L methodology to support understanding. However, as students demonstrated mastery of the necessary linguistic resources to write daily routines, the employment of Spanish was progressively reduced.

The observation phase centered on collecting information through students' pre-tests and post-tests. And the reflection phase involved analyzing the tests using genre analysis and TRANSITIVITY analysis and interpreting the results to refine the workshop for future implementations.

Data Collection Instrument

The data collection instrument for this study involved gathering texts that showed the daily routines written by students pre- and post-intervention. A pre-test and a post-test were designed with the purpose of examining how effectively the R2L methodology with translanguaging both enabled students to write well-structured and purposeful daily routines and expanded students' linguistic choices in the writing of daily routines.

Before the intervention, students were administered a pre-test where they were required to write a first-person singular daily routine and a third-person singular daily routine. The specific writing prompts for students included: "What do you usually do on Mondays?" and "What does your best friend usually do on Mondays?"

Following the intervention, students were given a post-test structured similarly to the pre-test. They were asked to write a first-person singular daily routine and a third-person singular daily routine. The specific prompts for the post-test were: "What do you usually do on Wednesdays?" and "What does your best friend usually do on Wednesdays?"

Students were allotted 60 minutes to answer the questions in both tests, administered before and after the intervention.

Data Analysis Methods

Student texts were analyzed using two distinct methods. First, genre analysis was utilized to examine the structure and purpose of the daily routines written by students in both the pre-test and the post-test. The daily routine genre was expected to be organized in the four stages covered in the intervention, including Morning Routine, Afternoon Routine, Evening Routine, and Night Routine. Lexical and grammatical errors, as well as Spanish interference, were not considered if the text demonstrated well-structured and purposeful daily routines.

Second, the system of TRANSITIVITY was employed to examine the linguistic features students used to write daily routines. In the daily routine genre, material and behavioral clauses were expected to appear alongside Circumstances of frequency, time, place, duration, purpose, and comitative Circumstances. In line with genre analysis, lexical and grammatical errors, as well as Spanish interference, were disregarded as long as the functional elements within the clause were identifiable.

Results and Discussion

As previously stated, to evaluate how effectively the R2L methodology with translanguaging supports students in the writing of daily routines, genre analysis and TRANSITIVITY analysis are employed in this study.

Genre Analysis of Students' Daily Routines

To examine how effectively the R2L methodology with translanguaging aids students in organizing their daily routines, the structure of daily routines is analyzed. The focus of the analysis is on the four specific stages of this genre: Morning Routine, Afternoon Routine, Evening Routine, and Night Routine. Students' names have been replaced with letters to maintain their anonymity.

The analysis of students' texts of daily routines reveals that their organization of daily routines has significantly improved following the intervention. The stages of students' first-person singular daily routines pre- and post-intervention are illustrated in Table 2, with check marks indicating the presence of each stage.

Table 2. Structure of students' daily routines

First-person Singular Daily Routines from Pre-test								
Student Letters								
	A	B	C	D	E	F	G	H
Morning Routine		✓					✓	
Afternoon Routine							✓	
Evening Routine		✓						
Night Routine								
First-person Singular Daily Routines from Post-test								
Student Letters								
	A	B	C	D	E	F	G	H
Morning Routine	✓	✓	✓	✓	✓	✓	✓	✓
Afternoon Routine	✓		✓	✓	✓		✓	✓
Evening Routine	✓	✓	✓	✓		✓	✓	✓
Night Routine	✓	✓	✓	✓	✓	✓	✓	✓

Source: Own Elaboration.

In the pre-test, two participants structure their first-person singular daily routines into distinct stages such as Morning Routine, Afternoon Routine, and Evening Routine. Conversely, in the post-test, 8 participants organize their first-person singular daily routines into stages. Although not all participants utilize all four stages in the writing of their daily routines in the post-test, they employ stages that are adequate for understanding their daily routines.

The stages of students' third-person singular daily routines are provided in Table 3, with check marks indicating the inclusion of each stage.

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Table 3. Structure of students' daily routines

Third-person Singular Daily Routines from Pre-test								
Student Letters								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Morning Routine							✓	
Afternoon Routine								
Evening Routine								
Night Routine								
Third-person Singular Daily Routines from Post-test								
Student Letters								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Morning Routine	✓	✓	✓	✓	✓		✓	✓
Afternoon Routine	✓		✓	✓			✓	✓
Evening Routine	✓	✓	✓				✓	✓
Night Routine	✓	✓	✓	✓			✓	✓

Source: Own Elaboration.

