

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING
SKILLS

ANDREA FONSECA MURILLO

ASESOR

NELSON MELLIZO GUAQUETA

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS

BOGOTÁ, D.C.

2017

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

NOTE OF ACCEPTANCE

_____ Signature

_____ Signature

_____ Signature

Bogotá D.C. Nov. 2017

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING
SKILLS

DEDICATORY

To God who give me strength, patience, intelligence and health to make this project come true.

To my beloved family whose love and support has been invaluable.

*To Cesar David Durán Moreno, my unconditional friend whose words encourage me in the
difficult moments.*

*To the teacher Luz Elena Barrera and the fourth graders at the school whose smiles and love
made this project a reality.*

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING
SKILLS

ACKNOWLEDGEMENT

The author expresses her gratefulness to:

Universidad Pedagógica Nacional, for being the institution where I learned how to be a teacher.

Colegio Técnico Domingo Faustino Sarmiento, the school where this research took place.

All the professors that have a real impact in my learning process.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>REALIDAD AL SERVICIO</small>	FORMATO
RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01
Fecha de Aprobación: 10-10-2012	Página 1 de 5
1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central.
Título del documento	Using Visual Literacy to Increase Motivation and Develop Writing skills. (Uso del Alfabetismo Visual para Incrementar la motivación y Desarrollar las Habilidades Escritas)
Autor(es)	Fonseca Murillo, Andrea.
Director	Mellizo Guaqueta, Nelson.
Publicación	Bogotá. Universidad Pedagógica Nacional, 2017. 89 p.
Unidad Patrocinante	Universidad Pedagógica Nacional UPN.
Palabras Claves	VISUAL LITERACY, MOTIVATION, WRITING SKILLS, COMMUNICATION, EFL.

2. Descripción
<p>EL presente trabajo de grado reporta una experiencia cualitativa de investigación acción cuya intención fue identificar la influencia y el impacto que tiene el alfabetismo visual (Visual Literacy) en el incremento de la motivación y el desarrollo de las habilidades de escritura, en el grado 302 con un nivel del inglés menor al básico A1, en el Colegio Técnico Domingo Faustino Sarmiento. La propuesta de investigación fue desarrollada en tres momentos. El primer momento fue el de observación, el cual permitió hacer una caracterización de los estudiantes, en donde fue posible identificar que los estudiantes presentaban poco interés, falta de participación y poco (por no decir ningún) uso de la lengua extranjera. En el proceso de implementación, se usó el alfabetismo visual como una herramienta para la apropiación del vocabulario, el desarrollo de las habilidades escritas y el incremento de la motivación en cuanto a la lengua extranjera. En la fase de análisis, fue posible evidenciar que el alfabetismo visual tuvo un impacto positivo en el desarrollo de las habilidades escritas, el incremento de la motivación y en el aprendizaje del inglés como lengua extranjera.</p>

3. Fuentes
<ul style="list-style-type: none"> ❖ Anderman, H. L. & Midgley, C. (1998). Motivation and middle school students. ERIC DIGEST. ❖ Anderson, C. J. (2012). Utilizing Student-Generated Pictures for Formative Vocabulary Instruction. Vocabulary Learning and Instruction, 1(1), 37 - 43. ❖ Avgerinou, M. & Pettersson, R. (2011). Toward a Cohesive Theory of Visual Literacy.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Journal of Visual Literacy, 30 (2), 1 – 19.

- ❖ Brookhart, S. M. (2013). How to Create and Use Rubrics for a Formative Assessment and Grading. Alexandria, Virginia: ASCD
- ❖ Brophy, J. (2004). Motivating Students to Learn. New Jersey: Lawrence Erlbaum Associates.
- ❖ Brown, H.D. (2001). Teaching by Principles – An Interactive Approach to Language Pedagogy. London: Pearson Longman.
- ❖ Burns, A. (1999). Collaborative Action Research for English Language Teachers. United Kingdom: Cambridge University Press.
- ❖ Burns, A. (2010). Doing Action Research in English Language Teaching. New York : Taylor & Francis.
- ❖ Byrne, D. (1988). Teaching Writing Skills. United Kingdom: Longman
- ❖ Cassany, D. (1999) Construir la escritura. Barcelona: Ediciones Paidós, Ibérica S.A.
- ❖ Chareina, M. S. (2007) The Use of Pictures to Teach Writing Descriptive Text. (Degree Thesis, Semarang State University). Retrieved from <http://lib.unnes.ac.id/6317/1/3835.pdf>
- ❖ Cohen L., Manion, L. & Morrison, K. (2007). Research Methods in Education. New York: Taylor & Francis.
- ❖ Coulmas, F. (2003). Writing Systems: An Introduction to Their Linguistic Analysis. New York: Cambridge University Press.
- ❖ Deci, E. Vallerand, R. Pelletier, L. & Ryan, R. (1991). Motivation and Education: The Self-Determination Perspective. Educational Psychologist, 26 (3&4), 325-346.
- ❖ Delgado, J. A. & Chapetón, C. M. (2015) Getting the Picture Iconography: An Innovative Way to Teach English to Young Learners. Bogotá: Aula de Humanidades.
- ❖ Denzin, N. & Lincoln, Y. (2005). The SAGE Handbook of Qualitative Research. Thousand oaks: SAGE publications.
- ❖ Dörnyei, Z. & Ushioda, E. (2011). Teaching and Researching Motivation. Harlow: Pearson Education.
- ❖ Dörnyei, Z. (1994). Motivation and Motivating in Foreign Language Classroom. The Modern Language Journal, 78 (3), 273-284.
- ❖ Dörnyei, Z. (2001). Motivational Strategies in the Language Classroom. New York: Cambridge University Press
- ❖ Fransecky, R. B. & Debes, J. L. (1972) Visual Literacy A Way to Learn - A Way to Teach. Washington D.C: Association for Educational Communications and Technology.
- ❖ Freedman, A., Pringle, I. & Yalden J. (2014). Learning to write: First/second language. New York: Routledge.
- ❖ Gaikwad, V. (2013). The Impact of a Visual Approach Used in the Teaching of Grammar When Embedded into Writing Instruction: A Study on the Writing Development of Chinese First Year University Students. Thesis for the degree of Doctor of Philosophy in Education, University of Exeter. Retrieved from <https://ore.exeter.ac.uk/repository/bitstream/handle/10871/13722/GaikwadV.pdf?sequence>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

=1&isAllowed=y

- ❖ Gardner, R. (2010). *Motivation and Second Language Acquisition: The Socio-Educational Model*. New York: Peter Lang Publishing.
- ❖ Graves, D. (2014). *The Growth and Development of First-Grade Writers*. In Freedman, A., Pringle, I. & Yalden J., *Learning to write: First/second language*, (p.p 54 – 66), New York: Routledge.
- ❖ Hajdar, E. (2015). *Drawing as a form of Communication and Creative Expression of a Preschool Child*. *International Journal of Technical Research and Applications*, 30 (August, 2015) 59 - 65.
- ❖ Harackiewicz, J.M. & Hulleman, C. S. (2009). *The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest*. *Social and Personality Psychology Compass* 4(1) (2010), 42 - 52.
- ❖ Hedge, T. (1991). *Writing*. Walton Street, Oxford: Oxford University Press.
- ❖ Krashen, S. & Terrell, T. (1988). *The Natural Approach*. Hemel Hempstead: Prentice Hall International.
- ❖ Lessard-Clouston, M. (2013). *Teaching Vocabulary*. Virginia: Tesol International Association.
- ❖ Lo, J., Hyland, F. (2007). *Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong*. *Journal of Second Language Writing*, 16, 219 - 237.
- ❖ Melgarejo, D. (2009). *Assessing Children's Perceptions of Writing in EFL Based on the Process Approach*. *Colombian Applied Linguistics Journal*, 12, 70- 84.
- ❖ Merriam, S. (2009). *Qualitative Research. A guide to Design and Implementation*. San Francisco: Jossey-Bass.
- ❖ Noels, K.A., Pelletier, L.G., Clément, R & Vallerand R. J. (2003). *Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory*. The H.W. Wilson Company.
- ❖ Nunan, D. (1989). *Designing Task for the Communicative Classroom*. United Kingdom: Cambridge University Press.
- ❖ Nunan, D. (2004). *Task-Based Language Teaching*. New York: Cambridge University Press.
- ❖ Orío, S. (2013). *Motivation and Second Language Acquisition*. Degree Thesis Universidad de La Rioja.
- ❖ Pincas, A. (1991). *Teaching Writing Skills*. London: Macmillan Publishers Ltd.
- ❖ Phillips, D., & Carr, K. (2010). *Becoming a Teacher Through Action Research*. New York: Taylor and Francis.
- ❖ Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- ❖ Ramos, J., Barros, K., Ribeiro, T., Couto, A. & Silvia, M. (2011). *Interference of visual stimuli on the written production of students with no complaints of reading and writing difficulties*. *Revista Da Sociedade Brasileira De Fonoaudiologia*, 16 (4), 396 - 404.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

- ❖ Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- ❖ Richards, J & Rodgers, T. (1986) *Approaches and Methods in Language Teaching*. New York: Cambridge University Press
- ❖ Sagre, A. (2008). *A Functional Approach to The Learning of Writing*. Thesis for the degree of M.A in Education, Universidad del Norte. Barranquilla, Colombia.
- ❖ Seels, B. A. (1994). *Visual Literacy: The definiton Problem*. In D. M. Moore, & F. M. Dwyer, *Visual Literacy: An Spectrum Of Visual Learning* (pp. 97-109). New Jersey: Educational Technology Publications.
- ❖ *Teaching Writing Skills*, (s.f). *Designing and Implementing Classroom Techniques*.
- ❖ The International Visual Literacy Association (2012). What is "Visual Literacy"? Retrieved from <http://ivla.org/new/what-is-visual-literacy-2/>
- ❖ The Pennsylvania State University (2006). *Using Surveys for Data Collection in Continuous Improvement*. Innovation Insight Series, 14.
- ❖ Tillmann, A. (2012). *What We See and Why It Matters: How Competency in Visual Literacy can Enhance Student Learning*. Honors Projects. Paper 9. Available in: http://digitalcommons.iwu.edu/education_honproj/9
- ❖ Touré-Tillery, M. & Fishbach, A. (2014). *How to Measure Motivation: A Guide for the Experimental*. *Social and Personality Psychology Compass* 8(7), 328 - 341.
- ❖ *Social Psychologist*.
- ❖ Tran, L. T. (2007). *Learners' Motivation and Identity in the Vietnamese EFL Writing Classroom*. *English Teaching: Practice and Critique*, 6 (1), 151 - 163. Retrieved from <http://education.waikato.ac.nz/research/files/etpc/2007v6n1art8.pdf>
- ❖ Viáfara, J. (2008). *From Pre-school to University: Student-Teachers' Characterize their EFL Writing Development*. *Colombian Applied Linguistics Journal*, 10, 73 – 92.
- ❖ White, R. & Arndt, V. (1991) *Process Writing*. London: Longman.
- ❖ Willis, J (1996) *A Framework for Task-Based Learning*. Hallow: Pearson Longman.
- ❖ Wright, A. (1989) *Pictures for language learning*. United Kingdom: Cambridge University Press.
- ❖ Zuñiga, N. (2010). *An Early Approach to Self-Directed Learning: Students in a Visual Literacy Environment in Their English Class*. Thesis of licentiate in basic education emphatically in Spanish and foreign languages, Universidad Pedagógica Nacional. Bogotá, Colombia.

4. Contenidos

El cuerpo del documento consta de cinco capítulos que refieren los siguientes contenidos:

Capítulo 1: Introducción, la contextualización del lugar de intervención pedagógica y de los participantes, descripción y justificación del problema, pregunta de investigación y objetivos de la misma.

Capítulo 2: Marco teórico. Referentes teóricos de la investigación asociados con antecedentes y trabajos similares, definición de los constructos que guiaron el proyecto (alfabetismo visual,

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

habilidades escritas y motivación).

Capítulo 3: Diseño metodológico. Tipo y diseño del estudio, participantes, categorías de análisis e indicadores, instrumentos de recolección de información.

Capítulo 4: Intervención pedagógica. Enfoque pedagógico, etapas de intervención, programa curricular y planeación de clase.

Capítulo 5: Análisis de los datos. Manejo y análisis de la información recolectada. Así mismo, el resumen de los resultados.

Por último, se presentan las conclusiones, las sugerencias para futuras investigaciones y los anexos.

5. Metodología

Este proyecto sigue el enfoque de la investigación-acción porque, permite al docente tener mirada crítica y reflexiva sobre su práctica docente. Dicha investigación consiste en realizar procesos de observación, reflexión e implementación de estrategias que permitan satisfacer las necesidades conceptuales y de aprendizaje de una población específica. En el marco de la investigación se realizó una intervención pedagógica en la cual se buscó determinar la influencia que tiene el alfabetismo visual (Visual Literacy) en el incremento de la motivación y el desarrollo de las habilidades escritas en estudiantes del grado 302 con un nivel de inglés menor al básico (A1) en el Colegio Técnico Domingo Faustino Sarmiento. El proyecto tuvo una fase de observación y dos de implementación, en la cuales participaron los 33 estudiantes, pero sólo se tomaron 15 como muestra para realizar el análisis de datos. Como instrumentos de recolección de datos fueron usados entrevistas, diarios de campo y escritos de los estudiantes.

6. Conclusiones

Luego de la implementación de este proyecto se pudo concluir que el alfabetismo visual tuvo una influencia positiva para el desarrollo de la habilidad escrita, ya que, las imágenes utilizadas ayudaron a los estudiantes a obtener más vocabulario en la lengua extranjera. Además, dichas imágenes sirvieron para que los estudiantes comenzaran a utilizar la lengua extranjera para transmitir mensajes escritos.

Por otro lado, en términos de motivación y participación, los estudiantes se divertían con las actividades y participaban activamente en ellas. Como las imágenes fueron una herramienta muy útil para proveer de contexto a los estudiantes, ellos disfrutaban de las actividades escritas, puesto que sabían sobre qué debían escribir, y qué palabras debían usar. Finalmente, los estudiantes incrementaron su motivación e interés en la clase, ya que tuvieron la posibilidad de interactuar con el estímulo verbal y no verbal, lo que les permitió tener un mejor acercamiento a la lengua extranjera.

Elaborado por:	Andrea Fonseca Murillo.
-----------------------	-------------------------

Revisado por:	Nelson Mellizo Guaqueta.
----------------------	--------------------------

Fecha de elaboración del Resumen:	21	11	2017
--	----	----	------

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Tabla de contenido

Chapter 1: Introduction	15
Introduction to the study	15
Context	15
Population	16
Diagnosis	18
Statement of the problem	21
Justification	22
Main objective	24
Specific objectives	24
Chapter 2: Literature Review and Theoretical Framework	25
Literature Review	25
Theoretical Framework	29
Visual literacy	30
Writing skill	32
Motivation	34
Chapter 3: Research Methodology	38
Type of study:	38
Study design	39
Categories	40
Data collection	40
Field notes	40
Artifacts	41
Surveys	41

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Participants.....	42
Chapter 4: Pedagogical Proposal	43
Pedagogical approach	43
Methodology.....	43
Conception of learning.....	45
Teacher’s Role	46
Student’s Role.....	46
Stages of the intervention.....	46
Syllabus.....	47
Lesson plan	53
Chapter 5: Data analysis	56
Data Management	56
Analysis of the categories	57
Category 1: Visual literacy through drawings and images	57
Category 2: Writing skills.....	61
Category 3: Motivation.....	64
Summary of the results	69
Conclusions.....	71
Suggestions	73
References.....	75
Appendixes	79
Appendix 1: Inform consent	79
Appendix 2: Field notes 2.....	80

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Appendix 3: Field note 3.....	82
Appendix 4: Reading test and results.....	83
Appendix 5: Naruto image and students' description.....	84
Appendix 6: Writing test.....	84
Appendix 7: Grading standards	85
Appendix 8: Field note August 30 th , 2016.....	86
Appendix 9: Field notes September 13 rd , 2016.....	87
Appendix 10: Field notes February 25 th , 2017	88

Tables

Table 1: Literature review.....	26
Table 2: Categories of analysis	40
Table 3: Stages of the intervention.....	47
Table 4: Syllabus.....	53
Table 5: Lesson plan frame	54
Table 6: Lesson plan sample	55

Figures

Figure 1: Task-based framework	45
Figure 2: Students' participation	58
Figure 3: Student's writing	59
Figure 4: Student's draw about writing	59
Figure 5: Students' dream job draws	60

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Figure 6: Students' writing about visual elements 61

Figure 7: Students' group writing..... 63

Figure 8: Students' participation 2 64

Figure 9: Students' vocabulary association 67

Figure 10: Student's perspective about the use of images in the classroom 68

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Abstract

This project reports a qualitative action research that attempts to analyze the influence of Visual Literacy in motivating EFL writing production. The pedagogical proposal is implemented at Domingo Faustino Sarmiento School, with third graders. The research is carried out in three stages. During the observational stage, it was found that the students do not receive meaningful input, as a result they do not understand or produce anything related to the target language. Thus, the study deals with the importance of implementing different strategies and resources in order to achieve motivation and prompt EFL writing production. The results of the implementation stage show that through the use of visual aids and different strategies of teaching, the students enhance their interest in the language, since they start to accomplish the objectives of the class using writing skills to communicate their ideas.

