

The Implementation of Visual Teaching Based Activities to Develop Oral Skills in EFL
Classroom with Fifth Graders

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STATEMENT OF THE PROBLEM

The development of oral skills in students from public schools in primary and secondary education is a fact that concerns English teachers at all levels of education; it is easily perceived that the use of the target language to produce oral responses is different at each stage of the learning process and its complexity varies according to the students' needs, their pace of understanding, the content, and what they are required to produce at each level of education. According to the Colombian Ministry of Education, students from public and private schools at all levels of education (kindergarten to eleventh grade) are part of the Program of Bilingualism (2004-2019), and they are expected to reach certain level of English proficiency to be able to manage situations in a globalized society where the English language is the frame of reference.

The Colombian Ministry of Education (CME) expects that children develop a basic knowledge and use of the English language from 4th grade to 7th grade; thereby, students will be reaching an A2 English level according to the Common European Framework (CEF) by the time they have gone through these grades. Acknowledging this objective, it is possible to say that Colombian students must develop competencies in all the four skills (listening, writing, speaking and reading) that an English speaker requires at an A2 level based on the CEF. According to the CME the communicative competency includes conversation and monologue standards, among others, that children should be able to reach during their primary education regarding 4th to 7th grade. All of these standards are very important for achieving the A2 level in speaking skills; however, I took the most relevant standards for this research, being so:

- Following and giving simple instructions when participating in games (Conversation)
- Expressing the activities that they do normally

(Monologue)

- Using short sentences to express what they can and cannot do.

(Monologue)

- Asking and answering about physical characteristics of objects which they are familiar with. (Conversation)

The criteria for the selection of these 5 standards, was based on the actual level of students 'performance. That is, standards that learners already master, were not included, whereas, standards which they haven't developed and which relate to their needs and prior knowledge are among the standards that were selected. When analyzing the English language level of the group of students, which this study is going to be carried out, I could identify a gap between what they are required to do according to the Colombian standards and their actual linguistic performance in English, in other words, this group of students show oral skills bellow what the Colombian standards state.

As a practitioner, I have identified the students' needs according to a diagnostic through my teaching- field diaries that revealed that most of the students from fifth grade at Colegio Nacional Emilio Cifuentes School don not incorporate what they have learned in terms of language structures, topics and content when they are required to speak in English. Therefore, this study addresses a problem of inadequate use of oral skills in the target language as in the field diaries it is possible to account for the use of Spanish (mother tongue) when the students are expected to answer in English. To make this assumption clearer it is precise to contextualize the reader in a situation in which the above mentioned occurred in a session. This diary in particular showed the following:

Situation: Class about parts of the house.

Teacher: What do you do in your bedroom?

Student: I.../¿*dormir?* /

The situation described above became repetitive during all the lessons and more than 25 out of 35 students make this type of response during the English class. Here is where I decided to attempt to introduce a method that allows the students to learn visually using “visual teaching based activities”. The use of such teaching based activities is intended to foster meaningful learning and, thereby, have the students ready to access to the knowledge that they already possess and retrieve information whenever they are asked to produce oral answers in the target language.

When teachers come to grip that the new generation of students learn more visually thanks to the overwhelming technologies, television, and internet that are full of visual items, is when we actually grasp the idea that there must be different proposals and strategies to teach different subjects according to our current society and context. Gangwer (2009) states that “the new generation need to be taught the way they learn best-with visual stimulation accompanied by active learning strategies-”. Thus, in this action research I took into account all the aspects that were described before to create a research question that prompts to the development and implementation of this study. Thereby the research question is structured as follows:

- What is the possible impact of implementing visual teaching based activities in developing oral skills in EFL classes with fifth graders?

- Objectives:
 - General objective: To account for the possible impact of implementing visual teaching based activities in developing oral skills in EFL classes with fifth graders.
 - Specific objectives:
 - To analyze the positive or negative impact of implementing visual teaching based activities in developing oral skills.
 - To determine if it is possible to foster meaningful learning among the students through the use of visual teaching based activities.

Rationale:

The implementation of visual teaching based activities full of imagering activities will allow the students to be more focused on the classes as topics presented in form of images and games are easily understood by students. These visual teaching based activities also create more student-student interaction as they can identify the images presented and therefore comment about them with their peers; this interaction will allow students to be more engaged in the learning process. This kind of activities are also suitable for their age since they show interest to the topics if these are presented in a more didactic way rather than a systematical and non active participative class. As to for the place where I did my professional placement and also where I conducted this study, this research will permit teachers to reflect on visual teaching based activities to foster engagement among the students in the classes and create a more interactive environment for students to be encouraged to participate and learn.

This action research also contributes to the ELT field as it focuses on real problems that can be found in the classroom that indeed need a solution or certain support on ideas that other

teacher-researchers may have. Finally, this research helps to my professionals growth since I know that a teacher is a researcher his/her whole life and therefore it gives me the basis to follow a process that will continue in my professional life.

The action research implemented in the classroom also helps to build strong teaching strategies and techniques for future uses, and as the world keeps its course, it is necessary for us, teachers, to pick up the pace and not only make a contribution and advance in teaching technologies, but also come up with innovative teaching resources in different contexts of our country.

CHAPTER 1

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter gives a definition of the main constructs of the research question. Therefore, the construct, that in certain way encloses the others, is visual teaching, as it has many branches that are important to be clarified and defined, in order to continue with this study. Then we will examine the construct of meaningful learning and finally the construct of oral skills.

Visual Teaching

In order to know what possible teaching activities can be created with the use of visual teaching, it is important to know what it means and how this construct is developed and related to this study, as visual teaching has a background that embraces many concepts that are necessary to clarify in order to have a clear idea of the construct.

“Visual teaching focuses on a template for instructional strategies” as Gangwer (2009, p. 2) argues in his book. That is, visual teaching works as a guide for educators to teach by means of instructions using visual aids. Moreover, the visual teaching focuses on the learning process of students, by giving them the opportunity to use images to understand messages and communicate. As Gangwer claims, the new generation of students is different, and they learn more visual thanks to the stimulation in edutainment, television, and software that is based on images, which make teachers rethink the way they teach and consider using the visual teaching as a coming up concept in today’s world (Gangwer, 2009, p. 1)

Visual teaching can be conceived as a relevant pedagogical instrument as it takes advantage of the visual stimulation that children encounter in their everyday life. As Gangwer

mentions in his book “It is hard to ignore that the generation of children now moving through our educational system is by far the most visually stimulated generation that system has ever had to teach”. Again, Gangwer emphasizes in the possibilities that visual teaching offers to the field of education in the current society. Therefore, visual teaching is presented not as an innovative strategy, but as a relevant template for today’s education.

Taking into account that visual teaching embraces other topics as “types of intelligences” and “visual learning”, it is necessary to give definitions of these two other topics that are enclosed in this construct. Therefore, one of the important points that are implicit in visual teaching is multiple intelligences being that students develop a different way to understand their surroundings.

Multiple intelligences refer to the multiple ways in which a learner could understand information that is presented based on how they are able to process it. Gardner (in Armstrong, 2009) suggests that “intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting”. He also argues that, although we all have different combinations of the eight intelligences (verbal, visual, bodily, intrapersonal, logical, musical, interpersonal and naturalist), people only develop one that helps them understand better their environment.

Gardner (2009) developed this theory by looking deeper in “certain linguistic and logical-mathematical skills, particularly those that are valued in a modern secular school” and Gardner expanded the meaning of Multiple Intelligences (MI) by stating that “intelligence is a biopsychological potential to process information in certain ways in order to solve problems or create products that are valued in at least one culture or community” in other words, Gardner

claims that an intelligence helps us take in ideas and process information to solve problems in different situations where different abilities are required.

Even though, we possess all of the eight intelligences, any human being “possesses exactly the same profile of intellectual strengths and weaknesses. That is because most of us are genetically different from our conspecifics and even identical twins undergo different experiences and are motivated to distinguish themselves from one another” (Garner, 2009, p. 6). This statement gives an idea of how the intelligences work in each person and how it prompts students to have one specific way to see their world.

For the purpose of this study, it is necessary to deepen the analysis on the relation of the visual teaching and the visual spatial intelligence. Taking into account this necessity to make the relation between these two concepts, it is possible to take a look at Gardner’s (in Armstrong, 2009) statement of the visual spatial intelligence, which is defined as “the ability to perceive the visual spatial world accurately (e.g., as a hunter, scout or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artists, or inventor).”. Gardner also claims that “it includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.”

Taking into account the key aspects of the multiple intelligences background and the visual spatial intelligence, it is possible to make a relation with the visual teacher, who is a person that is able to “embrace and model full-spectrum visual literacy, understands the effects of visual stimulation on brain development, and explores with students the signs and symbols in art and visual media” (Gangwer, 2009, p. 5-6). Therefore, the visual teacher understands how this type of intelligence works in the students’ brain and what materials could be suitable for teaching a topic

from a visual perspective. In order to give validity to the use of the visual spatial intelligence in the implementation of the visual teaching based activities, it is possible to take into account that “Our student population is made up of 65 percent visual learners, 30 percent auditory learners, and 5 percent kinesthetic learners” (Gangwer, 2009, p. 2)

As the visual teacher is important for the implementation of visual materials, it is necessary to go deeper in what these kinds of teachers are able to do and comprehend. “The visual teacher understands the underlying concepts of visual literacy”(Gangwer, 2009, p 5) which means that they are able to use visual aids in a class. This is highly coherent with Debes’ (1969) in (Brill & Kim, 2007) definition of visual literacy that says that imagery is to develop visual competencies that allow students to see and integrate sensory experiences which finally will help them to discriminate and interpret visual actions and/or objects natural or man-made. Also Gangwer (2009), describes the visual teacher as a person who is able to “encourage students to encode or make more effective still images through an understanding of passive, neutral, and active imagery”. This description has to do with the way a teacher takes advantage of imagery to foster and strengthen learning by using all the possible tools that images can provide to the class. Also, “The visual teacher creates lesson plans and activities that reflect the methods of visual learning, acknowledging that when we create and utilize images we will most likely be working in one (or more) modes” The modes that Gangwer refers to, are the way students can use images to different purposes.

The methods of visual learning which Gangwer emphasizes are related to the learning styles which are “[a] way in which a person sees or perceives things best and then processes or uses what has been seen. Each person’s individual learning style is as unique as a signature” (Lefever, 1995, p. 17). According to Lefever (1995, p 20) these learning styles have to do with

different types of learners which are divided into the imaginative learner, the analytic learner, the common sense learner and the dynamic learner, but to link the previously said with this study, is necessary to put aside the less relevant learning styles for this research and highlight the imaginative learners which according to Lefever (1995) are “people who get involved with others and learn best in settings that allow interpersonal relationships to develop... they see the board overview or big picture much more easily than the small details”

Finally, all the concepts described above are important parts of the visual teaching; however, this construct is based on visual literacy, which is a wide concept that develops some ideas that are useful in the implementation of the visual teaching. With the purpose to clarify the term “visual literacy” it is possible to take a look at the International Visual Literacy Association (quoting Debes) definition of visual literacy which is:

“Visual literacy refers to a group of vision competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences [...]. When developed, they enable a visually literate person to discriminate and interpret the visual actions, objects, and/or symbols, natural or man-made that are encountered in the environment [...]. Through the appreciative use of these competencies, we are able to comprehend and enjoy the masterworks of visual communication”

The idea of visual literacy is to allow students to “read” and understand images, with the purpose to develop critical thinking. Notwithstanding, this study focuses on the use of visual based activities to enhance oral skills, thereby, students were not required to develop critical thinking but instead, they had to go through some of the first stages of the visual literacy which according to Keddie (2013) are:

- The objective perspective
- The affective perspective

These two perspectives, position the students in a situation in which they just create a first relationship with the image, being that Keddie argues that “The objective perspective deals with descriptions, appearance, places, colors, special relationships, actions and genre. Here, we are dealing with what you can see and say about the image, with a degree of certainty, just by looking at it” And then students go through the second perspective which according to Keddie is the stage in which a person goes deeper and relate his/her feelings, personal experiences and background to the image, in order for him/her to interpret it.

These two aspects that are crucial for this study allow students to have a first impression of an image and then go one step beyond; relating their personal perspective with their own background, integrating the image to their lives and linking it with personal experiences that at the end will allow them to learn by meaningful learning.

Having gone through some of the relevant aspects that pave the way of the visual teaching, it is necessary to see the connection that this type of teaching has with the way students make meaning of the information that is presented and, if this information is meaningful for them.

Meaningful learning

One of the major authors of the meaningful learning theory is Ausubel (1968) who states that “[it] is part and parcel to higher order thinking. Such thinking takes place when we grasp the interrelationship between two or more ideas, old and new”. In other words, what Ausubel wants to express with this statement, is that a person who can learn meaningfully is able to relate two ideas that are connected to create a new one. Ausubel & Robinson (1969) contend that in order to foster in the learner this meaningful learning it is necessary to firstly take into account the

material that is presented to him/or her as it allows them to relate the new information in some sensible way. After this, Ausubel & Robinson (1969) explain that the students should have prior relevant knowledge and ideas that enable them to link them to new ones and finally they state that the learners should be able to link those ideas to create a completely revamped one. The previous conditions are of high importance to foster that meaningful learning, otherwise the information presented to the learners will be rote.

According to Jonassen, Strobel & Gottdenker (2006) “most cotemporary theories of learning requires a meaningful task, and the most meaningful task are those that emerge from or are at least stimulated from some authentic context” In different words, it is necessary to create tasks that students can achieve through authentic material that permits them to learn meaningfully.

