

Implementing sequenced story picture

IMPLEMENTING SEQUENCED STORY PICTURE TO FOSTER WRITING SKILLS IN 9th
GRADE STUDENTS AT AGUEDA GALLARDO HIGH SCHOOL: AN ACTION
RESEARCH

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FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM
INTEGRAL PRACTICE
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DEDICATION

I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents, Mario and Beltzy whose words of encouragement and push for tenacity ring in my ears; and to my siblings Yuly, Alexander and Monica who have supported me throughout the process.

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ACCEPTATION NOTE

Practicum Committee Signature

Supervisor's signature

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INTRODUCTION

In times of globalization, it is important for each country to develop the ability of its citizens to manage at least one foreign language. It is also clear that mastering a single language is not enough in an interconnected world where the ability to be bilingual or multilingual is necessary to study, work and live. In Colombia, it is essential that citizens learn English by developing the required competencies in order to become proficient and respond to three needs of today's educational system: managing other areas of the curriculum, the need for universities to pursue higher education and the demands of the labor market in technological, scientific and cultural aspects.

In this context, the Colombian Ministry of Education created the “National Bilingualism Program 2004-2019”, including the new standards of communicative competence in English as a foreign language. Taking into account the Common European Framework as a national and international reference, the program aims to increase the communicative competence in English throughout the educational system and strengthen national competitiveness to ensure Colombians reach at least B1 English. Nevertheless, in many Colombian schools, English learning process is not effective due to the lack of teaching tools, authentic materials and didactic strategies that encourage students to learn a foreign language and help them develop the four skills: listening, speaking, reading and writing in their scholar learning process.

In such a way, this project was developed at Águeda Gallardo High School in 9th grade with a beginner English level of A2, with the purpose of fostering students' writing competencies through the use of sequenced story picture (picture series) as well as integrating the other important skills: speaking, reading and listening throughout students' learning process.

PROBLEM

An effective English class comprises several features such as the setting where the class takes place, the materials that are used to teach the language, the teacher's methodology and lesson planning to follow and the teacher and students' relationship. Likewise, the teacher is the key element in order to create a comfortable environment that motivates students to learn the foreign language by using dynamic strategies, innovative tools and creative activities to allow students to be engaged in the English learning process. However, during the non-participant classroom observation it was perceived the absence of motivation and willingness students had to learn, some of them did not even want to enter to the English classroom. Most of students did not show any respect for the teacher, they spent the hour screaming, swearing, playing with their cellphones or talking to their classmates; they behaved as if the teacher was not even there. Likewise, a few of the students had a bad attitude towards the class, some of them did not bring their English notebooks and dictionaries, and they did not participate or do the activities that were asked to. Furthermore, students' learning process, especially reading and writing were affected by the lack of vocabulary, the consistent drilling exercises where students repeated orally several times the meaning of verbs in Spanish, and the traditional grammar translation method used by the teacher during all the classes leaving aside the practice of the four skills. The students' indiscipline and lack of attention were factors that affected the development of the class, obstructing the progress of activities and the advance to new learning topics.

JUSTIFICATION

The dynamics of today's world show the importance of learning a second language to foster learners to develop a pluralistic vision of the world and get in touch with other ways of

thinking and expression. Thus, learning English as a second language (ESL) requires that learners become proficient in the use of the four skills (listening, reading, writing and speaking).

According to Tennant, 2007, English is one of the most difficult languages to learn because of the variety of its vocabulary, the different meanings of word, complicated grammar, extensive use of idioms, compound expressions, phrasal verbs and its hard accent with regards the intonation, rhythm and word stress. As a result, there are several difficulties in the English learning process involving writing, reading, listening and speaking skills. Writing is an intricate and complex task; it is the most difficult of all the language abilities to acquire for ESL learners as Mourtaga (2010) cited by Adas and Bakir (2013) stated: *“Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. The problem is the lack of both: the adequate stock of English vocabulary and creativity in writing”*. In this process, learners should take into account specific linguistic aspects when writing, such as grammar structures, punctuation, word choice, and text organization (cohesive and coherent structure). In addition, motivating students to write frequently can be a tricky task; however, as Hyland (2002) cited by Barkaoui (2007) affirmed: *“teachers need to attend to both cognitive and motivational factors in the L2 writing classroom. Motivational factors include learners’ beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners’ engagement, effort, and learning in the L2 writing classroom”*.

Moreover, it was noticed during the three weeks observation that students’ writing process was focused on a scarcely translation process consisted of a list of sentences written on the board by the teacher where students who worked in class were limited to translate them into Spanish or English. It is basically for previous situation that as a pre-service teacher, it was

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essential to find a teaching tool which allow students to improve their English skills. That is why this project carried out at Águeda Gallardo High School attempted to motivate 9th grade students' English learning process by implementing didactic activities such as videos, native speakers audios, songs among others, and foster their writing skills by using sequenced story picture since the images and sentence strips they contain are useful to catch students' attention, encourage them to imagine, be creative and practice reading and writing in a good different way.

Finally, this project was broken down into four main chapters. The first one was the pedagogical component where was presented the theoretical framework with the definition of the key terms about the project such as writing skill, integrated skills and sequenced story picture; including the methodology and the lesson principles that guided the English classes. The second chapter was the research component, in which previous studies on sequenced story picture and writing skills were described. As well as the research design, the population and the instruments, and the schedule that was implemented for collecting the data. The third chapter was about the Outreach Component in which a community service was offered to the school. Finally, the fourth chapter was the administrative component consisted of a set of different school activities in which the pre-service teacher participated.

OBJECTIVES

General objective

- To implement sequenced story picture as a strategy to foster students' writing skills at a public high school.

Specific Objectives

- To reinforce reading and writing skills throughout the use of sequenced story picture.
- To stimulate students' writing process through the use of sequenced story picture.
- To encourage students to participate in English class by implementing didactic activities.

Institutional observation

Topographical location of the school

Águeda Gallardo de Villamizar High school is located at the ninth street in the Ferial Neighborhood in Pamplona. According to the Decree No. 000 858 on September 30, 2002 and 00 129 of 28 January 2003, Águeda Gallardo de Villamizar High School was connected to four primary schools that work as headquarters, which are Escorial Primary School, Alfonso López Primary School, Santísima Trinidad Primary School, Jardin Nacional Primary School. These headquarters are in charge of the general administration of Agueda Gallardo de Villamizar High school, the central headquarter.

Águeda Gallardo high school has the next main authorities:

Table 1: Educative Authorities

Occupation	Name
Principal	Sor Sol Cristina Redondo Ávila
Discipline Coordinator	Oscar Suarez
English teacher	Carmenza Vera

Institutional Educative Plan (PEI)

Objective

The educational Institution Águeda Gallardo de Villamizar lead by the community of “Las Hijas de Maria Auxiliadora” is inspired by the Salesian philosophy that seeks training commensurate with the demands of the times, aims at educating young people able to transform society and being elements of change in the world creating a culture which establishes life, truth and goodness values. "Good Christians and Honest Citizens" as did Don Bosco and Mother Mazarello.

Mission

“Educational Institution Águeda Gallardo de Villamizar provides an academic, humanistic preventive and quality educational instruction to children and youth from preschool level to technical media, as technicians in the area of health, with the appropriate theoretical and practical knowledge and with a high degree of responsibility and honesty in the service of the region and the country.”

Vision

“In 2020 the Educational Institution Águeda Gallardo de Villamizar, will be consolidated as a certified institution in providing educational service in North Santander department, in the education of young active and autonomous citizens, managers of healthy environments with academic and work competences in the health area”.

Institutional Philosophy

The Educational Institution Águeda Gallardo Villamizar focuses its institutional process on the experience of the preventive system, method and spirituality which is Don Bosco's educational approach; this emerges as the culmination of a movement that expresses two hundred years of pedagogy with great personalities such as John Amos Comenius and his ideal of charity as a mediator of all relationships, including scholar relationships; Kant and his radical proposal to always put yourself in the other shoes, acting accordingly; Pestalozzi and the generosity of the teacher with children and colleagues.

Institutional Principles

The educational mission and vision intertwined with evangelical principles is based on the centrality of the human person capable of opening up to God and to others and commit to the common good, this rests on the pillars of "reason, religion and kindness", on which the student builds their life project. The preventive system looks for inside each person, qualities and gifts to facilitate the development of their potential, and it does so from the Salesian trinomial: "Work, mercy and joy."

Important Aspects about the Rulebook

The rulebook is divided into ten chapters: chapter I contains the general guidelines; chapter II presents the institutional framework of the manual; chapter III states students' rights, duties and educational actions; chapter IV explains students' admission and retention system; chapter V details the system evaluation and promotion of learners; chapter VI shows prevention

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and conflict resolution; chapter VII explains the route of comprehensive care in social affairs; chapter VIII details manners and personal care; chapter IX states student's welfare service and chapter X explains parents or guardians' responsibilities, and teachers and managers teachers' rights and duties.

Objectives

- To establish clear lines of social behavior, to ensure a true coexistence and integration of the educational community promulgating the rights, duties and other normative criteria, agreed with the levels of the educational community.
- To enact the rights, duties and other normative criteria in common agreement with all levels of the educational community.
- To promote the unity of criteria and the search of common objectives in all of the members of the educational community.
- To encourage habits of participation, self-management and personal construction of learning, which impact not only on the training of young people, but also families, teachers, administrative and operational staff and on those in one way or another linked to the institution.
- To involve parents in their children's process of education through the development of actions aimed at resolving individual and collective problems.

Physical plant

According to the physical plant distribution of the Agueda Gallardo de Villamizar High School, it has: 24 classrooms for classes distributed in the three stages, a room for teachers, 3 toilets (one for girls, one for boys and one for teachers) an auditorium, an art classroom, a pastoral education classroom, a computer room, a classroom of new technologies, a library, a counsellor room, an infirmary, a classroom in the area of health, a cafeteria, a Chapel, a school based restaurant, a music room, a chemistry laboratory, 3 offices for the administrative staff, an open space to play basketball and soccer, and a court with a net to play volleyball, and a garden. However, some rooms are not available due to infrastructure renovations (the auditorium, the library and the classroom of new technologies).



