Training Future Teachers in Genre Pedagogy: Does it Improve their Written Texts?

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EN **Abstract.** Recently, there has been growing interest in studying the factors affecting the development of academic writing competences of university students in different disciplinary areas. Less attention, however, has been devoted to the influence on this phenomenon of the specialised training students receive, even in undergraduate and postgraduate teacher training programmes where models of writing development are analysed and implemented. In this paper we measure the effect on the writing of 22 students in the Bachelor´s Degree in Primary Education of the knowledge of the genre pedagogy in the Reading to Learn model, based on Systemic Functional Linguistics. For this purpose, two groups of students in the subject Spanish Language Didactics wrote a descriptive report or an anecdote before and after a didactic intervention. From the 82 participants, texts by 11 from each group were selected. The 44 texts were evaluated by applying a scoring scheme with 8 items (rated from 1 to 4) covering features from genre to clause level, following the field, tenor and mode components established by Systemic Functional Linguistics. The statistical study shows post-intervention improvements in all the variables analysed. The Wilcoxon test shows these were significant for the narrative texts (TN1: 23.36; TN2: 30.91), but not for the informative ones (TED1: 25.20; TED 32:26).
Keywords: Genre pedagogy; Academic writing; teacher education; Reading to Learn; quantitative research

ES ¿Formar a futuros docentes en la pedagogía basada en géneros discursivos mejora la calidad de sus textos escritos?

ES **Resumen.** Recientemente, ha crecido el interés por estudiar los factores que afectan al desarrollo de las competencias de escritura académica de los estudiantes universitarios de distintas áreas disciplinares. Sin embargo, se ha prestado menos atención a la influencia que sobre este fenómeno tiene la formación especializada que reciben los estudiantes, incluso en los programas de formación del profesorado de grado y posgrado, donde se analizan y aplican modelos de desarrollo de la escritura. En este trabajo medimos el efecto sobre la escritura de 22 estudiantes del Grado en Educación Primaria del conocimiento de la Pedagogía basada en géneros discursivos representado en el modelo Leer para Aprender, de base sistémico-funcional. Para ello, dos grupos de estudiantes de la asignatura Didáctica de la Lengua Española escribieron un informe descriptivo o una anécdota antes y después de una intervención didáctica. De los 82 participantes, se seleccionaron los textos de 11 de cada grupo. Los 44 textos se evaluaron aplicando un esquema de puntuación con 8 ítems (valorados de 1 a 4) que abarcaban rasgos desde el género hasta el nivel de cláusula, siguiendo los componentes de campo, tenor y modo establecidos por la Lingüística Sistémico-Funcional. El estudio estadístico evidencia mejoras posteriores a la intervención en todas las variables analizadas. La prueba de Wilcoxon muestra que éstas fueron significativas para los textos narrativos (TN1: 23,36; TN2: 30,91), pero no para los informativos (TED1: 25,20; TED 32:26).
Palabras clave: Pedagogía basada en géneros discursivos; Escritura académica; formación del profesorado; *Reading to Learn*; investigación cuantitativa

FR La formation des futurs enseignants à une pédagogie basée sur les genres discursifs améliore-t-elle la qualité de leurs textes écrits ?

FR **Résumé.** Au cours des dernières années l'étude des facteurs qui influent sur le développement, chez les étudiants universitaires, des compétences en rédaction académique dans différents domaines disciplinaires a connu un intérêt de plus en plus grand. Cependant, moins d'attention a été accordée à l'influence de la formation spécialisée que les étudiants reçoivent à ce propos, même dans les programmes de formation de premier et de troisième cycle dans le cadre desquels des modèles de développement de l'écriture sont analysés et appliqués. Le présent article se propose d'observer les effets que la connaissance de la pédagogie basée sur les genres discursifs tels que représentés dans le modèle systémique-fonctionnel *Reading to Learn* (Lire pour apprendre) a sur l'écriture des étudiants en formation d›enseignants du premier degré. À cet effet, dans le cadre des enseignements sur la Didactique de la langue, 82 étudiants distribués en deux groupes ont été invités à rédiger un rapport descriptif ou bien une anecdote avant et après une intervention didactique. Selon les critères établis dans le cadre de cette étude, 44 textes correspondant à deux groupes de 11 sujets ont été sélectionnés et analysés en appliquant une échelle à 8 items (évalués de 1 à 4) qui couvre des traits allant du niveau du genre à celui de la clause, sur la base des composantes relatives à champ, teneur et mode dans le cadre de la linguistique systémique fonctionnelle. L'analyse statistique montre qu'après l'intervention des améliorations se produisent par rapport à toutes les variables considérées, alors que le test de Wilcoxon montre des différences significatives dans les textes narratifs (TN1: 23,36 ; TN2: 30,91), mais non pas dans les textes informatifs (TED1: 25,20 ; TED 32:26).