“In order for students to learn meaningfully, they must be willfully engaged in meaningful tasks. In order for meaningful learning to occur, the task that students pursue should engage active, constructive, intentional, authentic and cooperative activities” (Jonassen, Howland, Marra & Crismond, 2007, p. 2). To connect these ideas with the study, it is easily perceived that for the material and the tasks to be meaningful for students, they should contain the attributes that were mentioned by these authors; therefore, each attribute has some characteristics that a learner must integrate during a meaningful learning.

The first attribute of meaningful learning is students who are active learners. According to Jonassen, Howland, Marra & Crismond (2007) they are the ones that “... are actively manipulating the objects and tools of the trade and observing the effects of what they have done” then, Jonassen, Howland, Marra & Crismond (2007) describe the constructive attribute as an

stage in which learners need to relate and articulate what they have achieved and ponder on their activities and observations, then Jonassen, Howland, Marra & Crismond (2007) explain the intentional attribute as the way students try to willfully achieve a cognitive goal and they emphasize in the fact that they learn more because they are fulfilling an intention, then Jonassen, Howland, Marra & Crismond claim that the authentic activities are “tasks that are situated in some meaningful real world task or stimulated in some case-based or problem based learning”(p.4) and finally the cooperative activates or attributes described by these authors, says that “learners in group must socially negotiate a common understanding of the task and the methods they will use to accomplish it”

The meaningful learning is present in many teaching fields, and it is a useful tool to create activities and situations that foster meaningful learning in the students. Teaching English as a foreign language is one of the fields in which these ideas can be used to present topics to students and to design learning activities. Taking into account what all these authors listed and mentioned, visual aids are tightly related to meaningful learning, as they could be authentic material that helps the teacher present simulated situations or problem based learning to enhance any of the four skills that learners are expected to develop while learning English.

Oral skills

There are many definitions of oral skills, and sometimes many authors, state similar things about this type of production. Hymes (in Fuentes, 2012) defines oral skills as “The capacity to communicate effectively within a particular speech community that wants to accomplish its purposes”. With this definition we can say that oral skills refer to those in which a learner put in practice effectively all the grammatical knowledge and pronunciation in order to

produce oral answers or speech”. To contrast this idea, Bygate (1987) states that students “must act on knowledge of grammar and vocabulary”

It is certainly true that oral production is one of the most difficult skills as according to Hohls (2008) “oral production is fairly demanding, as ideas have to be organized, and held in mind while language is already being produced”. As Brown & Yule (1983) contend “the demands of teaching the spoken language are really worrying and put the teacher in a disadvantageous position” (p. 3). For teachers, it is necessary to take into account these disadvantages in order to provide possible answers to the shortcomings in the spoken production. Therefore teachers must understand that for students to produce oral answers, the ideas should be organized and well presented, otherwise, if these ideas are not presented in a sequence, students might have problems when speaking. Cunningsworth (1995) in (Tudor, 2001, *The Dynamics of the Language Classroom*, 2001, p. 50) states that:

“It is generally necessary to analyze the language and divide it into small units for effective teaching and learning to take place. Yet it is notoriously difficult to separate individual aspects of language from the whole, and isolate them, without losing authenticity and naturalness in the process. This is mainly because language is a complex phenomenon which operates at several levels simultaneously... The “whole” of a language is greater than the sum of its parts”

According to this, it is possible to say that teachers must be aware of the greatness of the language and that it is very difficult to teach it without having an understanding of the language as a whole.

Cunningsworth (1995) in Tudor (2001, *The Dynamics of the Language Classroom*, 2001, p. 53) defines the discourse as “the features of language use that go beyond the domain of

grammar rules and include areas such as the sequencing of sentences, cohesion, paragraphing, structuring text, participation in conversation, etc.” All of these characteristics and features are part of the speaking production, as it is not an easy process, and its complexity varies from the various processes that a person develops while speaking. “Studies on classroom discourse focus on the nature and characteristics of foreign language classroom interaction in natural settings” (Strobelberger, 2012, p. 22), that is, students develop the discourse if there is an aim that points to a “communicative competence” in situations that are natural and realistic for them. Notwithstanding, the communicative competence is a wide concept that contains different definitions of “communication” and in order not to veer the topic, it is necessary to emphasize in communication as language production in the EFL classroom.

The speaking skill in the English subject is something that demands some other abilities that the student should be able to develop, for instance, learners should expand certain classroom speaking performance that allows them to produce language through imitative, intensive, responsive, transactional, interpersonal, and extensive performances (Brown, 2001, p 271-274). Each one of these performances are important for learners to communicate in a variety of situations, for example, the imitative performance, allows students to “imitate” the particular language form of a word in a meaningless way, there is where it is possible to see the exercise of drillings that teachers do in their classroom that permit their students to know the right pronunciation of a particular word, and in most of the cases its meaning. Then, students should go one step beyond imitative performance and be able to develop an intensive performance, which Brown (2001) defines it as “any speaking performance that is designed to practice some phonological or grammatical aspect of language [...] learners are “going over” certain forms of language”. The responsive performance is by far, the performance that the population of this

research should develop. According to Brown (2007), this performance refers to “short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic”

The rest of the performances go beyond the boundaries created in this research, however it is important to clarify them for the purpose of a clearer view of this construct. Brown defines the transactional performance as “...conveying or exchanging specific information [...] Is an extend form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech”. The interpersonal dialogue refers to personal relationships that a person could have, then, this performance is used to express various factors of the speech such as casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covered agenda (Brown, 2001, p 271-274). Finally the extensive performance is defined by Brown (2001) as “...extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative.” All of the above mentioned, is useful when teachers take into account what and how to teach the language production in the classroom. It is a very complex process that needs company from the teacher in each of the stages that it requires.

CHAPTER 2

INSTRUCTIONAL DESIGN

In this chapter the vision of curriculum will be described and how this curriculum is going to take place in the implementation of this research project. Some of the other items that can be found in this chapter are the vision of language, vision of learning, and vision of classroom with their corresponding description. In addition, taking into consideration the curricular platform, you will find the learning objectives and the description of the activities that were implemented in the pedagogical intervention.

For the reader to have a clearer idea of the intention of the instructional design, it is necessary to start by describing the setting where this project was carried out, as well as the participants of this study. The school is located in Facatativá Cundinamarca, Colombia. Emilio Cifuentes School is a public school where boys and girls study together. I decided to carry out this project in students from fifth grade. I selected a group of 15 students from fifth grade between 10 and 12 years old.

As primary students in this school only have a few hours of English per week, the teachers are the ones that teach them what they consider is appropriate (hours and content) for students to learn in the English subject, notwithstanding, as I carried out my professional placement at this school, I was assigned two hours per week in order to implement this project with students from 5th grade.

In order to complement all of the above mentioned, it is necessary to describe the focus of this study. I decided to use visual teaching in students from fifth grade through the use of visual aids such as flashcards, posters, drawings, and photographs with the purpose to enhance oral responses and foster meaningful learning in students. Thus, students could develop their oral skills when applying visual-teaching based activities.

Curricular platform

The following description of the platform will show the vision of curriculum, language, learning, and classroom which supports this instructional design. The visions of these four concepts present ideas of how they are understood in the learning and teaching process based on different theories stated by the authors mentioned below, as well as the main features and implications regarding the principles of visual teaching based activities.

Visions of curriculum

In this research study, I decided to work on a learner-centered curriculum (Emes & Cleveland, 2003). Thereby, with this vision of curriculum in the pedagogical intervention, the centre of all of the activities are the students as they are the ones who will perform the tasks that were meant for them to enhance their oral skills through the use of visual teaching based activities and make meaning of the new knowledge that is being presented. Moreover, this curriculum not only aims at activities for students, but it also focuses on their experiences during their learning process. A definition given by Emes & Cleveland (2003) states that “The term "centered" refers to the idea that the learner will be a continuous point of reference, but not the only point of reference”

In order to connect the ideas of the learner-centered curriculum and the students, it is necessary to describe what the conception of the students in this type of curriculum is. The learners are the centre of the education, and the learning process focuses on their heredity, experiences as individuals, perspectives, backgrounds, talents, capacities, and needs. Students, in this type of curriculum, yield to a student-student interaction and in less measure to a Teacher-student interaction which is more traditional. Emes & Cleveland (2003) claim that “Learner-centered curriculum, will allow students to participate more fully in the arrangement of their own learning experiences” Thus, students will have more opportunities to be part of their own progress and account for their achievements.

Taking into account this conception of curriculum, the lesson plans for these classes are more focused on the students and their experiences and interests, rather than classes where they are presented content and topics in a teacher-centered class. Bearing in mind these ideas, students will be more conscious of their learning process and participation as the classes aim to make students link their background, interests and experiences to the new ideas and knowledge presented by the teacher.

Visions of language

Taking into account the vision of the language, it is possible to adjust this vision to a functional perspective. According to Hymes (in Tudor, 2001), language with a functional perspective is “... the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of this community”. Hymes also argues that the language can be understood in a specific context, and such language needs to operate within a sociological and sociocultural framework.

Taking into account Hymes' definition of the functional perspective, in this study, it is possible to account for the language as a function when students come to develop skills and functions of the language as for instance *describing spatial and temporal situations* and *describing actions* which are meaningful for them in a context given by the teacher. With this vision of language, students will be engaged in a context in which they use different functions of the language in order to communicate and produce oral responses regarding the activities of the class, which must be functional directed, and the teacher should provide a context for these functions of the language using the visual teaching based activities.

This vision of language can be evidenced in the activities designed in the pedagogical intervention, as these classes aim to involve the students in the function of the language which they will use to communicate in defined contexts provided inside the classroom that emulate contexts that are encountered outside the classroom. In the activities planned for the pedagogical intervention, I provided them with such contexts by using visual aids and the principle of the visual teacher that embraces an environment where these visual aids allow the students to communicate.

Vision of learning

As for the vision of learning that I decided to adopt in the instructional design, the role of affect was the perspective of learning that I considered the most appropriate for the pedagogical implementation. The role of affect has a direct link to the vision of curriculum, as "Students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors, these factors give rise to a certain affective interaction with the learning process" (Tudor, 2001, p. 95).

The theory of the role of affect has a straight relation with the emotions and feelings that students develop in the classroom, thus, as teachers, we should pay close attention to our students' predisposition to the language or to the learning process as Scovel (in Arnold, 2009) affirms that "emotions might well be the factor that most influences language learning" however, making our students have a high predisposition to the language is not an easy task, and this assumption is supported by Tudor (2001) who claims that "...affective involvement of learners is a complex phenomenon which cannot be easily predicted or pre-planned" likewise, Tudor affirms that affect is an omnipresent phenomenon which relates students' attitudes to an involvement in learning activities.

In order to connect this vision of classroom with the focus of the study, I can say that the visual material used in the pedagogical intervention, was a way to encourage students in learning and having a predisposition to the class, as Tudor (2001) affirms that "...input material, and also the tasks which students are asked to perform on this material, has to be selected not simply on linguistic criteria, but also with respect to the affective interaction between the learner and the material [...]". This affirmation has its bases in the way visual teaching based activities make learners receptive if the materials that they are presented are pleasant or important for them in affective terms (Tudor, 2001, p. 97)

To conclude with the vision of learning, the role of affect is an important factor that embraces the activities presented in the classroom, as students' motivation and affect toward the class are defined by the tasks that they have to perform and how they feel about such tasks.

Visions of visual teaching materials

The visions of the visual teaching material has an important connection to the pedagogical intervention as it is described the kind of visual teaching materials that should be implemented in the classes. Thus, the use of images in the classroom is highly important as according to Wright (1989, p 2) “It is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus... And the resources must include pictures. After all, verbal language is only a part of the way we usually get meaning from contexts”. Then the visual teaching materials should be contextualized for students to integrate their personal experiences with the language they are learning as Wright (1989, p2) contends “Pictures are not just an aspect of method but through their representation of places, objects and people are part of the overall experiences we must help our students to cope with”. It is necessary to clarify that this study focuses in the use of images and not pictures; however images can simulate pictures and even give the students the opportunity to interact with them just like active learners that manipulate the objects of their environment Jonassen, Howland, Marra & Crismond (2007)

Finally images contribute to interest and motivation, an idea of what surrounds the students in regard to the context of the language and a specific stimulation taking as a point of reference the image, Wright (1989). The visual teaching materials for the pedagogical intervention must be set in a familiar context for students to learn meaningfully through the interaction and manipulation of such images.

Vision of classroom

Now that the vision of language as function, the vision of learning as the role of affect and the vision of visual teaching materials were explained, such concepts need to be developed in a setting. Such setting is the communicative classroom.

The communicative classroom is a place where students feel free to communicate and express their ideas in which, according to Tudor (2001) "... a significant role is attributed to communicative language use as a means of learning". The communicative classroom also allows students to make meaning of the interaction between the tasks and materials, which according to the role of affect, they allow students to be interested and enhance their expectations and attitudes, and thereby foster a communicative meaningfulness (Tudor, 2001, p.113). In order to strengthen the previous ideas regarding the vision of the classroom; it was necessary to guide the activities with a communicative language approach as Hymes (1971) in Tudor (2001) contends that "...the primary function of language use is communication. Its primary goals are for learners to develop communicative competence, or simply put communicative ability. In other words, its real goal is to make use of real life situations that necessitate communication"

By giving the students a context where to communicate, they could use their knowledge of the language functions in the contexts presented in the pedagogical implementation in order to communicate in the classroom.