Figure 1: Agueda Gallardo High School

Institutional organization

Águeda Gallardo de Villamizar organizes all the members of the educational community: the center is the Principal, the Academic Council, the Student Council, the Parents Association, the Academic Coordinator and the Administrative Division, which are the basis of other elements that are part of the institution. School calendar (Appendix 1)

Pedagogical Aspects

Observation Protocol

Taking into account *Protocol for Classroom Observations* proposed by Annenberg Institute (2004), it was established an observation protocol to be implemented during the two first weeks at Águeda Gallardo High school. The following is an example of the observation protocol format. (Appendix 2)

Observation N°: _____		
Date: _____		Teacher: _____
Observer: _____	Course: _____	Hour: from ___ to ___
Objective: _____		
CLASSROOM DESCRIPTION:		
1- Description of the classroom:		
2- Teaching aids /materials:		
3- Number and gender of students their attitudes and behavior		
TIME	WHAT I OBSERVE	MY REFLECTION
00:00 – 00:00		

Curricular Plan

English teachers at Águeda Gallardo School were in charge of making the English plan.

This plan establishes some objectives:

- To develop students' language skills so they are able to achieve the communicative competences they need to use English appropriately language in different contexts, direct contact with native speakers and socio-cultural experiences they may face.
- To encourage the use of the foreign language as a means to value and respect the linguistic diversity in a globally connected world providing essential tools for student performance including the vulnerable population, SEN (special educational needs) or with exceptional capabilities.
- To encourage the use of learning strategies that allow students to improve their communicative performance considering Ministry of Education policies led by the National Bilingualism program.
- To promote the practice of human values through the Pastoral Proposal and to apply them in daily interaction through the Preventive System of Don Bosco. (Appendix 3)

CHAPTER I

PEDAGOGICAL COMPONENT

INTRODUCTION

First of all, it is essential to highlight the constant support of the foreign language program providing a space to the tenth semester undergraduate students to carry out their practicum as it allows the pre-service teachers to put into practice all the acquired knowledge and previous teaching experiences to develop a higher role in a public high school teaching English as a second language (ESL).

Likewise, the pre-service teachers used this opportunity to find innovative strategies and through their creativity and imagination look for new teaching tools to implement in the institutions and improve the English teaching/learning process. That is way this project aimed to implement sequenced story picture as a tool to foster and reinforce students' writing skills and simultaneously contribute to their whole learning process throughout didactic activities.

Therefore, this chapter presented the pedagogical key aspects that guided this project such as the national bilingual program, communicative approach, reading skill, writing skill, integrated skills, and sequenced story picture as a tool for improving the English level; as well as the methodology adopted during the classes.

JUSTIFICATION

This Project was mainly focused on the implementation of sequenced story picture as a tool for fostering and reinforcing 9th grade students' writing skills, since it was evidenced limitations at the moment of writing a short composition, difficulties related to the wrong used of

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grammar structures, lack of vocabulary, mother tongue interference and absence of cultural target language context. Besides, this project was also aimed at implementing sequenced story picture as a way to stimulate students' writing process by using images and sentence strips to catch student's attention and to improve the English level involving 9th grade students.

Moreover, implementing teaching tools and dynamic activities to complement sequenced story picture can encourage students to participate in English class since during the observations it was perceived that students did not have an active interaction with the target language. They were unmotivated and unwilling to learn the second language due to the monotonous and tedious activities implemented by the teacher in which students have a passive participation. For these reasons, the pre-service teacher attempted to engage students in a new educational experience where they were able to learn the target language having fun and being active in the class.

OBJECTIVES

General objective

- To implement sequenced story picture as a tool to reinforce 9th grade student's writing skills in a public high-school.

Specific objectives

- To foster students' writing skills through the use of sequenced story picture.
- To give students the opportunity to use their imagination and be creative throughout the design of sequenced story picture.

- To provide students a new way to practice reading and writing skills.

THEORETICAL FRAMEWORK

This theoretical framework described the key concepts that guided this project and provided a better understanding of the topic. Those concepts were: National Bilingual Program, communicative approach, reading skill, writing skill, integrated skills, and sequenced story picture.

National Bilingual Program

In Colombia, the Ministry of National Education creates the National Bilingual Program 2004-2019 aims to “have citizens who are able to communicate in English, so that they can insert the country into universal communication processes in the global economy and the cultural openness, with internationally comparable standards. This objective implies a structured development of communicative competences throughout the educational system”. It was necessary the adoption of a common language to establish the level of performance goals in the language through the different stages of the educational process. Therefore, the Ministry of National Education chose the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR)", a document developed by the Council of Europe, which describes the scale of performance levels that a student has to achieve as a guideline to fix the proficiency levels to be achieved.

The next table shows how the Ministry of Education has adopted these levels as specific goals for different populations of the education system. The standards articulate those goals,

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establishing what students should know and be able to do to achieve proficiency level B1 at the end of the Basic and Secondary Education.

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	<ul style="list-style-type: none"> • Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	<ul style="list-style-type: none"> • Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		<ul style="list-style-type: none"> • Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 2: Basic Standards of Competence

According to MEN (2006) the Basic Standards of Competence are grouped into sets of grades, as follows: from First to Third, from Fourth to Seventh, from Eighth to Eleventh. For each grade group is established what students should know and be able to do in the language at the end of their passage through these grades. The next tables present the standards for the four skills (listening, reading, writing and speaking) and social interaction for 9th grade.

There are five columns, the two blue columns include specific standards that apply to comprehension skills, and three brown columns include those related to production skills. Finally, the numbers that are next to the specific standards refer to the different communication competencies (linguistic, pragmatic and sociolinguistic).

Lectura	Escritura
<ul style="list-style-type: none"> • Identifico iniciación, nudo y desenlace en una narración. 2 • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. 2 • Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. 1,2 • Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 1,2 • Identifico la recurrencia de ideas en un mismo texto. 1,2 • Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. 1,2 • Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. 1,2 • Valoro la lectura como una actividad importante para todas las áreas de mi vida. 2 • Comprendo la información implícita en textos relacionados con temas de mi interés. 2 • Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos. 2 • Identifico elementos culturales presentes en textos sencillos. 3 	<ul style="list-style-type: none"> • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1,2 • Escribo mensajes en diferentes formatos sobre temas de mi interés. 1,2 • Diligencio efectivamente formatos con información personal. 2,3 • Contesto, en forma escrita, preguntas relacionadas con textos que he leído. 1,2 • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. 1,2 • Parafraseo información que leo como parte de mis actividades académicas. 1,2 • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 1,2 • Uso planes representados en mapas o diagramas para desarrollar mis escritos. 2 • Ejemplifico mis puntos de vista sobre los temas que escribo. 1,2 • Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. 1,2,3

Communicative approach

According to Richards & Rodgers (2007: 155) cited by Kamhuber (2010), “*today European and American language teaching experts view communicative language teaching (CLT) as an approach, which has communicative competence as its goal of language teaching and which seeks to include all of the four language skills into communicative exercises*”.

Therefore, this project is based on communicative approach as a way to put into practice students’ knowledge in real life situations as well as integrating the four skills.

Furthermore, Richards (2006) provides a set of principles that lead the communicative language teaching methodology as follows:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually come together in the real world.

On the other hand, Akram & Mehmood (2011: 175) cited by Ahmad and Rao (2013) stated the importance of introducing the communicative approach in ESL classrooms to overcome the old grammar-translation method used in many schools “*CLT enhances the learners' confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation. CLT gives clarity to the expression... communicative approach is better than all the other methods of language teaching in general and Grammar Translation Method (GTM) in particular because the GTM is more concerned with teaching about language rather than language itself whereas communicative approach establishes a direct bond between the experience and the expression*”.

Reading skill

According to Day and Bamford (1998: 12) reading is “construction of meaning from a printed or written message. The construction of meaning involves the reader connecting

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information from the written message with previous knowledge to arrive at meaning at an understanding". About reading, Harmer (2007) presents some principles of reading where steps must be followed as follows:

- a) Encourage students to read as often and as much as possible.
- b) Students need to be engaging with what they read: Students read extensively they should be involved in joyful reading,
- c) Encourage students to respond to the content of the text: Reading explore their feelings about it.
- d) Prediction is a major factor in reading: When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is on the book photographs and headlines hint at what articles are about.
- e) Match the task to the topic when using intensive reading texts: Choose good reading task, the right kind of questions, appropriate activities before, while and post reading and useful study exploitation.
- f) Good teachers exploit reading texts to the full: Integrate the reading text into interesting lesson sequences, using the topic for discussion and further task.

Writing skill

According to Harmer (1998), the four reasons for teaching writing to students of EFL include reinforcement, language development, learning style and writing as a skill, as he states: "Reinforcement: The visual information of a language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to

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memory, students often find it useful to write sentences using new language shortly after they have studied it. (2) Language development: the mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning process. (3) Learning style: For many learners, the time to think things through, to produce a language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. (4) Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction, etc.) just as they need to know how to pronounce spoken English appropriately".

About process writing, teachers follow stages before making a final written product. Harmer (2004) affirms there is an interrelated set of recursive stages which includes: Planning (what we are going to write taking into account the purpose, the message and the audience), drafting (the first version of a piece of writing), editing (it include reflection and reviewing in order to correct the written production) and the final version of the written text. Harmer's writing process is not linear as writers follow this process again and again before having a final version so they can plan, draft, re-plan, re-draft, edit, re-edit, re-plan, etc. Although it may represent time-consuming is it necessary to encourage students to do this process helping them to be better writers the more they practice.

Integrated skills

The language learning process comprises the development of four specific skills: receptive skills (listening and reading) and productive skills (speaking and writing). Rather than assuming that these skills should be kept separate, Su (2007) cited by Abdrabo (2014), affirms that these four skills “stress that all expressions of language support growth and development in literacy”, and recommends that “reading and writing as well as speaking and listening should be integral parts of all language activities because all these processes interact with one another”. Likewise, Abdrabo (2014) highlights the importance of integrating the four skills: listening, speaking, reading and writing, because “the philosophy of the ‘integrated-skills approach’ (ISA) was derived from the notion that in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another” (p. 8).

Sequenced Story Picture

There are three kinds of pictures, which are commonly used by educators to teach in EFL classrooms. Finocchiaro, et al. (1973: 164) cited by Ariningsih (2010) divide the pictures into “pictures of individual persons or objects, pictures of situations, and picture series”. In this case, the alternative which was used is picture series, “which are also called sequenced story picture, are the pictures in which the persons are doing activities in sequences”. Furthermore, Wright (1997) define pictures series as: “pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short of stories, but they may also be used to depict a process how to make something”. According to Raimes (1983: 36) cited by Ariningsih (2010) “pictures in sequence provide for a variety of guided and free

Implementing sequenced story picture

writing exercises. A picture sequence provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip”.