In the pre-test, 1 participant structures their third-person singular daily routine into Morning Routine. In contrast, in the post-test, 7 participants organize their third-person singular daily routines into stages. Similar to the writing of first-person singular daily routines, not all participants follow all four stages in their daily routines in the post-test, but the stages they use provide a comprehensive perspective of the activities that they perform on a daily basis.

Therefore, these findings indicate a notable improvement in students' ability to structure daily routines from the pre-test to the post-test. This demonstrates enhanced comprehension of the purpose and structure of the daily routine genre.

TRANSITIVITY Analysis of Students' Daily Routines

To examine how effectively the R2L methodology with translanguaging expands students' linguistic choices in the writing of daily routines, this study analyzes TRANSITIVITY resources. This system of analysis focuses on both the types of clauses and the types of Circumstances that students include in their daily routines.

In writing daily routines, the types of clauses that are most frequently employed are material clauses (e.g., *I go to school*; *I have lunch*) and behavioral clauses (e.g., *I read books*; *I listen to the radio*). Conversely, clauses such as mental, relational, verbal, and existential are usually not employed in the writing of the daily routine genre.

The analysis of students' texts concerning first-person singular daily routines indicates that students utilize more suitable clausal resources after the intervention. Table 4 displays the occurrences of different clause types in students' first-person singular daily routines, comparing pre- and post-intervention results. The frequency of appearance of each type of clause in students' daily routines is indicated by numbers.

Table 4. Types of clauses in students' first-person singular daily routines

First-person Singular Daily Routines from Pre-test								
Student Letters								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Clause type								
Material	2	4			2	1	1	
Mental								
Relational				1				4
Verbal								
Behavioral			1				1	
Existential								
First-person Singular Daily Routines from Post-test								
Student Letters								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Clause type								
Material	8	9	5	6	4	6	13	6
Mental								
Relational			1		1			2
Verbal								
Behavioral	2	2	1	2			2	3
Existential								

Source: Own Elaboration.

The analysis identifies an evolution in the use of clause types. The frequency of material clauses increases from 10 in the pre-test to 57 in the post-test. This increase shows a significant enhancement in students' comprehension of the role of these clauses for everyday activities. An example of this type of clauses is provided by student B in the post-test:

Example 1: I have breakfast.

The frequency of behavioral clauses rises from 2 in the pre-test to 12 in the post-test. Like material clauses, this type of clause is also expected to be found in the daily routine genre. Thus, this increase indicates progress in students' ability to employ behavioral clauses effectively in this case. Student D gives an example of this type of clause in the post-test:

Example 2: At night I go to sleep at 12:00.

The frequency of relational clauses decreases from 5 in the pre-test to 4 in the post-test. This type of clause is not frequently found in the daily routine genre. This decrease suggests progress since students show a reduced emphasis of these clauses in this context.

The analysis of texts concerning first-person singular daily routines demonstrates that students are able to employ a greater variety of Circumstances after the intervention. The use of different types of Circumstances in students' daily routines from the pre-test to the post-test is illustrated in Table 5. The frequency with which each Circumstance appears in students' daily routines is represented by numbers.

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Table 5. Types of Circumstances in students' first-person singular daily routines

First-person Singular Daily Routines from Pre-test								
Student Letters								
	A	B	C	D	E	F	G	H
Type of Circumstance								
Frequency	1				1	1		1
Distance								
Time	**1**	**3**			**1**		**2**	**1**
Place		2			1			
First-person Singular Daily Routines from Post-test								
Student Letters								
	A	B	C	D	E	F	G	H
Type of Circumstance								
Duration		1	1				1	
Frequency	1				1		1	
Time	**5**	**4**	**6**	**7**	**4**	**4**	**5**	**9**
Place	3	1	1	3	2	3	4	3
Quality						1		
Purpose	2		3	2			1	
Comitative	1	1	1				1	

Source: Own Elaboration.

The analysis brings out several improvements in the use of Circumstances. As shown in Table 5, the occurrence of Circumstances of time (in bold) increases from 8 in the pre-test to 44 in the post-test. Since this language resource is key in the writing of daily routines, this rise indicates an onward movement in students' comprehension of the importance of incorporating details related to time in daily routines. An example of this type of Circumstance is illustrated by student F in the post-test:

Example 3: I get up <u>at 6:30 a.m</u>.