Pedagogical intervention

In order to implement the visions of curriculum, language, learning and classroom the following activities describe how the classes were carried out taking into account the use of visual materials to enhance oral skills. (see chart #1)

PEDAGOGICAL ACTIVITIES

Session #	Learning objective	Pedagogical activities	Type of data to be collected
1	<ul style="list-style-type: none"> To recognize and use the vocabulary related to the weather. 	<p>1) A song will be taught by the teacher In order for students to practice the pronunciation of the different types of weather. The teacher will only teach the song without showing them any image, so that the song helps students to focus in the pronunciation of the vocabulary.</p> <p>2) Students look at a poster that the teacher brings to the classroom. The poster contains images that are related to weather. These images are contextualized in a recognizable environment for students.</p> <p>The teacher will use all of the images to support his</p>	<ul style="list-style-type: none"> By the end of the class students will be able say and use the vocabulary related to the weather

		<p>explanation e.g. When the weather is windy, the teacher will place the image of the cloud blowing into the poster and the teacher will make sure the students recognize the word and use it.</p> <p>3) the teacher will hand in some wordsearch activities, so that students practice the new vocabulary that they have learned, after that, students will have to look at some images in the paper and write what's the weather like in that picture. The images will be related to characters of TV programs that they usually watch.</p>	
2	<ul style="list-style-type: none"> to recognize and use the vocabulary related to clothes 	<p>1) The teacher starts with an eliciting activity in order for students to comprehend the meaning of the word "clothes" which is the main topic of the class. To do so, the teacher shows the students his own clothes for the students to have cleared the meaning of the word clothes.</p> <p>In order to show the students the different garments, he will show them pictures</p>	<ul style="list-style-type: none"> By the end of the class students will be able to recognize and say what clothes they wear

		<p>which have images of clothes in it.</p> <p>2) The teacher uses two images (one of a girl and the other of a boy, these two images are characters of TV shows) in order to explain what clothes women and men wear.</p> <p>The teacher posts the images of the two characters on the board. The teacher takes to the class some images of clothes previously cut to post them on the characters one above the other, this with the purpose to explain the different garments with interactive visuals</p> <p>3) After that, the teacher asks the students to work per rows. Each student of each row will have to participate in the activity. The students have to pass to the board and dress up the characters, and then they have to describe what clothes they are wearing. Each correct answer is worth a point for the row</p>	
3	<ul style="list-style-type: none"> to match clothes students wear 	1) The teacher reviews with the students some	<ul style="list-style-type: none"> By the end of the class, student will be able to use and

	<p>in each weather</p>	<p>vocabulary of weather using the poster that he created for the first session. After doing the review, the teacher uses the images that he created for the second session in which the topic was clothes. Finally, the teacher joins these two topics by asking the students what clothes they wear when the weather is (sunny, hot, windy, etc)</p> <p>2) The teacher gives each student some real photos from a newspaper or a magazine. The students have to write the vocabulary of clothes that they see in the pictures and then describe them to their partners in groups of four people. In order to foster conversation among the groups, the teacher writes on the board the question that they have to use to ask their partners about their pictures (what is he/she wearing?) and also (he/she is wearing_____).</p> <p>3) the teacher gives each student some real photos from a newspaper or a magazine. The</p>	<p>match the clothes they wear in sunny, rainy, stormy, hot, windy and cold weather</p>
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		<p>students have to write the vocabulary of clothes that they see in the pictures and then describe them to their partners in groups of four people. In order to foster conversation among the groups, the teacher writes on the board the question that they have to use to ask their partners about their pictures (what is he/she wearing?) and also a grammatical tool (he/she is wearing_____).</p> <p>3) The teacher is going to use both, the poster and the images of the characters that he created. Students will have to work per rows in this activity. The teacher asks a student from each row to dress up their characters according to the weather in the poster. The weather in the poster is decided by the teacher so that each student can answer more than once.</p>	
4	<ul style="list-style-type: none"> To describe the clothes their own characters wear. 	<p>1) The teacher uses the same images he created to teach them how to say what someone is wearing. Thus the teacher posts the two</p>	<ul style="list-style-type: none"> By the end of the class students will be able to describe their own characters using the vocabulary and grammar structures for clothes

		<p>characters into the board and starts describing what each one of them are wearing, so that students know how and when to use “he wears_____” and “she wears_____”.</p> <p>The teacher does this by telling them a story while he moves the clothes as he is telling the story</p> <p>2) Students bring some characters on their own and describe their clothes; it would be the practice of the topic. Thus students will have to pass one by one to the board and describe what their character is wearing. By doing this the teacher can check use of grammar, pronunciation and vocabulary in each student.</p> <p>3) The teacher gives each student a describing activity in which they have to describe what each character is wearing so that they can practice pronouns and vocabulary. Students will have to write everything they see the characters wear</p>	
5	<ul style="list-style-type: none"> to use grammar and vocabulary 	1) The topic is some sort of a review and rehearsal of the two	<ul style="list-style-type: none"> By the end of the class, students will be able to speak about

	<p>from the topics “clothes” and weather” (oral responses in English)</p>	<p>topics that were taught during the previous sessions. In order to do this, the teacher writes on the board vocabulary and grammar of the two topics, in order for students to remember what sentences and questions they should use in each topic</p> <p>2) The teacher gives each student a worksheet with an image of a place, or landscape, what they have to do is to choose any whether they like and draw themselves wearing the clothes they like the most.</p> <p>3) The teacher will ask the students to explain the weather and clothes they have drawn in the worksheet, so that students use the vocabulary and grammar of the two topics. The students can choose between both, the weather they like or the weather they don't like, so that students won't only choose sunny weather, but also they could use rainy, cold or cloudy weather</p>	<p>the clothes they wear according to the weather.</p>
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CHAPTER 3

METHODOLOGICAL FRAMEWORK

Type of investigation

Sagor (2000, p. 3) states that "... action research helps educators be more effective at what they care most about –Their teaching and the development of their students." According to the before mentioned, the purpose of my study was to help students in the development of their English learning process, enhancing the oral skills in this foreign language through the use visual aids, as well as providing the ELT area with a new teaching template that could be a contribution to the pedagogical field in general.

In this study, I took into account a sample of 15 students of 5th grade at a public school in Bogota. This group of students was selected thanks to a consent form signed by their parents. These students are between 10-11 years old. It was the first time that the students were taught English as a subject during their primary school, as in the curriculum of the school, students started seeing this particular subject from 6th grade to 11th grade. For these reasons, this group was a good option to carry out my study.

Moreover, the English level of the students is beginner, as they work with activities from an English book, which provides them with basic vocabulary that allows them to recognize and use some colors, verbs, and adjectives in English. Therefore, the knowledge that they possess is a key aspect to continue to move forward in the English language learning through the use of visual teaching as an innovative strategy throughout their learning process.

Thereby, related to the purpose of my study and also taking into account the accessibility to an educational institution during the professional placement and the factors related to the encouraging of research in the ELT field, I decided to carry out this study as an action-research, which not only provides the ELT field with new teaching strategies, but also it is probably an enriching contribution to the pedagogical field. Also, it is an innovative process in this specific context, as it is a pedagogical tool that teachers from this particular context could use in their classes in order to see the impact of such activities in their students.

Thus, in order to clarify action research, we can take a look at some of the definitions that are provided by some authors. McNiff & Whitehead (2011, p. 7) state that “Action research is a form of enquiry that enables practitioner in every job and walk of life to investigate and evaluate their work.” Koshy (2009, p. 1) argues that “... action research supports practitioners to seek ways in which they can provide a good quality of education by transforming the quality of teaching-related activities...” Finally, action research is defined by Burns (2010, p. 2) as “... related to the ideas of “reflective practice” and “the teacher as researcher”. AR involves taking a self-reflective, critical, and systematic approach to exploring our own teaching contexts”

In order to sum up, action research is a reflective process that allows practitioners and teachers to find new ways and strategies to teaching, with the purpose of improving the quality of education through the solving of problems that are encountered in the classroom with pedagogical proposals directed to the development of the learning process of the students in the educational context where this project was implemented.

For action research to be successful, it is necessary for the researcher to follow a cycle. As mentioned in Sagor's book (2000, p. 3-4) "Whatever the scenario, action research always involves the same seven step process":

- 1) Selecting a focus
- 2) Clarifying theories
- 3) Identifying research questions
- 4) Collecting data
- 5) Analyzing data
- 6) Reporting results
- 7) Taking informed action.

Action research is organized in this cycle in order to be successful. My project was conducted following the same 7 steps of the cycle of action research. In the first step, I decided to reflect on the English learning problems that the students from my teaching context were facing. Then, I chose a topic based on how worth and conductible it was. In the second step of the cycle, the clarification of the theories was an important part in the narrowing of the topic, as visual teaching is a broad topic that requires a lot of discussion. For this reason, I considered the most relevant definitions of this construct which led me to the third step which is the identification of my research question in order to guide the enquiry. After identifying the research questions, it was necessary to start collecting the data, which was limited to the boundaries of oral production among the students in the English class, emphasizing in the relation of the images with their oral responses as this study intends to do. Having the data ready, the fifth step consisted in

categorizing the important aspects of the information and organizing them in a clear way that enabled me to understand better the progress that students made during the implementation, according to the material presented in the classes.

At the moment of reporting results which is the sixth step. I followed a thorough process in which ideas from the authors in the theoretical framework were connected to how students started to respond to the implementation of my project. These results led me to finally take informed action and highlight the advantages, the conclusions, the implications and the limitations of this project.

Data collection

There are different data collection techniques that help practitioners to find the necessary information in an action research study. However, because of the few sessions that were created to the implementation, I decided to limit the instruments of data collection in order for the data to be more accurate.

The main target of my observation was the oral production of the students during the English class as it was necessary to spot different situations in which the students started to develop their oral skills thanks to the use of visual material. The information that was collected helped me to evaluate the progress of the students during the sessions, regarding the theory and methodology of this study.

The techniques that I used to gather the data are based on their usefulness, taking into account that, one of the main purposes of my observations was to evaluate their oral

production regarding the use of visual teaching material during the sessions. The use of real time observations allowed me to analyze the information that I was collecting by observing how students progressed in their oral production, and if they really learnt by using the visual material I took to the class. As Wallace, (1998, p.105) argues “The focus of the observation can be on our students: the way they work, the way they interact, the way they respond to our teaching, their on-task and off-task behavior, and so on.” Thus, the observation in the class provides the teacher-researcher with different important aspects that influence the observation of the students. Such aspects are how students start getting involved with the activities of the class and their progress during the whole implementation to finally evaluate the results of the whole study.

The second technique used in the observation was the videotaping. As defined by Wallace (1998, p. 106) “it can make a permanent record of contextual and paralinguistic data, such as chalkboard work, the layout of the classroom, movement, gestures, facial expressions, and so on” As the majority of my lessons are based on chalkboard work, it was essential for me to watch the videos and do the transcriptions based on how the students interact with the material used to enhance the oral skills. It also allowed me to work with all the students at the same time, even knowing that there are only 15 students that need to be analyzed, so that, I did not need to separate the sample students from the rest of the group which gives me more time to continue with different activities in the sessions.

The third technique was the use of English oral tests. This instrument of data collection is a way to know whether the students have improved or not. As Sagor (2000, p.104) argues “Test results tell us what individual students know and don’t know how to do. Aggregating the scores allows us to see which elements were successful for most of the students and which elements were unsuccessful for some” Thus, in this study I decided to use a pre-test and a post-test which

helped me to know the level of the use of English in an oral way, before and after my implementation. In order to do so, I designed a single test with different tasks related to their oral performance that allowed me to identify how students performed in the pre-test and how they would perform in the same test (post-test) but after the implementation of this study, so that I could confirm their evolvement during the classes and match those findings with the results of the post-test.

The fourth technique used was the interview. Sagor (2000, p. 107) claims that “interviews are popular and widely used as means of collecting qualitative data. If they are incorporated into the lesson (...) they can double as a classroom task and as a way of investigating and collecting data on areas one wishes to explore” Interviews are a way to realize of the progress that students have made in the use of oral skills in the classroom. This is possible by seeing the own perspective of the homeroom teachers about his/her students before and after the implementation. The interview was structured, making a serious of previously set questions to the homeroom teacher (see annex #7)

CHAPTER 4

DATA ANALYSIS

As in previous chapters, we have seen the different characteristics of the use of visual teaching based activities to develop oral skills and oral production in English as a foreign language with students at fifth grade. It is now necessary to go through the data analysis of the information collected during the stage of implementation in Colegio Nacional Emilio Cifuentes to take understand how these activities play an important role in students' learning process of a foreign language and more specifically in their oral performance.

To collect the necessary data, it was essential to select some instruments carefully in order to accurately organize the information and thereby have it ready to be analyzed. The instruments that took part in this data collection were: class observations, surveys, interviews, pre-test, post-test, voice recordings and video recordings.

The survey allowed me to identify what students' interest and needs were and how it was possible to organize them in order to create appropriate lesson plans regarding the visual teaching based activities.

With the interviews I could match the students' interests and needs with how the homeroom teacher saw her students and their development in the English class, focused on students' oral performance and production.

I made use of a pre-test and a post-test since it was important to identify the students' oral performance prior to the implementation as well as afterwards. And finally a voice recording at

the middle of the implementation allowed me to join a more consequent process between the pre-test and the post-test.