Keywords: Visual literacy, writing skills, motivation, communication, EFL

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Chapter 1: Introduction

Introduction to the study

The objective of this chapter is to describe and determine the context in which the study is applied. Firstly, this chapter presents information about the context and the participants. Secondly, it shows the procedures and results of the diagnosis. The next section provides the statement of the problem which raises from the necessities of the students and the observations of the researcher. The final section is concerned with the research question, the general and specific objectives, followed to guide the present study.

Context

The school Colegio Técnico Domingo Faustino Sarmiento (DOFASA) is located at Barrios Unidos in the Rionegro neighborhood which belongs to the twelfth locality from Bogotá Colombia. The neighborhood is located in the north of the city, bordered by the south of Sevilla, Canal Rionegro and Escuela Militar; in the east, it is near La Castellana; in the west, it is bordered by Andes and in the north by Pasadena neighborhood. The main economical activities in the area are little shops, restaurants and various mechanical workshops, providing opportunities to the inhabitants to financially support their families and home. Taking this into account, the institution has to deal with a lot of noise pollution which affect the learning environment.

With regards to the school, it has 4 buildings, but the research is applied to José Antonio Ricaurte (building D) with a third grade (302) group attending in the morning. According to the *Manual de Convivencia*, the institution's PEI (Institutional Educative Project) is *Calidad Educativa para La Formación Integral y Laboral*. It means that the school focuses on human development, taking into account dimensions such as ethics, aesthetics and scientific. Those

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

dimensions have an important influence on the labor field and the individual socioeconomic progress. The school, in alliance with the SENA, offers average technical education programs.

Additionally, the institution works to build a pedagogical process in order to help the students to develop themselves as a human being, through the use of motivation for learning and values that let them raise their life project. The school's vision is to educate people with human and professional principle, to work on the defense of human rights, to be keepers of the environment and to have access to technological and scientific knowledge. Currently, the institution works on the strengthening of English as a foreign language; there is an English immersion classroom, where the students work with the guide of a native English speaker, and they attend depending on the schedule given by the assistant.

Finally, it is important to mention that the school works with the constructivist pedagogical model because through this model, both the students and teachers are aware of their own learning by means of their experiences. As aforementioned in the mission and vision, the institution is interested in the students' growth step by step, something which characterizes this pedagogical school. In accordance with the institutional PEI, the school is planning to implement the cultural historic approach and the meaningful learning to be more inclusive with the diverse population.

Population

The population is composed of 17 girls and 16 boys which makes up a total of 33 students from the third grade, these students are between seven and nine years old. The scholars are from different localities in Bogota; most of children live in localities such as Barrios Unidos and Suba. This research is applied to 29 students belonging to grade 302, (taking into account the number of signed informed consent given by the students' parents Appendix 1) in the schedule

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

from 7:00 am to 10:00 am on Tuesdays and Thursdays. It is applied to the company of the mentor teacher who is in charge of almost all the signatures, except physical education.

According to the Piaget's theory of cognitive development, these children are on the concrete operational stage, in which they started to develop the rational and operational thinking. In this stage, the children made comparison between the stimulus and their reality. For instance, the students consider English as a difficult subject, but they are interested in learning it. They think that this subject is useful because they can know more about the world and travel to another country. This stage is also characterized because the students leave aside an egocentric phase (presented in the previous stages) and started to develop better communication with their peers.

About that matter, in the observations and surveys, it was seen that the group is joined and tolerant. They like to include more group work in their class activities to share ideas and strengthen their relations. In general, they have a good relationship with the teacher and their peers. During the teacher's explanation, the learners pay attention, usually, some of them talk throughout the class activity, because of that, they are distracted and sometimes they do not finish their work and usually have some errors. (Appendix 2).

Although the mentor teacher does not have a specialization to teach English, she tries to make the subject more relatable by using materials such as photocopies, tape recorders and books. The activities proposed by the teacher are directed to improve the pronunciation and learning of some common expressions. As the student's interest are homogenous, they like to sing, draw, color, speak and listen to music. The teacher also tried to include activities which incorporated and targeted some of those interest.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

In addition, the affective context is constructed by the family, the teacher and the classmates. It allows the student to have good relations in the classroom and their environment. In almost all the cases, the nuclear family consists of the mother, the father and the children. Only five of them live with their mother alone, two with their father alone and one with the grandmother alone. In terms of interaction and behavior those cases do not represent any difficulty.

Diagnosis

To determine the English learning level of the grade 302 students, the researcher applies a diagnosis which covers the four skills. The test is created considering the *Guia 22 Estandares de Calidad* of teaching English as a foreign language. According to the observation and the standards, the students are capable of identifying when someone is talking to them in English. They can understand some easy expressions such as *good morning* or *silence please*, something that shows the minimal knowledge that students have in the language (Appendix 2).

The diagnosis results are presented as followed:

Listening: Two criteria were evaluated in this skill. The first one is associated with the understanding of instructions. Even though the students understand easy expressions, it was difficult for them to understand a complete instruction. The learners understood isolated words but it did not help them to comprehend the aim of the activity. As a result, some activities were not developed in a proper way. The possible reason for this difficulty is that the students are not in real contact with the language and generally all the instructions are given in Spanish.

The second criterion is related to the recognition of words. For this criterion, the researcher used a tape recorder and played the song *How's the weather*. Then, she asked *what do you think the song is about?* Immediately, the students tried to translate the song, using

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

expressions such as *mi nombre es, yo me llamo* or *es sobre los colores*. However, there was one student who could associate the word *sunny* and *rainy* from the song to the words *sun* and *rain*. As a result, he said, “*sun es sol y rain es llover*”. The researcher made some drawings about the weather on the board and the students could relate some words of the song and the illustrations. Finally, the students concluded that the song was about the weather.

Speaking: the criterion for evaluating this skill was, ‘Expressing opinions using basic constructions such as likes and dislikes. The students had to express their opinions about the song worked on in the listening section. With regards to the results, only 2 students could say *I like the song*, the others started to say random words such as *today es day, good* and *fine* or words in Spanish such as *color*. One of the main reasons for this issue is that normally the speaking activities are focused on the repetition of words.

It is important to mention that only 40% of the population participated, the remaining 60% did not participate. During the observation process, it was noticed that some students wanted to participate but they felt afraid to talk because they were not sure if they had the right answer (Appendix 3). All the explanations were given in English and for this reason the participants seemed confused. They started to talk in Spanish asking each other what they had to do and the consequences if they did not know the foreign language. To avoid the translation, the researcher explained three times using some examples and hand gestures.

Reading: the criterion to evaluate this skill was related to the capacity that the students have to recognize and follow the sequence of a text that was known by them. For that, the students had to organize the short tale Little Red Riding Hood, considering the text and the images (Appendix 4). The results showed that just 2 students were able to organize the text, 28 did not answer correctly and 3 did not answer (Appendix 4). Perhaps, the students got confused

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

with the images and the vocabulary was complex for them. Regarding the observation made during the diagnosis part, some of the students were not concern about reading the text and they just put numbers randomly and others were afraid. This final reaction of the student was because they thought that it was for a grade.

Writing: This skill was diagnosed having in mind two criteria; the first of them was related to the construction of sentences; in other words, if the students were capable to make sentences using basic vocabulary and structures. This criterion was evaluated through a free writing, in which the students had to write a Naruto's physical description, taking into account the image provided by the researcher (Appendix 5). The results showed that just 2 students tried to make sentences using present tense, but, both have a confusion on the use of the pronoun and the use of some vocabulary such as *nose* instead of *eyes*. The other part of the population used colors to describe the character (Appendix 5).

The second criteria are associated with the use of vocabulary in context. This part included a workshop which had multiple choice, spelling and matching questions (Appendix 6). Regarding the results, the memory question was the one that had more right choices, followed by the vocabulary, phonics and finally spelling, where just 11 students could spell 3 of the four words proposed. Those results showed that the students can complete sentences using the vocabulary provided, but that they cannot use the vocabulary or the structure when they have to use it in their own context.

In accordance with the results, the diagnosis placed the population in a beginner level (A0)¹ of proficiency, in agreement to the Common European Framework. During the test, all the participants made a valuable effort to use some words and expressions that they have learned, the

¹ For the Common European Framework, the basic level is A1, but the level of the students is lower than the proposed in the CEFR, for that reason it is used A0 to refer to the level of the students.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

students were worried about the grade and they were questioning about the consequences if they did not use English language.

Nevertheless, it showed in the results that the pupils were not able to build sentences to express their feelings, likes, or even to make a description using simple vocabulary. Even though, the students showed difficulties in all the skills. This project is focused on the development of writing skill, because through this skill the students has the possibility to use the language and correct their own mistakes in regards the vocabulary and the structure.

Statement of the problem

One of the main objectives of (DOFASA) is to strengthen the EFL to have students being able to communicate in English. This is a difficult task, having in mind that the students' exposure to the EFL is low, and the input is not enough to accomplish this task. According to the data gathered in the English class, the students carried out repetition activities which do not provide an appropriate input for them (Appendix 2 and 3). Per Krashen and Terrell (1988) "the classroom is the source of input for the language student" (p,59). If there is not proper or enough input, the students' use of language is reduced to the learning of isolated words.

Because of the lack of input, the learners are not capable to understand simple questions. When the researcher asked questions in English, they automatically repeat them without answering. Although, the students have learned some useful expressions and they know some vocabulary, the content is not clear for them to put it in a real context. Lessard-Clouston (2013) states "vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas" (p. 2). As there is not a context or even the opportunity to use the vocabulary learned, the students do not know how to use the words to express or understand ideas, to communicate in the language.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Moreover, in accordance to the MEN standards the students in third grade are capable to use and recognize basic English structures. Across the results and findings obtained in the diagnosis, the students do not understand simple grammar items such as the present tense, and they do not recognize the subject of an English sentence. Consequently, the students' foreign language performance is affected, in the way that they are no capable to use the language. In this sense, writing plays a fundamental role, because it will give to the students the possibility to interact with those elements of the language in order to express and share their ideas.

Even though writing helps to express and communicate, it is the skill that has less practice on the school. About this matter, White & Arndt (1991) states "despite the power of writing [...] it has tended to be a much-neglected part of the language program" (p.1). During the observations and diagnosis, it was seen that the classes do not promote spaces to use the language. As consequence, the students are no capable to produce any kind of writing text using the words or vocabulary learned before.

To sum up, as the students do not receive enough input, and as they do not have a meaningful contact with the language, for them it is very difficult to use it. As result of that, they feel insecure to talk or to express themselves in the target language. The aspects mentioned above are useful to guide the development of this research to find strategies that encourage the students to use and develop their skills in EFL, in special on the writing production.

Justification

This research arises from the necessity to analyze and comprehend the context and the situations that third graders face starting their foreign language learning. Taking into account that, the primary years are the basis in which the students have their first contact with the foreign language, it is crucial to present the language in a way in which the students find it funny and

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

meaningful. The importance of the previous idea is found in the necessity of reducing the levels of affective filter presented by the students during the diagnosis and the observation process.

On the whole, this research emerges from the necessity to develop and increase the abilities of the students regarding the English language learning in order to communicate. In this way, to accomplish one institution's aim that is to work in the strengthening of the EFL to educate people with human and professional qualities, it is possible to say that this research helped in the enhancement of third graders foreign language as it is discussed in chapter V; having in mind the preliminary idea, the knowledge acquired by the students during the intervention helped them to be able to communicate in the foreign language.

Therefore, to enhance EFL on the students, more specifically the writing production, it is important to implement strategies that engage the students into the language learning to communicate themselves. In that order of ideas, it is significant to work with two essential elements as the *visual literacy* and *motivation*. From these elements, this research tries to promote the student's writing production.

Thus, *visual literacy* is seen in this project as "the ability to understand, and use images, including the ability to think, learn, and express oneself in terms of images" (Branden & Hortin, 1982 cited in Seels, 1994, p. 109). In that sense, *visual literacy* was used as a support for the researcher to provide the students with an input, strengthened by the visual; this to help the students to share their ideas using the written expression and complementing it with the visual support.

Additionally, "*motivation* is one of the main determinants of second/foreign language learning achievement" (Dörnyei, 1994, p.273). If the students are not motivated or feel afraid to learn the language, the possibilities to achieve the language are low. Then, it is important to

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

show the students the importance of the foreign language. Also, it is valuable to show the students the different uses of the language and to encourage them to use what they have learnt to express themselves by means of writing.

Research question

What is the influence of visual literacy in motivating EFL writing production of third graders at Domingo Faustino Sarmiento School?

Main objective

To analyze the influence of Visual literacy in motivating EFL writing production of third graders at Domingo Faustino Sarmiento School.

Specific objectives

- To analyze the influence of visual literacy in the writing production process.
- To identify the effect of motivation on the students' writing process.
- To describe the impact that visual literacy has on the students' motivation.

This chapter contains the most relevant information regarding the participants and their necessities concerning English learning. Considering the observations, the diagnosis and the surveys, the students present difficulties in all the skills, but the aim of this project is to work with the visual literacy in order to develop the writing production. Finally, the second chapter provides the theoretical framework to support the study.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Chapter 2: Literature Review and Theoretical Framework

The present project deals with the foreign language performance that learners have in regard to writing production to communicate their ideas and thoughts with others. The research involves some factors such as the use of visual literacy and the augmentation of motivation. Accordingly, the theories considered for this project are related to the development of written production and the enhancement of motivation by means of visual literacy. This chapter describes the main concepts that guide this study.

Literature Review

Keeping in mind that the main objective of the proposal is to determine the impact that visual literacy has on writing production and motivation, the following review includes a brief description of ten international and national studies which have been conducted in fields such as visual literacy, writing production and motivation. The next chart shows all the studies that were used as the basis of this research.

Study title	Author	Year	Institution
An Early Approach to Self-Directed Learning: Students in a Visual Literacy Environment in Their English Class.	Natalia Zúñiga Piñeros	2010	Universidad Pedagógica Nacional
The Impact of a Visual Approach Used in the Teaching of Grammar When Embedded into Writing Instruction: A Study on the Writing Development of Chinese First Year University Students in a British University in China.	Vinita Gaikwad	2013	University of Exeter
Interference of visual stimuli on the written production of students with no complaints of reading and writing difficulties.	Juliana Ramos Casemiro, Karen Barros Ribeiro, Tatiana Ribeiro Gomes da Matta, Aparecido José Couto Soares, Maria Sílvia Cárnio	2011	São Paulo University

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Assessing Children´s Perceptions of Writing in EFL based on the process approach	Daniel Albeiro Melgarejo Melgarejo	2009	Universidad Distrital Francisco José de Caldas
From pre-school to university: student-teachers´ characterize their EFL writing development	John Jairo Viáfara González	2008	Universidad Distrital Francisco José de Caldas
A Functional Approach to the Learning of Writing	Ana Maria Sagre Barboza	2008	Universidad del Norte
Learners´ motivation and identity in the Vietnamese EFL Writing Classroom	Ly Thi Tran	2007	University of Melbourne
Enhancing students´ engagement and motivation in writing: The case of primary students in Hong Kong	Julia Lo y Fiona Hyland	2007	Journal of Second Language Writing

Table 1: Literature review

To begin with, Natalia Zúñiga Piñeros (2010) carries out a research proposing the use of visual aids as a strategy to engage the student in self-directed learning. In order to have a development of visual literacy skills, it is necessary that the teacher provides the opportunities for the students to create their own visual aids to reduce the levels of the affective filter and increase the levels of creativity and imagination. The researcher of the project found that visual aids have an influence on self-directed learning. This project is relevant for this research since it considers visual literacy a skill developed with the use of visual aids.