Mots-clés: Pédagogie de genre ; Écriture académique ; formation des enseignants ; *Reading to Learn* ; recherche quantitative

Declaración de contribución de autoría

Para la firma del artículo, se ha optado por la categoría "Sequence-determines-credit" approach (SDC): el orden indica la importancia. Según la taxonomía CRediT, la Dra. García-Parejo se ha encargado de la conceptualización, la investigación, la metodología, el análisis formal, la visualización y la redacción (borrador original, traducción, revisión y edición). La Dra. Blanco ha contribuido a la conceptualización, la metodología, la visualización y la redacción (borrador original, traducción, revisión y edición).

1. Introduction

There has recently been increasing interest in the factors which affect development of students´ proficiency in academic writing in university disciplines (Bazerman et al., 2012; Castelló & Castells, 2022; Dreyfus et al., 2016). Less attention, however, has been paid to the influence of students´ training in their specialities, even in degrees which include analysing and implementing models of the development of writing. Regarding the Bachelor´s Degree in Primary Education, students are specifically trained in writing pedagogies, which means that they study the elements and processes involved in the act of writing, as well as the different methodologies for teaching this skill. It would then be very interesting to know if and how this training affects the quality of their own written texts.

Internationally, research related to education students´writing is mainly produced in the fields of psychology or pedagogy and focused on aspects such as pre-service teachers´attitudes and beliefs towards writing, the influence of their interactions with students writers on their professional development and their experiences related to techniques and methods applied in teaching writing. One of the reference works to know

the trends that converge in this kind of research is the literature review by Morgan and Pytash (2014). These authors examine studies on teaching K-12 preservice teachers about writing published in peer-review publications from 1990 to 2010 that represent different methodological paradigms. Specifically they investigate what pedagogical undestandings preservice teachers encounter and appropiate in university programs and conceptual understandings they reach through their formal coursework and field experiences.

Aside from the trends mentioned, there are few international studies that measure the performance of education students in writing tasks before and after having received specific training in writing pedagogies. Duman and Göcen (2015), for example, examine the effect of the digital storytelling method on pre-service teachers' creative writing skills by means of assessing narratives written before and after having been trained in the use of digital storytelling programs. The authors report a general improvement of creativity and other aspects related to linguistic expression, such as richness of vocabulary, sentence and text structure and correct use of grammar.

Researh in Spanish also offers works focused on pre-service teachers´academic writing. Guzmán and García (2017) focus their attention on the study of writing practices in different Faculties of Education in Spain; Álvarez et al. (2015) and Heredia and Quirós (2015) present training proposals based on different theories, approaches and instruments; Romero and Jiménez (2015) provide a diagnostic model of student writing at the beginning of the Bachelor´s Degree; and Vargas and Rivera (2015) evaluate initiatives undertaken in different subjects. However, there is no research focused on measuring the effect on education students´ writing of specific training in writing pedagogies. Hence the interest of our research, as it assesses the impact of teaching innovation projects that introduced a methodology associated with Genre Pedagogy, that of Reading to Learn (Rose, 2011; Rose & Martin, 2012; Rothery, 1994), on the writing of students in the Bachelor´s Degree in Primary Education in a Spanish Education Faculty.

Our teaching innovation projects linked to Reading to Learn (R2L) developed from the *Comenius Teacher Learning for European Literacy Education* (TeL4ELE), a project which took place between 2011-2013 with the aim of improving literacy outcomes of students in the different school languages of the five participating countries (Sweden, United Kingdom, Denmark, Portugal and Spain) by means of learning and adapting the R2L model (Whittaker & García-Parejo, 2018; Whittaker, García-Parejo & Ahern, 2023). In Spain, this led to our first innovation project at the Madrid Complutense University in 2014-2015, *Genres and society: interdisciplinary and cross-cultural proposal for teaching-learning of reading and writing of preservice teachers*. Its objective was to implement the R2L model for the curriculum of the Bilingual Bachelor´s Degree in Primary Education. This project was followed in 2016-2017 by *Genres and society II*; in 2018-2019 by *Genres and society III*; and in 2022-2023 by *Future teachers collaborative teaching-learning in didactics of multimodal and transcultural discursive genres in L1 and L2*. In these cases, the objective was to create a teaching guide that would facilitate the design of didactic sequences for the improvement of discursive skills in Spanish L1 and in English L2 following the guidelines offered by R2L (García-Parejo, 2023).

Connecting these innovation projects was the research project *Linguistic education and teacher training: incidence of the systemic-functional Reading to Learn model in the Bachelor´s Degree in Primary Education*. This project was carried out during 2016-2017 and 2017-2018 with the general purpose of assesing the impact of the innovation projects. For this, in a first phase (1) we focused on the analysis and evaluation of the didactic sequences designed by students. In a second phase (2), we designed a series of instruments to assess the impact of R2L training on three fundamental aspects: the way students evaluated texts; the way their conceptions about literacy teaching changed; and the way their discursive competence improved.