The video recordings were an essential part of the data collection, as this instrument provided me with all the necessary information, regarding the students' oral production and the relationship they created with the meaningful tasks that were presented in form of images.

All of this information was gathered and analyzed, being highly important to highlight situations in which the students made use of Spanish to participate in the English class, in order to identify the problem, and thereby take account of the students' oral evolvement in regard to the visual material. All of these situations are part of different categories that showed features of students' oral development in class when visual material was presented.

Two main categories were established in which all of the information is presented in random way. These categories involve student's oral production and their interaction with visual material, using meaningful learning as intermediary between both. The categories are: Development of students' oral performance throughout the use of visual material and the effects of meaningful tasks in the students' oral production process.

1. DEVELOPMENT OF STUDENTS' ORAL PRODUCTION THROUGHOUT THE USE OF VISUAL MATERIAL

This category shows the use of visual material as a pedagogical template that helped students improve their oral production, making use of contextualized images that allow students to use their prior knowledge and the new topics to finally generate a completely different knowledge and put it in practice.

Before the implementation of meaningful and contextualized activities such as the use of images set in a real and familiar environment for students like Piedras del Tunjo park and images of characters from popular TV shows, students did not have an active participative attitude towards the English class, and their oral performance was therefore very low, but; with the use of this visual teaching based activities, teachers at Colegio Nacional Emilio Cifuentes can take advantage of its usefulness that let them use this as a relevant template for their English classes to enhance oral English skills in students from primary school.

The progress that students made was interesting in the way in which they evolved in their oral production going through different stages with respect to the use of visual teaching based activities.

This category is composed by two subcategories which explain the process that students followed and their evolvment during the implementation.

- **The role of contextualized images in students oral performance**

At the merely beginning of the implementation, students only used some words related to the topics that they were studying at that moment (the weather). They answered with simple words and they were limited to simple vocabulary. Students seemed not to fully relate the questions with their answers, and because of that, in most of the cases they preferred to use Spanish to let the teacher know that they understood, or they made up the answers according to what they saw. Therefore, the use of contextualized images is important for students to relate what they see to what they produce in terms of oral performance.

Thanks to the pre-test, it was possible to identify students' current oral performance and the relationships that they created with images without an actual context. In the rubrics created for this pre-test, the following criteria were taken into account:

- Vocabulary
- Pronunciation
- Grammar
- fluency

Each of these criteria was assessed with a variety of categories that positioned the students at a certain level of the use of oral skills. The following chart will show the aspects that were taken into account in each category. (See chart # 2)

Vocabulary	1) The student uses a few vocabulary and most of the times uses Spanish instead of the words already taught	2) The student uses some vocabulary taught in the class. Still uses Spanish in some moments	3) The student uses the majority of the vocabulary taught in class. The student forgets some words	4) The student uses almost all the vocabulary taught in the class. Sometimes the student gets confused with some words	5) The student uses all the vocabulary taught in class.
Grammar	1) The student gets easily confused with the majority of the grammar presented.	2) The student recognizes and uses some grammar, but still gets confused.	3) The student recognizes and uses the majority of the grammar. The student commits some mistakes.	4) The student recognizes and uses almost all the grammar. The student commits few mistakes	5) The student recognizes and uses all the grammar. The student does not commit any mistake
Pronunciation	1) It is hard for the student to make him/herself understand	2) The students pronounce Just few words that are understandable	3) The student pronounce well the majority words	4) The student has a good pronunciation . The student still needs to work in the pronunciation of few words	5) The student pronounces well all of the words and it is easy to understand him/her
Fluency	1) The student breaks the communication most of the times. The students hesitates most of the time	2) The student is able to speak some times, but still breaks the conversation very often	3) The student is able to speak most of the time. There are some interruptions	4) The student is able to speak all the time. He/she commits some mistakes.	5) The student is able to speak all the time with no interruptions and no mistakes.

At the moment of the implementation of the pre test, students were presented some tasks related to the criteria to be assessed. These tasks contained some images to help students come up with the answer, but as mentioned before, students were limited to simple words and sometimes they made up the answers, which made that they scored very low in this test.

The following samples will show how students answered to the pre-test, highlighting situations in which they did not answer properly. The images and questions below represent parts of the pre test that was carried out with the students.

- Look at the pictures and say what is the weather:

Image 1



Image 4



image 2



Image 5



image 3



image 6



Teacher: Look at the pictures and say what is the weather:	
Student #1	Imge 1: Eee su*unny; image 2: emmmm ¿Cold?; image 3: emmmm...sunny; iamge 4: emm r*ainy; image 5: wet creo??; image 6: No answer.
Student #2	Imge 1: eeemm, sunny?; image 2: cold; image 3: rainy; image 4: hot; image 5: r*ainy, image 6: cold.
Student #3	Image 1: rainy?; image 2: ummmhh cold; image 3: r*ainy; image 4: wet?; image 5: ...dri; image 6: ...y wet.
Student #4	Image 1: sunny, image 2: cold; image 3: heeee... rainy; image 4:wet; image 5: cold; image 6: y hot.
Student #5	Image 1: sunny; image 2: emmm... wet; image 3: emmmm..... snowy; image 4: no answer;, image5: cold; image 6: y ese es hot
Student #6	Image 1: s*unny; image 2: r*ainy?; image 3: sss... snowy??; image 4: no answer; image 5: eehh cold; image 6: hee... hot.
Student #7	Image 1: cloudy; image 2: no answer; image 3. No answer: image 4: cold?; image 5: no answer; image 6: no answer.
Student #8	Image 1: no answer; image 2: cold; image 3: hee wet?; image 3: snowy; image 4:no answer; image 5: no answer; image 6: no answer.
Student #9	Image 1: cold; image 2; no answer; image 3: no answer; image 4: no answer; image 5: no answer; image 6: no answer.
Student #10	Image 1: sunny; image 2: no answer; image 3; no answer; image 4: no answer; image 5: windy; image 6: cold

At the moment of analyzing the students' answers, I found that they felt pressured to answer correctly in English, which made that they preferred not to say a word or used unrelated vocabulary to the image.

Apart from the pressure that they could have felt at the moment of the pre-test, I also realized that students did not find the images appealing. This was mainly because these images were not contextualized, which at the same time means that the images were not meaningfully chosen for students to relate their prior knowledge.

Jonassen, Strobel & Gottender (2006) explain that for a task to be meaningful, this must be linked at least to a context that permits students to recognize the authentic material that is presented in actual environments of the real life, that enables them to achieve meaningful learning that at the end would become into a new idea or knowledge.

It was also perceived that students got stuck in the objective perspective of the visual literacy. This perspective as Keddie (2013) states is related to how the students perceive the image in terms of the first impression, like for instance, color, shapes, actions and genre which appear to be how the images are introduced at first. For the images to be successfully meaningful for students, both, contextualized tasks and objective and affective perspectives should be together for students to be engaged in their learning process, which in this case is reflected in their oral performance.

Thanks to the pre-test and the support given by the previously mentioned authors, a survey was then applied for students to express their interests and also mention their participation in the English class regarding their oral production. The results were helpful to:

1 Use contextualized images and tasks.

2 Identify students' active participation in regard to their oral production

The results of the survey were significantly useful as I was able to spot the students interest' in images and their use of English during a regular class with the homeroom teacher.

Three of the key and relevant questions from the survey were taken into account in order to gather that information. These are the results:

¿Entiendes preguntas en ingles y las respondes en inglés? ¿Cuál de estos es tu caso?

- a. Entiendo las preguntas y las respondo en Ingles
- b. Entiendo las preguntas pero respondo en español
- c. No entiendo las preguntas ni las respondo



¿Te gustaría aprender viendo imágenes con personajes que conozcas?

- a. Si
- b. No



¿Cuál de las siguientes actividades te gustaría hacer?

- a. Hablar de una historieta en ingles
- b. Dibujar un personaje y describirlo en ingles
- c. Hablar de tu personaje favorito en ingles



When taking a closer look to the results of the survey I could reaffirm that student's oral performance was below from what is required according to what the MEN (Ministerio de Educacion Nacional) state in their documents and also that students were highly interested in well known images and characters to develop their English skills.

As a conclusion in this subcategory, I could state that students do not go beyond the objective perspective with images out of a context and their oral performance does not evolve when these are presented. For this reason, the role of contextualized images made an important part in the design of the visual material and students' oral development.

- **Students interaction with visual material**

Along with the process that students started to develop during the implementation, a number of activities in respect to visual material and focused in students' oral production, started to be carried out. In the process, students began to interact with images that were set in a familiar environment for them; that simultaneously allowed them to use vocabulary, understand simple instructions, and relate the vocabulary to simple grammar structures.

Students started to be focused on the classes, as it seemed that the images used in the sessions were appealing for them. This caused that the students not only were limited to see images and understand them, but also that they participated using simple grammar and vocabulary. That participation from students has to do with their ability to go one step beyond the objective perspective and start exploring the affective perspective.

Now, I will present some samples where there is evidence of student's oral progress and their interaction with the images. These samples also show that students had some difficulties to produce oral responses but at the same time, they were able to understand simple instructions and grammar related to the topic and the images to finally participate using the target language.

T: How is the weather today? (the teacher uses the poster with the blowing cloud to check the word “windy”)

S1: Soleado, ventoso?

T: and in English?

S 1:Sunny?

T: No. Please pay attention to the cloud (the Teacher points at the cloud). What is the cloud doing?

S1: soplando viento

T: and how do you say “viento” in English?

S: No answer

T: windy. Repeat after me, windy.

(Trnascrption #1class of weather)

In the previous sample I encouraged the student to answer in English as the homeroom teacher had recently taught vocabulary of the weather, however the student could not remember the word. The evidence of the interaction that I could identify in the sample, is that despite the student did not remember the word, he still understood questions such as “How is the weather today?” “And “What is the cloud doing?” The student actually used the visual material to somehow come up with an answer, even though it was in Spanish.

The image that I used for students to relate the weather with their context was the following



The image in the background is a national park called “Piedras Del Tunjo” It makes an important part of the history of Facatativá. Besides, it is located just behind Colegio Nacional Emilio Cifuentes and students can easily see it from there. This was important at the time of creating contextualized images for the students, which allowed them to relate the language to their actual environment. Just as Jonassen, Howland, Marra & Crismond claim, authentic activities are “tasks that are situated in some meaningful real world task or stimulated in some case-based or problem based learning”

The next sample below shows how the student interaction with the image let him retrieve old information and finally create a visual link with the image that was being presented. This permitted the student to answer with the correct word in English.

T: Now... (The teacher uses the clouds and the storms for students to recognize the word “stormy”) if I put this (clouds) and this (storms) how is the weather like today?

S2: stormy!

T: very good

(transcription #2 class of weather)

This is a good situation in which I could easily perceive what Gangwer (2009) states about how the visual teaching focuses on the learning process of the students, in this case in regard to their oral production, and give them the opportunity to understand images and communicate. It is also highly coherent with Gardner’ (in Armstrong, 2009) study of the multiple intelligences which affirms that the visual intelligence has to do with how the student can solve problems in a natural context or setting like the one that was presented in the past sample lesson.

Gardner also claims that the visual intelligence is related to the ability of the students to interact with the visual spatial world and generate new perception and understanding. To join those affirmations with this study, I could identify a situation in which students could relate their real environment with the contextualized images that were used in the class.

T: the topic today is “clothes” (the teacher explains in Spanish that “topic” means “tema”) and “weather”. How is the weather today? (the teacher points out outside the classroom)

S3: Nublado

T: Yes but how do you say “nublado” in English, only you (teacher points out to one of the students)

S: ... rainy?

T: ummm, close, but it is another word that we saw last class

S: cloudy?

T: Yes! (the teacher does signals for the student to speak up)

S: Cloudy

T: very well! How is the weather today? (Teacher asks all of the students and now he points out to the poster where there are some clouds around the sun)

S: they answer in choral “cloudy”

T: and it is also? ... (Teacher points out to the cloud which is blowing)

S: Windy (students answer in choral)

(transcription #3 class of clothes)

To this point, I was able to identify the students’ oral progress related to the presentation of the topics, using the poster specifically created for their interaction with the visual material.

The next sample taken from one of the sessions shows a major interaction from the students with the images and their oral production at the time of the interaction.

T: (the poster shows a sunny weather) How is the weather today?

S1: the weather is sunny

T: very good, now what clothes do you wear in sunny weather?

S1: (the student uses the material provided by the teacher and posts a T-shirt, pants and a cap and he posts on the girl a skirt and a blouse)

T: so, what clothes do you wear in sunny weather?

S1: I wearing a Pants, wear T-shirt, a cap...

T: and she? (The teacher points out to the girl)

S1: she wear a skirt, she wear..... a blus

(transcription #4 class of weather and clothes)

The sample above clearly shows how the student solved the question by perceiving the image and interacting with it, which at the end allowed him to understand how the material transformed his answer and his perception of the topic. The previous analysis was possible thanks to Gardner's study of the visual spatial intelligence which suggest that the visual learners should be able to perform changes upon their environment in order to learn.

In the before mentioned sample, the image that was presented to the students was related to a context and to two current cartoons characters.



The characters were “Fionna” from” adventure time” show and “Ben Tennyson” from “Ben 10” show. (Both, the clothes and the characters are movable)

After some sessions using the kind of images shown before, the students started to link more their perception to their learning process. This not only allowed them to put in practice vocabulary, grammar and the understanding of simple instructions, but also helped them explore deeper the affective perspective which according to Keddie (2013) is the way the students relate their feelings, personal experiences and background to the image to finally interpret it.