In another investigation about visual literacy applied in China, Vinita Gaikwad (2013), the researcher investigated the influence of visual instruction on the students´ writing and grammar. This author points out that the use of visuals has an important role in the learning of Chinese language students. She found out that by using visual aids students improve their understanding of sentences, thus having a positive effect on their writing. Another implication of this research is that students increase their motivation with regards to learning grammar using

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

visual media. This research is important for this project because it gives light about the importance of the use of visual media to boost and improve the writing process.

Next, Ramos, J., Barros, K., Ribeiro, T., Couto, A., Cárnio, M. S., in their study investigated the influence of visual stimuli on the writing production. The authors found out that the use of visual stimuli allows the student to build a discourse based on the image and that the previous knowledge is stimulated by the use of action figures. They concluded that the visual stimuli did not represent any interference with regards to communication via writing. This study provides important information about the relation of visual stimuli and writing production, and how visual aid encourages writing production.

Additionally, in a local study about writing, Daniel Albeiro Melgarejo Melgarejo (2009) analyzed the perceptions that children have towards English writing and explain the impact that process approach has on the students' writing performance. In his research he remarks the importance of working with interesting topics for the students; by letting them choose some of the main topics, their motivation is increased, something that changes their perception of the foreign language. With this strategy, the students feel that they are contributing their knowledge to the class. This research is important for this study because it shows the importance that motivation has in writing skills and foreign language learning.

Another local study, carried out by John Jairo Viáfara González (2008) focused on the historical core that characterizes the EFL writing of some pre-service student teachers. He made a summary of the experiences of their students with respect to the writing development from primary school to bachelor's school. Viáfara discovered that the activities of writing are not well-developed since English classes are focused on the learning of isolated words and structural

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

sentences. The author remarks the importance of incorporating new teaching strategies and the relevance of the teachers' training to enrich the learning process of the students.

The fourth source is a study from the Universidad del Norte. In which, the author analyzed the writing improvement through the use of the functional approach to writing, where the students are seen as contributors of their own learning. Ana Maria Sagre Barboza (2008) reported in her study the influence that the process approach, the peer correction and the portfolio have on writing. According to her, to guide a writing course, it is important to consider the feelings and perceptions that the students have about writing. She found that when the teacher uses the process approach to writing, the students usually use the language to transmit meaning and messages. In addition to the previous idea, it is valuable to encourage the students to write to share ideas and communicate what they are thinking.

In one research about motivation, Ly Thin Tran (2007) some attitudes and motivation towards writing in English of Vietnamese university students were explored. Using open-ended questions, she allowed the students to give their opinion and thoughts with regards to their EFL writing. She found out that the students are not encouraged to write because teachers focus their writing classes on teaching grammar; leaving behind the students' needs. As means to increase motivation in EFL it is important to bear in mind internal and external elements such as the students' interest or the teachers' attitudes. This research is important for this project because it gives some clues about which elements a teacher have to consider in order to encourage English writing.

In the last study, Julia Lo and Fiona Hyland were interested in applying a new writing program and its impact on the students' (children aged between 10 and 11) motivation and writing performance. In their study, the traditional writing program provides the students with

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

typical situations given in the textbook; while the new program proposed by the researchers includes topics related to the students' lives and social context; the program also includes the idea to write for a real audience. Having in mind these aspects, the researchers made a comparison between the two programs and their influence with respect to writing.

Although, the authors ascertained that both programs are effective in encouraging the students to write because the traditional and the new program included interesting topics for them. The students were more interested in the new program topics, because it involved themes related to their context and experiences. Lo and Hyland remark that it is important to associate the writing topics with the students' reality and context; in that way, they are encouraged to write something that they know about. This research is important for this study because it shows the importance that the context and the experiences have in the motivation of children, and how the use of those elements allow them to share their own thoughts and ideas about their own reality through writing.

To round up, visual aids have been used in the educational field as a tool to teach vocabulary and increase student understanding. Using images to give instructions, the students relate the words with a graphical representation, it helps them to remember more effectively the words. Though there are lots of studies about the influence that images have on the EFL learning, there are few types of research about the influence that visual literacy has on writing production. As this skill is difficult for the students, it is important to include new strategies, resources and tools to encourage the children to communicate their ideas and thoughts via writing.

Theoretical Framework:

This section shows briefly the concepts on which the present research is based. Three constructs were chosen to guide this research during the implementation, they are: visual

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

literacy, writing production and motivation. Since the aim of the present research is to find out the influence of visual literacy in motivating EFL writing production, it is necessary to include the theories used to comprehend and lead the present study.

Visual literacy:

Nowadays, it is easy to find different kinds of visual stimuli that helps people to get information without the necessity to have a verbal support to understand it. In that way, the visual elements have an important role in daily life. According to Wileman (1993) “well-conceived and rendered visuals help your audience to understand and retain information” (p.3) Then, the visual aids are a valuable component at school, because thanks to them the students commence to have contact with non-verbal elements that are useful in providing meaning and increasing the students’ understanding.

Therefore, it is important to develop and consider the visual skills of the student. For Tillman (2012) the “visual skills include the ability to interpret, comprehend, and express ideas using or creating visuals, just as verbal and writing skills are the ability to interpret, comprehend and express ideas verbally or through writing” (p.6). As more visual aids are used in the classroom as a support of the classes, the teachers and the students must know the importance that visual literacy has on the learning process.

Visual literacy (VL) is a broad term which have been studied for a long time, therefore, it has a variety of definitions. Wileman (1993) cited by Delgado & Chapetón (2015) defines VL as “the ability to read, interpret, and understand information presented in pictorial or graphic images” (p.30). Avgerinou (2001) quoted by Avgerinou & Pettersson (2011) defines “visual literacy refers to a group of largely acquired abilities, i.e., the abilities to understand (read), and use (write) images, as well as to think and learn in terms of images” (p. 7). Then, VL is seen as a

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

capacity to understand and read images as a component which transmits meaning without the necessity of a verbal element.

In addition, the International Visual Literacy Association (IVLA) highlights the Debes' (1969) definition of VL:

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. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, symbols, natural or man-made, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication. (International Visual Literacy Association, 2012)

Bearing in mind this definition, VL is understood as a term that allows people to interact with visual stimulus in order to provide the opportunity to communicate by means of visual elements.

Additionally, Curtiss (1987) states that “visual literacy is the ability to understand the communication of visual statement in any medium and the ability to express oneself with at least one visual discipline” (Seels, 1994, p. 104). VL implies that decoding the visual element is essential to discover the message; it means that a visually literate person is capable to use the non-verbal elements to transmit meaning. Likewise, Franksecky & Debes (1972) states that a visual literate person is capable to understand and transmit a message by means of visual elements. Then, it is important to include activities in the classes that promote the use and reading of images, to develop the VL in the students.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Following the previous ideas, VL is composed by two important components: the first one is the ability to read, interpret and understand visual elements. The second one is related to the creation or use of visual aids to communicate or transmit a message. Finally, in terms of language learning goals, VL is seen as way to promote reading, writing and communication; reading, since there is a decoding of the visual stimuli; writing due to the fact that students transmit their ideas and understandings with drawings and words. Finally, communication because of the interaction with the visual stimuli, the students and their own messages.

Writing skill:

Writing is a system that let us communicate ideas and thoughts. For Cassany (1991), writing is a human linguistic manifestation used to accomplish different objectives, such as remembering things, giving information, expressing knowledge, feelings, and so on. In a EFL classroom writing is an important activity, since it promotes the use of the language. Then, writing is a medium of communication that people use every day to accomplish different purposes.

In addition, Byrne (1988) establishes some important reason to teach writing, for him writing allows to fulfil a variety of necessities that the student has, in special when they are not confident to express orally their ideas. Writing also serves as a proof of the students learning process and progress, as it provides tangible information to be analyze and evaluated. This skill offers a diverse range of activities to be worked and developed. Finally, writing provides a real exposure and use of the language at it is a medium that integrates aspects such as grammar and vocabulary. Having in mind the previous, in 302 classroom writing skill needs to be developed to habituate the students to use the language with a purpose.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Furthermore, letting the students to use the language, means to see them as important participants of the learning processes. About this matter, in the text *Teaching Writing skills* (s.f) the author states “when they (the learners) were seen as creators of language, when they were allowed to focus on content and message, and when their own individual intrinsic motives were put at the center of the language” (p.320) the students feel that they are part of the class, and the things they learn are important. Following this idea, the students start a process in which writing is developed.

Then, to encourage the students to make any activity, it is important to demonstrate them what are the implications of keeping working on it. For instance, to engage the students in writing activities the teachers have to show them why writing is important. For Byrne (1988), Pincas (1991) and Hedge (1991), the main purpose of writing is to communicate ideas and thoughts. In that sense, teachers have the task to create activities in which the students participate actively creating their own pieces of writing to share with their classmates and the teacher.

Following this communicative perspective, writing requires that the teacher contextualize and creates spaces to use meaningfully the language. As Pincas (1991) states “writing should be as communicative, or functional as possible” (p.2). For this, it is important to give the students specific and clear purposes for writing to use it as a medium of communication. Also, to contextualize the language it is crucial to create a “sense of audience” (Hedge, 1991, p.9) in which the students are aware about the person who is reading their creations. Using this type of activities to give a context for writing, the students are encouraged to write, since they see that they are using the language in a real context.

Having in mind the previous ideas, this project takes into consideration the process writing, because it contemplates the development of the student, it gives the change to think and

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

encourage the student to use the language. “Writing is, in fact a transaction with words whereby you free yourself from what you presently think, feel and perceive” (Teaching Writing skills, s.f, p. 322). Then, with the process approach, the students put on the paper their ideas, transform their thoughts in words, to finally communicate them.

Motivation

Through the years many scholars and psychologist have tried to find a definition for motivation. Maehr & Meyer (1997) cited by Brophy (2004) states that “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, a quality of behavior, especially goal-directed behavior” (p.3). It is possible to see that motivation is related to the actions and attitudes that the students have to accomplish their goals.

Additionally, Keller (1983) states that, “motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect” (Gardner, 2010 p. 8). Following these ideas, students are motivated when they have goals to accomplish and when the activities proposed have an impact to achieve them. Then, motivation for this research is related with the interest, the attitudes and behavior that the students have during the activities proposed in class.

As the concept of motivation is broad, for Gardner (2010) in the field of language learning, there are two aspects of motivation: “Language learning motivation and language classroom motivation” (p.9). The language learning motivation is associated to the individual and the cultural component of the target language. It is about the integration that the student makes with his own identity, culture and with the foreign features of the new language. While, the language classroom motivation is influenced by different aspects such as the teacher, the

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

environment of the class, the instruments among others. All of them have an important influence on the students' motivation.

Bearing in mind the previous ideas, for Brophy (2004) "the student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teachers" (p.4). Under this light, student- motivation is linked to the interest and experiences of the students with regards to learning. Then, the teacher has the task to find the best way to connect the students' experiences with the interest and goals to increase student- motivation.

Authors such as Gardner, Weiner, Dörnyei, Deci, among others have realized research projects related to the second language motivation. Gardner proposed the integrative motivation and the socio-educational model of second language acquisition. According to this theory, student- motivation come from "the desire to feel part of a social community" (Orío, 2013, p. 14). Nicholls investigated the field of the goal theory, which "focuses on the reasons or purposes students perceive for achieving" (Anderman & Midgley, 1998). Dörnyei presented the task motivation theory which is related to the outcomes, the context, the learners' internal factors, and their influence on the task engagement process (Dörnyei & Ushioda, 2011, p.59).

Moreover, Deci and Ryan proposed the self-determination theory that "is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes" (Deci, et al, 1991, p. 325). This theory suggests two types of motivation: *the intrinsic motivation* and *the extrinsic motivation*. The first one "refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do". The "extrinsically motivated behaviors are those actions carried out to achieve some

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

instrumental end, such as earning a reward or avoiding a punishment” (Noels, et al, 2003, p. 38 - 39).

Thus, Self-determination is important for this project because it considers internal and external aspects which have an influence on motivation. According to Noels et al (2003) “motivation, performance, and development will be maximized within social contexts that provide people the opportunity to satisfy their basic psychological needs for competence, relatedness, and autonomy” (p. 327 - 328). Hence, competence is related to the accomplishment of a task bearing in mind that one can do it. Relatedness considers the interaction and connections that one has with the social group. Finally, Autonomy is about self-regulating one's actions.

While motivation is a psychological construct that is not directly observable. It is possible “measure motivation in terms of observable cognitive, affective, behavioral, and physiological responses and using self-reports” (Touré-Tillery & Fishbach, 2014, p. 328). Having in mind the previous, as motivation for this research is taken as the interest, attitudes and behavior that the students have towards a task. Then, cognitive, affective and behavioral aspects are taking in to account to measure motivation in this study.

Bearing in mind the previous, the cognitive measure involves the concepts or objects that are remember or recognize to accomplish a goal. The affective measure implicates the subjective experience, from the students in regards the classes, activities and materials. Finally, the behavioral measure is related with the speed or performance from the students through the actions (Touré-Tillery & Fishbach, 2014, p. 329). Under this light, motivation is an important aspect which influence the actions to accomplish goals.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

In brief, visual literacy gives the opportunity to the students to interact with a visual input which allow them to make connections with their previous knowledge. The images are used to accomplish a specific purpose, the students express their ideas and perceptions about it by means of writing which allow them to communicate their thoughts. As they are working with information that they already know, they feel cognitive motivate to accomplish the task and participate in the activities proposed in class.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Chapter 3: Research Methodology

This chapter presents the type of study in which the research is framed. The study design describes the qualitative paradigm. The next section includes a brief description about the participants and the setting of the present research. The third section explains the categories of analysis and its implications for the present study. The last part of this chapter deals with the instruments and procedures used to collect data.

Type of study:

This project is built considering the action research approach (AR); according to Philips and Carr (2010), it is a research method in which the teachers look for weaknesses in their own classroom and the ways to improve it. It involves a recognition of the gaps that the teachers' pedagogical performances have, and their consequences on the students' learning process. It is a reflection on the practice in the classroom and the road towards improving the teachers' practices.

Additionally, Burns (2010) says that "Action research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (p.1). As AR raises from the reflection and understanding of the principal needs of the classroom and students, it is possible to identify which aspects of the teaching practice have to be improved. In that order of ideas, Kemmis and McTaggart (1988) cited by Burns (2010) proposed a model for AR of four steps: planning, action, observation and reflection.

Thus, planning is the phase in which a plan is developed to solve the problem, taking into account the context and the possible results. The action stage consists in to carry out the interventions and actions to accomplish the plan. On the observation phase, there is a deep

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

observation process in which the data is collected to have information about the effects of the action stage. Finally, the reflection stage is the process of evaluation, description and contemplation of the findings and results given during the intervention, and its implication on the subject of study. Though, there are many models of AR, it is important to consider that AR is a process of reflection and constant change.

Study design

As the pedagogical proposal rises from the identification of the gaps and lacks that third graders have in relation to their EFL performance, this study is guided by the qualitative research (QR) paradigm. This paradigm counts with a large amount of definitions that intends to give a clear explanation about it. For instance, Denzin & Lincoln (2005) define “qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible” (p.3).

Moreover, Merriam (2009) indicates that “the overall purposes of qualitative research are to achieve an understanding of how people make sense out of their lives, delineate the process of meaning making, and describe how people interpret what they experience” (p.14). Having in mind that definition and the purposes of QR showed by Merriam, one understands QR as a practice that seeks to comprehend and understand a specific context, by means of analyzing and reflecting the situation of a particular setting.