Phase 2 connects directly with the present paper, in which we examine the influence of the model on the development of the discourse competence of undergraduate students through the evaluation of written texts produced in the subjects *Spanish Language* and *Spanish Language Teaching* before and after they were introduced to R2L.

2. Theoretical framework

Reading to Learn is a literacy pedagogy designed to support all students to successfully satisfy the demands of comprehension and expression of school genres (Rose & Martin, 2012). This pedagogy is based primarily on systemic-functional linguistics, Bernsteinian sociology of education and Vygotsky's theory of social learning. For the R2L model, school genres constitute the framework where teachers are trained in scaffolding strategies for the teaching of literacy across the curriculum. In so doing it emphasizes aspects such as the explicit recognition of the social communicative purpose or the schematic structure of these genres.

In the context of systemic-functional linguistics (hereafter SFL), Martin (1984, p. 25) proposes that a genre consists of an activity oriented towards a certain purpose and formed by stages, in which the speakers participate as members of a culture. On this basis, Martin and Rose (2008) present a taxonomy of school genres found in the Australian curriculum. This classification is set around three fundamental communicative purposes: engaging the reader (recount, narrative, anecdote and exemplum), informing (histories, explanations, reports and procedures) and evaluating (arguments and text responses).

According to proposals by educational sociologists such as Bernstein, R2L ultimately aims for students to have full access to the dominant forms of discourse in the school, so these genres can be successfully interpreted and reproduced by them. In addition, the program presents the discursive and lexical-grammatical resources characteristic of each genre to the students through a careful selection and prior analysis of model texts in a teaching-learning cycle that ends with the joint and later individual writing of new texts.

Regarding the selection of model texts, prototypical texts of each curriculum genre are chosen. These texts may be fragments or passages of longer texts. The analysis involves first identifying the stages in which the genre organizes the information according to its communicative purpose, as well as the phases through which this information is developed in each of the stages. Secondly, it involves determining the characteristic discursive and lexicogrammatical features of the text according to its *field*, *mode* and *tenor* (Halliday, 2004; Martin, 1984). This includes how the key information is organized in the paragraphs, sentences and clauses, what characteristic cohesion resources it contains, what terms constitute its specific field, how the author's voice is introduced, what *grammatical metaphors* affect the structure of the clauses, etc. This analysis informs teachers about the difficulties that students may face in reading the texts and thus enables them to select the specific literacy strategies proposed by the model.

The *Scaffolding Learning Cycle* has been designed to guide the preparation, performance and elaboration of reading and writing tasks and forms the basis of its specific strategies. These strategies are distributed in three levels according to the degree of support they offer and the linguistic level on which they operate: text in context, sentence in paragraph and word in clause (Rose & Acevedo, 2017).

Figure 1. Levels of support strategies in the R2L model
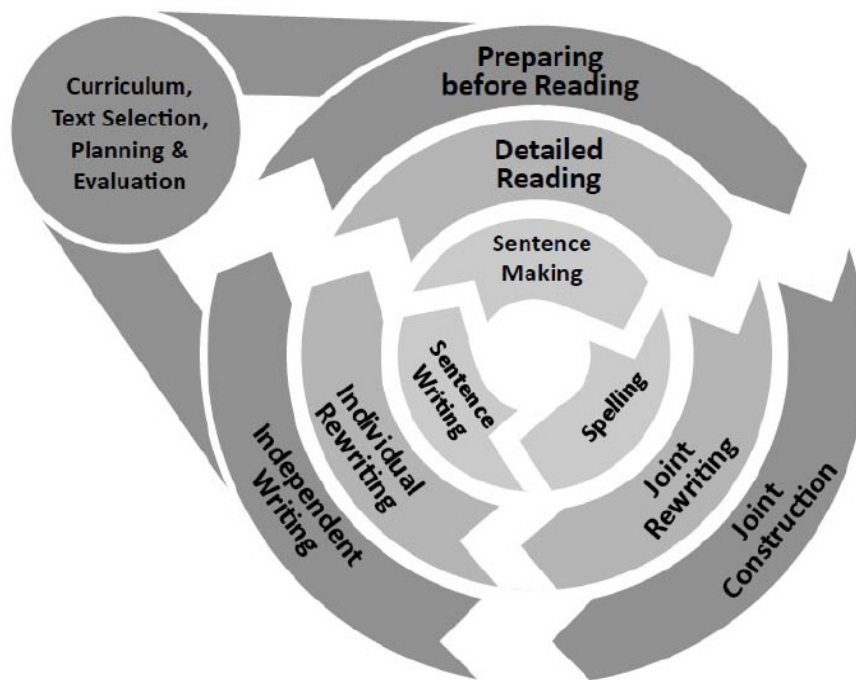
Source: Rose (2011, p. 13)

First level support strategies:

1. *Preparation before reading*: the teacher provides the basic knowledge that allows students to access the field of the text, as well as an oral summary of the organization of information in order to guide them before reading. After reading the text, teacher and students discuss and label its stages and phases and project the result for consultation during the following strategy.
2. *Joint construction*: the labelled text constitutes the base on which a new text will be written. With factual texts, notes of key content of the original are used to construct, with the class, a text in language more accessible to their linguistic level; with stories, notes of key language for the genre support rewriting a text with different characters, setting, etc.
3. *Independent writing*: students follow the structure of the model as they write independently on different field.