I have already analyzed the students’ oral development when we come to talk about the role that the images played in the process and how students finally interact with them. Now, the next category shows how aspects related to their process were developed through meaningful learning.

2. THE EFFECTS OF MEANINGFUL TASKS IN THE STUDENTS ORAL PRODUCTION PROCESS

To be able to see the progress of students I also made use of the theory of the meaningful learning that claims that a person can think in a superior way if interrelated ideas are presented. These ideas should be “old” and “new” for the person to come up with a completely revamped one (Ausubel, 1968). Thereby, the activities in class were focused on two main topics. These topics were “the weather” and “clothes”, being the first “old” ideas and understanding of the students and the second the “new” idea that will allow the students to interrelate them both and finally create their own perspective of the topics.

Not only the ideas and experiences of the students were useful to foster meaningful learning, but also the kind of activities were prepared to be meaningful tasks for students to achieve a better comprehension of the topics

In order to go deeper in this second category, it was highly important to dig into student’s prior knowledge since it was the first step of creating meaningful tasks. Therefore, this category will be divided into three subcategories being the first “prior relevant knowledge of students”

- **Prior relevant knowledge of students**

For students to understand a concept, an idea or a situation, it is necessary that they have prior experiences that help them have some information ready to be retrieved at the moment of being in contact with a new object, word, concept, place or image. For this reason the topic of “the weather” was helpful to design the kind of activities that would follow, due to it is a topic that could be matched with “clothes” through the use of the images presented before.

The previous category showed the poster used to practice the vocabulary and the pronunciation of students, however, in this section I only took into account images of the weather and its respective transcriptions of the class in which they were used.

In the next sample I could identify how students were relating old knowledge with the way I was presenting the different types of weather. One thing that I noticed is that students get a better idea of what is being presented if there is any other reference of a word or concept to contrast with.

T: now, pay attention. In Colombia we don't have this weather
(the teacher draws snow on the board)

S: nieve (students say "nieve" with repetitive intensity")

T: Yes, but what is the word in English? (The teacher asks this question because students are supposed to know vocabulary of the weather from previous classes)

S: No answer

T: we don't have snow!. Now, if we don't have snow, what do we have here?

S: primavera

T: if in United States they have snow (the teacher repeatedly points at the board), what do we have here?

S: one of the students says "rainy"

T: in Colombia we have rain (teacher sticks little drops of rain on the poster) and in United States they have snow (the teacher points out to the board where we drew some snow)

(transcription # 5 class of weather)

The key concept and image used for students to understand my speech was the drawing of the “snow” and the name of the country “United States” These two key parts of my speech, allowed the students to relate their thoughts of weather in United States and in Colombia, and finally retrieve old information not only to understand what I was saying, but also retain the information for further use.

The next sample shows an ongoing activity that evidences how students could manage to use the vocabulary in the previous transcription to come up with a good answer. This was a piloting exercise that allowed me to indentify if students could use the chunk of information given before to relate it to what they were seeing in the poster in a short term memory. The results were the following.

(Image used in the exercise)



T: if for example, (The teacher takes out some other drops from a plastic bag and shows them to the students) we have these drops.

S: lluvia!!

T: silence please. (The teacher posts the rest of the drops on the poster) what is the weather like?

S: lluvioso

T: yes, but how do you say lluvioso in English?

S: Rainy (they answer in choral)

(transcription #6 class of weather)

Even though the first answer was in Spanish, students could remember how to say “lluvioso” in English and use it at the moment of my question.

The previous example clearly conveys what Ausubel and Robinson (1968) in Stanley (1998) contend in their study of the meaningful learning, which states that in order to foster the meaningful learning it is necessary to have a well prepared material that at the end will allow the students to relate the new information in some sensible way. This, along with their previous experiences and knowledge, allows them to have reliable information ready to be used at the moment of matching the following topic.

Thanks to the students prior experience with the vocabulary of “the weather” I could reinforce this knowledge with the purpose to advance to the next stage without considerable problems in student’s use of vocabulary and pronunciation of the “weather”. Therefore, the following step is the link of ideas, which is the next subcategory of the effects of meaningful tasks in the students’ oral production process.

- **Students' link of ideas**

In the process of the meaningful learning, it is very important that students match their old ideas with the new ones, but for it to happen, it is highly important that the activities meant to teach, are contextualized and meaningfully prepared for students to learn.

When I refer to a meaningfully prepared activity, means that it has to follow a coherent order in terms of what they already knew and the new ideas that they are experiencing, otherwise students might get confused when being in contact with a new concept, idea or image. For this reason the topic “the weather” and “the clothes” are two matching activities that allowed me to use their prior knowledge and the new one to create a whole new understanding, which enables them to put it all together to meaningfully learn and put it in practice at the time of speaking . All of this process was carried out taking into account the use of the visual teaching based activities.

Before the students could relate two ideas and transform them into a new whole understanding, it was critical that they were able to interact with the new idea, which in this case is the topic of “the clothes” to finally link it to the previous one. This topic is based on vocabulary, so it was necessary to give them words for them to start linking ideas and images.

The next sample will show how students started to experience with the new vocabulary. I started making examples with the clothes I was wearing and then I used the paper clothes that I prepared for the TV characters to have a better sequence of images. To this point students started to experience more with the language but yet they just repeated what I said.

T: (the teacher takes out some paper clothes and shows them to the students) these are clothes.

S: the students say joyfully “ropa”

T: (the teacher takes out a figure of a jacket) what is this?

S: a jacket

T: (the teacher takes out a figure of a sweater) what is this?

S: “saco”

T: yes, but in English?

S: ... no answer

T: a sweater. What is the pronunciation?

S: students repeat the word after the teacher in choral

(Transcription #7 class of clothes)

The progress that students made was slow as they were still trying to understand separately “the weather” and “the clothes”. That caused that students were limited to repeat and memorize in order to answer my questions.

In the following sample, it is possible to evidence that although students were still making use of Spanish, they started to be in contact with different images that eventually would allow them to link their ideas. The images used in this activity were the following:



T: the name of the game is "what is he wearing? What is she wearing?"

S: the students say in coral the same but in Spanish (this to let the teacher know they understood)

T: For example, he is wearing underwear. (The teacher emphasizes in the word "underwear")

S: Ropa interior

T: Yes. And she is wearing....? (The teacher points at the image of the girl)

S: socks... ropa interior (students answer in choral)

T: Yes, but how do you say ropa interior in English?

S: Underwear (most of the students answer)

T: (Then the teacher posts clothes in the characters)

T: What is he wearing?

S: a raincoat (some of the students answer)

T: very good. And what is she wearing? (The girls wears a dress)

S: No answer

T: a dress

S: (students repeat the word after the teacher)

(transcription #8 class of clothes)

The previous chunk of transcription can be explained as constructive attribute, which according to Jonassen, Howland, Marra & Crismond (2007), is a stage in which students have a look at their progress and ponder on their activities and observations. In this case students could observe the emphasis that I made in the word “underwear” to eventually reflect on its meaning and retain the information to have a clear idea of what that word means. Also, students started to be familiar with the grammar, which in the previous case is present progressive. The classes were meant to allow the students to identify the grammar by themselves without a specific explanation from the teacher; that with the purpose to foster the constructive attribute in the students.

In the same session, students were asked to describe the clothes that people from old magazines wore. The students made use of what they recently had learnt in the class in order to participate in the activity. Students had to describe some people in a picture that was provided by me to each group.

At the end of the activity students chose a volunteer from each group to show the clothes that they identified:

S1: He is wearing pants, shoes, socks, sweater, cap and T-shirt
T: and what else? (The teacher points at the underwear)
S1: and underwear.
S2: he is wears an shirt, pants ...shocks?
T: no.
S2: mmmm, ¿socks? Shoes... y shoes
T: okay

S3: he wear a shirt, he wear a pant

T: yes and the girl?

S3: she wear a blouse, and pants

S4: we is wearing an cap, an jacket... we is wearing an sweater,
an T-shirt, an gloves, and pants, an shoes, an socks y... wear?

T: underwear

S4: underwear! (The student repeats after the teacher)

S5: pants, gaf?

T: excuse me?

S5: las gafas

T: glasses.

S5: glasses!, pants... ¿camisa? ¿Cómo se dice camisa?

T: I don't know

S5: ummm... shirt?

T: Yes very well.

(Transcription #9 class of clothes)

This time students were focused in achieving a goal intentionally as Jonassen, Howland, Marra & Crismond (2007) explain, it is when the students try to willfully accomplish a cognitive task; that is called the intentional attribute. Finally the students were able to negotiate a common understanding in order to find a way to solve and accomplish the task; this last attribute is called the cooperative attribute (Jonassen, Howland, Marra & Crismond, 2007). All of the attributes make an important part in the meaningful learning of the students.

Finally, in the next sample, students began to do the firsts relationships between the two topics. The exercise consisted in a series of sentences that describe weather and what the character is wearing. Students had to use the characters, the poster and the paper clothes in order to accomplish the purpose of the activity.

T: His name is Ben and her name is Fiona. One day, they decided to go to the park las Piedras del Tunjo everyday (the teachers points out at the poster). The first day, Ben wears a T-shirt and pants, and Fiona wears a blouse and a skirt because the weather is sunny. What clothes are they wearing?

S: (The student goes to the teacher's desk and looks for the clothes of each character and he posts them on the images)

T: Very good!. Now, what is he wearing?

S: He is wearing a T-shirt and Pants

T: Good! And what is she wearing?

S: aaaa...mmm skirt?

T: Yes, and what else? (Teacher points at the blouse)

S: Blus? (The students mispronounces the word)

T: Yes, repeat after me," blouse"

S: (the student pronounces better this time)

(trnascrtion#10 class of weather and clothes)

The majority of the students were eager to participate in this activity but due to the time only few students could participate in this activity. Nevertheless the students who couldn't participate seemed to know the answer as every time one of the students passed to the board, they raised their hands to answer my questions.

In this activity, students were actively manipulating the visual material and observing how their actions affected their learning process and understanding of the topics (Jonassen, Howland, Marra & Crismond, 2007).

This subcategory not only shows how students started to link ideas, but also it shows a major evolvement in their oral skills, taking into account that they are using more grammar and vocabulary. The following subcategory will show how students started to put it all together to eventually make oral responses regarding the two topics and the vocabulary taught, taking into consideration the meaningful learning that students went through.

- **Students' meaningful learning:**

This is the final stage of the students as they put in practice all what they learnt about the two main topics of the class. The importance of these two topics not only relies on the connection that there is between them as facilitators for the meaningful learning, but also they represent the functional approach, which according to Hymes (1972) in Tudor (2001) is how members in a society express concepts, perceptions and values that have an important role in their everyday life, also taking into account that Hymes argues that the language is better understood in a specific context around sociological and sociocultural frameworks.

Thanks to the sociocultural and sociological context (the poster about the archeological park and the characters from TV shows) that I provided in the classes, students' improved gradually in oral skills, making use of the two ideas "old" and "new" to finally recreate a right perception of both topics in one single idea.

In order to take account of how students could match their previous thoughts with the new ones to at the end put them together and have a different perception on how these two ideas led

them to realize of something they had not explore yet, it was necessary to do a class activity in which students began to reflect on everything they saw during my implementation to at the end make use of it in form of oral production.

The next transcription is a clear example of how students started to put it all together in regard to the meaningful learning and how they started to make oral productions in regard to oral skills.

T: (the poster shows a sunny weather) How is the weather today?

S1: the weather is sunny

T: very good, now what clothes do you wear in sunny weather?

S1: (the student uses the material provided by the teacher and posts a T-shirt, pants and a cap and he posts on the girl a skirt and a blouse)

T: so, what clothes do you wear in sunny weather?

S1: I wearing a Pants, wear T-shirt, a cap...

T: and she? (The teacher points out to the girl)

S1: she wear a skirt, she wear..... a blus

T: (the poster shows a cloudy weather) How is the weather today?

S2: it is... cloudy

T: (the teacher explains to all of the students) when the weather is cloudy, it is also cold (the teacher mocks shivering)

S2: (the student posts the figures of a sweater and pants on the boy but yet there is no answer)

T: I am going to give you a clue. It starts with "S"

S2: sweater?

T: yes. Very good. Speak up please

S2: (the student raises his voice and says again "sweater"!))

T: yes very good and what else? (Teacher points out to the pants on the poster)

S2: and pants

T: good, (the teacher posts some drops of water on the poster)
How is the weather today?S2: it is rainy.

T: what clothes does she wear in rainy weather? (Teacher points out to the figure of the girl)S2: (the student takes out a raincoat from the plastic bag and posts it)

T: what is that?

S2: a raincoat

T: yes very well, a raincoat! So what is she wearing?

S2: she is wearin raincoat

T: excellent

(transcription #11 class of weather and clothes)

In the previous example I could identify that this time the student was actually using what he had learnt instead of repeating what they saw in previous classes. I was able to perceive it, as

the student was not only using vocabulary, but also he tried to do his best in using the grammar. The students during this activity were engaged and actively participating as the stimulation of a sociological and sociocultural context allowed them to relate their objective and affective perspectives to the whole activities, material and content of the class to at the end overcome challenges during their whole learning process.