In accordance with Burns (1999) the QR gives information about the participants’ behavior and their context. Bearing in mind this idea, this paradigm is valuable to understand, know and analyze the customs and manners from the participants of this study. In addition, it is important to understand a society from an “emic perspective” (Burns, 1999, p. 22) that means

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

from the inside to know and comprehend the learning processes, values and social aspects within the research context.

Categories

Unit of analysis	Category	Indicators
Writing skills	1. Visual literacy through drawings and images.	1.1.Students associate visual elements with meaning.
		1.2.Students use drawings to illustrate their classmate' and their own writing.
		1.3.Students use visuals (drawings) to communicate ideas and feelings.
	2. Writing skills	2.1.Students use writing to express ideas and make descriptions about visual elements.
		2.2.Students write to communicate ideas.
	3. Motivation	3.1.Students show interest in the activities proposed in class.
		3.2.Students accomplish the classes' tasks maintaining their interest in it.
		3.3.Students engage with class by means of visual elements.

Table 2: Categories of analysis

Data collection

This section defines and characterize the instruments used for data collection. For the application of this project *field notes* were used as instruments, this gives the possibility to have a broad description of the class; *documents* which includes writing activities and workshops made in class; finally, *surveys* which gives account about the students' feelings and perception of the English language and the class. These instruments are helpful because they give a different perspective of the findings.

Field notes:

According to Burns (1999) field notes “are descriptions and accounts of events in the research context” (p. 87). They include non-verbal information, interactions in the classroom or

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

specific information that allow a better understanding of the population. Burns (1999) adds that field notes give “overall impressions of the classroom” (p. 87), it is important because it allows to build perceptions about the students and essential elements within the classroom, such as the interaction, the relations among students, the physical environment, among others. The information collected with the field notes “focus on answering who/what/where/when/how/why questions” (Burns, 1999p. 87) that guide the researcher to make a better analysis of the population.

Artifacts:

Merriam (1998) cited by Delgado & Chapetón (2015) defines documents as “an umbrella term which refers to writing materials, visual, and physical materials relevant to the study” (p. 57). For this study artifacts were used, understanding them as the set of physical objects such as workshop, writing activities and drawings made by the students. According to Phillips and Carr (2010) “an artifact is any kind of physical documentation that sheds additional light on your research question and topic” (p.78). In that order of ideas, the writings and drawings production of the students are included to know the process that they have during the intervention.

Surveys:

The Pennsylvania State University (2006) defines a survey “as a research method for collecting information from a selected group of people using standardized questionnaires or interviews” (p.1). In this way, the surveys give information about the students’ interest and expectations regarding the English class. According to Cohen, Manion & Morrison (2007) “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions” (p. 205). For this research, the students receive three written questionnaires (one at the beginning of the

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

intervention, the second at the middle and the last one at the last stage) which include questions about the influence of the proposal in their own learning process.

Participants and sample:

This project was carried out at the Domingo Faustino Sarmiento school at the morning with 33 students from third grade. The project is applied with 29 students taking into account the signed informed consents. According to CEFR the learners are classified in a beginner level, they are capable to understand easy expressions. However, they do not express themselves in English using basic language. A total of 15 students was taken as sample for this research. They were selected considering their participation in the sessions and considering their level performance: 5 low, 5 medium and 5 high achievers.

To sum up, the instruments before presented are important to gather information along this research study. Instruments such as artifacts or field notes give an idea about what is happening in the classroom. While, the surveys show the students' perceptions about the intervention. Other important aspect of this chapter are the categories and subcategories that emerged during the intervention, which are described and analyzed in chapter 5. The last section presented the sample who participate on the present research. Finally, the next section includes information about the pedagogical approach proposed for this research.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Chapter 4: Pedagogical Proposal

The following chapter shows the pedagogical proposal used to develop the present study. The study includes the pedagogical approach, the methodology, and the learning conception. The next section explains the teachers' and the students' role. Finally, the pedagogical design and the stages of the implementation are described.

Pedagogical approach:

As one of the purposes of this research is to encourage the students to communicate by means of writing, the present project deals with the Communicative Language Teaching (CLT). According to Richards & Rodgers (1986) the aims of CLT are “a) make communicative competence the goal of language teaching and b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (p. 66). Then, the language teaching is focused on the improvement or development of the English language skills with the purpose to communicate and interact with others in the target language.

One of the most important things of this approach is that the learner is capable of communicating meaningfully using the language. Consequently, a communicative competent person is characterized because she/he is conscious about the multiples purposes of the language, the person uses the language having in mind the context, she/he produces and understands different types of text, and the individual maintains the communication despite the limitation of language (Richards, 2006, p.3). Thus, the application of CLT in this project allows the student to interact and use the language with a purpose.

Methodology:

Along the time there have been different types of methodologies which pretend to improve the learning processes and the teachers' practices. Task Based Learning is a method in

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

which the students have to do a task using the target language to accomplish it. Nunan (2004) defines task as “as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning” (p. 4). Having in mind that definition, it is possible to say that TBL is a useful methodology which fosters the use of the target language, the interaction, and learning by means of activities which promote communication.

According to Willis (1996) “The aim of the task is to create a real purpose for language use and provide a natural context for language study” (p. 1). In that sense, using TBL allow the students to learn the foreign language based on their own context and giving them a real situation in which they can use the language. For this project in particular, the TBL gives to the students the opportunity to reflect on their own processes during the activities and to see that learning a foreign language implies more than learning a list of words.

Then, for the pedagogical intervention one decided to work with the TBL model proposed by Willis. This framework is composed of three phases the pre-task, the task cycle and the language focus. In the first phase, there is an introduction of the topic and the task. The second stage the learners have the opportunity to use the language individually or in groups. Finally, in the last phase, the students reflect on their own work and the teacher has the chance to give language instruction.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

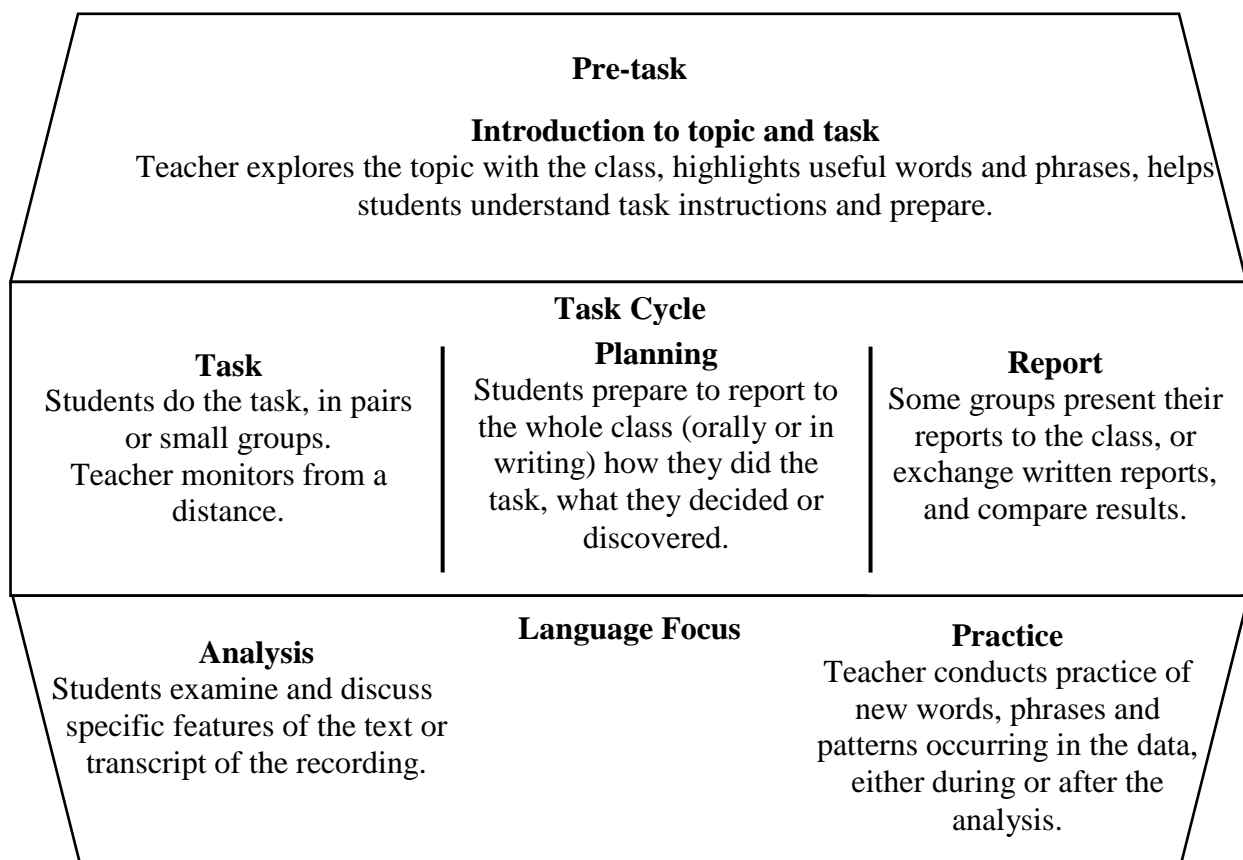


Figure 1: Task-based framework (Willis, 1996, p. 38)

Conception of learning:

In order to encourage the students to learn a foreign language, it is important to take into account their experiences and their prior knowledge. For that reason, the conception of learning that leads this project is the meaningful learning proposed by Ausubel, this conception the students relate the new knowledge to the information that they already know. The students make the association of their previous experiences with the new ones, creating a long-term retention of information. Regarding language learning Brown (2001) says that “children are good meaningful acquires of language because they associate sounds, words, structures and discourse elements with that which is relevant and important in their daily quest for knowledge” (p.57). Then, it is important to provide a meaningful input that the students relate to their experiences and the previous knowledge.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Teacher's Role:

The teacher is a guide, facilitator, motivator and creator. She/he is a light who guide the students through the learning process. The teacher is the person who helps students discover their abilities and how to correct their errors. She/he encourages the student to participate, interact, communicate and use the language. The teacher is the creator of different activities and materials that will help the students in the learning process (Richards & Rodgers, 1986, p.167).

Considering these aspects, the teacher is not the center of the class, she/he is the mediator between the students and the learning. Through the teachers' teaching, the students build their knowledge and improve their abilities.

Student's Role:

For this study, the learners play an active role, in which their participation and interaction during the lessons are fundamental to develop their communication in the learning process. As one of the aims of this proposal is foster the communication, it is crucial that they interact with their classmates. During the intervention, the student is able to reflect on her/his own learning process, taking into account the tasks' accomplishment and her/his participation during the class. The student is an interpreter capable of transmitting meaning by means of drawing and writing. With these characteristics, the students show their active role in the class and their communication by means of the foreign language.

Stages of the intervention:

The present proposal has three stages, one of observation and two of implementation. In the observation stage, it was possible to know, analyze and identify the difficulties of the students in regards the language learning. The first implementation stage took place between August and December 2016. The second one covers the first period of the first semester 2017.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

During the two implementation stages were possible the application of the pedagogical proposal.

The implementation stages are divided in three phases, the sensitization, interpretation and the production phase:

Stage objectives	Phases	Time	Learning Objectives
<ul style="list-style-type: none"> To sensitize the students to the visual learning. 	Sensitization	August to September 2016.	<ul style="list-style-type: none"> To introduce the students to the visual learning. To use images to teach basic vocabulary.
<ul style="list-style-type: none"> To interpret and describe the visual elements presented in the class. 	Interpretation	October to November 2016.	<ul style="list-style-type: none"> To integrate the visual with the verbal. To associate the visual with her/his experiences.
<ul style="list-style-type: none"> To use the language as a way to represent and share ideas. 	Production	February to March 2017.	<ul style="list-style-type: none"> To combine images and verbal language to express meaning and communicate ideas.

Table 3: Stages of the intervention

Syllabus:

This section presents the syllabus followed during the intervention process. The table shows and summarizes the activities, indicators, time and objectives realized during the implementation. The schedule of the English class counts with three hours of classroom work per week. These hours were divided in two moments, the first one is related to the input provided by the teacher, and the second one is about the students' output.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