Second level support strategies:

1. *Detailed reading*: in this strategy linguistic patterns are focused on within and between the clauses and sentences of the text. For this, a specially difficult passage is selected and clues of position and meaning are provided for students to identify the key terms in each clause and sentence. These chunks are then underlined and their meaning is elaborated by relating them to other terms, explaining other concepts, or drawing on the student's experience. This provides a deeper level of understanding as well as developing students' ability to identify meanings in context, which they can transfer to other reading situations.
2. *Joint rewriting*: the teacher supports the students in the writing of a new passage using the same key terms, which provides them with the input of the authors' own expressive resources. Key terms are written as notes on the board and the teacher elicits and organizes students´suggestions for different posibilities of rewriting in new sentence patterns.

3. *Individual rewriting*: in this case the students practice independently, trying out new sentence structures or new content.

Third level, very intensive, support strategies:

1. *Construction of sentences*: one or more sentences are selected from the passage after detailed reading and written on cardboard strips and cut into groups of words and can be combined to create new sentences. In this way, young or L2 students learn to manipulate language patterns.
2. *Spelling*: similar cardboard strips are used to work at the level of words, cutting them into syllables and letters to practice spelling and strengthen the knowledge of their written forms.
3. *Sentence writing*: the complete sentences students have been manipulating are written again to reaffirm the memorization of structures and practice fluent writing.

3. Methodological framework

3.1. Research Hypothesis and Variables Involved

This research studies the impact of training in R2L pedagogy on future teachers' writing. To achieve this, it focuses on the identification of genre-specific writing problems in the students´pre-intervention texts and on the assessment of the improvements in the development of their discourse competence after the intervention, particularly regarding the problems detected.

The starting hypothesis is that training in genre pedagogy will have a direct effect on future teachers' texts quality, although students' academic writing improvement was not a specific goal of that training. To test quality, texts have been measured by expert judges using an SFL-based analytic scoring-scheme designed for this purpose (see *table 1*).

3.2. Participants

The participants in this study (N=22) were selected from a total sample of 82 students from the third year of the General Bachelor´s Degree in Primary Education (years 2016-2017, and 2022-2023). The selection (7 women and 4 men every academic year) responds to several criteria: (i) they authorized the use of their texts in the research; (ii) they performed all the writing tasks throughout the academic years 2016-2017 and 2022-23, making it possible to analyse their texts both before and after the intervention; and (iii) they represent an array of the grades obtained by the general group in a range between *outstanding* to *fail* in the first term subject *Spanish Language*: 4 outstanding (A), 14 notable (B), and 4 pass grades (C).

3.3. Corpus

The data were collected in two phases and focused on genres relevant to the professional development of future teachers, stories and reports. While stories (for example, anecdotes and narratives) are specially frequent in reading and writing activities in *Spanish Language* textbooks in Primary Education, reports (particularly descriptive reports) are an essential genre in the construction of all kind of knowledge at all educational levels and disciplines (Martin & Rose, 2008).

Therefore, the 44 texts analysed in this study belong to a wider corpus that includes: (i) texts for the assessment of skills in narrative genres before (48) and after (75) the teaching intervention, and (ii) texts for the assessment of skills in descriptive report genres before (52) and after (72) the intervention. Texts were anonymised, scanned and transcribed by hand.

3.4. Research Design

In the first phase, before presenting the R2L model, students were asked to produce two texts in the selected genre families: an anecdote related to their experiences in *Spanish Language* classes (TN1), and a descriptive report (TED1) presenting the three language sciences that have had an influence on language teaching. At the end of the second semester, after having been trained in the implementation of R2L didactic sequence, the students were required to produce another anecdote (TN2), and another descriptive report (TED 2), both deriving from their class tasks.

The first task on narrative genres (TN1) was set in class after a debate and idea-sharing session based on phrases from prestigious authors on "What is language?" and "What is teaching?". The instructions given to students were: "What do you remember from your language class? Tell us in 15 minutes an anecdote related to *your experiences in language class* when you were a student or, if you prefer, from your experience during your *period of teaching practice placement*."

The second narrative task (TN2), also written in class, was done after the training on the R2L model concerning story genres. Activities included detailed reading of a text, joint rewriting and preparing a new text with ideas provided by the students. Instructions were: "Using the new items proposed in class after reading and analysing anecdotes, write your own story to share in class".