After having gone throughout a whole process with the students, regarding the way they interacted with the images and their improvements in oral productions thanks to the meaningful learning, it was highly important to carry out the post test, which in this case is the same as the one carried out at the beginning of the implementation. This with the purpose to assess the students in the same criteria from the pre test with the same values:

- Vocabulary
- Pronunciation
- Grammar
- fluency

The results showed that students were able to put to practice all they learnt during my implementation; therefore, they were able to make relationships with the images from the post-test and the images presented during the implementation that at the end turned out to be easy for them to answer with a good pronunciation, vocabulary and grammar usage. Although the test was the same as the one from the beginning, students seemed not to have problems with any of the questions and neither with the images that it contained, which caused that students could pronounce better with more fluency and expressiveness than the first time, also making a good use of simple grammar structures to answer the test. (See annex #8 to see the posts test results)

Student's learnt meaningfully thanks to the whole process that they followed regarding their prior experiences, the link of ideas and the use of contextualized images. All of these items permitted the students not only to learn but also express themselves properly, having less difficulties when speaking about any or both topics at the same time.

In order to reaffirm the process that the students followed is necessary to highlight the homeroom teacher's opinion about how students finally started to put everything together to at the end use it in form of oral production. For this, the interviews to the homeroom teacher, show her perspectives about student's learning process at the beginning of the implementation and her perspectives of how students evolve during this implementation.

The next sample will illustrate the homeroom teacher's perspective of the student's oral production before the implementation

“Practicante: *Y usted considera que en cuanto las respuestas orales, que es lo que yo estoy buscando en mi proyecto, ¿ellos tienen algún conocimiento, o pueden defenderse un poco a la hora de hablar?*

Profesora: *Respuesta: no pues, de pronto algunos, no todos. Yo por ejemplo, les doy las instrucciones en ingles y si hay alguno que entiende y yo le digo explícame en español, porque hay unos que quedan muy perdidos.”*

In the second interview which was carried out at the end of the study, the homeroom teacher affirms that students have learnt and understood the topics of the class with the use of the images (see anex#7)

To sum up, the categories proposed were useful to solve the main questions and objectives of this study, taking into account the role and relevance of a visual teaching based activities and the process that students followed regarding the meaningful learning and their oral productions.

CONCLUSIONS

Thanks to the data collection and the categories proposed in the data analysis I could identify three main conclusions that allowed me to answer my research question and reach the objectives of this study.

First, through the use of Visual teaching based activities, I could observe a gradual progress in students' oral production. This evolvement of the students began when they started to interact with contextualized images, making changes upon their perceptions and connecting ideas that permitted them to come up with proper answers and making a good use of grammar and vocabulary when speaking. The images turned out to be appealing for them, allowing them to go further in their objective perspective and start experiencing the affective perspective, creating an active- participative learning form the students.

When using images out of a context, students do not relate this material to their personal experiences and therefore they end up making assumptions about what they see instead of making a link between what they have learnt and the image, therefore the images should not be out of a context and should emulate real environments which students know well to allow them to understand and relate better the images with their sociocultural and sociological background.

Nevertheless, students were able to use the images during the implementation in favor of their learning process. They actually wanted to interact with all the material as it permitted them to make combinations of their thoughts regarding the contents of the class. The classes started to be more active thanks to the didactic material which at the same time encouraged the students to use simple grammar and vocabulary to answer in English. Along the time, students became more confident about what they knew and what they said, improving their oral performance and

reaching a level in which they could use the images to help themselves in making oral productions. This can be linked to the speaking performances that students were expected to reach (imitative, intensive and responsive performance) as they started by repeating certain chunks of my speech, then they started to practice using the visual material developing their intensive performance and finally they were able to respond to the activities using the language.

Regarding the standards of the Colombian Ministry of Education that were chosen for this study, students actually were able to follow instructions, express activities that they do normally, use short sentences expressing ability and talk about physical characteristics of objects they are familiar with. This was reflected in the whole process in regard to the class activities and the communicative approach adopted in this study.

The third conclusion is regarding the meaningful learning among the students with the use of visual teaching based activities. The images were a useful tool to foster meaningful learning and connect it to the contents of the class.

The progress of the students was determined by how they could manage to link two different ideas to finally integrate them into one single learning. The effects of meaningful tasks in student's oral production process was a key part in the three main stages of the meaningful learning which are the prior relevant knowledge, the link of ideas and finally the meaningful learning. The tasks were focused in facilitating this type of learning among the students, taking advantage of the images when teaching in each one of the stages.

The students made connections of the two main topics of the implementation when these two were presented as totally unrelated content, then students could make connections at the end of the progress to understand meaningfully what they were being presented. This means visual

teaching based activities do foster a meaningful learning among the students as the activities can be arranged to meet the requirements of the meaningful learning, letting the students to understand the content in a clearer way. Finally this study contributed in the student's evolvment in the English language which is a great step in their learning process due to they are young learners who needed some help regarding the problem addressed by this study, making them active and participative when working with images in the classroom.

To sum up, the implementation of visual teaching based activities to develop oral skills in an EFL classroom offers a different way to teach by visual means, taking into consideration important aspects of the students' backgrounds and allowing the teacher to foster meaningful learning to enhance any of the four skills of the English language.

IMPLICATIONS

Teachers who want to keep on developing this project could obtain more results if they are constantly implementing this in their classes, taking into account the following aspects:

- Elaboration of visual material according to students' background, context and interests
- Elaboration of visual material according to topics that can be matched
- Take into account an active- participative process from students
- Encourage the students in the use of the language regarding the images
- Foster meaningful learning through the use of images
- Recognize that it is a process where students can commit mistakes.

In order for teachers to do this properly, they might want to deepen in the two main categories that were purposed in this project as it is the core of the implementation and the results of this study. Thereby, teachers should focus in how students develop their oral production through the use of visual material. This material has to be set in a context which students know very well and feel comfortable with.

Finally, teachers who want to carry on working in this project should take into consideration the importance of the role of the meaningful learning, as students should be able to connect their previous experiences and knowledge to the new incoming topics to be taught by the teacher. All these settled in recognizable contexts for students.

LIMITATIONS

There was not any big problem at the moment of implementing this study; however it was a shame not being able to have more time to implement different activities that allowed me to go further in the investigation and results of this project. The time was crucial for a more accurate analysis of the data and this caused that the classes were taught in a little rush due to every lesson had a series of activities that needed to be carried out in order to be able to have the necessary information for the criteria of this study.

Another limitation was that due to logistic issues, I could not continue implementing this study in the school where I started my professional practicum which left me in a disadvantageous position regarding the process that the students and I had already reached. Luckily the new setting suited perfectly the characteristics of the previous one and I could continue the process without any other shortcoming.

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ANEXES

ANEX 1 (Consent Form)

Corporacion Universitaria Minuto de Dios

José David Azuero Sánchez

Practicante Uniminuto

Formato de consentimiento

Josese_5@hotmail.com

Queridos padres de Familia:

Mi nombre es José David Azuero Sánchez, soy estudiante y practicante de la carrera de Idioma extranjero ingles en la Universidad Minuto de Dios y Estoy trabajando en una investigación de campo en el Colegio Nacional Emilio Cifuentes: Este estudio involucra el uso de imágenes en la enseñanza del inglés para mejorar las habilidades orales del idioma en los estudiantes del grado 5 JT. Me gustaría que ustedes me permitieran usar algunos medios de recolección de información con el fin de continuar mi proyecto de investigación. La identidad de los estudiantes no será revelada en ningún momento de la investigación y esta información será solamente empleada para propósitos académicos. Adicionalmente haré algunas actividades tales como encuestas y entrevistas y grabaciones con el fin de recolectar la información de las clases de inglés.

Los estudiantes y sus padres (o personas a cargo) no tienen que ser parte de esta investigación si así lo desean, y las notas de los estudiantes no serán afectadas de ninguna manera. Su participación es completamente voluntaria y será de gran ayuda para enriquecer el proceso de enseñanza.

Para discutir acerca de este proyecto pueden contactarme a través de mi teléfono celular o correo electrónico: 314-254-1660/ josese_5@hotmail.com

Atentamente,

José David Azuero Sánchez

Estudiante de la Universidad Minuto de Dios

Firma de aprobación de los padres o persona a cargo:

_____ Fecha _____

Nombre del estudiante _____

ANEX 2(English Oral Test)

English oral test

Objective: to see the level of oral production in the student throughout three stages in the implementation (pre-test, post-test)

According to the English standards in Colombia, this test aims at evaluating the following items

Following and giving simple instructions when participating in games (Conversation)

Expressing the activities that they do normally

(Monologue)

Using short sentences to express what they can and cannot do.

(Monologue)

Expressing with short words and sentences how they feel (Monologue)

Asking and answering about physical characteristics of objects which they are familiar with. (Conversation)

Rubrics:

Vocabulary	1) The student uses a few vocabulary and most of the times uses Spanish instead of the words already taught	2) The student uses some vocabulary taught in the class. Still uses Spanish in some moments	3) The student uses the majority of the vocabulary taught in class. The student forgets some words	4) The student uses almost all the vocabulary taught in the class. Sometimes the student gets confused with some words	5) The student uses all the vocabulary taught in class.
Grammar	1) The student gets easily confused with the majority of the grammar presented.	2) The student recognizes and uses some grammar, but still gets confused.	3) The student recognizes and uses the majority of the grammar. The student commits some	4) The student recognizes and uses almost all the grammar. The student commits few mistakes	5) The student recognizes and uses all the grammar. The student does not commit any mistake

			mistakes.		
Pronunciation	1) It is hard for the student to make him/herself understand	2) The students pronounces Just few words that are understandable	3) The student pronounce well the majority words	4) The student has a good pronunciation. The student still needs to work in the pronunciation of few words	5) The students pronounces well all of the words and it is easy to understand him/her
Fluency	1) The student breaks the communication most of the times. The students hesitates most of the time	2) The student is able to speak some times, but still breaks the conversation very often	3) The student is able to speak most of the time. There are some interruptions	4) The student is able to speak all the time. He/she commits some mistakes.	5) The student is able to speak all the time with no interruptions and no mistakes.

Part 1

Reading:

The students will read some sentences related to the vocabulary of the weather. This is with the purpose to check:

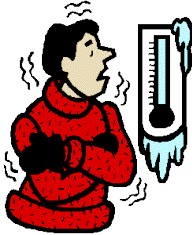
- vocabulary
- pronunciation
- grammar
- fluency
-

Instructions:

Read the sentences out loud:

- Today it is a sunny day.
- It is a rainy day
- Today it's cold
- Today it is a stormy day
- It is windy
- Today it is cloudy
- It is snowy

2) Look at the pictures and say what the weather like in the image is:



3) Look at the pictures and tell the teacher the name of the clothes:



ANEX 3 (Questionare)

Cuestionario para estudiantes de quinto de primaria del colegio Nacional Emilio Cifuentes:

Objetivo:

El objetivo de este cuestionario es conocer que medios han usado tus profesores para enseñarte inglés. Las preguntas son para encontrar de que actividades aprendiste más.

Por favor lee las preguntas cuidadosamente y responde de manera clara. Si tienes alguna duda pregunta al profesor lo que no entendiste.

Soy Niño____ Niña____ edad____ curso____

Marca con una X en los paréntesis así: (X) las actividades que has realizado mientras aprendes inglés

1) ¿Cuáles de las siguientes actividades ha usado tu profesora para enseñarte Inglés?

() Canciones en Inglés

() Dibujos

() Historietas

() Otras _____

2) ¿Te gustaría que tu profesora usara afiches e imágenes cuando te enseña inglés?

Si ()

No ()

3) ¿Entiendes las instrucciones que tu profesora te da en inglés?

Si ()

No ()

Algunas veces ()

4) ¿Qué cosas puedes decir en inglés? Escribe al menos 4. Ejemplo: puedo decir cómo me llamo, cuantos años tengo etc.

1 _____ 2 _____
3 _____
4 _____

5) ¿Qué te gustaría poder expresar o decir en inglés? Escribe al menos tres cosas

1 _____ 2 _____
_____ 3 _____

6) ¿entiendes preguntas en inglés y las respondes en inglés? ¿Cuál de estos es tu caso?

- Entiendo las preguntas y respondo en ingles ()
Entiendo las preguntas pero respondo en español ()
No entiendo las preguntas ni las respondo ()

7) ¿Te gustaría aprender viendo imágenes con personajes que conozcas?

Si _____ ¿por qué? _____

No _____

8) ¿Cuál de las siguientes actividades te gustaría hacer?

Hablar de una historieta en inglés SI _____ No _____

Dibujar un personaje y describirlo en inglés Si _____ No _____

Hablar de tu personaje favorito Si _____ No _____

9) ¿Qué tanto usas fuera del colegio, lo que has aprendido de inglés?

Mucho ()

Poco ()

Nada ()

ANEX #4 (Lesson plans)

Lesson plan first session, Colegio Nacional Emilio Cifuentes

May the 15th, 2014

General Objective:

- By the end of the class students will be able to recognize and use the vocabulary related to the weather.

Specific objectives:

- By the end of the class students will be able to sing the song related to the weather.
- By the end of the class students will be able say and use the vocabulary related to the weather

Warm up activity:

A song will be taught by the teacher In order for students to practice the pronunciation of the different types of weather. The teacher will only teach the song without showing them any image, so that the song helps students to focus in the pronunciation of the sentences. Before teaching them the song, the teacher will explain them what every part of the song mean.

Song:

How is the weather?

It's sunny

How is the weather?

It's sunny

How is the weather?

It's sunny, it's sunny today

The verse will be repeated with the vocabulary of the weather that is left e.g. (how is the weather? it's rainy)

Presentation of the topic:

In order to present the topic of the weather, the teacher will use the poster that he created to teach the weather. The teacher will use all of the images to support his explanation e.g.