**Colegio Técnico Domingo Faustino Sarmiento
English Syllabus
Implementation process**

First phase: Sensitization

TIME	ACHIEVEMENTS	ACTIVITIES	INDICATORS
<p>Week 1</p> <p>Date: August 09th, 2016.</p> <p>Lesson: The animals</p>	<p>To identify vocabulary about the animals.</p> <p>To identify the picture animal which belong to the word.</p>	<p>Warm up: Song <i>old MacDonald Had a Farm</i>. During the song, the teacher shows the images of the animals that are mentioned in it. To work with images related to the animals of the farm. To make a draw of the students' favorite animal. To share the draws in front of the class. To express why they like the animal using easy expression or words.</p>	<p>The student is able to recognize the vocabulary of the farm.</p> <p>The student is able to share their ideas based on her/his previous knowledge.</p> <p>The student is capable to express by means of visual elements.</p>
<p>Week 2</p> <p>Date: August 16th, 2016.</p> <p>Lesson: Adjectives</p>	<p>To introduce the verb to be for descriptions.</p> <p>To identify vocabulary about the adjectives.</p>	<p>Warm up: Song <i>Big, Big, Big</i> During the song, the teacher shows the images of the adjective that are mentioned in it. To work with images related to the adjectives. To infer which animal the teacher is describing. To draw the adjectives, and use them to describe something in the classroom.</p>	<p>The student is capable to understand what an adjective is, and their main function.</p> <p>The students are able to make inferences having in mind their previous knowledge.</p> <p>The student can use the adjectives to describe something.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>Week 3</p> <p>Date: August 23rd, 2016.</p> <p>Lesson: My pet</p>	<p>To make a description about an animal.</p> <p>To use the adjectives in their own context.</p>	<p>Warm up: Song <i>I Have a Pet</i></p> <p>During the song, the teacher shows the images of the pets that are mentioned in it.</p> <p>To work with images related to the urban pets. (cat, dog, mouse, fishes...)</p> <p>To draw the pet focusing on its physical characteristics.</p> <p>To work with adjectives to describe things and animals.</p> <p>To change the draw with a fellow, and to write and describe the partner's pet in front of the class.</p>	<p>The student is capable to share the characteristic of her/his pet by means of drawing.</p> <p>The student can describe the fellows' pet using the vocabulary learning.</p>
<p>Week 4</p> <p>Date: August 30th, 2016.</p> <p>Lesson: My lost pet at the town</p>	<p>To identify vocabulary about the places of the town.</p> <p>To use the language to communicate in a specific situation.</p>	<p>Warm up: Game Have you seen my pet? For this game, the teacher write on the board a description of the place where the pet is lost. Then she gives to each group a picture which represent a place in the town. Then the students reading the description have to guess which is the place where the pet can be found.</p> <p>To work with images related to the place of the city.</p> <p>To elaborate a situation in which the students have to indicate the place where she/he is and why.</p> <p>To share the situation with a partner and make a draw about that situation.</p>	<p>The student is able to recognize the vocabulary related to the places of the town.</p> <p>The student is capable to elaborate a situation to use the vocabulary and language learning.</p>
<p>Week 5</p> <p>Date: September 6th, 2016.</p> <p>Lesson: Verbs</p>	<p>To identify the verbs.</p> <p>To use the verbs in their own context.</p>	<p>Warm up: some students are going to represent verbs given by the teacher. The other students have to guess which is the action.</p> <p>To work with images that represent some verbs.</p> <p>To identify which activities can be done by some animals.</p> <p>To describe and draw her/his favorite activity.</p> <p>To share in front of the class her/his favorite activity.</p>	<p>The student is able to recognize the vocabulary related to the verbs.</p> <p>The student is capable to understand what is a verb and their main function.</p> <p>The student uses the verbs in order to express her/his favorite activity.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>Week 6 Date: September 13th, 2016. Name of the lesson: What do you do at...?</p>	<p>To infer which activities are allowed to do in certain places. To recognize vocabulary about places and verbs.</p>	<p>Warm up: Game <i>Tingo, Tingo, Tango</i> in which the students selected has to say the word that belongs to the images that the teacher shows her/him. To make a contrast between closed spaces (as museum, library...) and open spaces (park, supermarket...). Using the adjectives to describe one place and write some activities that are possible to do in that place. To use the verbs to answer the question what do you do at (place choose by the student)? To participate in front of the class giving some answers to the question.</p>	<p>The student is capable to describe places. The student communicates which activities she/he makes in certain places.</p>
<p>Week 7 Date: September 20th, 2016. Name of the lesson: Summary</p>	<p>To have a review of the main topics cover during the classes.</p>	<p>Warm up: Hangman To work with all the images that have been used along the classes. In couples to choose an animal make a draw and write the animals' characteristics. To draw her/his favorite place of the city. To interchange the draws and infer why her/his partner choose that place. To share her/his ideas with the partner.</p>	<p>The student identifies the vocabulary. The student makes inferences and descriptions from a partners' draw.</p>
<p>Second phase: Interpretation</p>			
<p>Week 8 Date: September 27th, 2016. Lesson: Guess the word</p>	<p>To combine visual with verbal elements. To use the vocabulary in a context.</p>	<p>Warm up: Where are you? Where are you going? To work with images that represent the places and verbs. To represent the word given by the teacher. To make sentences combining visual and verbal elements. To change the notebooks with a partner and to replace the visual elements with words. To discuss about what they understand interpret about the sentence.</p>	<p>The student transmits meaning by means of visual and verbal elements. The student infers about the meaning of certain sentences provided by their partners.</p>
<p>Week 09 Date: October</p>	<p>To use the adjectives to</p>	<p>Warm up: Song <i>What do you want to be?</i> To use images related to the jobs and</p>	<p>The student infers about people's characteristics.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>04th, 2016. Lesson: Who works there?</p>	<p>describe people. To infer the people that works in certain places.</p>	<p>places. To infer which characteristics should have a person to work in a library and in a fire station. To write the characteristics of their dream job. To draw her/his dream work and to present it in front of the class.</p>	<p>The students reflect about what she/he wants to be in the future.</p>
<p>Week 10 Date: October 18th, 2016. Lesson: My family</p>	<p>To use the vocabulary learning in her/his own context. To describe a specific member of the family.</p>	<p>Warm up: using pictures of her family, the teacher is going to present the members of her family. Then, students have to guess what their professions are and where they work having in mind some characteristics given by the teacher. To draw a member of the family and write a description about she/he. To describe the place in which their family member works. To illustrate the place described by the partner.</p>	<p>The students transmit meaning by means of drawing. The students understand what the partner write and illustrate it with a draw.</p>
<p>Week 11 Date: October 25th, 2016. Lesson: My classroom</p>	<p>To learn vocabulary about the classroom. To describe the main function of some elements of the classroom.</p>	<p>Warm up: <i>Where is ...?</i> For this game, the teacher is going to say some elements of the classroom (chair, notebook, board...) and the student have to point out where the object is. To discuss what is the most important element in the classroom and why. To imagine themselves as teachers and propose new uses for some elements (as the board, markers etc.). To draw an object and write describe the use.</p>	<p>The students reflect about the importance of the objects used in class. The student recognizes the vocabulary of the classroom.</p>
<p>Week 12 Date: November 01st, 2016. Lesson: My monster</p>	<p>To learn vocabulary related to the parts of the body. To use adjectives to describe their creation.</p>	<p>Warm up: If you're happy To use images related to the parts of the body. To imagine a monster, and write a physical description of it. To change the notebook with a classmate and draw the monster having in mind the description. To discuss with the classmate if the draw look like as the monster that she/he imagine.</p>	<p>The students recognize and identify the parts of the body. The students transmit meaning by means of writing.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>Week 13 Date: November 08th, 2016. Lesson: Summary</p>	<p>To review the topics seen during the semester.</p>	<p>Warm up: Correct the mistake game: on the board teacher put some images with the wrong word, then students have to pass in front and change the image to the correct place. To work with all the images that have been used along the classes.</p>	<p>The students use the vocabulary learned in class.</p> <p>The students interpret the drawings and the writing product of their fellows.</p>
<p>Third phase: Production</p>			
<p>Week 14 Date: February 17th, 2017. Lesson: Review</p>	<p>To review the main topics of the previous semester intervention.</p>	<p>Warm up: what do I remember? Teacher is going to write some words learned in the previous semester on the board. Then, the students have to draw the representation of the word. Finally, some students are going to make the draw on the board. To write a sentence in present simple using the words proposed. To change with a partner the sentences and correct if there is any mistake. To share in front of the classroom some students' sentences.</p>	<p>The students used the vocabulary learned in a sentence.</p> <p>The students represent a word with a draw.</p>
<p>Week 15 Date: February 24th, 2017. Lesson: Knowing new friends.</p>	<p>To present and describe myself.</p> <p>To know about Trinidad and Tobago culture.</p>	<p>Warm up: Showing new places. For this activity, the teacher is going to show some places from Trinidad and Tobago. Then the students have to guess where it is. To describe what they see in the images. To show the video of the assistants to the students. To present some students (name). To present the Trinidad and Tobago assistant Geena Marie Carimbocas. During her intervention, she presents some touristic places from Trinidad and Tobago, and she gives some easy description from Trinidad and Tobago places.</p>	<p>The students be aware about their own culture and country.</p> <p>The students make a characterization about Colombia.</p>
<p>Week 16 Date: March 03rd, 2017. Lesson:</p>	<p>To describe a Colombian city.</p> <p>To stablish</p>	<p>Warm up: What do I see? For this game teacher shows images from different Colombian cities, the students have to say what they see in the image and which city they think it is.</p>	<p>The students know more about a specific city from the country.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Colombia my country.	some characteristics of a specific city	To give to each student a city (Cartagena, Barranquilla, Santa Marta, Bogotá y Medellín). To write characteristics that they think the city has. To draw how they imagine the city. To investigate important issues about the city (weather, touristic places, etc).	The students infer characteristics from a city having in mind what they have heard and the images.
Week 17 Date: March 10th, 2017. Lesson: Colombia my country.	To know about touristic places from Colombia cities. To use the verb to be and the vocabulary learnt to describe a specific place.	Warm up: Where is this place? For this activity, teacher show different images of some touristic places from each city. Then the students have to guess where it is and say what they see on the image. To give to each student a touristic place (depending on the city that each one has). To show an image of the touristic place. To write the characteristics of each place. To investigate more characteristics about the touristic place.	The students use the adjectives to describe and characterize a specific place. The student read infer information from the images.
Week 18 Date: March 17th, 2017. Lesson: Travel brochure	To describe a city and a touristic place from Colombia. To use the vocabulary and the verb to be for their description.	Warm up: What is it? For the activity, the teacher shows images related to the adjectives to describe place and the student have to guess which adjective is. To write in groups a general description about the city that each group has. To write a description about the touristic place that each student has. To share the information in front of the class. To elaborate the travel brochure.	The students give account about their investigation. The students use the verb to be and the adjectives properly.

Table 4: Syllabus

Lesson plan:

During the classes, it seems that teachers a prepare for everything, it is because they have by their side an important tool which is consider as the spine of the class, this element is the lesson plan. The lesson plan is the plan or guide that the teacher follows to give a lesson. It is the

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

program of the lesson and it helps teachers to reach the objectives of the class. Following the previous, the researcher made the interventions following a plan which includes the objectives of each lesson. The lesson plan model includes information such as the objectives of the class, the hour, course population, trainee teacher among others. Also, it presents details about the pedagogical intervention.

Lesson plan	
Institution	Domingo Faustino Sarmiento School
Date	
Hour	6:30 am to 8:30
Trainee Teacher	Andrea Fonseca Murillo
Grade	302 (2016) 402 (2017)
Objectives	
Warming up	
Pre-task	
While	
Post	
Monitoring	

Table 5: Lesson plan frame

Lesson plan	
Institution	Domingo Faustino Sarmiento School
Date	Friday 03 rd , March, 2017
Hour	6:30 am to 8:30 pm
Trainee Teacher	Andrea Fonseca Murillo
Grade	402
Objectives	<ul style="list-style-type: none"> • Students will have an idea about how to make a description of a place. • Students will give information about a touristic place.
Warming up Disappearing words (10 min)	In this game, the students are going to play in groups. The teacher will show images and the respective word each image. After 3 seconds, the teacher is going to erase the word and the students have to write the word that the image is representing.
Pre-task (20 min)	<ul style="list-style-type: none"> • With a text provided by the teacher, the SS will identify the words that are used to describe the place. • On the board, some SS will write the words that they identify.
While (40 min)	<ul style="list-style-type: none"> • As the SS are divided by cities, and they have already done an investigation about her/his city: In groups, they are going to write the main information (climate, where is it located, things to do etc.) and make a draw of the city that

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

	they have.
Post 40	<ul style="list-style-type: none"> • Having in mind the place that each S has, they are going to choose and write in a paper some words of the text that are useful to describe her/his place. • Each S will receive an image of the specific place that each one has. Then, having in mind the example and some explanations given in previous classes the SS are going to write a description of that place.
Monitoring	<p>Make sure that the SS understand the instructions. Guide SS with the writing process and helping them to solve questions. For this class, individual and group work will take place. Make sure that all the students participate in the activities.</p>

Table 6: Lesson plan sample

In conclusion, the pedagogical approach allows to know the principles and methodologies proposed to foster the teaching and learning of foreign language. In the case of this research, the CLT is an important approach to prompt students' communication and to show them the uses and purposes of the language. The pedagogical design is described with the timeline activities of the pedagogical intervention. Finally, the next section provides the analysis and description of the categories and subcategories of this research.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Chapter 5: Data analysis

Since the purpose of this research is to analyze the influence of visual literacy in motivating EFL writing production, this chapter provides information about the achievements and limitations of the study. Aspects such as the hindrances through the process, the rubric to evaluate the students' performance, and the analysis of the categories and indicators from this proposal are presented in this section.

Data Management

During the implementation and the data gathering of this project there were some setbacks. In first place, the classroom did not have technical devices, as consequence multimedia resources as videos or a variety of images were not used during the implementation phase. Undoubtedly the use of the above-mentioned elements had enriched the research and the students' processes. Another limitation was the permanence of the students in the institution, on the first stage of the research there were 33 students, 29 who had signed informed consent. At the end of the implementation just 24 students finished the process, as result some students of the initial sample were changed.

To start with, a rubric was designed to make a comparative analysis from the students' achievements. Using this tool, it is possible to assess the success or unfulfillment of the categories and indicators. According to Brookhart (2013) rubrics are important elements to the institution, the teachers and the students, because it portrays the criteria to evaluate the performance of the students. With the employment of rubrics, students and parents have a clear idea about the aims that they have to accomplish to success in the class. For this research, some grade standards used to evaluate the students are: very good, good and needs work. (Appendix 7)

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Analysis of the categories

As it was mentioned before this project intended to analyze the influence of visual literacy in motivating EFL writing production. The following analysis portrays the success or impact that the project had, considering the results, the theory and the researcher's reflections and experiences during the intervention. Field notes, artifacts and surveys were the instruments used to collect data. The instruments applied were useful to gather relevant information to analyze the categories.

Category 1: Visual literacy through drawings and images

This category refers to the comprehension and transmission of messages through the use of images and drawings. It evaluated the impact that the visual stimuli had on the students during the implementation process. This category was divided into three indicators, which describe the interpretation and representation processes accomplished by the students.

Indicator 1: Students associate visual elements with meaning

Children began to associate the vocabulary learned with their own context; at the beginning of the process, during the sensitization phase (developed between August and September) some students had problems associating the meaning with the image, because of the lack of vocabulary. Through the intervention process one realized that the students started to associate visual elements with the vocabulary seen in class and with their own context. To develop more this idea, an excerpt of the field notes is presented

The teacher asked to make groups of four and wrote a description of a place on the board, to each group she gave an image which represent different places of the town. Once each group had the image, the teacher practiced the vocabulary, when she said a word she pointed out the group who had the image and they showed it. During the vocabulary practice, some students started to say,

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

'Iserra 100 es un mallcenter'; 'Exito es un supermarket'; 'las estaciones de Transmilenio y SITP son bus stop'. (Field notes, August 30th, 2016)

The previous extract shows the way in which the students made association between the images presented, the vocabulary and their own experience. According to Tillman (2012) "the visual elements (...) can help develop vocabulary skills as students connect the visual concept with words" (p.15). When students have a visual input to connect concepts, it is easy for them to remember words. As result, vocabulary increases when the students can relate the representation of the word with concepts presented in their own context and reality.



Figure 2: Students' participation

Moreover, as it is show in the previous image, the students' participation increase, as images were used as facilitator of learning. For them it was easier to remember the words when they have images to associate with. Then, the visual elements such as images or pictures contribute to the acquisition and understanding of vocabulary. At the

end of the process, it was seen that for the students the use of images helped them to recognize words and improve their vocabulary.

Indicator 2: Students use drawings to illustrate the classmate's and their own writings

Regarding this indicator, the pictures and images were an important tool to help the students to interpret and understand the vocabulary used by their classmates on their writing. Children used the vocabulary acquired to represent by means of drawings their classmate writings. In the example, it is possible to see that the student used different colors on her writing, making an association with the word and the color. On the other hand, the draw of the other student represented the principal characteristics of the "monster" described.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

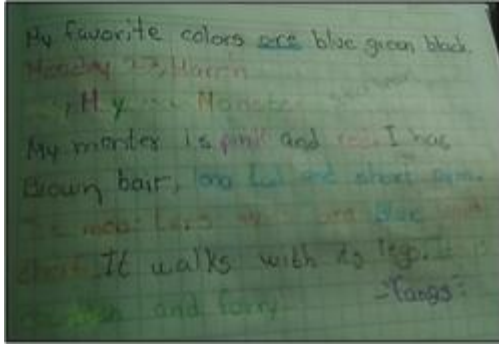
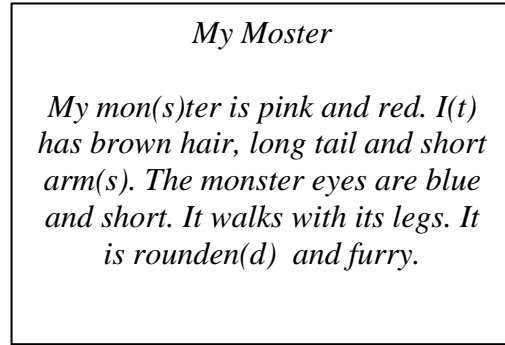


Figure 3: Student's writing



Student's writing transcription

This activity shows two important aspects, the first one is related to colors used on the writing. The second aspect is related to the representation. First, it is possible to see that the students who made the draw associate the colors of the words with the colors that the monster has. Secondly, it is visible that the student used the vocabulary learned to make the representation. These two aspects show that the student is capable to make his own representation of meaning by means of drawing.

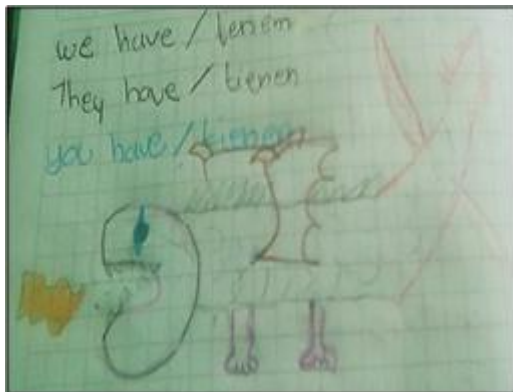


Figure 4: Student's draw about writing

Furthermore, With the students' drawings, it is possible to see the association made between the visual and the word. In agreement with Anderson (2012) "the drawing of pictures to facilitate better word learning is a relatively simple but powerful and underutilized learning strategy" (p.42) when the students made their own representations of words, it was easy for them to remember the meaning. For example, on the drawing, the word *tail* (according to the description provided) is well characterized, it demonstrates that the student made use of his previous knowledge (vocabulary learned) to make his own representation of the word.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Indicator 3: Students use visuals (drawings) to communicate ideas and feelings

“A child’s speech through a drawing is more sincere than when he speaks” (Hajdar, 2015, p. 64). This indicator shows the way students used drawings to complete or communicate ideas and feelings. When children worked with the pictures related to the professions, it was easy for them to identify their dream job. During one activity, one student looked carefully the images and discovered that his dream job was not represented, then, he made his own draw representing what he wants to do in the future.