The same procedure was used for de descriptive report. At the beginning and at the end of the academic year, students were asked to produce a written exercise (TED1, TED2) related to the contents of the subject *Spanish Language*. After reading Chapter 4 of the coursebook by Hernández and Sepúlveda (1993), the following task was: "Name and define the three language sciences that have currently influenced the develop-

ment of Language Teaching." At the beginning of the year the writing task was completed at home and send by email. At the end of the semester, text were written as part of the final exam in the subject.

3.5. Analysis

To carry out the analysis we consider that if genres are forms in which the use of language manifests itself in different sociocultural contexts to create meanings, we should identify markers of an specific use of language on both kinds of genre-based writing tasks, thus revealing the linguistic choices the students have made in their texts to achieve their communicative goals. These markers can be recovered by analysing the three types of meaning established by SFL theory and realized in each one of the contextual variables that make up the register of a text: (i) the experiential meaning through the construction of *field* (who does what to whom and under what circumstances); (ii) the interpersonal meaning through the construction of *tenor* (reader-writer relationship and attitudes concerning the topic); and (iii) the textual meaning through the construction of *mode* (the way in which the text has been organized from a rhetorical point of view: nominalization, lexical density, grammatical intricacy, etc.).

Therefore, a SFL-based analytic scoring-scheme was designed for this purpose (Kuiper et al., 2017; Ferreira & Lantolf, 2008) and validated by expert judges. The instrument had a total of 8 items organized around the *field* (ideational meanings and including the genre), *tenor* (relationship between participants, including register) and *mode* (sentence structure and cohesion, also including register) (Halliday, 2004; Martin, 1984; Rose & Martin, 2012). Thus, the categories of analysis are the same for all genres, but differ in their specification depending on the genre under study, as shown in *table 1*:

Table 1. Categories analysed in the texts produced by the students

		Anecdote	Descriptive account
FIELD		1. Purpose: Did they interpret the instructions correctly?	
	STAGES OF GENRE	2. Orientation: Do they include some type of spatial or temporal information?	2. Classification: Do they introduce the subject with a classifying topic sentence?
		3. Remarkable event: Does an unusual event arise that causes reaction?	3. Description: Is each new theme required in the definition announced?
		4. Is any reaction to the remarkable event included?	4. Does the student describe the entity, explaining what it is?
TENOR		5. Can the author´s identity and his/her relationship with the target audience be clearly identified?	
		6. Throughout the text, has the student been able to use lexical resources to communicate to the audience the attitudes and emotions of the characters and the narrator him/herself?	6. Does the student use the lexical resources to express value judgements that explain and classify, and to sequence the events or entities required?
MODE		7. Are the structure and complexity of the sentences appropriate for the task and the academic level of the student?	
		8. Regarding sentence cohesion and the cohesion within the text itself, are there genre-appropriate markers?	

Source: Own elaboration based on Rose and Martin (2012)

For each item, a four-point interval scale of 1-2-3-4 was introduced (Ferreira & Lantolf, 2008; Kuiper et al., 2017), and the minimum and maximum performance descriptors were drawn up so that the evaluators could assess the samples out of 32 points. Key to the rater´s decision is the genre, so that, for example, for Item 6 of the narrative genres, a text should be given the lowest grade (1) if there is neither appraisal nor reaction to the disruptive episode, and the highest grade (4) if there are clearly expressed different attitudes and appraisals by the characters and/or narrator. For Item 6 of the informative genre, in contrast, the lowest grade (1) should be given if the personal evaluation of the student on the topic appears, and with the highest grade (4) if there is only objective evaluation related to description and classification.

4. Results and discussion

As can be observed in *table 2*, the difference between the mean obtained in the TN1 and the TN2 (anecdote), as well as the range, is greater than that obtained in descriptive reports 1 and 2 (TED1, TED2).

Table 2. Total score for pre- and post texts

	Mean	Maximum	Minimum	Standard deviation
Anecdote TN1	23.36	30.00	12.00	5.93
Anecdote TN2	30.91	32.00	29.00	1.19
Descriptive report TED1	25.20	32.00	21.00	3.91
Descriptive report TED2	26.00	32.00	22.00	3.03

This difference could be related to the topic of the report, having been recently studied by the students. In fact, this task requires the production of a secondary genre, based on the writer´s own experience in academic settings. However, when ask to write an anecdote, a primary genre, and a typically oral genre, they do not seem to have a specific cultural model on which they can rely on to organize their text.

Results of the Wilcoxon test show differences between the pre- and post-texts that can be observed in all variables (*field*, *tenor*, *mode*) in the anecdote, and with higher values in the post-test. However, in the descriptive report no statistically significant differences (TED: 0.396 vs. TN: 0.001) were found.

In the following sections, we present and discuss the data for each genre.

4.1. Stories

In the genre taxonomy established by Martin and Rose (2008), anecdote is included within the family of stories, whose global purpose is to captivate the reader. All genres in this family (recounts, narratives, fables, etc.) share an *Orientation* stage, which includes descriptive phases of the story framework, like setting and characters. However, story genres differ in the *Record of events* stage and in the nature of events themselves, as well as in the explicit presence of phases of *reaction* and *evaluation*.