When the weather is windy, the teacher will place the image of the cloud blowing into the poster and he will make sure the students repeat what's the weather like in that moment.

How is the weather now? (Says the teacher)

It is windy (say the students)

The teacher will do some drillings In order for the students to remember each weather.

Controlled practice:

For the controlled practice, the teacher will hand in some wordsearch activities, so that students practice the new vocabulary that they have learned, after that, students will have to look at some images in the paper and write what's the weather like in that picture. The images will be related to characters of TV programs that they usually watch. E.g.



Using the poster that the teacher brought to the class, students will have to listen to some situations in which the teacher describes the weather and students have to guess what the weather like is in the situation described by the teacher. The situations are the following:

- My friend Carlos went to Las Piedras del Tunjo today, but he is not happy because today it is rainy.
- Yesterday in Las Piedras Del Tunjo the weather was cloudy but today it is sunny.
- My friends like sunny weather but today they are in their houses because they don't like cold weather
- My father takes me to the park to fly a kite when it is windy
- I like sunny weather but today it is a very hot day that I don't want to go to the park
- It is rainy and windy today, may be in the afternoon it is stormy

Free practice:

According to my study, using contextualized images with students helps them relate their reality with what they are being taught, fostering so a meaningful learning among them; that's why using the image of a very well known place of Facatativá will help them relate their reality and so, understand better the difference of our weather and the weather of other countries.

In regard to the before mentioned, students will work per rows. They have to answer any question of the weather that the teacher asks them to. For instance, if the poster has images of clouds, then the teacher asks a student of a row to answer what's the weather like in that moment. If he/she answers well, then the row gets

Lesson plan second session, Colegio Nacional Emilio Cifuentes

May the 29th, 2014

General objective:

- By the end of the class students will be able to recognize and use the vocabulary related to clothes

Specific objective:

- By the end of the class students will be able to recognize and say what clothes they wear.

Warm up activity:

As a warm up activity the students are going to learn a new song about moods. The name of the song is "if you are happy." This song involves some actions according to a specific mood (happiness) and will help them with their pronunciation and disposition to start the class

Presentation of the topic:

In order to present the topic, the teacher starts with an eliciting activity in order for students to comprehend the meaning of the word "clothes" which is the main topic of the class. To do so, the teacher shows the students his own clothes for the students to have cleared the meaning of the word.

In order to show the students the different garments, he will show them two pictures which have images of clothes in it. (See the pictures below)



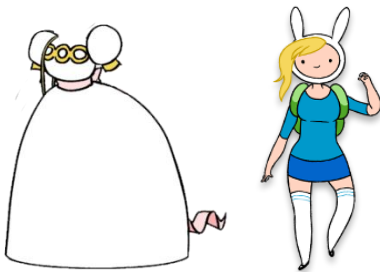
After showing them the pictures, the teacher will ask the students what clothes they recognize (as students already know some vocabulary of clothes). Then, the teacher will explain the meaning of the other garments.

Finally the teacher uses two images (one of a girl and the other of a boy, these two images are characters of TV shows) in order to explain what clothes women and men wear.



Controlled practice:

As a controlled practice, the teacher posts the images of the two characters on the board. The teacher takes to the class some images of clothes previously cut to post them on the characters one above the other.



After that he asks the students to work per rows. Each student of each row will have to participate in the activity. The students have to pass to the board and dress up the characters, and then they have to describe what clothes they are wearing. Each correct answer is worth a point for the row.

Free practice:

Now that students have practiced the vocabulary of clothes, they have to draw themselves wearing their favorite clothes. When they finish doing it, they have to use the vocabulary that belongs to each piece of clothes that they drew. (Students will have all the vocabulary written in their notebooks by the time they do this activity)

Lesson plan third session; Colegio Nacional Emilio Cifuentes

General objective:

- By the end of the class, students will be able to match clothes they wear in each weather

Specific objective:

- By the end of the class, student will be able to use and match the clothes they wear in sunny, rainy, stormy, hot, windy and cold weather.

Warm up:

As a warm up the teacher teaches the students the second part of the song “if you are happy”

Presentation of the topic:

Now that students know the vocabulary related to weather, it is time for them to match this vocabulary with the vocabulary related to clothes; to do this, it is necessary that the teacher reviews with the students some vocabulary of weather using the poster that he created for the first session. After doing the review, the teacher uses the images that he created for the second session in which the topic was clothes. Finally, the teacher joins these two topics by asking the students what clothes they wear when the weather is _____ (sunny, hot, windy, etc)

Controlled practice:

As a controlled practice the teacher gives each student some real photos from a newspaper or a magazine. The students have to write the vocabulary of clothes that they see in the pictures and then describe them to their partners in groups of four people.

In order to foster conversation among the groups, the teacher writes on the board the question that they have to use to ask their partners about their pictures (what is he/she wearing?) and also a grammatical tool (he/she is wearing _____).

As part of the controlled practice the teacher gives them a worksheet in which they have to match the clothes with the weather (see the example below)



I wear a _____

when the weather is



Free practice:

As a free practice, the teacher is going to use both, the poster and the images of the characters that he created. Students will have to work per rows in this activity.

To do the free practice, the teacher asks a student from each row to dress up their characters according to the weather in the poster. The weather in the poster is decided by the teacher so that each student can answer more than once.

Finally, for the students to have full of imagery during their classes, the teacher is going to post the poster in the class and he is going to assign the students to post the weather and the clothes according to the actual weather of the day, then for example if the weather outside is sunny, students will have to dress up the characters and put the right images of weather in the poster, then write on the board what is the weather like and what clothes to wear. This should be done five minutes before the English class.

For the next class, students will have to prepare a drawing similar to the one the teacher brought to the second session. They have to present their own character and explain to their partners what clothes they are wearing and in what weather they wear this type or clothes.

Lesson plan forth session, colegio Nacional Emilio Cifuentes

General objective:

- By the end of the class students will be able to describe the clothes their own characters wear.

Specific objective:

- By the end of the class students will be able to describe their own characters using the vocabulary and grammar structures for clothes

Warm up:

Second part of the song "if you are happy"

Presentation of the topic:

As the last sessions have been related to the topic "clothes", the teacher uses the same images he created to teach them how to say what someone is wearing. Thus the teacher posts the two characters into the board and starts describing what each one of them are wearing, so that students know how and when to use "he wears _____" and "she wears _____". The teacher does this by telling them a story while he moves the clothes as he is telling the story. The story is the following:

I have two friends (teacher points at the images) his name is Ben and her name is Fionna.

One day they decided to go to the park everyday (teacher uses the poster of weather)

The first day, Ben wears a t shirt and pants and Fionna wears a blouse and skirt because the weather is sunny that day

The next day Ben wears a jacket and Fionna wears a sweater and jeans because the weather is cold.

The next day, both Ben and Fionna wear a raincoat because the weather is rainy.

The last day Ben wears a t shirt, a cap and shorts and Fionna wears a t shirt a cap and a skirt.

Each sentence belongs to one row of the class, and one student per row will have to pass to the board and put the clothes on the characters as the teacher tells the story. The teacher checks understanding by

asking them “what is he/she wearing?” With this the students learn how to talk about someone else’s clothes and how to ask what they are wearing.

Controlled Practice:

As the teacher told the students to bring some characters by their own and describe their clothes, it would be the practice of the topic. Thus students will have to pass one by one to the board and describe what their character is wearing. By doing this the teacher can check use of grammar, pronunciation and vocabulary in each student

Freer practice:

As a freer practice teacher gives each student a describing activity in which they have to describe what each character is wearing so that they can practice pronouns and vocabulary. Students will have to write everything they see the characters wear:



He wears a _____



He wears a _____



She wears _____

Fifth session, colegio Nacional Emilio Cifuentes

General objective:

- By the end of the class students will be able to use grammar and vocabulary from the topics “clothes” and weather”

Specific objective:

- By the end of the class, students will be able to speak about the clothes they wear according to the weather.

Warm up:

Third part of the song “if you are happy and you know it”

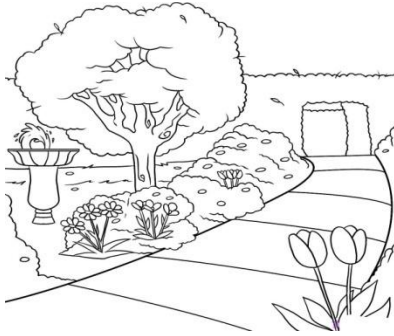
Presentation of the topic:

As students already know the topic, the presentation of the topic is some sort of a review and rehearsal of the two topics that were taught during the previous sessions. In order to do this, the teacher writes on the board vocabulary and grammar of the two topics, in order for students to remember what sentences and questions they should use in each topic. This is going to be done without the help of images. For instance, the teacher writes the sentence “what is the weather like?” in the board, in order for students to have in mind that question. This procedure will be repeated with all the vocabulary and grammar of the two topics, so that students will have enough tools to produce their own sentences.

In order to do a rehearsal the teacher asks the students to make pairs and create a short conversation using the vocabulary and grammar of the two topics (the teacher makes an example with a student with the purpose that students understand what they have to do)

Controlled practice:

As a controlled practice the teacher gives each student a worksheet with an image of a place, or landscape, what they have to do is to choose any whether they like and draw themselves wearing the clothes they like the most. The image will be something like this:



Freer practice:

As freer practice, the teacher will ask the students to explain the weather and clothes they have drawn in the worksheet, so that students use the vocabulary and grammar of the two topics. The students can choose between both, the weather they like or the weather they don't like, so that students won't only choose sunny weather, but also they could use rainy, cold or cloudy weather.

ANEX #5 (Class Activities)

Activity session #1

Name _____ Grade _____

Busca las palabras del tiempo en inglés en esta sopa de letras:



C L O U D Y U P S G I D Q N A
 J W I N D Y O B W Z Y Q B V X
 E U B U M P I V Z L V D V O I
 U Y S Y N O L H C O L D J N V
 U S N O W S L Q S T O R M Y J
 Z X Z S S K A R T O H F F X N
 B G O S B I Q M T N S U N N Y
 T M H W A R M U A R F S R O O
 R T Y C Z T F O G G Y R A H X
 S Q B M T H O T W Z D Q C P B
 L S I O C R T C R H P R Q L P
 E W Q X Z U J B P A S J M G E
 J R Z E Y O Y Z L K Q T M U M
 R L C N Q P K M Y R A I N Y O
 V E I U J C J C U G U N T E L
 Z Q P N J O T O F A T L E T A



CLOUDY
 COLD
 HOT
 RAINY
 SNOW
 STORMY
 SUNNY
 WINDY



How is the weather? It's _____



How is the weather? It's _____



How is the weather? It's _____



How is the weather?



It's _____

Activity session #3

NAME _____ GRADE _____

- 1) Llena los espacios de las oraciones con el vocabulario de la clase de Inglés.
Mira el ejemplo:



I wear a jacket , when the weather is



cold



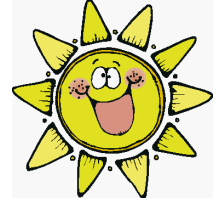
1) I wear a _____ , when the weather is





2)

I wear a _____, when the weather is





3)

I wear a _____, when the weather is





4)

I wear a _____, when the weather is



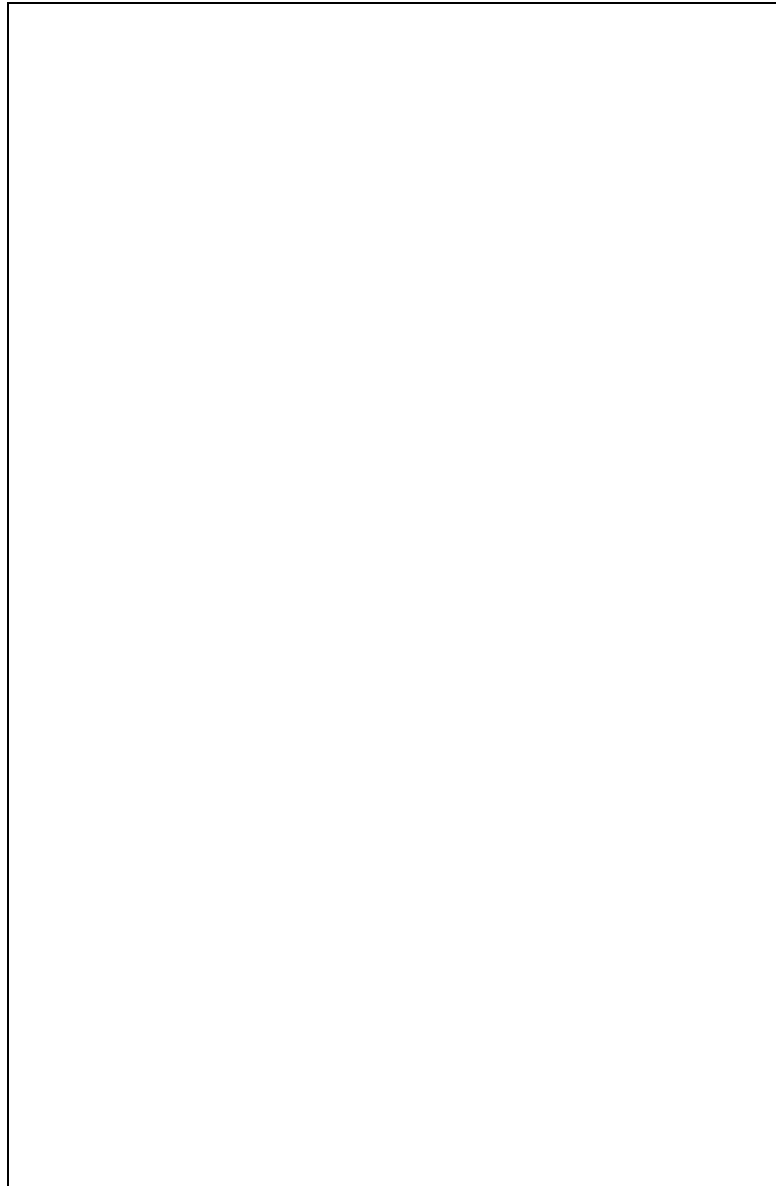


5)

I wear a _____, when the weather is



2) Haz un dibujo de ti mismo usando la ropa que más te gusta y ponle su respectivo nombre en inglés a cada una de las prendas que dibujaste.