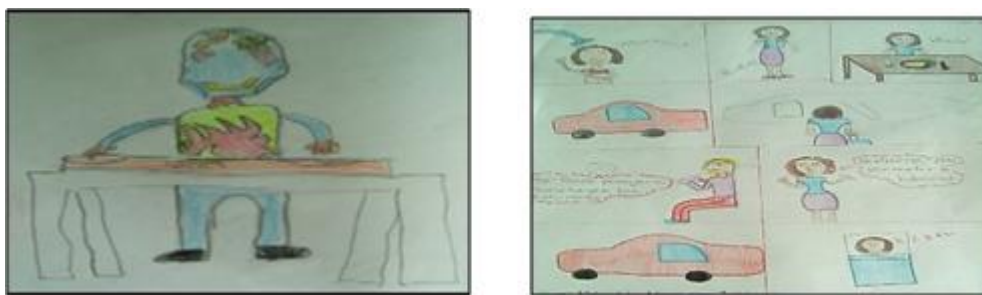


Figure 5: Students' dream job draws

Then, in the first draw, it is noticed that music plays an important role on the student’s life, as he chose DJ as his dream job. On the second one, the girl illustrated her daily routine as a flight attendant. Through these drawings, it is possible to see that the students communicate their perceptions and ideas about what is to be an adult. Drawings play an important role on the student’s communication, these are the projections of the students’ creativity and imagination. Using drawings, students can illustrate what they want to say without the pressure of using verbal words. About the students’ drawings, Hajdar (2015) states that the student

[...] expresses emotional experiences and wishes through a drawing using individual symbols, which are always in direct relation with life, which means that a child puts in a drawing his wishes, aspirations, visions, different feelings such as love, friendship, hatred, envy, irritations, depression. (p. 64).

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

To sum up, learners had the opportunity to interact with images and create their own representations. It allowed to start a process of visual literacy on the students as they were capable to understand and interpret visual elements. Also, this process is seen on the students' drawings, as they represent and communicate their ideas by means of drawing. As images were used as the principal resource of visual stimuli for the students were easy to associate them to their own context, it allowed to interact better with the language.

Category 2: Writing skills

This category considers the writing production of the students. In this specific case, writing artifacts such as descriptions or workshop are used to analyze each indicator. This category has two indicators, one related to the expression of ideas about visual input and the second one related to the use of writing to express themselves.

Indicator 4: Students use writing to express ideas and make descriptions about visual elements.

In regards this indicator, images were used to prompt writing in the students. At the beginning of the process students did not write complete sentences, and the use of vocabulary was not applied in a real context. On the sensitization phase of the project, the students had visual input to acquire vocabulary and to get familiar to the visual input. As result, in the interpretation and production phases, the students started to use the vocabulary and to write sentences to transmit ideas.

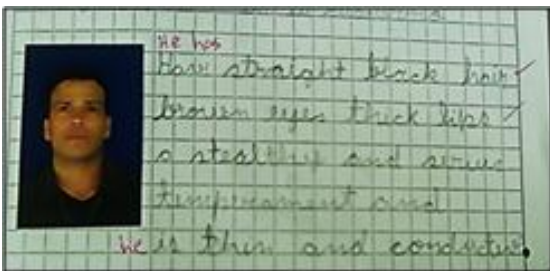


Figure 6: Students' writing about visual elements

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

It is seen in the examples above that the students expressed what they see in the image by means of writing descriptions. In both examples, the students provide a description about the image using the vocabulary learned in class. Though there are some grammar mistakes on the first example, it is seen that the student is capable to communicate by means of writing his perceptions about his father. On the other sample, the student wrote about what she was seeing on the image, moreover, in the sentence *the celebration represent(s) the culture of the paisas* she expressed her idea concerning what she thought festival is about.

Then, there is an important influence of the images on their writings. Using pictures, the student has a general idea about what they have to write. About this matter, Chareina (2007) states that “pictures gave the students real and exact data of the things they were writing about, like shape, colour, size, etc. Through pictures, the students can express their ideas in their writing easily” (p.56). As it is seen in the examples above, students achieve writing through the use of images. Based on the results, for the students was easier to transmit writing ideas when they have a visual element to describe. In addition, as the images used were based on the students’ context and reality, it increased the students’ interest on writing because they give opinions and descriptions about the elements known by them.

Indicator 5: Students write to communicate ideas.

In this indicator, the ability to communicate ideas and thoughts by means of writing is evaluated. To prompt communication and show to the students the importance that writing has on everyday life, for this project, writing activities were planned to show to a real target (in this case the UPNs’ English assistants). The students’ purpose was to describe with their own words some cities and touristic places from Colombia. To accomplish this objective, there was a

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

process in which the students first got familiar with the vocabulary and the descriptive texts, to finally create their own description.

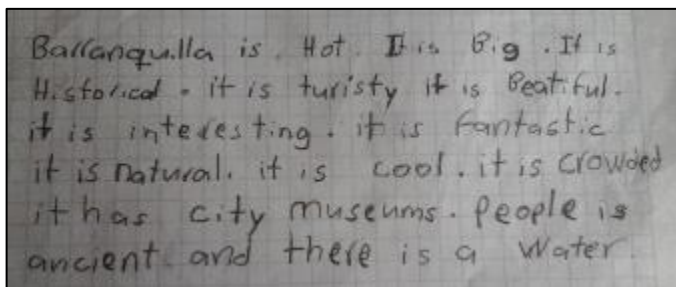


Figure 7: Students' group writing

For instance, the main objective with this activity was to know how students imagine the city and how they described it to a foreign who wants to travel in Colombia. During the activity,

children started to talk about what they know in regards the city and put down the information on the paper using basic grammar. As the example shows students started to write ideas about the weather, peoples' characteristics and some features of the city.

Even the students did not have large data about the place, they made a valuable effort to present it using the vocabulary learned, and including information that they consider important to give to the reader to know the city. According to White and Arndt (1991), writing is a means of communication and expression, through it, it is possible to share ideas, feelings and thoughts (p1). Then, it is seen in the picture, that the students started a process of communication, since they share ideas and transmitted them by means of writing.

Moreover, when children had an idea about who is the reader they engaged writing and tried to express themselves in a good way. About this matter, Raimes (1983) states that "[...] writers do their best when writing is truly a communicative act, with a writer writing for a real reader" (p. 9). As children knew the readers of their compositions, the act of writing and communication was more fruitful because they felt that the activities made by them had a real purpose.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Category 3: Motivation

This category includes information about the students' performance during the intervention. It considers aspects such as the activities accomplishment, the interest and engagement for the class.

Indicator 6: Students show interest in the activities proposed in class

Aspects such as the attitudes and performance of the students were considered to evaluate this indicator. At the beginning of the intervention, the students did not show interest in the class, they did not have active participation on the activities; as they were not confident in the use of the language. That is why one decided to divide this project in three phases, the first one, the sensitization phase in which the students get the familiar with the vocabulary and the language through the use of images. The second one, the interpretation phase where the students started a process in which they associate what they have learned with their context. The last one, the production phase where the students used the language to transmit ideas.

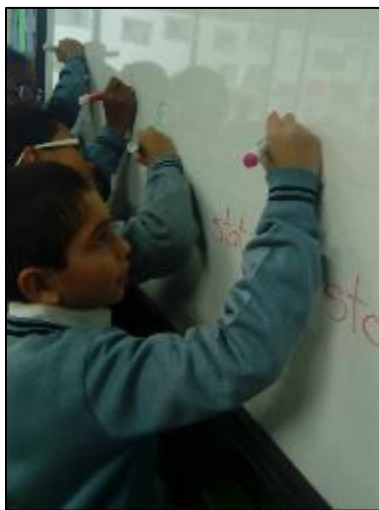


Figure 8: Students' participation 2

Those phases were important on the students' learning processes, since the students started to use the language progressively. For instance, on the sensitization phase, as the students started to learn the language by means of visual input, when the teacher asked for somebody who wants to represent by means of drawing the word that was written on the board, most of the students wanted to participate in the activity. Likewise, when the teacher showed an image the students said aloud the name of the object that was represented.

[...] When the activity started some students got nervous, but when they saw that the images where related to a topic that they had already known, they were excited to participate in the

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

activity. One student did not know the word that the image was representing, so, the teacher showed it to the others and told them if you know the answer you cannot say the word. The teacher gave some time for the student to remember the word, meanwhile the others were anxious to say the word. As the student did not answer, she asked to the other students if they know the meaning of it, answering the students said aloud church. (Field notes, September 13rd, 2016)

As it is show on the picture and the field notes extract, the interest of the students in the class increases, when they feel that they can be an important part of the class with their participation. About this matter “Alison and Halliwell (2002) mentions that everybody is more interested in proceedings if they feel that they have an important part to play, and therefore even hard-to-reach learners can be motivated by giving them the feeling of making a useful contribution.” (Dörnyei, Z. & Ushioda, E, 2011 p. 121). At the moment that learners put into practice the knowledge acquired, the activities of the class are enjoyable for them and the levels of anxiety decreases.

Moreover, on the other phases as they started to use the things that they have learned in their own and real context, they really felt part of the class and their engagement in the activities proposed raises. For example, when the English assistant Geena Marie Carimbocas visited the classroom the students got excited and they started to present themselves in English and asked some basic question to her in English (Appendix 10). The visit of the assistant held the attention of the class and boost the interest of the student to communicate and understand the English language.

Indicator 7: Students accomplish the classes' tasks maintaining the interest in it

This indicator refers to the students' achievement of the classes' objectives and the performance during activities. According to Harackiewicz and Hulleman (2009) “when students enter a classroom setting, they often adopt goals that are specific to that situation” (p. 44). In the

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

case of 402 grade at DOFASA school, when the English class started the students were curious about the activities that we were to develop in the class. For them, if the activities were related to describe or give information about their context, the students had a special interest to accomplish the task, since for them it was important to show to the members of the class, what they like to do or how their life is.

While the students enjoy the games and activities with images, the activity that catches more their attention was the project related to the travel brochure. For this, the students watched a video in which the assistants presented themselves and asked to them *which places of Colombia they should visit?*

The first time that the students watched the video they asked very excited and surprised ¿De dónde son? ¿quiénes son ellos? To answer the question the teacher said two of them, Geena and Sanjay are from Trinidad and Tobago, and Laure is from France. They are some friend from my university. After that she explained that in the classes they are going to work in a travel brochure in order to present it to the foreign assistants, as soon as the teacher explain the objective of the travel brochure the students started to say places and cities from Colombia, showing interest and expectation on the activity. (Field notes, February 24th, 2017)

At the moment that they watched the video their interest and motivation in the class increases as they realized that they can use the language in a real context. Harackiewicz and Hulleman (2009) states that “one way to enhance student interest is by creating an engaging, meaningful environment where students are able to discover the value in what they are learning” (p. 49). Then, the students were motivated to accomplish the activities and objectives of the class when they felt that they are playing an active role, in which they employed the things that they have learned in the class and in a real context of communication.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Indicator 8: Students engage to the class by means of visual elements

For this indicator, the influence that had the visual elements on the students' learning and motivation towards the EFL is evaluated. For this research, the use of pictures and visual elements were important to introduce and develop the topics of the classes. The use of visual input was a meaningful strategy to increase the English vocabulary in the students. Also, pictures were important aids to prompt the use of the language and the students' participation.

When she returned to the classroom she chose 10 students who had already finished the previous activity, they went out of the classroom and she explained that when the train came to the place all the students on board were going to ask where are you? And they had to answer I am at the _____ (depending on the place in which each of them is located according to the image). [...] The teacher was guiding the train and every time that they arrived at a place the students asked and the student on the place answer. During the activity, the students participated actively asking and answering, when somebody did not remember the word of the place, the other students help her/him telling the word. (Field notes, August 30th, 2016)

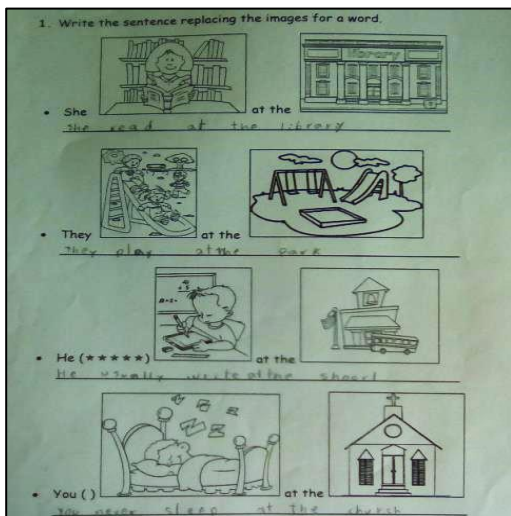


Figure 9: Students' vocabulary association

In the previous example, it seen that the students started to use the language in an imaginary situation in which the images were important to create the context of it. For Wright (1989) “pictures can represent or contribute much to the creation of context in the classroom” (p. 136). When the student has a context to use the language, it is easy for them to make associations with their reality. Thus, using pictures in the classroom made accessible the

language to the students, in the sense that they can see and use what they are learning.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Moreover, for the students the use of visual elements in the classroom was fruitful, as they understand better the activities and the vocabulary used. In the example showed, the student claimed that

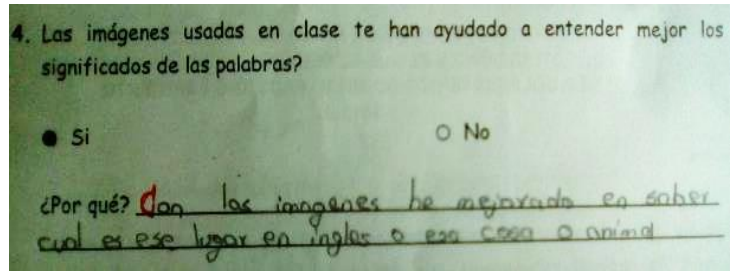


Figure 10: Student's perspective about the use of images in the classroom

her English had improved due to the images. For her, it was easy to identify a word with the corresponding meaning when it had an image to support it. Wright (1989, p.136) states that pictures motivated the students, since it allows to have a clearer idea about the topic. In that sense, the students were engaged to the class as pictures increase their understanding in aspects of the foreign language.

Also, the interest on the class increases when they had to create their own representations about any topic. The students felt attracted, and engage in the class when they had to draw and color, in special when they had to share their creations with their classmates. Drawing is a meaningful and fun activity for any child, as it allows to represent their thoughts, ideas and feelings. In the case of the 402 learners, they characterized not just their ideas, they represented by means of drawing what their fellows write. In that way, the good relations and communication in the classroom were established.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Summary of the results

This chapter presents a general idea about the findings and the results given through the research project. Thus, the section deals with the main outcomes based on the three emergent categories, visual literacy, writing skill and motivation. The three phases developed were significant to start a process of English language learning in the students. Through the stages and the intervention, it was noticed that the students had substantial improvement with regards writing skill, vocabulary learning and class engagement.

Looking at the first category visual literacy through images and drawings, the students were able to associate visual elements with its meaning. The results showed that the students started a process of vocabulary learning through images. They also began to relate the new words learned to their own reality and context. This finding shows that the use of visuals aids is important in the classroom to convey meaning and to contextualize the language to the learners.

Moreover, the students were capable to illustrate by means of drawings the ideas that their classmate transmit with their writings. With their drawings, they also illustrated their own thoughts. Drawing was an important element on the classroom, since it allows the appropriation of vocabulary in the children. Drawing also was a fruitful strategy, as the students draw to communicate ideas about their reality, feelings and future expectations.

Therefore, images were useful as they worked as the visual representation of a word, facilitating the learning and the internalization of vocabulary. The learners started a process in which they communicate and understand ideas by means of visual elements. Thus, the visual literacy was presented in the classroom as the students were exposed to a visual input, that allows them to integrate their knowledge, personal experience and imagination to increase and improve their language learning.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

In relation to the second category writing skills, the activities developed were meaningful to encourage the students to use the language. The results showed that the students gave account of information perceived in an image by means of writing descriptions. They elaborated simple and short pieces of writing about the topic presented to share their point of view. It was observed that the students had a significant progress on their writing, as they started to use the vocabulary and the grammatical structures worked in class. Even the students did not write large pieces of information, there were a development of this skill, since the students write at least simple descriptions and sentences to communicate their ideas and thoughts.