Regarding the *Record of events* stage in different genres, these events are expected by the reader or listener (recounts). But they may be unexpected, problems that are later solved (narratives) or incidents which are interpreted and judged (fables). They can even constitute unusual events producing a reaction, as is the case with anecdotes.

4.1.1. Pre-test Anecdotes

The task: "What do you remember of your *Spanish Language* class? Tell us, in fifteen minutes, an anecdote concerning your experiences in language class when you were a student or, if you prefer, of your experience during your teaching placement" was expected to trigger a text organized around an *Orientation* stage (situation) and a remarkable or unusual event to which the author reacted. In each stage, description and evaluation phases should be found.

However, as *table 3* shows, it is the lack of the characteristic phases of the anecdote genre that conditions the final score, as these phases make it possible to recognise the genre produced and, therefore, to identify its purpose. It is in these items of the field in the construction of genre that the lowest grades are observed:

Table 3. Mean marks for field, tenor and mode in pre-test anecdotes

	Mean	Maximum	Minimum	Standard deviation
FIELD TN1-1.purpose	2.72	4.00	1.00	0.90
FIELD TN1-2.orientation stage	3.36	4.00	1.00	1.02
FIELD TN1-3.remarkable event	3.09	4.00	1.00	1.30
FIELD TN1-4.intermediate phases	2.63	4.00	1.00	1.02
TENOR TN1-5.writer, audience identification	3.18	4.00	2.00	0.87
TENOR TN1-6.write–audience relationship and attitude	2.45	4.00	1.00	0.82
MODE TN1-7.sentence structure and complexity appropriate to modality and genre	3.18	4.00	2.00	0.75
MODE TN1-8.cohesion of clauses, sentences and paragraphs	2.72	4.00	2.00	0.78

Low mean grades are also found for mode, the criterion that assesses sentence complexity according to level (university students), as well as the internal cohesion of the text as a whole. The following two examples, transcribed literally, are a sample of the maximum (1) and minimum (2) achievement in the different variables.

Example 1)

En una clase de lengua de primero de primaria, nos hicieron un examen sorpresa sobre la familia de los animales y era un tema que muchos de la clase no dominaban. Acaba el examen y estabamos todos pálidos por la tensión y porque no nos sabíamos practicamente nada. Nos intercambiamos el examen con el compañero y todo fueron risas: especies que ni existían, mezcla de animales, todo un caos, pero fue un día gracioso que recordamos todos.

In a first grade language class, we were given a surprise quiz about the animal kingdom and it was a subject that many of us did not master. The exam ends and we were all pale from the tension and because we knew practically nothing. We exchanged our exams with our partners and it was all laughs: species that didn't even exist, a mix of animals, all chaos, but it was a funny day that we all remember. [1]

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[1]   In the original text, the words estábamos (were) and prácticamente (practically) have not been accented.

Example 2)

Recuerdo corregir oraciones y analizarlas saliendo a la pizarra para practicar la sintaxis. Cada oración le tocaba a un alumno y casi ninguno tenía bien las oraciones.

I remember correcting sentences and analyzing them by going to the board to practice syntax. Each sentence was the turn of a student and almost none had the sentences right.

In 1), the student starts by presenting the context of the story (primary education, exam). In 2) however, there is no context (left for the reader to infer from the instruction), which means that the Orientation stage is incomplete or inexistent. With regard to the presentation of the Remarkable event and the organization of the intermediate phases, 1) includes an episode that draws the memory of the future teacher and ends with some feelings that he/she shares with the reader. Finishing the anecdote in this way involves the readers, assuming that they would also have a reaction to this incident, probably of solidarity. In 2), there is no explicit or implicit evaluation. The author simply recounts some facts, which means the text does comply with the characteristics of the genre under study.

4.1.2. Post-test Anecdotes

Table 4 indicates that after explicit instruction, students show progress in the problematic aspects identified in the first anecdote: presence of the stages of the genre and sentence complexity.

Table 4. Mean marks for field, tenor and mode in post-test narratives

	Mean	Maximum	Minimum	Standard deviation
FIELD TN2-1.purpose	4.00	4.00	4.00	0.00
FIELD TN2-2.orientation stage	4.00	4.00	4.00	0.00
FIELD TN2-3.remarkable event	4.00	4.00	4.00	0.00
FIELD TN2-4.intermediate phases	4.00	4.00	4.00	0.00
TENOR TN2-5.writer, audience identification	3.90	4.00	3.00	0.30
TENOR TN2-6.writer-audience relationship and attitude	3.81	4.00	3.00	0.40
MODE TN2-7.sentence structure and complexity appropriate to modality and genre	3.72	4.00	3.00	0.46
MODE TN2-8.cohesion of clauses, sentences and paragraphs	3.45	4.00	3.00	1.22