Elements of a Sequenced Story Picture

There are different kinds of sequenced story pictures, but according to Solski (2008) a teacher can design their own sequenced story picture using just one or more elements, or creating their own sequenced story picture from a short-story or fairy tale. A picture sequence may have next visual elements:

- Panel:

One set of illustrations in a rectangular frame containing the picture sequence cards.

- Picture sequence card:

The image that reflects the sequence of the story.

- Story sentence strips:

Short sentences telling what is happening on the picture sequence card.



Figure 4: Sequenced Story Picture

Visual Literacy Analysis

Visual literacy is the ability to read and interpret images, the skill to see, to think, create, and ultimately to tell, describe or write a visual situation. Thibault and Walbert (2014) affirms that: “the visually literate viewer looks at an image carefully, critically, and with an eye for the intentions of the image’s creator. Those skills can be applied equally to any type of image: photographs, paintings, pictures, and drawings, graphic art, films, maps, charts and graphs. All

Implementing sequenced story picture

convey information and ideas, and visual literacy allows the viewer to gather the information and ideas contained in an image, place them in context”.

Students read at school different types of texts containing images used for studying and presentations. Pictures tell a story so they should be analyzed and evaluated like any other source, such as books. Therefore, Hattwig (2014) suggests that “Images should be analyzed on several levels. Visual analysis is an important step in evaluating an image and understanding its meaning. It is important to consider textual information provided with the image, the image source and original context of the image, and the technical quality of the image”. In this way, the following questions can help guide an analysis and evaluation.

Content analysis

- What do you see?
- What is the image about?
- Are there people in the image? What are they doing? How are they presented?

Visual analysis

- How is the image composed? What is in the background, and what is in the foreground?
- What are the most important visual elements in the image?
- How is the color used?
- What meanings are conveyed by design choices?

Contextual information

- Which information goes with the image?
- Does the text change how you see the image? In which way?

Implementing sequenced story picture

- Is the textual information intended to be factual and inform, or is it intended to influence what and how you see?
- What kind of context does the information provide? Does it answer the questions Where, How, Why, and for whom was the image made?

Image source

- Where did you find the image?
- What information does the source provide about the origins of the image?
- Is the source reliable and trustworthy?
- Was the image found in an image database, or was it being used in another context to convey meaning?

Technical quality

- Is the image large enough to suit your purposes?
- Are the colors, light, and balance real?
- Is the image a high quality image, without pixilation or distortion?
- Is the image in a file format you can use?
- Are there copyright or other use restrictions you need to consider?

LESSON PLANNING PRINCIPLES

An effective class depends mainly on the lesson planning as if it has well-organized activities taking into account the students' level, the objectives to achieve, the materials needed, the class will succeed. This project used the lesson plan suggested by Brown (2001) in which he establishes five steps to follow during a class:

1. **Warm-up/Review:** Encourages learners to use what they have been taught in previous lessons.
2. **Introduction to a new lesson:** Focuses the learners' attention on the objective of the new lesson and relates the objective to their lives.
3. **Presentation:** Introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage.
4. **Practice:** Provides opportunities to practice and apply the new language or Information.
5. **Evaluation:** Enables the instructor and learners to assess how well they have grasped the lesson.

METHODOLOGY

In this section, it was described pedagogical aspects such as the setting and the courses where the project was carried out, the topics and the methodology to follow when implementing sequenced story picture.

Setting and Courses

First, a 10 weeks project starting on September 7th and it takes place at Agueda Gallardo High School in 7th and 9th grades with an hourly intensity of 6 hours per each grade, that is to say, 12 hours per week. As shown in the tables below.

Table 2: Pre-service teacher’s schedule (September 7th to October 16th)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55			9th A		
7:55 – 8:50		9th A		7th A	
8:50 – 9:45		9th A	9th B	7th B	7th B
9:45 –10:15	B	R	E	A	K
10:15 – 11:10					
11:10 – 12:05		7th B			9th B
12:05 – 13:00	7th A	9th B			7th A

Table 3: Pre-service teacher’s schedule (October 19th to November 23rd)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55			7th B		7th A
7:55 – 8:50	7th B				9th A
8:50 – 9:45	9th A				7th B
9:45 –10:15	B	R	E	A	K
10:15 – 11:10		9th B			
11:10 – 12:05	7th A	9th A	9th B		
12:05 – 13:00					9th B
13:00 – 14:00	L	U	N	C	H
14:00 – 15:00		7th A			
15:00 – 16:00					
16:00 – 17:00					

It is important to highlight that Águeda Gallardo high school has assigned a classroom to each teacher, this means that students move from one classroom to another each hour while teachers remain in their classrooms. The English classroom is very small; there is not enough of

Implementing sequenced story picture

space to walk, actually students must sit up front near the board and the teacher. The walls are yellow and there are three windows, one of them is located in the hall and it is possible to observe the classroom next door. There are two lamps on the cement based. There is a white blackboard placed between the teachers' desk and the door. There are 35 students' chairs (5 columns for 7 lines), two chairs are broken. Besides, there are six posters surrounding the classroom. Likewise, there is a platform under the blackboard that teachers use to observe all the students. All the classrooms are equipped with a T.V and a personal computer.



Figure 5: English Classroom

7th grade students

The pre-service teacher worked with two seventh grades (7th A and 7th B), both composed of 35 students, aged around 11 and 14 years old.

9th grade students

Equally, the pre-service teacher worked with two ninth grades (9th A and 9th B) and the first one is composed of 22 students and the second one is composed of 22 students, aged around 14 and 18 years old.

Topics

During the observation weeks the supervisor assigned the topics taking into account the teacher's book *New Generation for teenagers 7* and *New Generation for teenagers 9* as the supervisor suggested to use those books in all the classes and use their content to prepare the lessons. In order to carry out the classes, the pre-service teacher prepared a lesson plan per week for each course introducing the objectives of the class, the different activities to teach the topics and also the material for each activity. Worth mentioning that the supervisor asked to do the lesson plans in Spanish and deliver them to her in a physical format each Friday.

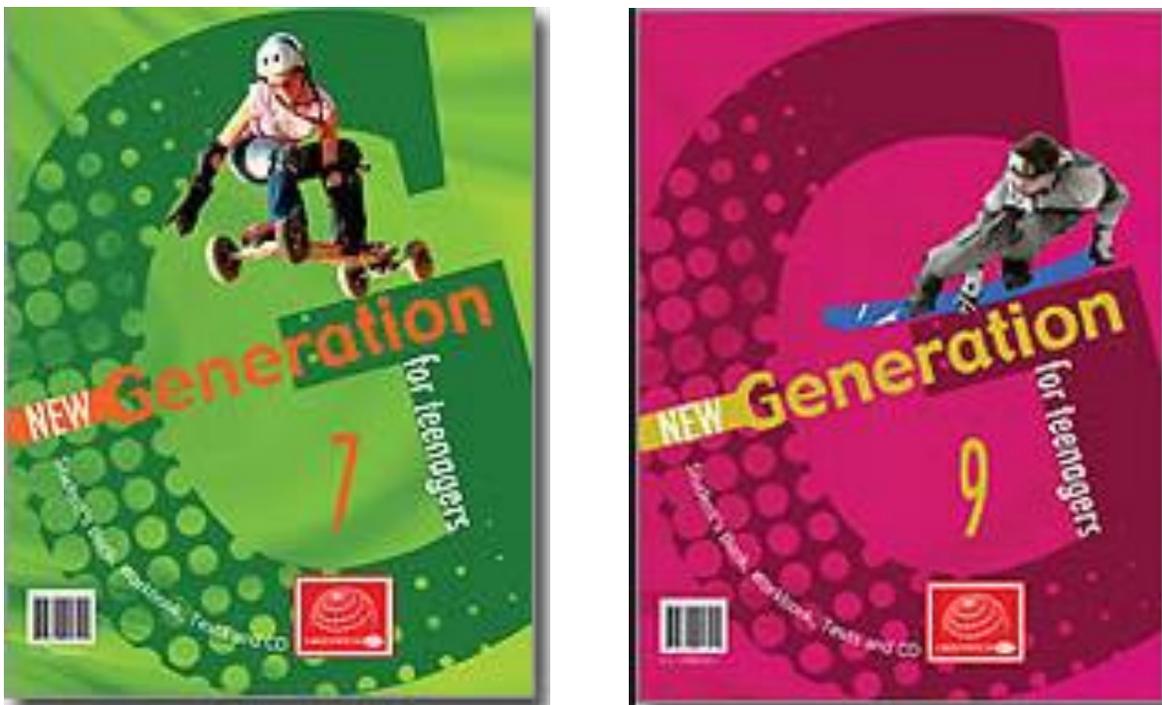


Figure 6: English Textbook

In the following tables are presented the topics taught during the practicum.

Table 4: 7th grade topics

UNIT	CONTENT
<p>UNIT 2 <i>Time to eat</i></p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Shopping and cooking <p>GRAMMAR</p> <ul style="list-style-type: none"> • Countable and uncountable nouns • Quantifiers: much, many, some, any • Questions and answers using there is/there are <p>VOCABULARY</p> <ul style="list-style-type: none"> • Food • Units of measurement • Shopping expressions
<p>UNIT 3 <i>Abilities</i></p>	<p>TOPICS</p> <ul style="list-style-type: none"> • The animal kingdom <p>GRAMMAR</p> <ul style="list-style-type: none"> • Verb CAN in affirmative, negative and interrogative forms • Action verbs • Wh- using Why and Because <p>VOCABULARY</p> <ul style="list-style-type: none"> • Wild and domestic animals • Animals' abilities • People's abilities
<p>UNIT 4 <i>The way we were</i></p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Places in the city <p>GRAMMAR</p> <ul style="list-style-type: none"> • Verb TO BE past tense (Affirmative, negative and interrogative) <p>VOCABULARY</p> <ul style="list-style-type: none"> • Adjectives • Places of the city

Table 5: 9th grade topics

UNIT	CONTENT
<p>UNIT 1: <i>The stages of life</i></p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Future plans <p>GRAMMAR</p> <ul style="list-style-type: none"> • Future Simple - Will (review) • Past Simple (review) <p>VOCABULARY</p> <ul style="list-style-type: none"> • The past tense of irregular verbs
<p>UNIT 3: <i>Strange events</i></p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Unusual events <p>GRAMMAR</p> <ul style="list-style-type: none"> • Past perfect tense • Real conditional (First Conditional) • Unreal conditional (Second Conditional) <p>VOCABULARY</p> <ul style="list-style-type: none"> • Words related to Haunting and UFOs (Strange situations)

Sequenced Story Picture implementation

The pre-service teacher implemented the sequenced story picture with 9th grade students in order to foster mainly their writing skills but integrating as much as possible the other three skills (reading, listening and speaking) through different activities that were planned based on sequenced story picture to teach English in a communicative context.