The occurrence of Circumstances of place rises from 3 in the pre-test to 20 in the post-test. Similar to Circumstances of time, this type of Circumstance is also a key language resource in daily routines. Consequently, its increase shows significant improvement in the writing of daily routines. An example of this type of Circumstance is provided by student G in the post-test:

Example 4: I go <u>to bed</u>.

The occurrence of Circumstances of frequency decreases from 4 in the pre-test to 3 in the post-test. This reduction suggests a change in focus from expressing how often activities occur to providing specific temporal and locational information.

The occurrence of Circumstances of purpose increases from 0 in the pre-test to 8 in the post-test. This notable rise indicates that students can incorporate reasons for the daily activities that they do. Student C provides an example of this type of Circumstance in the post-test:

Example 5: At night I have tea and a sandwich <u>for dinner</u>.

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Besides employing more Circumstances of time, place, and purpose, students use a wider range of Circumstances to write their first-person singular daily routines. For instance, the occurrence of comitative Circumstances increases from 0 in the pre-test to 4 in the post-test. An example given by student C shows the use of this type of Circumstance in the post-test:

Example 6: In the afternoon a play <u>with my friends</u> videogames. *

After analyzing student texts related to third-person singular daily routines, it becomes evident that students demonstrate an improvement in the use of appropriate clausal resources following the intervention. Table 6 illustrates the use of clause types in students' third-person singular daily routines, comparing pre- and post-intervention tests.

Table 6. Types of clauses in students' third-person singular daily routines

Third-person Singular Daily Routines from Pre-test								
Student Letters								
	A	B	C	D	E	F	G	H
Clause type								
Material	1							1
Mental		1						
Relational				1	1	1		3
Verbal								
Behavioral							1	
Existential								
Third-person Singular Daily Routines from Post-test								
Student Letters								
	A	B	C	D	E	F	G	H
Clause type								
Material	9	9	4	5	4		5	4
Mental								
Relational			2			3		1
Verbal								
Behavioral		2	3	2			4	2
Existential								

Source: Own Elaboration.

The results of the analysis attest that considerable progress has been made in the use of clause types. The frequency of material clauses increases from 2 in the pre-test to 40 in the post-test. This increase discloses substantial improvement in students' understanding of how these clauses function in the production of daily routines. The following example, given by student G in the post-test, demonstrates the employment of this type of clause:

Example 7: She has a coffee.

The frequency of behavioral clauses rises from 1 in the pre-test to 13 in the post-test. This increase indicates progress in students' ability to incorporate behavioral processes into their daily routines. The following example provided by student G in the post-test shows the use of this type of clause:

Example 8: She watches TV.

The frequency of relational clauses remains unchanged from 6 in the pre-test to 6 in the post-test. This stability suggests that these clauses continue to be less relevant for students for the daily routine genre than material and behavioral clauses.

An analysis of texts concerning third-person singular daily routines discloses that students employ a wider range of Circumstances in the daily routine genre following the intervention. Table 7 illustrates students' employment of Circumstances in their third-person singular daily routines from both the pre-test and the post-test.

Table 7. Types of Circumstances in students' third-person singular daily routines

Third-person Singular Daily Routines from Pre-test							
Student Letters							
A	B	C	D	E	F	G	H
Type of Circumstance							
Frequency				1			
Time	1						1	
Place	1							1
Third-person Singular Daily Routines from Post-test							
Student Letters							
A	B	C	D	E	F	G	H
Type of Circumstance							
Duration		1	2					
Frequency	2						2	
Time	9	3	5	5	1		3	5
Place	5	1		4	1		3	3
Purpose			1					
Comitative	3		2					1

Source: Own Elaboration.