Below we show the text written by the author of Example 2 after implementing the reading and writing strategies with two anecdotes in the classroom:

Example 3)

Ayer por la tarde merendando en mi casa, mi amiga Amelia quería ponerse unas uñas postizas rojo chillón y necesitaba abrir el bote de pegamento que viene junto a las uñas y pegarlas sobre las suyas. De primeras el bote rebosaba pegamento seco en su exterior y a la hora de abrirlo, Amelia no podía siquiera dar la primera rosca, después de unos 10 minutos pedimos ayuda a mi padre pero también era imposible abrirlo. Decidimos cortar la tapa con las tijeras y la cosa no salió nada bien ¡madre mía! bañamos nuestras manos en pegamento, la uña se perdió y las tijeras quedaron pegadas al bote. Finalmente, nuestra merienda se resumió en quitarnos el pegamento de las manos y limpiar todo lo ensuciado.

Yesterday afternoon having an afternoon snack at my house, my friend Amelia wanted to put on some bright red false nails and she needed to open the bottle of glue that comes with the nails and stick them on her own. The bottle had overflowed and there was dried glue on the outside and when it was time to open it, Amelia couldn't even give the first thread, after about 10 minutes we asked my father for help but it was also impossible to open it. We decided to cut the lid with scissors and it didn't turn out well at all, my goodness! we bathed our hands in glue, the nail was lost and the scissors stuck to the bottle. Finally, our snack was summed up in removing the glue from our hands and cleaning everything which had got dirty.

As can be seen, after training in genre pedagogy student has improved his/her text in each of the variables analyzed. It follows the stages of an anecdote: Orientation, with detailed information about space, time, characters and their actions, and Remarkable event followed by series of Reactions and comments from the author about. The text, as a whole, manages to engage the readers and involve them in the story.

4.2. Descriptive reports

Regarding factual genres, we worked on a type of report: the descriptive report of a phenomenon. The category of reports is made up of three types: descriptive, classifying and compositional. The function of

the descriptive report is to define and describe an entity or phenomenon. This aim is achieved through two stages: Classification and Description.

The Classification stage is commonly realized by a clause in which a relational process links the token, the entity or phenomenon defined, and the type, or category, which can be specified by its form or its function. This defining clause constitutes the topic sentence of the paragraph in the report. Depending on the type of report, the Description stage is realized by an accumulation of attributes, a list of types or an enumeration of parts.

Reports are common in all curricular areas and academic fields (Rose, 2007, p. 8). Thus, for example, in the subject of *Spanish Language*, descriptions about different elements of the language are frequent:
Example 4)

La oración es la palabra o conjunto de palabras ordenadas que tiene sentido completo. La oración tiene dos partes: sujeto y predicado. El sujeto es quien realzia la acción o de quien decimos algo. El predicado es la acción que realiza el sujeto o lo que decimos de él.

The sentence is the word or set of ordered words that makes complete sense. The sentence has two parts: subject and predicate. The subject is the one who performs the action or about whom we say something. The predicate is the action performed by the subject or what we say about it.
Lengua 3. Anaya, p. 180. Third year primary text book [Year 4 UK]

A basic feature of this genre is the use of technical or scientific terms, either nouns or nominalizations (Wignell et al., 1989, p. 360). Technical terms appear typically as nouns or noun groups, generally in combination with adjectives or prepositional groups, or can be nominalizations formed from the conversion of verbs to nouns, in which case they are 'grammatical metaphors'. The abundance of nouns and nominalizations means that reports have a high lexical density. Students should be able to produce both in the structure and the lexical characteristics of this genre.

For this second task, students were asked to write a text in which they named and defined the three language sciences that have had an influence on language teaching. The results of the first text (TED1) are shown in *table 5*.

Table 5. Mean marks for field, tenor and mode in the pre-test descriptive reports

	Mean	Maximum	Minimum	Standard deviation
FIELD TED1-1.purpose	3.60	4.00	3.00	0.52
FIELD TED1-2. Classification stage	3.10	4.00	2.00	0.88
FIELD TED1-3.topic and theme announcement	3.80	4.00	3.00	0.42
FIELD TED1-4.Description stage with lexical and grammatical resources	3.00	4.00	2.00	0.67
TENOR TED1-5.writer, audience identification	3.30	4.00	3.00	0.48
TENOR TED1-6.writer-audience relationship and attitude and entity presented	2.80	4.00	2.00	0.79
MODE TED1-7.sentence structure and complexity appropriate to modality and genre	2.90	4.00	2.00	0.74
MODE TED1-8.clause, sentence and paragraph cohesion	2.70	4.00	2.00	0.82

As stated above, university students have cultural models they can use to organize this academic texts, hence the scores in the field section are higher than in the TN1 (anecdote). Here, the lowest scores were obtained both in cohesion, due to the absence of genre-appropriate markers that assist in the organization of the information into clauses and paragraphs, and in the relationship and attitude of the author to the audience and the entity described, which is far from being appropriate due to the incapacity of the students to keep the register objective and free from personal appraisal.