The methodology followed in the implementation of the sequenced story picture was composed of three main steps based on the theories proposed by two authors: *the visual literacy analysis* proposed by Hattwig, (2014) and *the four steps of writing process* (planning, drafting,

Implementing sequenced story picture

editing and final version) suggested by Harmer (2004). In addition, the sequenced story picture was selected taking into account the grammar topic or vocabulary students had to learn per week. Worth mentioning that the sequenced story pictures were adapted from an authentic text. The sequenced story picture was expected to be implemented throughout a week so students worked on it during 3 hours.

First step: Brainstorming

This step was intended to provide to the students a sequenced story picture. To begin the class the teacher stuck on the board a printed color version of a sequenced story picture without the text (story sentence strips) in order to allow students to focus on the images and think about possible hypothesis about the content of the story. This activity was oriented by the teacher through a series of questions such as: Who are the characters? What are the characters' emotions? Where does the situation take place? What are the elements? Students had 10 minutes to observe the images and answer these questions. Then, they shared their ideas to the class. After that, the teacher explained the parts of a sequence story picture so she pointed to the panel, the picture sequence cards and the story sentence strips.

Second step: Into the story sentence strips

This step was about reading the sentences strips. The teacher gave each student a copy of the picture story with the text and she also stuck the sentences strips on the printed color version of the sequenced story picture. In this step, students had to read the title and the sentences that tell the sequenced story. They identified the unknown vocabulary using their dictionaries while the teacher wrote on the board the unknown lexicon. Then the teacher asked students to identify the grammar tense that appeared in the story, she read loud each picture sequence card of the

Implementing sequenced story picture

story and asked students to voluntarily underline the sentences on the printed color version while the others did the same on the copies given. To finish this step, students shared what they understood about the text to know if their previous hypotheses were right. Moreover, the teacher complemented this step introducing or reviewing the grammar topic that was presented in the sequenced story picture.

Third step: Sequenced story picture's production

This was the last step in which students designed their own sequenced story picture. In this step students used their imagination to express their ideas and show their creative skills. To elaborate this product, students worked in pairs or groups of three thinking of a fictional situation. Then, they wrote some ideas in order to create the characters, the setting and the short sentences that told their sequenced story, (strip sentences were written taking into account the grammar that students were working on that week). After that, the teacher gave the students a worksheet containing the model of a sequence story picture in order to students create their first draft drawing the characters, the setting and writing the sentence strips. After that, the teacher corrected students' grammar and spelling mistakes. Finally, students edited their draft correcting the mistakes and designing the final version of the product. At the end of this project students shared their creations in a poster located into the classroom.

EXAMPLE:

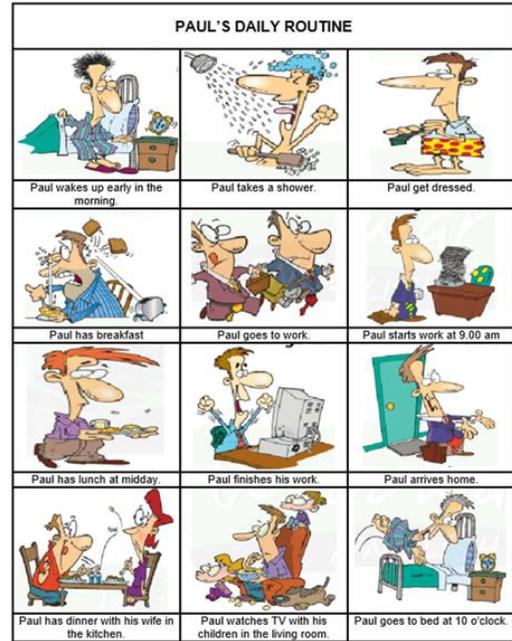
The following sequenced story picture is about Paul's daily routine, suitable to introduce the Present Simple Tense to ESL learners.

Implementing sequenced story picture

1. First step: Brainstorming



Second step: Into the story sentence strips



Third step: Sequenced story picture's production

Figure 7: Sequenced Story Picture implementation

7th grade classes

The pre-service teacher worked with two seventh grades (7th A and 7th B) each grade is composed of 35 students aged around 11 and 14 years old. In the first class the pre-service teacher introduced herself and did an activity called *Crossing Names* with a market in which students had to introduce themselves writing their name on the board. Besides she told them the role she played as a pre-service teacher and the rules they had to follow during the classes using three posters (1. Rules 2. Greetings and Polite Expressions 3. Class Calendar) she pasted on a wall in the classroom.

An example of a 7th grade lesson plan is in the appendices section. (Appendix 4) however, in the following table it is presented some of the topics taught and certain activities developed with each one of them.

Table 6: 7th grade class activities

TOPICS	ACTIVITIES
<i>Food: Countable and Uncountable nouns</i>	After explaining the vocabulary through videos and the grammar on the board, the pre-service teacher developed an activity in which she used a poster to classify the food in different categories: Fruits, Vegetables, Dairy products, cereals, meat, drinks and supplementary food; then she played a video in which students classified the products that were appearing into the suitable categories.
<i>There is / There are</i>	The pre-service teacher used an audio from the textbook (<i>New Generation For Teenagers 7</i> : page 26) to introduce the grammar

	topic, students listened to the audio and underlined the expressions <i>There is / There are / How many? / How much?</i>
<i>Cooking Verbs</i>	The pre-service teacher used a power point presentation to show students an example of an American recipe explaining the ingredients and steps in preparation though images from the dessert to highlight the cooking terms used in the preparation.
<i>Animals</i>	The pre-service teacher used videos to present the vocabulary of animals taking into account their natural habitat (farm, jungle, sea, dessert, and zoo).
<i>CAN</i>	The pre-service teacher used a song to show students the grammar topic CAN and CAN'T to express ability in animals. They also answered a worksheet to review the structures in affirmative, negative and interrogative form. She also used flashcards with animals and a poster to make a matching exercise.

9th grade classes

Equally, the pre-service teacher worked with two ninth grades (9th A and 9th B) each grade is composed of 22 students aged around 14 and 18 years old. In the first class the pre-service teacher introduced herself and did an activity called *Crossing Names* with a market in which students had to introduce themselves writing their name on the board. Besides she told them about the role she played as a pre-service teacher and the rules they had to follow during the classes using three posters (1. Rules 2. Greetings and Polite Expressions 3. Class Calendar) she pasted on a wall in the classroom.

An example of a 9th grade lesson plan is in the appendices section. (Appendix 5) however, in the following table it is presented some of the topics taught and certain activities developed with each one of them.

Table 7: 9th grade class activities

TOPICS	ACTIVITIES
Past Perfect	The pre-service teacher used a video to introduce this grammatical tense, the students should pay attention to the uses of the past perfect tense because at the end of the video they were going to share their answers. In addition, she used an audio from the textbook (<i>New Generation For Teenagers 9</i> : page 40) to review the grammar explanation, students listened to the audio, underlined the sentences in past perfect and put the events of the story in order.
Strange Situations Vocabulary	The pre-service teacher used a power point presentation to show students the vocabulary, each slide contained an image with the written word in English and students should imagine the meaning in Spanish. Likewise, students solved a worksheet in which they matched the image with the written word in English about the vocabulary.
Future simple WILL	After reviewing the topic the pre-service teacher used a song called “All My Loving” by the British band <i>The Beatles</i> in which students had to choose the full or contracted form of Will – ‘ ll in the affirmative form of future simple. Students looked for the unknown vocabulary and underlined the sentences in future simple.
Real Conditional: First Conditional	After explaining the topic the pre-service teacher used a song called “Count on Me” by the American singer Bruno Mars in which students had to complete the lyrics choosing the correct verb from a box. Students looked for the unknown vocabulary and underlined the sentences in first conditional to translate them into Spanish. Moreover, the pre-service teacher played a game called BINGO to review the topic, students participated actively and she used two posters to do a matching exercise in which students put in practice the grammar.

Sequenced Story Implementation

The pre-service teacher had implemented a sequenced story picture on September 16th following the previously established steps (First step: Brainstorming, Second step: Into the story sentence strips; and Third step: Sequenced story picture's production). The first sequenced story picture was carried out during the second and third week with the objective of introducing the past perfect tense. She chose a story from the teacher's book *New generation for teenagers 9* Naughty Aliens sequenced story picture since this story was used to put into practice the past perfect tense.

First of all, the process of image analysis was carried out to ask students to observe the sequenced story picture and focus on the characters, the setting and the elements. Students identified the characters and tried to imagine their emotions; the teacher asked them to think about the possible story represented in the sequenced story picture. After that, students shared their speculations and ideas about what they observed. To carry out this process, first the pre-service teacher printed a color version of the sequenced story picture omitting the sequenced sentence strips then she put it on the board.

Following the steps established in the methodology of the pedagogical component, the second step was focused on reading the story sentences strips. To carry out this step she gave each student a copy of the sequenced story picture with the sequenced sentences and she asked them to read the story and to look for the unknown vocabulary. Then, the pre-service teacher wrote on the board the unknown words students found in the sequenced story picture; and she asked them to talk about what they understood from the reading and students shared their ideas. After that, she asked students to identify the tense in which the story was written, when students identified the past perfect tense they underlined in their copies all the sentences from the story in

Implementing sequenced story picture

this tense. The teacher made a review of the structures (affirmative, negative and interrogative form) in past perfect using the sentences from the story as examples.