Activity session #4

1) Describe en Ingles, la ropa que los personajes están usando.



He wears _____



He wears _____



She wears _____



He wears _____



She wears _____

Activity session #5

Colorea el clima que más te gusta o el que menos te gusta y dibújate usando la ropa apropiada



ANEX #6 (Poster)



ANEX # 7 (homeroom teacher Interview)

Interview #1

Practicante: Esta entrevista se hace con el fin de conocer a la población con la cual se va a llevar a cabo la implementación para tener datos generales que ayuden al desarrollo de la investigación. La primera pregunta ¿qué cantidad de estudiantes por cada 5º de primaria o en el 505 en el que voy a trabajar hay?

Profesora: Respuesta: entre unos 30 y 35 en cada salón más o menos

¿En qué rango de edades están estos estudiantes?

Respuesta: 9 a 13 años

Practicante: ¿Como profesor o profesora en el grado quinto de primaria, siente que sus estudiantes han avanzado considerablemente en el aprendizaje del idioma inglés?

Profesora: Respuesta: pues yo creo que sí han avanzado pero has sido difícil porque solamente vemos dos horas semanales, más todo lo que... hasta que uno llega al salón uno pierde mucha clase pero pues yo he tratado como de que si el inglés sea más avanzadito para ellos

Practicante: La cuarta pregunta, ¿teniendo en cuenta el currículo de la materia de inglés en el grado quinto y los estándares nacionales del idioma inglés para los estudiantes de primaria, considera usted que ha logrado que los estudiantes alcancen ciertos aspectos del currículo de los estándares en el aprendizaje del idioma?

Profesora: Respuesta: sí pero poquitos. Hasta ahora vamos en proceso.

Practicante: Pero ¿si han alcanzado ciertos aspectos de los que se han propuesto en el currículo de la materia de inglés para quintos y los estándares nacionales que propone el Ministerio de Educación nacional?

Profesora: Respuesta: Si claro

Practicante: La quinta pregunta que sería... ¿según su criterio y experiencia con los estudiantes en la materia de inglés, considera que sus estudiantes tienen un buen nivel de inglés, teniendo en cuenta los aspectos curriculares de la institución?

Profesora: Respuesta: pues yo creo que hace falta más práctica, porque uno llega y les enseña el tema y se trata de hacer evaluaciones y guías; yo trato de hacerles muchas guías pero enserio hace falta más tiempo creo yo.

Practicante: Y usted considera que en cuanto las respuestas orales, que es lo que yo estoy buscando en mi proyecto, ¿ellos tienen algún conocimiento, o pueden defenderse un poco a la hora de hablar?

Profesora: Respuesta: no pues, de pronto algunos, no todos. Yo por ejemplo, les doy las instrucciones en inglés y si hay alguno que entiende y yo le digo explícame en español, porque hay unos que quedan muy perdidos.

Entonces muchísimas gracias por la entrevista eso sería todo.

Interview # 2

This interview was carried out at the end of the implementation in Colegio Nacional Emilio Cifuentes. Its purpose was to consolidate all the data collection instruments, in order to create reliable data to be analyzed. The homeroom teacher from fifth grade made part of the interview.

Practicante: ¿Cómo te han parecido las actividades y las clases? O digamos ¿la forma en que he manejado las clases con las actividades y con los niños?

Answer:

Profesora: Me ha parecido bueno porque es como bien dinámico y hasta los niños les gusta. Obviamente ellos no tienen un buen nivel y son súper indisciplinados pero pues sí...

Practicante: ¿Qué te parece el uso de las imágenes con los niños? Más que todo el uso de las imágenes contextualizadas:

Answer:

Profesora: Yo creo que es la única forma para que ellos comparen. Ellos aprenden mucho con las imágenes, entonces si uno muestra la imagen, ellos captan y así aprenden como se escriben y como se pronuncian.

Practicante: Por último, ¿has visto alguna mejoría en los niños? Tratándose de los temas que yo he enseñado, como lo han sido el clima y la ropa.

Answer:

Profesora: Obviamente sí. Si han aprendido, pero al igual no he estado mucho con ellos por lo que tú has dictado las clases, pero las en las dos clases que estuve, si me di cuenta que enserio han entendido mejor los temas

ANEX #8 (post test results)

English oral test

Objective: to see the level of oral production in the student throughout three stages in the implementation (pre-test and post-test)

According to the English standards in Colombia, this test aims at evaluating the following items

Following and giving simple instructions when participating in games (Conversation)

Expressing the activities that they do normally

(Monologue)

Using short sentences to express what they can and cannot do.

(Monologue)

Expressing with short words and sentences how they feel (Monologue)

Asking and answering about physical characteristics of objects which they are familiar with.

(Conversation)

Rubrics:

Vocabulary	1) The student uses a few vocabulary and most of the times uses Spanish instead of the words already taught	2) The student uses some vocabulary taught in the class. Still uses Spanish in some moments	3) The student uses the majority of the vocabulary taught in class. The student forgets some words	4) The student uses almost all the vocabulary taught in the class. Sometimes the student gets confused with some words	5) The student uses all the vocabulary taught in class.
Grammar	1) The student	2) The student	3) The student	4) The student	5) The student

	gets easily confused with the majority of the grammar presented.	recognizes and uses some grammar, but still gets confused.	recognizes and uses the majority of the grammar. The student commits some mistakes.	recognizes and uses almost all the grammar. The student commits few mistakes	recognizes and uses all the grammar. The student does not commit any mistake
Pronunciation	1) It is hard for the student to make him/herself understand	2) The students pronounces Just few words that are understandable	3) The student pronounce well the majority words	4) The student has a good pronunciation. The student still needs to work in the pronunciation of few words	5) The students pronounces well all of the words and it is easy to understand him/her
Fluency	1) The student breaks the communication most of the times. The students hesitates most of the time	2) The student is able to speak some times, but still breaks the conversation very often	3) The student is able to speak most of the time. There are some interruptions	4) The student is able to speak all the time. He/she commits some mistakes.	5) The student is able to speak all the time with no interruptions and no mistakes.

Part 1

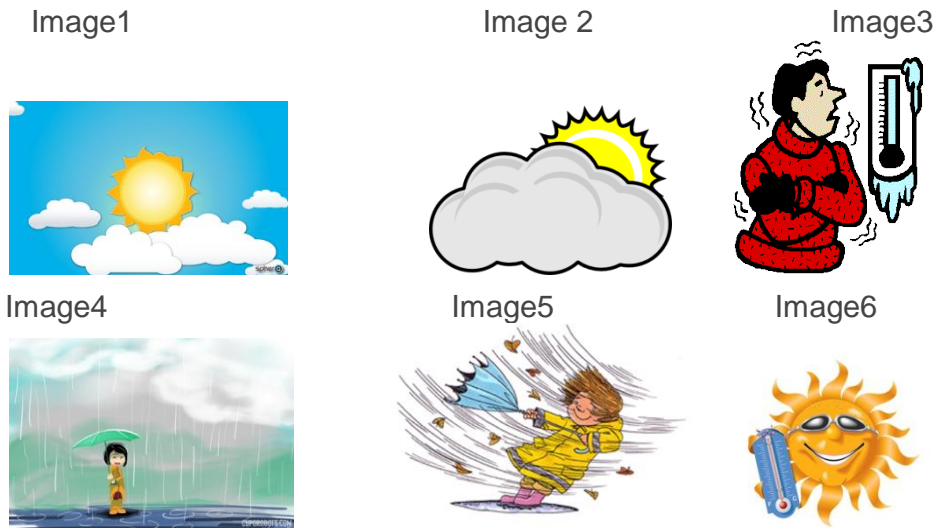
Reading: The students will read some sentences related to the vocabulary of the weather. This is with the purpose to check: vocabulary, pronunciation, grammar and fluency

Instructions:

- 1) Read the sentences out loud:
 - it is a sunny day.
 - It is a rainy day
 - Today it's cold
 - Today it is a stormy day
 - It is windy
 - Today it is cloudy
 - It is snowy

Student #1	It is sunny day, it is a rainy day, today it is cold, today it is a stormy day, is it's a windy, today it is a cloud, today it is sunny.
Student#2	It is a sunny day; it is a rainy day; today it is cold; today it is a stormy day; it's windy; today it is cloudy; today it s a sunny
Student #3	It is a sunny day; it is a rainy day, today it is a cold; today it is stormy, it is windy; today it is cloudy; today it is sunny.
Student#4	Today it is a S... stormy day, t is windy, today it is cloudy, it is snowy, today it is a sunny day, it... it is a rainy day, today it's cold.
Student#5	Today it is a sunny day, it is a rainy day, today it's cold, today it is a stummy day, it is windy, today it is cloudy, it is snowy
Student#6	Today is its sunny day, it is a rainy day*, today it is cold, today it is a sory day, it is a windy, today it is cloudy, it is sunny
Student#7	Today it's it's sunny day, it is rainy day, today is cold, today it ti's esto... eeee. Estur..ee (se me olvido) sturmy day, it is windy, today it's cloud...y, it is sunny.
Student#8	Today it is Sun day, it is rain* day, today it's cold, today it is turmy day*, it's windy, today it is cloud, it is snowy
Student#9	Today it is a sunny day*, it is a rainy day, today it...is cold, today* it is aaaa stormy day*, it is windy, today* it is cloudy, it is snowy.
Student#10	Today it is a sun day, it is a rain day, to... today it's cold, today is is a stomy day, isi a windy, today it is a cloud, it is a snow

2) Look at the pictures and say what the weather like in the image is:



Student#1	Image 1: sunny; image 2: Cold; image 3: windy; image 4: rainy; image 5: hot; image 6: sunny
Student#2	Image 1: , sunny; image 2: cloud; image 3: cold; image 4: rainy?; image 5: wind, image 6: sunny.
Student#3	Image 1: sunny; image 2: ...couldy; image 3: cold; image 4: rain; image 5: ...windy; image 6: ...y sun.
Student#4	Image 1: sunny, image 2: cloudy; image 3: ... cold?; image 4: wet; image 5: cold; image 6: hot.
Student#5	Image 1: sunny; image 2: cloud; image 3: cold; image 4: rain, image5: windy; image 6: sun?
Student#6	Image 1: sunny; image 2: cold; image 3: cold?; image 4: emmm ...rain; image 5: windy; image 6: hot.
Student#7	Image 1: sunny; image 2: cloud; image 3. cold : image 4: rainy; image 5: cold; image 6: sun
Student#8	Image 1: sunny; image 2: cludy; image 3: cold; image 4:snowy?; image 5: windy; image 6: hot
Student#9	Image 1: sunny; image 2; cloud; image 3: clod; image 4: rainy; image 5: windy; image 6: sunny.
Student#10	Image 1: sunny; image 2: cloudy; image 3; snowy; image 4: rainy; image 5: windy; image 6: sun

3) Look at the pictures and tell the teacher the name of the clothes:

Image1



Image2



Image3



image4



image5



Teacher: Look at the pictures and tell the teacher the name of the clothes:

Student#1	Image 1: eee pants, image 2: gat, image 3: glass; image 4: shirt ; image 5: blus
Student#2	Image 1: pants; image 2: hat; image 3: glasses; image 4: sirt; image 5: blouse
Student#3	Image 1: pants; image 2: catch; image 3: glasses; image 4: emmm T-shirt; image 5: no answer
Student#4	Image 1: pants; image 2: hat; image 3:glesses; image 4: blu...bluse; image 5: y...no answer
Student#5	Image 1: pants; image 2: hat; image 3: glass; image 4: T shirt; image 5: blouse
Student#6	Image 1: pants; image 2: tat?; image 3: glasses; image 4: shirt; image 5: blus
Student#7	Image 1: pants; image 2: hat; image 3: gaf: 4: T-shirt; image 5: shirt
Student#8	Image 1: pants; image 2: hat; image 3: glasses; image 4: blouse, image 5: blouse
Student#9	Image 1: pants; image 2: cot?; image 3: glasses; image 4: shirt; image 5: blouse
Student#10	Image 1: pants; image 2: hat; image 3: glass; image 4: t shirt; image 5: no answer.

4) What clothes do you wear in sunny weather?

Students#1	a shirt, pant shoes, eeem socks and cap
Student#2	a blus and pants and tennis
Student#3	cap, T shirt, a pants y shoes
Student#4	hat, shirt, pants and tennis
Student#5	skirt, blus, cap y shoes
Student#7	a shirt, a pants, a underwear a shoes
Student#8	a blouse y a skirt
Student#9	shorts, cap t shirt
Student#10	a pants, shoes, a shirt, a cap