Table 6 shows the second text (TED2) improved in almost all the categories, except cohesion, and in the Description stage of the genre, in which the field fails to create precision and technicality.

Table 6. Mean marks for field, tenor and mode in the post-test descriptive reports

	Mean	Maximum	Minimum	Standard deviation
FIELD TED2-1.purpse	3.91	4.00	3.00	0.30
FIELD TED2-2.Classification stage	3.55	4.00	2.00	0.82
FIELD TED2-3.topic and announcement of theme	3.82	4.00	2.00	0.60
FIELD TED2-4.Description stage with lexical and grammatical resources	2.45	4.00	2.00	0.69
TENOR TED2-5.writer, audience identification	3.45	4.00	2.00	0.69

TENOR TED2-6.writer-audience relationship and attitude and entity presented	3.00	4.00	2.00	0.77
MODE TED2-7.sentence structure and complexity appropriate to modality and genre	3.36	4.00	2.00	0.67
MODE TED2-8.clause, sentence and paragraph cohesion	2.45	4.00	2.00	0.82

However, a positive though not significant improvement was found in tenor and mode: marks for writer-audience relations and attitude towards the entity described increased from 2.80 to 3. Also, regarding construction of the written mode, sentence structure and complexity increased from 2.90 to 3.36.

This improvement can be observed in Examples 5 and 6 produced by one student before and after training in genre pedagogy. While in the first text the student does not follow the stages expected for the genre, and its full of orality, in the second the writer has realized the Classification stage clearly.

Example 5)

Primero haremos una breve introducción en la que debemos saber que esta tarea ha sido realizada a petición de la profesora... Tenemos que tener en cuenta que en cada
disciplina de las que vamos hablar hay un cuerpo de conocimientos ... Las tres ciencias de las que vamos a hablar ahora, que son el análisis del discurso la pragmática y la sociolingüística, se consideran ciencias imprescindibles... Ahora vamos a hablar de las tres ciencias que hemos mencionado antes... A la hora de hablar de la pragmática de la lengua hemos de saber que no hay una definición...

First I will give a brief introduction in which we should learn that this task has been done at the request of the teacher... We have to bear in mind that in each
discipline we are going to talk about there is a body of knowledge... The three sciences that we are now going to talk about, which are discourse analysis pragmatics and sociolinguistics, are considered to be essential sciences... Now I am going to talk about the three sciences that I mentioned earlier... When it comes to talking about pragmatics of language we need to know that there is no definition...

Example 6)

Las tres ciencias que han influido en el cambio de paradigma en la enseñanza de la lengua son:
La sociolingüística: es la ciencia que tiene por objeto de estudio la relación de la lengua con la sociedad a través de la interacción social.
La pragmática: Es la ciencia que tiene por objeto de estudio el uso de la lengua.
El análisis del discurso: Es la ciencia que tiene por objeto de estudio el texto, su propósito, etapas y finalidad.

The three sciences that have influenced the paradigm shift in language teaching are: Sociolinguistics: it is the science whose object study is the relationship of language with society through social interaction. Pragmatics: It is the science whose object of study is the use of language.
Discourse of analysis: It is the science whose object of study is the text, its aim, stages and purpose.

Example 6 organizes the content around the stages of the genre (Classification and Description) and selects suitable linguistic elements to include degree of objectivity in the text.

5. Conclusions

This study, based on the detailed analysis of a fairly small sample of texts, and focused on two representative genres, is of special interest for several reasons. On the one hand, it considers the relationship between the training of future teachers in the didactics of written language and the changes that occur in their way of approaching their own writing tasks, be they academic genres in a discipline (descriptive report), or everyday genres in primary education (anecdote). On the other, it reveals the possibility of interrelating in a teaching innovation project some of the competencies of the Bachelor's Degree in Primary Education, such as being able to "Design teaching strategies appropriate to the nature of the specific scientific field, based on the Primary curriculum", "Knowing and using oral and written communication strategies" and "Speaking, reading and writing correctly and appropriately in the official languages of the corresponding Autonomous Community"[2].

The results point to the need to organize the curriculum around programs based on the explicit teaching of genres (Carlino, 2006). They are consistent with others relating the improvement of academic writing to explicit teaching of writing strategies (Lorenzo et al., 2021). Moreover, despite the limitations of the sample and the writing conditions, we now have evidence that exposure to training in genre pedagogy also has a positive impact on the texts of future teachers.

Future studies on the incidence of genre-based pedagogy should include a greater number of students and a greater variety of genres, in addition to exploring both how conceptions about writing and teaching writing change, and the way students approach their literacy practices.

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[2] The organization of the the the Bachelor's Degree in Primary Education can be consulted on https://educacion.ucm.es/estudios/grado-educacionprimaria-estudios.

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