The last step was focused on students' production. (Appendix 7)

- *Planning:* Students worked in pairs or groups of three to create a sequenced story picture based on a fictional situation. They selected characters and a place for their story thinking about a situation from the past and they wrote down their ideas (Some of the students wrote it in English, others in Spanish and then they translated it into English)
- *Drafting:* Students made a draft of their sequenced story picture including the drawings of the characters and the sequenced sentences that tell the story, it was revised by the teacher.
- *Editing:* Students edited this draft correcting the mistakes identified by the teacher.
- *Final version:* Students elaborated a new version of their sequenced story picture.

Two more sequenced story pictures were implemented (Appendix 8) and the activities developed with each one of them are described in the table below. See pedagogical component evidence and didactic material (Appendix 8 - 9)

Table 8: Sequenced story pictures implemented in 9th grade

SEQUENCED STORY PICTURE	WEEK	OBJECTIVE	ACTIVITIES
#2	6th	To practice the grammar topic of	The sequenced story picture was stuck on the blackboard and students analysed the images focusing on the environment,

<p>What will Ben do as the next school president?</p> <p>Adapted from: https://esl.brainpop.com/level3/unit5/lesson2/</p>		<p>future simple tense WILL.</p>	<p>symbols, characters and emotions. Besides, students did hypothesis about what characters were saying or thinking. Students received a copy of the sequenced story picture in order to read it and look for the unknown vocabulary. After repeating the pronunciation, they were organised in pairs, STUDENT A read one card of the sequenced story pictures out loud in English and STUDENT B gave the meaning in Spanish. Finally, students worked in pairs or groups of three to create their own stories in the format they received.</p>
<p>#3</p> <p>What would Ben and John do if they lived on a tropical island?</p> <p>Adapted from: https://esl.brainpop.com</p>	<p>8th</p>	<p>To practice the grammar topic of Second Conditional.</p>	<p>The sequenced story picture was stuck on the blackboard and students analysed the images focusing on the environment, symbols, characters and emotions. Besides, students did hypothesis about what characters were saying or thinking. Students received a copy of the sequenced story picture in order to read it and look for the unknown vocabulary. After repeating the pronunciation, they were organised in pairs, STUDENT A read one card of the sequenced story pictures out loud in English and STUDENT B gave the meaning in Spanish.</p>

			Finally, students worked in pairs or groups of three to create their own stories in the format they received.
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FINDINGS

The pedagogical findings showed principally that during the process students from 7th and 9th grade increased their participation in most of the activities planned during the classes thanks to the use of didactic tools such as power point presentations, short films, songs, videos, and interactive online exercises.

Regarding the implementation of picture series, three sequenced story pictures were used to carried out the three steps of the methodology established by the pre-service teacher: First step: Brainstorming, Second step: Into the story sentence strips; and Third step: Sequenced story picture's production. At the beginning of the practicum, she attempted to ask students to do the three stories but some limitations did not facilitate students' written production. Therefore, she asked students to select the topic they liked the most in order to create one sequenced story picture per group. The pre-service teacher took this decision because students took way too long making the first sequenced story picture even if the students were warned about the sequenced story picture grades.

Fostering students' writing skills.

The implementation of sequenced story picture in the teaching and learning process of writing was successful. According to what the pre-service teacher observed during the classes, students were motivated during the learning process. Besides, sequenced story pictures are visual

Implementing sequenced story picture

teaching instruments which helped the students to write easily as they provided illustrations and ideas.

Using sequenced story pictures also improve the students' writing skill in the aspect of organization. Although the students had ideas on what they wanted to write, it is still difficult for the students to write the ideas into unity sentences. In this case, sequenced story pictures was used as the stimulant and it was done by the discussion; for example, the pre-service teacher and the students discussed the possible situation represented in the picture cards of the sequenced story picture. Moreover, it also helped the students to arrange the story as the main idea was the action to help the learners finding and generating ideas in writing.

Active learning process

The activities planned based on sequenced story picture were essential during the implementation, since those activities helped the students to be attentive and engaged during the whole process: *“During the practicum stage, I could realize that students' behavior was always attentive and participative during the classes in which sequenced story pictures were implemented”* (Journal, 8th week). Moreover, the vitality of activities also promoted imagination in the students who expressed their ideas through drawings in their sequenced story picture. Besides, students were free to think about the storyline and speculate about the sentences strips during the image analysis. Likewise, sequenced story picture attracted students' interests, improving their motivation, and engaging their attention in the teaching and learning process. It also enriched the students' vocabulary, as there were many items in the pictures which could be explored by the students.

CONCLUSIONS

- At the beginning of the process, the pre-service teacher faced difficulties as any other process in life, but with the time it was possible to succeed at developing her activities. She perceived a gratified feeling for contributing to the public institution by helping talented children and teenagers who are the future of the society.
- At the end of this educational process, it was concluded that the objectives set at the beginning of the practicum were accomplished satisfactorily and that the use of different didactic tools such as power point presentations, short films, songs, videos, and interactive online exercises and sequenced story picture caught students' attention keeping them active during the classes.
- The methodology established to develop the activities with sequenced story picture was a great achievement taking into account that students expressed their interest since the first sequenced story picture was showed; they had a great time during the image analysis process and the design of their own sequenced story picture.

LIMITATIONS

There were some limitations in the implementation of the sequenced story picture and didactic tools:

- The time was not enough and students could not finish all the activities in the time set (three hours) since each hour of class actually lasted 40- 50 minutes so they spent approximately 5 hours implementing the sequenced story picture in class.
- Another limitation was related to missing class due to different situations such as Eucharistic celebrations, meeting teachers or exams week. This particular aspect affected

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the implementation of the project; since those activities were carried out most of the time in the same hours the pre-service teacher had her classes.

- The students' indiscipline was a remarkable limitation, especially the students from seventh grade were difficult to handle at the beginning of the practicum stage. Some of them did not want to write on their notebooks, others just played and screamed during the whole class. However, they changed their behavior throughout the process and at the end, they improved their attitude and participated more in the classes.

CHAPTER II

RESEARCH COMPONENT

PROBLEM

During the two weeks that the pre-service teacher carried out the classroom observations, some factors that affected 9th grade students' learning process were evidenced: firstly, the students' absence of motivation and willingness to learn, their constant indiscipline which disrupts the lesson development and their negative attitude towards English class. Secondly, the lack of vocabulary and grammar structure. Thirdly, the traditional grammar-translation method used by the teacher as well as the consistent use of teacher and students' mother tongue inside the classroom leaving aside the practice of four skills and use of the target language.

In addition, according to the Ministry of National Education (2006) high school students from 8th to 11th grade should have B1 English level. Nevertheless, 9th grade students at Águeda Gallardo reflect a beginner A1 level based on observations and the third term exam evidence. Therefore, it was suitable the implementation of an action research in order to help those students in their English learning process.

INTRODUCTION

English is considered the universal language as it is connecting different people from all over the world giving people access to diverse cultures, languages and political and economic issues in our day-to-day lives. With the growing impact of globalization and privatization, learning English as a foreign language has become a basic necessity, this language is learnt

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everywhere because people know that it is the entry card for better career, better pay package, and advanced knowledge for communication with the entire world. Unfortunately, many public schools do not give ESL' learning the importance it has to contribute to students' development.

Moreover, given the importance of English in the contemporary world, proficiency in English has become almost a prerequisite for a successful career; however, the poor proficiency level of Colombian high schools learners in English is a matter of concern including the fact that most of teachers use mother tongue (L1) to teach the foreign language; therefore, students' English competence is not up to the expected level. In order to look for a solution, research plays an important role in educational contexts. During observation students presented difficulties in writing such as generating ideas, ungrammatical sentences, having lack of vocabulary. That is why the researcher conducted an action research in order to solve the problems, this is the most suitable design to implement in the educational field because allow the implementation of a strategy as John Elliot (1991: 69) cited by Hakim (2010) affirms that action research is "the study of a social situation with a view to improving the quality of action within it. It aims at practical judgement in concrete situations, and the validity of the 'theories' depends on their usefulness in helping people to act more intelligently and skillfully".

Consequently, taking into consideration high school context and current students' necessities, it was appropriate to carry out an action research to foster writing skills of 9th grade students at a public high school through strategic use of sequenced story picture.

JUSTIFICATION

Considering the vital importance of writing skill in ESL studies, it is highly desirable that learners of English, especially high school students have the required level of proficiency in this field. That is why conducting an action research is suitable since the teacher plays two roles at the same time, as pre-service teacher and researcher-observer allowing them to be in the setting, interact with participants, locate the problem, find a strategy, implement it and solve the situation.

During the practicum, the pre-service student implemented sequenced story pictures, a useful learning tool to stimulate the creative and imaginative faculties of the learners thereby activating their language use potential. This innovative pedagogical practice for fostering students' reading and writing skills was used to increase their interest and motivation level as well as teaching vocabulary, grammar and cultural aspects which help to provide a context for students' writing production.

RESEARCH QUESTIONS

Grand tour question

- How does sequenced story picture foster writing skills of 9th grade students at a public high school?

Specific questions

- What are the advantages of implementing sequenced story picture in English class?

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- What are the disadvantages of implementing sequenced story picture in English class?
- What are students' perceptions towards the use of sequenced story picture to learn English?

THEORETICAL FRAMEWORK

Sequenced story picture in EFL language learning

Today's world moves around technology and updates media highlighted by their visual feature which catches people's attention especially the young ones. That is why visual tools like sequenced story pictures are suggested to be implemented in EFL's classrooms encouraging students to develop their skills creatively. As Wright (1997: 10) by Hakim (2010) says that story picture "can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity. Because of that, pictures have been suggested as teaching aids in the classroom". Moreover, While Betty Morgan Bowen (1994:1) gives a summary of the benefits of using visual aids like sequenced story picture in the language classroom:

- 1) They vary the pace of lesson.
- 2) They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
- 3) They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.

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- 4) They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.
- 5) They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- 6) A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.
- 7) They make a communicative approach to language learning easier and natural.
- 8) They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.
- 9) They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.
- 10) They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.

Before pictures are applied in the EFL classroom the teacher must consider some criteria of how they are used in teaching and learning process. There are five criteria as selected by Wright (1997:3) as follows:

- Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
- Easy to organize. The teacher has to decide whether the efforts of organizing the pictures are complicated or not.

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- Interesting. The pictures as the material given should be interesting to the students and the teacher.
- Meaningful. The pictures should be meaningful and authentic when it is used for learning the new language.