As portrayed in Table 7, the utilization of Circumstances also experiences an advancement. The occurrence of Circumstances of time increases from 2 in the pre-test to 31 in the post-test. This rise indicates a significant enhancement in students' understanding of the importance of using Circumstances of time in constructing daily routines. For example, student C provides the following Circumstance in the post-test:

Example 9: *She at night has tea and a cheese sandwich.* *

The occurrence of Circumstances of place rises from 2 in the pre-test to 17 in the post-test. This increase reflects a greater ability among students to incorporate location details into the daily routine genre. For instance, student B produces the following Circumstance in the post-test:

Example 10: *He goes to the university.*

The occurrence of Circumstances of frequency increases from 1 in the pre-test to 4 in the post-test. This rise suggests that students have also become more used to including information about how often they do certain activities. Example 11 shows a clause, provided by student A in the post-test, which has a Circumstance of frequency:

Example 11: <u>Every Wednesday</u> Fabiola get up 7:00 (seven) o'clock in the morning.

In addition to improvements in the use of Circumstances of time, place, and frequency, students have also employed more varied types of Circumstances in their third-person singular daily routines. For instance, the occurrence of comitative Circumstances increases from 0 in the pre-test to 6 in the post-test. Example 12 illustrates a clause that contains this type of Circumstance, given by student C.

Example 12: She in the afternoon, playin <u>with me</u> a videogame.

And the occurrence of Circumstances of duration rises from 0 in the pre-test to 3 in the post-test. Student B provides an example of this type of Circumstance in the post-test:

Example 13: He gets ready to train <u>for an hour</u>.

The increase of comitative Circumstances and Circumstances of duration indicates that students are able to use a greater range of Circumstances that are adequate for the writing of daily routines.

In both first-person singular daily routines and third-person singular daily routines, there is a significant moving forward from the pre-test to the post-test, marked by more frequent employment of not only material and behavioral clauses but also of Circumstances of time and place. This improvement is further supported by an increase in the use of Circumstances of frequency, duration, and purpose, as well as comitative Circumstances. These enhancements in linguistic resources allow students to effectively produce first-person singular and third-person singular daily routines.

Conclusions

This pedagogical action research employed the Reading to Learn (R2L) methodology with translanguaging (Rose & Martin, 2012; García & Wei, 2014) in an intervention at a Chilean tertiary education institution. The use of these teaching strategies has shown their effectiveness in improving students' production of the daily routine genre within an English as a foreign language (EFL) context. This study has provided empirical evidence of how a methodology informed by Systemic Functional Linguistics (SFL) alongside translanguaging can greatly influence students' ability to produce well-structured and purposeful written texts with a range of linguistic choices.

The implementation of the R2L methodology with translanguaging included two phases dealing with daily routines: the first focused on the teaching of first-person singular, while the second centered on the teaching of third-person singular. The implementation has shown significant improvements in students' written production. The methodology with translanguaging helped students to organize their texts of daily routines in structures consisting of the four stages of the daily routine genre, namely Morning Routine, Afternoon Routine, Evening Routine, and Night Routine. The R2L methodology with translanguaging not only improved text structure, but also fostered a deeper understanding of the goal-oriented social nature of genres.

Furthermore, the system of TRANSITIVITY, which represents the analysis of clause types and Circumstances, revealed substantial progress in students' linguistic choices. This can be noted by the increase in the occurrence of material clauses, behavioral clauses, and Circumstances of time, place, frequency, duration, and purpose, as well as comitative Circumstances. This improvement highlights the efficacy of the R2L methodology in expanding students' lexical and grammatical repertoires. These results suggest that the R2L methodology with translanguaging is effective in

supporting students in acquiring the linguistic resources that they need for successful communication in the daily routine genre.

However, this study also acknowledges limitations such as the challenge of mitigating the use of Spanish during the teaching and learning process. Although translanguaging can be used as a pedagogical tool in the EFL classroom, careful planning and phased reduction of L1 is necessary to ensure students' learning of the English language. Additionally, the small sample of only eight participants limits the generalizability of the results, which points to the need for further research with a larger and more diverse sample. Furthermore, more steps of the R2L methodology are needed in each phase in order to help students to fully acquire the linguistic resources that they need to produce both first-person singular and third-person singular daily routines.

This research has implications for pedagogical practices in EFL contexts. The importance of genre-based instruction is stressed in developing students' writing skills. Educators could learn how to conduct genre analysis and TRANSITIVITY analysis to employ them to teach and assess students' writing of different types of genres.

In conclusion, this study provides valuable insights into the implementation of the R2L methodology in the teaching of different types of genres to successfully communicate in various contexts. By improving teaching methodologies based on empirical evidence, educators can support a learning environment in which all students are able to learn and produce a great range of genres.

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