Finally, in terms of the third category motivation, students showed interest and engagement on the classes, since they participated actively in the activities proposed. Always that the teacher put an activity the students had a good disposition to complete it. When they finished the task most of the students wanted to pass in front of the class and share their answers to verify if they were right or wrong. Even they did not have a high English level they made a valuable effort to accomplish all the activities.

Furthermore, the use of images was crucial to engage to the students into language learning. As they had a visual representation of the words, for them, it was easier to remember and make associations. When the activities where related to matching or writing the image's meaning the children felt confident to give the answer. As they put into practiced what they had learned the classes were more enjoyable for them. Images also encourage the students to create their own drawings, they felt motivated when they had the possibility to share with their classmates their own perceptions with a draw. In that sense, pictures had fostered the students' motivation to learn English language.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Conclusions

This chapter presents the conclusions in relation to the specific objectives of this research. The first specific objective was to analyze the influence of visual literacy in the writing production process. Images and visual elements were important in the EFL context, since they provided a meaningful input to the students. Using visual aids, the teacher contextualized the language to the students, in special in vocabulary acquisition. The visual literacy helped to engage the students in writing, as they started to write about what they saw and perceived in the image, promoting the writing production in that way.

The second research objective was to identify the effect of motivation on the students' writing process. Motivation had an important impact in regards the students' performance. When the students were not interested in the class or they did not feel attracted with the activities, they did not accomplish the objectives. In terms of increasing motivation about writing, the activities proposed were related to the students' reality and experiences. The students enjoyed writing when they used the language to talk about their life and context. They also like to write when there is a real situation in which they put into practice the knowledge acquired. Then, to foster motivation in writing it is important to include activities placed in a real context.

The third research objective was to describe the impact that visual literacy has on the students' motivation. During the intervention, visual aids had an important impact on the acquisition of vocabulary, the participation and the engagement in the class. Images helped the students to elaborate relations between words and pictures, it also allowed them to convey meaning with their own drawings. The children showed high achievement and participation in the activities when they had to give the description of an image. These results made possible to

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

say that the students increased their motivation and interest in class when they were exposed to a visual input that allowed them to interact with verbal and non-verbal sources.

To sum up, Visual literacy increases the motivation in the students, since they had a clearer idea about the topics of the classes and when they had possibility to express their ideas with drawing. Visual literacy also prompts the writing production process, when the activities proposed are meaningful. The students felt attracted and motivated to use the language, if the activities had real purposes of communication.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Suggestions

After the development of this research, and based on the experience acquired through the practicum and the implementation process, it is important to make some suggestions for the DOFASA school, preservice teachers and futures researchers interested in developing a research based in any of the constructs presented in this study.

First, the practicum spaces are important for the preservice teachers to start their experience as real teachers. At the UPN Language Department, this practicum should begin earlier with the aim to have a better characterization of the students and more time for implementation process. The practicum coordinators must give a complete and clear information about the responsibilities that a student teacher have to accomplish, in order to avoid any misunderstanding when these begin their observation process.

On one hand, the institution has the best disposition to collaborate to the preservice teachers allowed them to work with new strategies of learning and teaching. Even the school do not have to many sources to work, the environment is favorable to produce ideas and projects. On the other hand, it is important to promote spaces of participation in the classes to motivate the students to share their ideas. As the institution is working on the strengthening of the English language, it is relevant to work with the teacher to elaborate projects that search the improvement of this language.

Preservice teachers have to take into account that each group of students is different, it implies that learners have different ways of learning. For that, teacher researches have to seek for strategies of teaching that fill the necessities of the children. Those strategies should include activities that attract the attention of the students. In regards the English learning, it is necessary

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

to contextualize the language to show the students the importance that it has on the society and communication.

English teachers should include activities and materials that motivate and engage the students with the class. Elements such as the visual aids and the teacher attitude are fundamental to increase the students' interest on the lessons. Regarding to this project, it was evident that visual literacy played an important role to foster motivation and to develop a process in which the students used the language with communicative purposes. Visual literacy offers the possibility of developing not only the verbal competences, it also includes the non-verbal ones, using different tools and resources.

To sum up, to integrate visual literacy in the classroom facilitates the students learning processes and promotes the use of the language, since it contributes to create meaningful context that allows students to relate the knowledge acquired with their reality. When the images and materials are colorful, it increases the interest on the students in what kind of activities will be developed in class. Finally, using different materials in class foster the development of the skills, as they provide meaningful input to learn and teach the language.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

References

- Anderman, H. L. & Midgley, C. (1998). Motivation and middle school students. ERIC DIGEST. Retrieved from: <http://www.ericdigests.org/1999-1/motivation.htm>
- Anderson, C. J. (2012). Utilizing Student-Generated Pictures for Formative Vocabulary Instruction. *Vocabulary Learning and Instruction*, 1(1), 37 - 43. doi:10.7820/vli.v01.1.anderson
- Avgerinou, M. & Pettersson, R. (2011). Toward a Cohesive Theory of Visual Literacy. *Journal of Visual Literacy*, 30 (2), 1 – 19.
- Brookhart, S. M. (2013). *How to Create and Use Rubrics for a Formative Assessment and Grading*. Alexandria, Virginia: ASCD. Retrieved from: <https://www.readpbn.com/pdf/How-to-Create-and-Use-Rubrics-for-Formative-Assessment-and-Grading-Sample.pdf>
- Brophy, J. (2004). *Motivating Students to Learn*. New Jersey: Lawrence Erlbaum Associates.
- Brown, H.D. (2001). *Teaching by Principles – An Interactive Approach to Language Pedagogy*. London: Pearson Longman.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York : Taylor & Francis.
- Byrne, D. (1988). *Teaching Writing Skills*. United Kingdom: Longman
- Cassany, D. (1999) *Construir la escritura*. Barcelona: Ediciones Paidós, Ibérica S.A.
- Chareina, M. S. (2007) *The Use of Pictures to Teach Writing Descriptive Text*. (Degree Thesis, Semarang State University). Retrieved from <http://lib.unnes.ac.id/6317/1/3835.pdf>
- Cohen L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. New York: Taylor & Francis.
- Coulmas, F. (2003). *Writing Systems: An Introduction to Their Linguistic Analysis*. New York: Cambridge University Press.
- Deci, E. Vallerand, R. Pelletier, L. & Ryan, R. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26 (3&4), 325-346.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

- Delgado, J. A. & Chapetón, C. M. (2015) *Getting the Picture Iconography: An Innovative Way to Teach English to Young Learners*. Bogotá: Aula de Humanidades.
- Denzin, N. & Lincoln, Y. (2005). *The SAGE Handbook of Qualitative Research*. Thousand oaks: SAGE publications.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Dörnyei, Z. (1994). Motivation and Motivating in Foreign Language Classroom. *The Modern Language Journal*, 78 (3), 273-284.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press
- Fransecky, R. B. & Debes, J. L. (1972) *Visual Literacy A Way to Learn - A Way to Teach*. Washington D.C: Association for Educational Communications and Technology.
- Freedman, A., Pringle, I. & Yalden J. (2014). *Learning to write: First/second language*. New York: Routledge.
- Gaikwad, V. (2013). *The Impact of a Visual Approach Used in the Teaching of Grammar When Embedded into Writing Instruction: A Study on the Writing Development of Chinese First Year University Students*. Thesis for the degree of Doctor of Philosophy in Education, University of Exeter. Retrieved from <https://ore.exeter.ac.uk/repository/bitstream/handle/10871/13722/GaikwadV.pdf?sequence=1&isAllowed=y>
- Gardner, R. (2010). *Motivation and Second Language Acquisition: The Socio-Educational Model*. New York: Peter Lang Publishing.
- Graves, D. (2014). The Growth and Development of First-Grade Writers. In Freedman, A., Pringle, I. & Yalden J., *Learning to write: First/second language*, (p.p 54 – 66), New York: Routledge.
- Hajdar, E. (2015). Drawing as a form of Communication and Creative Expression of a Preschool Child. *International Journal of Technical Research and Applications*, 30 (August, 2015) 59 - 65.
- Harackiewicz, J.M. & Hulleman, C. S. (2009). The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest. *Social and Personality Psychology Compass* 4(1) (2010), 42 - 52. Retrieved from: <https://psych.wisc.edu/cmsdocuments/CompassHH.pdf>
- Hedge, T. (1991). *Writing*. Walton Street, Oxford: Oxford University Press.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

- Krashen, S. & Terrell, T. (1988). *The Natural Approach*. Hemel Hempstead: Prentice Hall International.
- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. Virginia: Tesol International Association.
- Lo, J., Hyland, F. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing*, 16, 219 - 237.
- Melgarejo, D. (2009). Assessing Children's Perceptions of Writing in EFL Based on the Process Approach. *Colombian Applied Linguistics Journal*, 12, 70- 84.
- Merriam, S. (2009). *Qualitative Research. A guide to Design and Implementation*. San Francisco: Jossey-Bass.
- Noels, KA., Pelletier, L.G., Clément, R & Vallerand R. J. (2003). Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory. The H.W. Wilson Company.
- Nunan, D. (1989). *Designing Task for the Communicative Classroom*. United Kingdom: Cambridge University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. New York: Cambridge University Press.
- Orío, S. (2013). *Motivation and Second Language Acquisition*. Degree Thesis Universidad de La Rioja.
- Pincas, A. (1991). *Teaching Writing Skills*. London: Macmillan Publishers Ltd.
- Phillips, D., & Carr, K. (2010). *Becoming a Teacher Through Action Research*. New York: Taylor and Francis.
- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Ramos, J., Barros, K., Ribeiro, T., Couto, A. & Silvia, M. (2011). Interference of visual stimuli on the written production of students with no complaints of reading and writing difficulties. *Revista Da Sociedade Brasileira De Fonoaudiologia*, 16 (4), 396 - 404.
- Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J & Rodgers, T. (1986) *Approaches and Methods in Language Teaching*. New York: Cambridge University Press
- Sagre, A. (2008). *A Functional Approach to The Learning of Writing*. Thesis for the degree of M.A in Education, Universidad del Norte. Barranquilla, Colombia. Retrieved from

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<http://manglar.uninorte.edu.co/bitstream/handle/10584/721/30579340.pdf;jsessionid=080A2C7F3645A7BEC681CF1EFF3B0EDF?sequence=1>

Seels, B. A. (1994). Visual Literacy: The definition Problem. In D. M. Moore, & F. M. Dwyer, *Visual Literacy: An Spectrum Of Visual Learning* (pp. 97-109). New Jersey: Educational Technology Publications.

Teaching Writing Skills, (s.f). Designing and Implementing Classroom Techniques.

The International Visual Literacy Association (2012). What is "Visual Literacy"? Retrieved from <http://ivla.org/new/what-is-visual-literacy-2/>

The Pennsylvania State University (2006). Using Surveys for Data Collection in Continuous Improvement. *Innovation Insight Series*, 14. Retrieved from <http://www.virginia.edu/processsimplification/resources/PennState%20Surveys.pdf>

Tillmann, A. (2012). What We See and Why It Matters: How Competency in Visual Literacy can Enhance Student Learning. Honors Projects. Paper 9. Available in: http://digitalcommons.iwu.edu/education_honproj/9

Touré-Tillery, M. & Fishbach, A. (2014). How to Measure Motivation: A Guide for the Experimental. *Social and Personality Psychology Compass* 8(7), 328 - 341.

Social Psychologist.

Tran, L. T. (2007). Learners' Motivation and Identity in the Vietnamese EFL Writing Classroom. *English Teaching: Practice and Critique*, 6 (1), 151 - 163. Retrieved from <http://education.waikato.ac.nz/research/files/etpc/2007v6n1art8.pdf>

Viáfara, J. (2008). From Pre-school to University: Student-Teachers' Characterize their EFL Writing Development. *Colombian Applied Linguistics Journal*, 10, 73 – 92.

White, R. & Arndt, V. (1991) *Process Writing*. London: Longman.

Willis, J (1996) *A Framework for Task-Based Learning*. Hallow: Pearson Longman.

Wright, A. (1989) *Pictures for language learning*. United Kingdom: Cambridge University Press.

Zuñiga, N. (2010). *An Early Approach to Self-Directed Learning: Students in a Visual Literacy Environment in Their English Class*. Thesis of licentiate in basic education emphatically in Spanish and foreign languages, Universidad Pedagógica Nacional. Bogotá, Colombia.

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Appendixes:

Appendix 1: Inform consent

FORMATO	
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: F00229V	Versión: 01
Fecha de Aprobación: 02.08.2018	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1095 de 2008 – Código de la Infancia y la Adolescencia, la Resolución 0548 de 2016 de la Universidad Pedagógica Nacional y demás normativas aplicables vigentes, considerando las características de la investigación, se requiere que usted sea el representante y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO. INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Departamento de lenguas / lenguas extranjeras
Título del proyecto de investigación	Show Me The Word and I Will Write My Word
Descripción breve y clara de la investigación	La investigación que se realizará tendrá como fin analizar el impacto que tiene las imágenes en el aprendizaje de vocabulario, y su influencia en el proceso de escritura de la lengua extranjera (inglés).
Descripción de los posibles riesgos de participar en la investigación	El uso de la información del estudiante como soporte o evidencia del proceso (realización).
Descripción de los posibles beneficios de participar en la investigación.	La aplicación de vocabulario y uso del inglés como lenguas extranjeras, en el momento actual y oportuno del estudiante en relación con su entorno, la integración del proyecto al proceso que vive el estudiante en la institución.
Datos generales del investigador principal	Nombre(s) y Apellido(s): Andrea Fonseca Barilla N° de identificación: 1018994122 Teléfono: 3124118633 Correo electrónico: andrea4001@hotmail.com Dirección: calle 132 F# 132 - 24

PARTE DOS. CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____ con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____ Como adulto responsable del niño(s) y/o adolescente (s) con: _____

Documento Oficial, Universidad Pedagógica Nacional

FORMATO		
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES		
Código: F00229V	Versión: 01	
Fecha de Aprobación: 02.08.2018	Página 2 de 2	

Nombre(s) y Apellido: _____ Tipo de identificación: _____ N°: _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y consento de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Como el mecanismo mediante el cual los investigadores garantizan la confidencialidad de mis datos, los cuales no serán publicados ni enviados a terceros que actúen por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y los grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y sus grabaciones de audio, video o imágenes que se generen, que desconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
N° identificación: _____ Fecha: _____

Firma del Testigo: _____

Nombre del testigo: _____
N° de identificación: _____
Teléfono: _____

Documento Oficial, Universidad Pedagógica Nacional

FORMATO	
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: F00229V	Versión: 01
Fecha de Aprobación: 02.08.2018	Página 2 de 2

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente su naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he abreviado ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y su acogida con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____
N° identificación: _____
Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial, Universidad Pedagógica Nacional

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Appendix 2: Field notes 2.