Taking into account previous explanation, it can be affirmed that the role of pictures is really essential in teaching English as well as quite appropriate in teaching writing. According to (Wright, 1997:17) cited by Hakim (2010) story pictures have been suggested as teaching aids in the EFL classroom also used to help students understand various aspects of foreign language as they have many advantages:

- Pictures can motivate students and make him/her want to pay attention and to take part in the ELF learning process.
- Pictures contribute to the context in which the language is being used. They bring the world into the classroom
- Pictures can be described in an objective way or interpreted or responded to subjectively
- Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

LITERATURE REVIEW

Literature review is a crucial aspect that allows the researcher to look for previous studies regarding the phenomenon under investigation useful to provide the researcher with a picture in context of the case as well as obtaining relevant information to a better comprehension of the situation, specifically the use of sequenced story picture in EFL. Therefore, this section is

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organized into three main categories: Use of sequenced story picture in EFL Reading, Use of sequenced story picture in EFL Writing, and Use of story picture to increase students' motivation in Reading and Writing.

Use of sequenced story picture in Reading

Pan (2009) conducted an action research which explores “the effects of pictures on the reading comprehension of low-proficiency Taiwanese EFL college students”. The purpose of this study was to investigate the extent to which the presence of pictures in text benefits low proficiency (EFL) students. Findings showed the low-proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures, and that the accompanying pictures facilitated those low-level participants in comprehending not only the simpler but also the more difficult text. Student responses to the effects of visuals on their reading comprehension also revealed that the pictures enhanced their understanding of the text itself.

Use of sequenced story picture in EFL Writing

Linawati (2012) conducted a study which explores the use of “picture series to improve the ability in writing narrative text at Muria Kudus University. The participants were eleventh grade students in academic year. The purpose of this study aimed at developing strategy in using picture series to improve student's ability in producing a better narrative writing. Data was collected through observation checklist, field notes, questionnaire, and picture series picture series. Findings showed that picture series as instructional media were very good. Students thought they were attractive, effective, easy to understand, and the most important was that it

helped students generate their ideas easily and achieve better performance in writing stories than before.

Likewise, Hakim (2010) conducted an action research aimed to explore the use of “picture series to improve students’ ability in writing recount texts at Sebelas Maret University. The participants were 35 eight grade students. Findings were showed from some dimensions: (1) Students’ writing ability where students could improve their ability in writing recount text developing and organizing ideas in written form, using correct grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. (2) Teaching learning process was positive as the teacher monitored the students’ progress, and follow the stages on the writing process; and (3) Students’ responses toward the implementation of picture series was positive as they felt happy and easy to understand to write recount text by implementing the picture series. They had self –confidence to increase their ability in writing recount text feeling satisfied because they could create their own recount text based on the picture series. The students also felt motivated in joining and being actively involved in the teaching learning process.

Similarly, Ismawati (2014) carried out an action research aimed to improving writing skills through picture series. The participants were 31 eight grade students in Yogyakarta. The purpose of this study was to implement picture series in the teaching and learning process of writing through picture-based activities. Findings showed that the implementation of picture series in the teaching and learning process of writing was effective to improve the students’ motivation and writing skills reducing students’ writing problems in the aspects of content, vocabulary, language use and organization.

Correspondingly, Sa'diyah (2012) conducted an action research which explore "students' ability in writing descriptive texts through a picture series aided learning strategy". The participants were a class of tenth grade students of a public senior high school in East Java, Indonesia. Findings indicated that the majority of the students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Moreover, it was found from the observation data that the students participated actively in the learning process and that the strategy improved the students' writing.

Use of story picture to increase students' motivation in Reading and Writing

Dwi (2010) conducted an experimental research which explores "the effectiveness of using picture series to improve the students' writing skill viewed from their learning motivation. The participants were 72 seventh grade students of junior high school. Findings were showed according to the three purposes: (1) picture series were more effective than translation to teach writing for the seventh grade students; and (2) There is an interaction between teaching techniques and learning motivation. Therefore, English teachers should use picture series to develop their techniques to teach writing as students use picture to improve their writing ability helping them with the new ideas and vocabularies.

Previous studies were related to this project since all those authors' implemented pictures specifically sequenced story picture to improve EFL students' reading and writing skills which was directly the same focus that this project intended to accomplish. Furthermore, authors agree to affirm that the use of sequenced story picture have many advantages and it should be used in an EFL classroom because it promotes students' improvement to interpret stories and write creative compositions and helps to increase students' motivation towards the learning of a second language.

METHODOLOGY

Design

Taking into account the purpose of this research which is to foster writing skills of 9th grade students at a public high school using sequenced story picture, the most suitable design is a qualitative study because according to Rossman and Rallis (2003) “qualitative research takes place in the natural setting. The qualitative researcher often goes to the site of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants”.

Action Research

This study employed an action research method. According to Stephen Kemmis (1983) cited by Hakim (2010), “Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by the participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’”.

Participants

The participants involved in this project were 9th grade students from two courses at Agueda Gallardo High School, 9°A course with 21 students and 9°B course with 23 students. Their ages ranged from 13 to 19 years old with an English level of A1- A2 (CEFR). Likewise, they received three hours of English class per week, each hour of fifty-five minutes.

Instruments

Observations

It was necessary to conduct non-participant classroom observations because it is the most important instrument when conducting a case study as it “provides the researcher with access to the contours of talk (e.g. intonation) as well as body behavior (e.g. facial expression, eye gaze)” (Cohen & Crabtree, 2006). Moreover, according to Hatch (2002 p. 72), observation is a data collection strategy that can be applied across many kinds of qualitative studies. The goal of observation is to understand the culture, setting, or social phenomenon being in study from perspectives of the participants. Observers attempt to see the world through the eyes of those they are studying to acquire “members’ knowledge and consequently understand from the participants’ point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at the time” (Schwartz & Jacobs, 1979, p.8) (cited by Hatch, 2002).

Non-participant observation

Six non-participant observations were carried at the beginning of practicum stage during two weeks. In those observations, the pre-service teacher attempted to analyze the classroom environment, the interaction between teacher and students, the methods that teacher used in her classes as well as students’ attitudes towards English class. To put into practice this observation it was designed a format including the date, the time, the description of the setting, description of what I observed and the reflection.

Questionnaires

According to McClure (2002) qualitative action research “may employ the use of questionnaires when it is not possible to interview every participant. Questionnaires generally consist of open- or closed-ended questions or items that measure facts, attitudes, or values”. Likewise, closed-ended questions force a response, score quickly, and are easy to evaluate. Open-ended questions allow the participant to provide a more complete or comprehensive response. They often provide specific and meaningful information (Arhar, Holly, & Kasten, 2001; Patten, 1998). Consequently, this study carried out 2 questionnaires to the two courses under investigation (44 participants), the first one was an individual questionnaire at the beginning of practicum and the second one was a pair/group questionnaire at the end. Questionnaires were designed following Patten, (1998) and Schoer’s (1970) guidelines. (Appendix 12)

Reflective journal

According to Porter, (1993) “aspects to explore in the reflexive journal include: the researchers’ reasons for undertaking the research; assumptions regarding gender, sexual orientation, race/ethnicity, socioeconomic status; the researcher’s place in the power hierarchy of the research; the researcher’s personal value system” and whether the researcher chooses to write in the first or third person. Consequently, this instrument was used during the research process in order to reflect about the research and teaching aspects that were experienced during the ten weeks and it was carried out in Spanish (mother tongue).

Timetable

In this table it is found the list of instruments used to collect the data with the months and weeks in which they were administered.

Table 9: Instruments timetable

MONTHS	AUGUST		SEPTEMBER				OCTOBER				NOVEMBER			
ACTIVITIES	W 1	W 2	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4
First contact letter	X													
Non-participant classroom observations	X	X												
First questionnaire				x										
Second questionnaire											x			
Reflective Journal				X	x	X	x		X	x	x	x		

DATA ANALYSIS

Data collected through the selected instruments (observations, questionnaire and reflective journal) was transcribed and analyzed in order to answer the research questions. This project followed the typological method suggested by Hatch (2002) in which the data collected is divided into categories based on predetermined typologies. The steps to follow are:

- Transcribe the data collected from the instruments administered.
- Read the data and identify typologies to be analyzed
- Marking entries related to the typologies
- Look for relationships among the patterns identified

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- Write the patterns as one-sentence generalizations
- Select data excerpts that support your generalizations

QUESTIONNAIRE

The first questionnaire was piloted on September 11th to two students; taking into account students comments, the questionnaire was modified and a final version was selected (Appendix 9). The first questionnaire was carried out on September 15th to ninth graders, first, the pre-service teacher gave them the letter of consent and explained the main aspects of the project before conducting the questionnaire in both courses (9th A – 9th B).

The following table showed the analysis of students' answers (40 students) classified according to the questions:

Table 10. Questionnaire analysis

QUESTIONS	ANSWER OPTION	SS' ANSWERS 9 th A – 9 th B	COMMENTS
1. Me interesa aprender:	a. Leer en ingles	2 Students	Generally speaking, most of students want to learn Reading and writing.
	b. Escribir en ingles	0 Students	
	c. Leer y escribir en ingles	37 Students	
2. Se me dificulta leer en ingles por:	a. El vocabulario desconocido	30 Students	Most of students have problems when reading due to the unknown vocabulary.
	b. No entiendo la gramática	6 Students	
	c. El tipo de texto (argumentativo, descriptivo, científico, expositivo).	4 Students	
3. Se me dificulta	a. No tengo vocabulario	15 Students	Most of students have problems when writing due to
	b. No se usar la gramática	18 Students	

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escribir en inglés porque:	c. No conozco los conectores	7 Students	the lack of vocabulary and absence of grammar rules understanding.
4. Me gustaría interpretar textos en inglés:	a. En formato físico (solo texto)	4 Students	Most of students want to interpret text using visual formats.
	b. En formato visual (texto e imágenes)	28 Students	
	c. En formato audio-visual (texto y audio)	8 Students	
5. Me gusta escribir en clase de inglés:	a. Individualmente	9 Students	Most of students want to do a writing composition working in pairs or groups.
	b. En pareja	17 Students	
	c. En grupo	14 Students	
6. Marque con una X si hace esto a la hora de leer un texto en inglés:	___ Analizo el título del texto	10 Students	Most of students do not follow an appropriate reading process, some of them only follow 1 or 3 steps.
	___ Analizo las imágenes que acompañen el texto	24 Students	
	___ Imagino de que podrá tratar el texto antes de comenzar a leerlo	19 Students	
	___ Busco las palabras desconocidas en un diccionario	9 Students	
	___ Subrayo las estructuras gramaticales	6 Students	
	___ No hago ninguno de los anteriores	7 students	
7. Marque con una X si	___ Planeo lo que voy a escribir (ideas)	13 Students	Most of students do not follow an appropriate writing

hace esto a la hora de escribir un texto en inglés:	___ Hago un borrador del texto	13 Students	process, some of them only follow 1 or 3 steps.
	___ Corrijo errores (edición)	12 Students	
	___ Elaboro la versión final del texto	11 Students	
	___ No hago ninguno de los anteriores	11 students	

Taking into account students' answers to the first questionnaire and previous classroom observations, it can be inferred that ninth graders present difficulties when reading and writing in a foreign language in this case English. Moreover, their lack of vocabulary and grammar rules make difficult their English learning process to understand a text and make a writing composition. They did not follow a reading and writing process which may affect the development and improvement of their comprehension and productions skills.

