

Annex C Field Diary

1. Session description (What happened?)	
	Criteria
- Activities performed:	Actively participate in the activities proposed during the session, developing writing tasks and strategies related to the stages of the writing process, such as drafting, revising, correcting and rewriting the text to improve its clarity and coherence.
- Work organization:	Organize your ideas before writing and place them in structured paragraphs, following the guidelines and strategies of the activity, such as brainstorming, outlining, or debate.
- Teacher interventions:	Pay attention to the teacher's instructions, explanations, and comments, and apply them to improve the writing process and the final result.
- Student participation:	Actively participates in class activities and contributes ideas, demonstrating motivation and interest throughout the session.
- Observed interactions:	Interact with your classmates to exchange ideas and collaboratively build texts during the writing process.
- Resources used:	Use available resources to support writing tasks and seek support (from the teacher, peers, materials) to resolve difficulties.
- Roles assumed:	Assumes and performs the functions within the group responsibly, contributing to the achievement of the group's objectives.
- Evidence of planning: -	Demonstrates understanding of the purpose of the writing by selecting relevant ideas and organizing them according to the communicative intention of the task.

- Use of English: -	Try to use appropriate grammatical structures and vocabulary to convey meaning, demonstrating an effort to maintain communication even when mistakes occur.
- Writing strategies: -	Monitor and adjust the text during the writing process, making changes to improve meaning, organization, or clarity based on emerging ideas or feedback received.
Reflection of the teacher-researcher	
-What worked well?	
-What didn't work?	
-Teacher's pedagogical decisions:	
-What would the teacher change?	
-Personal perceptions of the teacher:	