FIELD NOTES No 2

SCHOOL:	Colegio Técnico Domingo Faustino Sarmiento	GRADE:	302 Jm
STUDENT-TEACHER:	Andrea Fonseca Murillo	DATE:	February 25 2016
TUTOR:	Mélaney Rodríguez Cáceres	MENTOR-TEACHER:	Luz Elena Barrera

Activity (Description)	Textual Markers (Linguistic and non-linguistic)	Analysis (Meaning)
<p>They were working on the math book. The activity was about number arrays. They had to read the problem and find the solution.</p> <p style="color: blue;">One student was reading. Teacher put reading another student.</p> <p style="color: orange;">Teacher asked about the answer of the Math problems, but just one student that answer.</p> <p>They had to make a workshop from the book.</p> <p>Teacher ask the correct answer of the book problems.</p>	<p>When the student- teacher arrives said “good morning”. The students answer “good morning teacher” and continued working on the book activity.</p> <p style="color: yellow;">Some students were sharing their books. While the student was reading, some fellows were talking and playing with the pencils. When somebody is reading, we can hear whispers. Teacher realized that, and put the student that was distracted to read, he did not know where they were reading.</p> <p>She drew the attention to the other students. After, some students started to answer but the answer was wrong. Teacher asked more concentration from those students.</p> <p>While they were solving the questions, teacher asked the answer. 5 or 7 students were right; almost all the students that were talking had a bad answer. They had to correct and observe very well the exercise.</p> <p style="color: purple;">During the time that students spent doing the activity, some of them look boring, part of them recline on the desk, others were yawning and talking.</p> <p>All the students answer at the same time and give the right</p>	<p style="color: purple;">Students use and understand some easy commands.</p> <p style="color: orange;">They are not envious and they like to share with the others. But they tend to talk and distracted themselves.</p> <p style="color: blue;">The students did not pay attention to their fellows that is why some of them were lost in the activity.</p> <p style="color: orange;">There is not an active participation in the classroom, just until teacher’s intervention.</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>English class greetings, commands and numbers.</p> <p>Repeat the commands.</p> <p>Number activity, teacher gave to each student a photocopy with number from 1 to 20. They had to color each number and their respective transcription.</p>	<p>answer. “Vamos a terminar con la clase de Math y vamos a continuar con English”</p> <p>Teacher said “good morning, how are you?” and the students answer “good morning teacher, fine and you”</p> <p>Teacher: “very good”</p> <p>She gave to each student a photocopy with a conversation, she read it and the students repeated after her.</p> <p>Teacher gave another photocopy with some commands. Student-Teacher read it and the students had to repeat after her. To check if they were doing in a good way, Teacher put to repeat one by one the command. Some do it well others did not, there were some students that do it interested and others did not, they talked very low and look like scared.</p> <p>During the pronunciation activity, some students were coloring the numbers, teacher asked them to stop and pay attention. They were coloring and talking for a while after the break bell sounds.</p>	<p>Due to they spent too much time doing the same activity they lost the interest quickly.</p> <p>Teacher uses the conversation to start the English class. They use always the same dialogue. Repetition is tool that use the teacher to reinforce the vocabulary. In my opinion is a useful tool, but it is important apply others methodologies.</p> <p>Maybe for some students the idea of repeat the same could be boring and from others the fact to know something new and do it well is something interesting for them.</p> <p>It is important to check some strategies to improve the students’ attention.</p>
--	---	---

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

Appendix 3: Field note 3.

FIELD NOTES No 3

SCHOOL:	Colegio Técnico Domingo Faustino Sarmiento	GRADE:	302 Jm
STUDENT-TEACHER:	Andrea Fonseca Murillo	DATE:	March 3 2016
TUTOR:	Mélany Rodríguez Cáceres	MENTOR-TEACHER:	Luz Elena Barrera

Activity (Description)	Textual Markers (Linguistic and non-linguistic)	Analysis (Meaning)	Interpretation (Categorization)
<p>When I arrived to class, they were finishing an activity about numbers in English. They had to color, uncover and write the numbers that they found in the draw.</p> <p>They started to work on the first unit of the book “Navegantes Tercero”. This unit is about some easy commands.</p> <p>Teacher wrote in the board “Hello my name is...” and she asked them to write that in their notebooks.</p>	<p>I always get into the classroom and said “Good morning” and the students answer me “Good morning teacher”.</p> <p>During the activity the students were talking. Teacher draw the attention to one student, some students start to said “ughhh” teacher calm them and continued the activity. One student start to said the numbers in English, but when he realized that I was looking at him he stopped. Teacher said “good morning” and the students reply “good morning”.</p> <p>They started to repeat the dialogue from the book they did that 3 times.</p> <p>Teacher went out of the classroom; the students were working on the activity and talking at the same time, but they stayed calm. When three of them complete the activity, they want to participate and share it with their fellows.</p> <p>Teacher arrived with a recorder; she put the song and asked the students to check the lyrics in their books. They hear the song attentively. She and I</p>	<p>As the students already know some commands, they used as a habit in the classroom.</p> <p>Distraction during the activities.</p> <p>When some students wanted to make fun of his fellow, teacher controlled the classroom, stopping the bullying. Maybe he was afraid about the reaction that I might have</p> <p>Some students have self-confidence and want to share their work.</p>	<p>Habit.</p> <p>Attention.</p> <p>Classroom management.</p> <p>Affective filter.</p> <p>Motivation to</p>

USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

<p>Sing the song “Hi, hi what’s your name”</p>	<p>started to sing without the song and the students repeat without sing. Teacher put the song again and the students sing. Every time that the teacher worked without the song the students didn’t sing, just three or four; but when she put the song the students sang with spirit.</p> <p>Some of the students were distracted, other were working on the activity. After a while they get very boring doing the same thing 10 times, so they started to talk. Some students presented the work to the teacher, but they had some mistakes because they did not understand the instruction. Therefore, the teacher explain it again.</p>	<p>Throughout the classes that I have been observing I have realized that the students memorized the concepts trough repetition. They felt shy to sing aloud, maybe they do not have self-confidence.</p> <p>As the activities are very repetitive, they lost their attention and interest quickly.</p> <p>Maybe, due to they were speaking during the explanation they did it wrong or just because they wanted to finish it quickly.</p>	<p>participate.</p> <p>Repetition to get the concepts and commands.</p> <p>Affective filer</p> <p>Attention and interest in the activities from the class.</p>
<p>Teacher wrote on the board “hi, hello what’s your name? My name is _____”. The students had to write that 10 times using different names in their notebooks</p>			

Appendix 4: Reading test and results



USING VISUAL LITERACY TO INCREASE MOTIVATION AND DEVELOP WRITING SKILLS

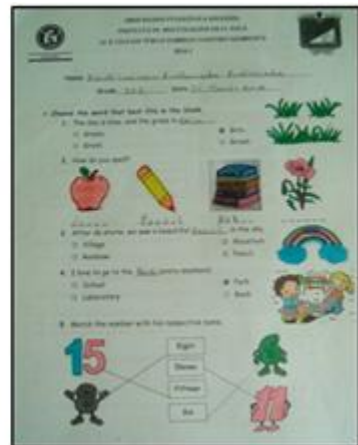
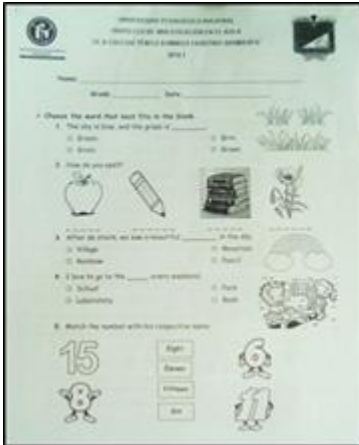
Appendix 5: Naruto image and students' description



Name _____
 Date _____
 Make a description of one character
 El cabello es yellow, el uniforme es orange, los ojos son blue.




Naruto it is yellow hair
 Naruto it is jacket and pants orange
 Naruto it is two friends
 Naruto it is mega powers

Appendix 6: Writing test



SHOW ME THE WORD AND I WILL WRITE MY WORLD

Appendix 7: Grading standards

<p style="text-align: right;">Grading standards</p> <p style="text-align: left;">Indicator</p>	 Very good	 Good	 Needs work
Students interpret visual elements by means of observing and describing.	The descriptions are agreed with what is observed in the image.	The descriptions have some elements that are agreed with what is observed in the image.	The description does not have any connection about what is observed in the image.
Students use drawings to illustrate the classmate's and their own writings.	The drawings are according to with the information provided in the writings.	The drawings include some characteristics that are according to the information provided in the writings.	The drawings are not according with the information provided in the writings.
Students use visuals (draws) to communicate ideas and feelings.	The drawings are used to complete ideas about the topic.	The drawings sometimes are used to complete ideas about the topic.	The drawings do not transmit ideas about the topic.
Students use writing to express ideas about visual elements.	The writings include proper information and descriptions about the visual element.	The writings include some information and descriptions about a visual element.	The writings do not include proper information and descriptions about visual elements.
Students write to communicate ideas.	The writings communicate complete and understandable ideas.	The writings sometimes communicate complete and understandable ideas.	The writings do not communicate complete and understandable ideas.

SHOW ME THE WORD AND I WILL WRITE MY WORLD

Appendix 8: Field note August 30th, 2016

FIELD NOTES

SCHOOL: Colegio Técnico Domingo Faustino Sarmiento **GRADE:** 302 JM
STUDENT-TEACHER: Andrea Fonseca Murillo **DATE:** August 30th 2016
MENTOR-TEACHER: Luz Elena Barrera

Description

To start with the class, the teacher wrote the question *Have you seen my pet?* on the board, then she made the question to some students using a picture of a dog. While she was doing the question, she made mimics and use body language to explain the question. Some students associate the word pet with *mascota* and the house's animals seen in previous classes. A student said *cat, dog, fish, bird...* then the teacher put the images of a church on the board and pasted the dog image on it, she asked *where is my dog?* An student said *iglesia* and the teacher say yes, *my dog is at the church* pointing the image.

After, the teacher asked to make groups of four and wrote a description of a place on the board, to each group she gave an image which represent different places of the town. Once each group had the image, the teacher practiced the vocabulary, when she said a word she pointed out the group who had the image and they showed it. During the vocabulary practice, some students started to say *Iserra 100 es un mallcenter, Exito es un supermarket, las estaciones de transmilenio y sitp son bus stop.*

Using the images she explained that her dog was lost, and somebody tell her that it was in the place described, so the students had to read the description and compare the image of the place that they had to indicate if the dog was on their place. While they were reading the description some of them where looked on their notebooks for the words that we have already worked, when they did not found a word some of them searched on the dictionary or others asked to the teacher. After 10 minutes, the teacher asked *where is my dog? It is at the library* and the students who had the library image answer *no, is it at the supermarket?* And the student answer *no*, then the students that had the image that matches with the description said *the dog is at the university*. The teacher said *yes very good, the image of the university is the one that matches better with the description.*

After the activity, the teacher asked to the students to make the draw of the buildings with the corresponding word in their notebooks. Meanwhile, the teacher went out of the classroom and pasted some images from different places on the playground for the next activity. When she returned to the classroom she chose 10 students who had already finished the previous activity, they went out of the classroom and she explained that when the train came to the place all the students on board were going to ask *where are you?* And they had to answer *I am at the _____*

SHOW ME THE WORD AND I WILL WRITE MY WORLD

(depending on the place in which each of them is located according to the image). Then she explained to the students that were at the classroom the same instruction. The teacher was guiding the train and every time that they arrived at a place the students asked and the student on the place answer. During the activity, the students participated actively asking and answering, when somebody did not remember the word of the place, the other students help her/him telling the word.

The final activity was in the classroom for it, the students wrote or describe on their notebooks a situation in which they have to use the vocabulary practiced during the whole class. For this activity, the teacher pasted the images of the places on the board to help the students to remember the places seen. During the activity, the students were talking to each other about the place they chose and why. To finish the activity and the class, the teacher took some images and asked to the students who had chosen those places to read and share what they had written and showed the draw in front of the class. In their intervention, some were nervous to not pronounce the words right, but when they did not know or remember how to pronounce the word the teacher helped them giving the pronunciation.

Appendix 9: Field notes September 13rd, 2016

FIELD NOTES

SCHOOL:	Colegio Técnico Domingo Faustino Sarmiento	GRADE:	302 JM
STUDENT-TEACHER:	Andrea Fonseca Murillo	DATE:	September 13 rd 2016
		MENTOR-TEACHER:	Luz Elena Barrera

Description

The teacher started the class with the game tingo, tingo, tango on the playground. For the game, the teacher used images related to the parts of the city. When the activity started some students got nervous, but when they saw that the images where related to a topic that they had already known, they were excited to participate in the activity. One student did not know the word that the image was representing, so, the teacher showed it to the others, and she told them that *if you know the answer you cannot say the word*. the teacher gave some time for the student to remember the word, meanwhile the others were anxious to say the word. As the student did not answer, she asked to the other students if they know the meaning of it, answering the students said aloud *church*. This game was developed with almost 15 images, each of them representing a place of the city, after the student said the word, the teacher and the students repeated the word in order to practice the pronunciation.

SHOW ME THE WORD AND I WILL WRITE MY WORLD

In the classroom the teacher asked to the students *is it allowed to run on the classroom?* making the mimic of running while she was asking, one student said *correr en el salón*, the teacher said yes, *is it good or bad?* The students said *bad*. Then, the teacher asked and in the library, *can you run in the library?* The students answer *no*. After the teacher write on the board *I can't run in the library* and *I can read in the library*. She explained to the students that they are going to work with activities that are allowed to do in certain places and with those that are not allowed. For this, the teacher pasted on the board 10 images of the places already worked, then she chose the library image and wrote six sentences: *I can read at the library, I can study at the library, I can write at the library. I can't eat at the library, I can't sing at the library and I can't jump at the library*. After, she said to the students that chose two places with different characteristics and that they had to write what *they can and can't do in those places*. After, the teacher asked who wants to write *what can I do in the park?* One student passed on the board and wrote *I can run, I can play and I can jump*. Next the teacher asked for somebody who wrote *what can't I do in the hospital?* Another student came in front and write *I can't scream, I can't eat and I can't run*. The teacher said *very good those are examples about activities that we can or can't make in certain places*. For the final activity, in couples the students had to ask each other *what do you do at the ____?* Depending the place they have chosen. During this activity, the students use their notebooks to read and use the sentences that they had written on the previous activity. To finish the class the teacher practice again the pronunciation of the words with the students.

Appendix 10: Field notes February 25th, 2017

FIELD NOTES

SCHOOL:	Colegio Técnico Domingo Faustino Sarmiento	GRADE:	402 JM
STUDENT-TEACHER:	Andrea Fonseca Murillo	DATE:	February 24 th , 2017
		MENTOR-TEACHER:	Luz Elena Barrera

Description

To start the class the teacher showed some images of touristic places from Trinidad and Tobago. While she was showing the images, the students have to guess where was the place. All the students though that the places were in Colombia, some of the name cities such as Santa Marta, Cartagena or San Andrés. As anybody knows where the places were, the teacher said that they are at *Trinidad and Tobago*, the students asked if that was a city or a country. To answer all the questions, using a map she showed to the student where is located the country. After, she asked to the student what they can see on the images, one student said *the sea*, another said the colors, one said *the sun* and other *yo veo el cielo*. While the students were talking the teacher write on

SHOW ME THE WORD AND I WILL WRITE MY WORLD

the board the words that they were saying, when she wrote sky the student who said *cielo* asked if that was the way to say that word in English and the teacher answer yes.

For the next activity, the students had to write sentences describing the images. While they were doing the activity, the teacher prepared the computer and the speakers to show them a video. During the writing activity, the students asked for the meaning of some words, in special for the word *es*. When they finish the activity, the teacher asked *who wants to read?* And two students came in front the class and read what they wrote. In general, on their writings they presented information about, the color of the sea, the sand, the sky and about the size of some monuments and buildings.

For the next activity, the teacher explained *today we are going to meet new friends*, and she showed a video in which two English and one French assistants were presenting themselves and they were asking which places of Colombia they should visit. The first time that the students watched the video they asked very excited and surprised *¿De dónde son? ¿quiénes son ellos?* To answer the question the teacher said *two of them, Geena and Sanjay are from Trinidad and Tobago, and Laure is from France. They are some friend from my university.* After that she explained that in the classes they are going to work in a travel brochure in order to present it to the foreign assistants, as soon as the teacher explain the objective of the travel brochure the students started to say places and cities from Colombia, showing interest and expectation on the activity. Once the students understand the travel brochure project, the teacher invited to coming to the classroom to the assistant Geena Marie Carimbocas, at soon she went in to the classroom the students were very excited because it was their first time knowing a foreign person. They started to ask questions in Spanish, but the teacher had to talk them to soothe the classroom.

When the classroom was quiet, Geena presented herself and one by one the students made their presentation saying just their names. After, the assistant talked in Spanish about some touristic places from Trinidad and Tobago, while she was talking the students were curious and asked to her many things about her country. To finish the class, Geena took one of the pictures that were pasted on the board and she made a basic description of the places that was represented. When we left the classroom, the students went out the classroom and wanted to take some pictures with her.