Reflective Journal Analysis

The reflective journal allowed the pre-service teacher to reflect about her teaching process regarding specifically the implementation of the sequenced story picture. Each afternoon, the pre-service teacher wrote on his journal the topic and activities she carried out with each course, then she reflected about her decision making and methodology implemented in the class. After that, she selected the most relevant reflections to transcribe then in English as the journal is being carried out in Spanish, then she analyzed the entries in order to identify typologies, she established three taking into account the research questions:

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1. Advantages of using sequenced story picture
2. Disadvantages of using sequenced story picture
3. Students' perceptions towards sequenced story pictures

FINDINGS

The findings obtained from this action research were divided into three broad categories. These categories are: Advantages of using sequenced story picture in English class, Disadvantages of using sequenced story picture in English class, and Students' perceptions towards sequenced story picture.

Advantages of using sequenced story picture in English class

The first research question of this project was focused on the advantages of implementing sequenced story picture in English class. Consequently, three positive aspects to take into consideration when talking about the use of sequenced story picture in class were:

- a) Students' interest; b) Knowledge acquisition; c) Active group work.

Regarding the students' interest, it was a remarkable advantage since the activities developed in class caught students' attention involving them in a dynamic learning process. As regards this advantage, participants Daniela and Julian affirmed: "*Cuando trabajábamos con las historias en secuencia de imágenes estábamos atentos a la clase, la profesora nos motivaba a participar y nos decía que no tuviéramos miedo a equivocarnos, sus palabras ayudaron a que nos interesara más el inglés*". Likewise, in the second questionnaire participants Yuliana and

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Damian stated: “*Algo positivo de trabajar con las historias en secuencia de imágenes es que los dibujos a color llaman mucho la atención y eso permite que nos concentremos en analizar el poster con la historia*”. Moreover, the implementation of the sequenced story picture in 9th grade evidenced an increase in students’ interest and motivation as during the class the pre-service teacher noticed students were engage in developing the activities and paying attention to the class, she heard when students commented that they really liked to work with visual material, for instance, the images from the story caught their attention and help them understand the meaning of the unknown words from the story. Besides, pictures are a stimulus to contribute to the student’s understanding of a more general context which may be made up of pictures, the teacher’s actions, the student’s actions, sound effects and words.

Concerning knowledge acquisition, sequenced story pictures are effective at the moment of providing understanding, students had the opportunity to learn about grammar, vocabulary, and cultural aspects contained in the sequenced story picture. All the participants had different perspectives about what they learnt: “*Aprendimos a usar la gramática y el vocabulario que la profesora nos explicó en las clases de una forma creativa, al crear nuestra propia historia se nos facilitó poner todo esto en práctica*”. (Questionnaire 2, P. Laura and Gabriel). In this sense, another pair added: “*Aprendimos a identificar los tiempos gramaticales vistos en clase en las historias que trabajábamos, esto nos ayudó demasiado ya que así era más sencillo comprender la historia*” (Questionnaire 2. P. Isabella and Karla). Similarly, for the another participants the sequenced story picture allowed him to learn about cultural aspects: “*Con la segunda y tercera historia en imágenes secuenciadas aprendimos bastante sobre cultura; por ejemplo, algunas costumbres americanas, no sabíamos cómo estaba organizado el sistema educativo en los Estados Unidos ni lo de las cuatro estaciones*” (Questionnaire 2, P. Oscar).

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With regard to active group work, the idea that students learn more by doing something active benefited their cooperative learning process. At the beginning, students affirmed that they never did a written production in English class because the teacher just asked them to translate sentences and repeat a list of verbs all the time. After the project implementation they changed their mind with regard class activities: *“After having implemented the second sequenced story picture, I noticed that students worked actively in class, they worked well with their classmates and they helped each other to create the story, they were using the dictionary and planning the ideas together”*. (Journal, 6th week). Students worked as a one big group to develop the first two steps concerning the brainstorming step (image analysis) and reading of the sentences strips, they showed their engagement during the activities in the measure they participated answering and asking questions: *“Today was a great class, students used every part of the sequenced story picture and they exploited all that valuable information. I noticed that students actively participated in class, they answered the questions I asked with respect to image analysis and when I asked if there were any volunteers to underline the sentences in past perfect tense on the story poster most of students raised their hands voluntarily to do the activity”* (Journal 4th week). Furthermore, students liked working in pairs or groups of three, specially for designing their own sequenced story picture; in this aspect, another pair added: *“Nos gustó mucho crear la historia trabajando en parejas, con mi compañera entre las dos dábamos ideas, compartíamos opiniones, y nos ayudábamos mutuamente, si yo no entendía algo, ella me explicaba y el tiempo nos rendía más”*. (Questionnaire 2, P. Karla and Isabella). Likewise, another participant added: *“Yo no soy bueno dibujando pero mi compañero lo hace muy bien, entonces mientras creábamos nuestra historia, yo ayudaba a buscar las palabras desconocidas en el diccionario mientras Dairon hacia los dibujos”* (Questionnaire 2. P. Brian and Dairon). Besides, Group work fostered

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the integration of students' language skills, reading (when they developed the image analysis and reading the sentence strips); listening, (when they paid attention to the pre-service teacher's aloud reading); writing (when designed and created their own sequenced story picture); and speaking (when they read out loud the story).

Disadvantages of using sequenced story picture in English class

The second research question of this project was focused on the disadvantages of implementing sequenced story picture in English class. Consequently, two negative aspects to take into consideration when talking about the use of sequenced story picture in class were:

- a) Insufficient time
- b) lack of vocabulary and grammar gaps.

As regard the disadvantages, the main inconvenient was the insufficient time since a 40-50 minutes class is not enough to develop all the proposed activities. *“This week, I missed 4 hours of class with 9th graders due to the monthly Eucharistic celebration, and the student' day which affected the implementation of my project”* (Journal, 5th week). This drawback had a negative effect on the students' final step (writing production) when implementing sequenced story picture; for instance, in the first class, students started working on the creation of the story, then students missed the next class, and as a consequence they forgot to finish the creation of their sequenced story picture at home, some of them missed the paper sheet with their story and could not complete the edition and the delivery of final version of his work.

Lack of vocabulary and grammar gaps were another disadvantage presented during the implementation of sequenced story picture especially those activities related to writing. Students showed difficulties at the moment of writing the sentences strips of their sequenced story pictures since they did not know some words and how to use a specific grammatical tense.

Students' perceptions towards sequenced story picture

The last research question of this project was focused on students' perceptions towards the use of sequenced story picture in English class. Consequently, students perceived sequenced story picture in four different ways:

a) Appealing teaching tool, b) Stimulus for the development of activities, c) Thought-provoking image analysis process, d) Feedback tool on the students' writing production

The first perception students was that sequenced story picture was identified as an appealing teaching tool, it immediately arouse the students' attention, from the first moment they saw the sequenced story picture they showed interest to the class: *"Today, I implemented the first sequenced story picture, I was pleasantly surprised that when I stuck the colorful version of the Aliens story picture on the board, students started seeing the images and making nice comments about the pictures."* (Journal, 3rd week). Once students get interested in the sequenced story picture they started participating in the development of proposed activities making the process more active and fun for them: *"At the beginning, I remembered I sometimes had to ask randomly to get students' participation in the class. Now, after the second implementation of the sequenced story picture, students participated voluntarily, they were engaged with the activities, they shared their opinions about the sequenced story picture they were analyzing"* (Journal 7th week).

The second perception referred to the sequence story picture as a stimulus to the development of activities; in this sense, participants Daniela and Julian stated: *"El saber que la siguiente semana trabajaríamos con una nueva historia en secuencia de imágenes nos estimulaba, durante esas clases mis compañeros y yo prestábamos más atención a la profesora porque de verdad nos gustaba participar tratando de adivinar el tema de la historia"*

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(Questionnaire 2). Likewise, another participant added: *“La profesora nos motivaba diciendo que pondría puntos extra a los que ayudaran a completar el significado de las palabras desconocidas del vocabulario o hicieran la traducción de las oraciones, a mí me gusta mucho competir, entonces ese estímulo me favoreció mucho, participe varias veces y eso me ayudó a subir mi nota final”*. (Questionnaire 2. P. Laura)

The third perception which students had when implementing the sequenced story picture was the image analysis process where they speculated about the situation establishing hypothesis about what the images were telling in order to compare them when reading the text into the sentence strips. Students agreed that it was a thought-provoking image analysis process, for example, one of the participants mentioned: *“Nuestra parte favorita fue el análisis de las imágenes porque compartíamos la opinión, reflexionábamos sobre la posible situación e imaginábamos la trama de la historia y eso hizo que las clases de inglés fueran chéveres”* (Questionnaire 2. P. Duvan and Farid). Besides, most of students agreed that the analysis of the picture cards is very important when reading a text, it was a stimulating process because they were motivated to think and make hypothesis about the story following the sequence of the images. In this way, another participant affirmed: *“Lo mejor del proceso de análisis era que debíamos prestar atención a toda la información que había en las imágenes, me acuerdo que con la segunda historia la profesora nos puso a mirar detenidamente los pequeños detalles, era algo importante porque de forma indirecta nos daban claves para seguir el hilo de la historia, fue un proceso muy interesante”* (Questionnaire 2, P. Julian).

The final perception students had concerned the implementation of sequenced story picture as a Feedback tool on their writing production. Giving the students sequence picture as the writing task might incite them to be creative writers in their future. For instance, it was

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effective to help students in term of generating ideas, selecting vocabulary and writing short sentences taking into account the grammatical structures. As the impact, their writing ability was improved. For instance, participants Astrid and Lennis stated: *“Cuando terminamos de planear las ideas e hicimos el borrador de la historia, la profe nos llamaba pareja por pareja para la corrección, pensamos que ella nos intimidaría pero al contrario, ella se tomaba su tiempo para explicarnos y nos decía porque tal frase había quedado mal, ella nos corregía de buena manera.”* (Questionnaire 2). Using sequenced story pictures in the teaching and learning process of writing also improved the students’ writing skill in the aspect of following a process. Students adhered to *the four steps of writing process* (planning, drafting, editing and final version) suggested by Harmer (2004) to do their written productions; although most of them had ideas on what they wanted to write, it is still difficult for the students to write the ideas into unity sentences. In this case, sequenced story picture was used as a feedback tool on their writing production, the teacher advised the students to follow the four steps, explaining each one and giving them feedback about their few mistakes in order to correct them and motivate students to continue writing, during this process students could improve their organization skill by giving them feedback.

CONCLUSIONS

- This action research provided a better usage of the main tool (sequenced story picture) implemented in this practicum stage allowing to state that sequenced story picture were an appealing teaching tool to learn English a foreign language in a public school.

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- Sequenced story pictures provided an increase in learners' interest and motivation, a sense of context of the target language, and a specific stimulus. They were also useful on emphasizing the teaching of writing and speaking, listening and reading integrated skills. The most benefit of a sequenced story picture was to contribute to the student's understanding of a second language when engaging them in the learning process since it arouse not only their attention in class, but also their imagination and creativity.
- Conducting an action research playing two roles at the same time, as pre-service teacher and researcher-observer was a great challenge but also a rewarding life experience. It provided the pre-service teacher a new perspective about the huge responsibility of teaching in the current educational system: As a pre-service teacher, it allowed her to implement several teaching strategies and didactic tools as well as teaching English as a second language in a better way to reinforce the topics and provide students an integral learning process. As a researcher-observer, it allowed her to be in the setting, interacting with participants, locating the problem, finding a strategy, implementing it, reflecting about the work done and making changes during the process.

LIMITATIONS

- It was challenging to carry out the non-participant observation process during the first week, since the classroom was very small and there were around 35 students per class. There were not enough chairs in the classroom and the pre-service teacher had to observe standing in a corner.

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- It was a bit complicated to carry out the journal since it was easy to forget some details about what was done in the classes due to all the commitments and responsibilities that the pre-service teacher had during the practicum.
- It was challenging to carry out the analysis process, especially the collected data from the two questionnaires since there were 42 students, a large number of responses to analysis in two different phases (implementation of first and second questionnaire).

CHAPTER III

OUTREACH COMPONENT

INTRODUCTION

This component was addressed to the whole Águeda Gallardo School Community and it was focused on offering a space full of activities in which high school students had the possibility of having contact with the target language in an extracurricular context. Students should have more contact with English language in order to put this into practice and to raise awareness about the significance of learning a second language.

JUSTIFICATION

Teaching a second language may represent a challenge for some teachers, they need to be aware of their significant role to be consistent and to show commitment to students' learning process. Therefore, the implementation of learning strategies by ESL teachers is vital to support and encourage students to review topics and overcome their learning difficulties. That is the main reason of carrying out this outreach component during the practicum stage. The pre-service teacher carried out 40 hours in order to give students extra EFL knowledge support as a complement in their learning process, working as a guide to help students to overcome their weaknesses and develop their strengths related to their EFL learning process.

OBJECTIVES

General objective

- To help 5th, 7th and 9th grade students to overcome their EFL learning difficulties through tutoring sessions.

Specific objectives

- To solve students' doubts about the topics treated in class.
- To reinforce students' skills throughout tutoring.
- To assist students in their writing production products.
- To help 5th, 7th and 9th grade students in their English learning process

METHODOLOGY

The out-reach component was designed to contribute in any aspect to the school community in order to encourage its members to participate actively. The four hours per week of this out-reach component were divided into sections. Taking into account observations and the supervisor's suggestions, it was necessary to create tutorial sessions with 7th and 9th grades since the supervisor argued that there were some students with several weaknesses in the English area. For previous reasons, in this out-reach component it was established those tutorial classes with the purpose of helping students to overcome the difficulties they had in English.

Consequently, it was planned to carry out four sessions per week which lasted 30 minutes each one on Mondays, Tuesdays, Wednesdays and Thursdays from 9:45 to 10:15 p.m. at school

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when students were in their break time. It is important to highlight that these tutorial sessions were not mandatory, students who want to improve their level attend voluntarily; however, the supervisor specified that these tutorial sessions were the only space to help students develop the written material for the English leveling in order to present a new exam.

Furthermore, the others two hours of this out-reach component were carried out at El Escorial primary school, one of the headquarters belonging to Águeda Gallardo school with the purpose of help primary students in their ELF learning process as she had done social work there and she considered it was necessary to continue giving support to those students. After having talked to the supervisor and the teacher in charge of fifth grade students at Escorial primary school, it was established 2 hours per week on Mondays from 7:30 to 9:30am.

ACTIVITIES SCHEDULE

Table 11: Tutoring Session Schedule

On Mondays, Tuesdays, Wednesdays and Thursdays from 9:45 to 10:15 a.m. at school

MONTHS	SEPTEMBER				OCTOBER				NOVEMBER	
ACTIVITIES	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2
7th and 9th leveling workshop (Developing written exercises)	X									
7th and 9th leveling workshop (Developing written exercises)		X								
7th and 9th leveling workshop (Developing written exercises)			X							

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7th and 9th leveling workshop (Developing written exercises)				x						
7th and 9th leveling workshop (Developing written exercises)					X					
Reviewing grammar and vocabulary						x				
Reviewing grammar and vocabulary							X			
Reviewing grammar and vocabulary								x		
Reviewing grammar and vocabulary									x	
Reviewing grammar and vocabulary										x

Table 12: 5th grade schedule

Schedule (from September 7th to October 16th):

On Mondays from 7:30 to 9:30 a.m. at El Escorial primary school

Schedule (from October 20th to November 20th):

On Thursdays from 10:00 to 12:00 a.m. at El Escorial primary school

MONTHS	SEPTEMBER				OCTOBER				NOVEMBER	
ACTIVITIES	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2
• Diagnostic	X									
• Grammar topic: Verb To Be		X								
• Grammar topic: Possessive Adjectives • Vocabulary: The Family			x							
• Grammar topic: Possessive Adjectives • Vocabulary: The Family				x						

• Vocabulary: Verbs Daily Routine					X					
• Grammar topic: Present Simple. Affirmative Form						X				
• Grammar topic: Present Simple. Affirmative Form • Vocabulary: Daily Routine							X			
• Grammar topic: Present Simple. Negative Form								X		
• Grammar topic: Present Simple. Interrogative Form									X	
• Reviewing topics • Final evaluation fourth period										X

The four hours per week set to carry out the outreach component were finally schedule in two sections of the practicum stage:

1.) It was established 2 hours per week to carry out four sessions which lasted 30 minutes each one on Mondays, Tuesdays, Wednesdays and Thursdays from 9:45 to 10:15 p.m. at school when students are in their break time. In this period of time, she reinforced the topics that students had learned through activities with videos and worksheets. Moreover, she was in charge of orienting the leveling workshop to 7th and 9th graders. The pre-service teacher designed a format to give students at the end of each tutoring session so they sign their attendance. (See Appendix 15).

2.) It was established 2 hours per week on Mondays from 7:30 to 9:30am with fifth grade students at Escorial primary school. After having revised student’s notebooks and grades she had

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continue developing the topics of fourth period. An example of a 5th grade lesson plan is in the appendices section. (Appendix 16).

FINDINGS

All the objectives established in the component were satisfactorily accomplished. At the beginning of the practicum, although few students came to the tutoring sessions when the supervisor clarified that tutorial sessions were the only space to help students develop the written material for the English leveling in order to present a new exam, the students began to come more often to tutorials. Students undoubtedly benefited from the tutoring sessions they were given. During these classes, students' doubts about the topics were clarified, they reinforced some of their skills such as reading and writing through activities with videos and worksheets that supported their learning process. Moreover, 9th graders reinforced their writing skill throughout the tutoring sessions as the pre-service teacher assisted students in the creation of their writing production products.

On the other hand, the work with fifth grade students at Escorial primary school was successful, students were involved in all the classes, paying attention and participating actively. Moreover, the pre-service helped three students from fifth grade who participated in the English festival song on October 15th giving orientation to those students in the pronunciation of the song. At the end of the 20 hours, most of the students overcome their EFL learning difficulties because the pre-service teacher helped them throughout their English learning process and their improvement was evidenced in the final grades obtained in their academic report. See outreach component evidence (Appendix 17).

CONCLUSIONS

The outreach component allowed the pre-service teacher to better understand the essential role that a foreign language teacher plays in a public institution as well as realizing the importance to be committed to students' learning process and look for didactic materials and strategies to support them inside and outside the classroom.

- It was interesting to help the institution and the supervisor during the leveling week of the fourth period and the extra week for the students who need to leveled English as they failed the four periods; this allowed the pre-service teacher to have a deeper overview about the responsibilities a teacher must accomplish to ensure the students' learning.
- It was heartwarming to help fifth graders in the rehearsals for the English festival song because it was a great opportunity to motivate students to use the target language in a creative way and share to an audience what they had learned throughout the course.

LIMITATIONS

- The pre-service teacher had to restructure the idea proposed in the first report of the proposal for the out-reach component since students did not have time on Tuesdays and Thursdays in the afternoon to attend the tutorials as they already had to attend on Wednesdays afternoon at school.

CHAPTER IV

ADMINISTRATIVE COMPONENT

INTRODUCTION

This component was centered on a set of school activities in which the pre-service teacher participated throughout her practicum stage in order to get involved in all aspects of school life and engage with the institution. There were different types of activities related to school calendar which were planned in advance by Águeda Gallardo High School.

JUSTIFICATION

Teacher's profession comprises different aspects from the pedagogical to the administrative, having the opportunity to be part of activities related to the educational environment in which the practicum stage was carried out was satisfactory because it provided a perspective about how the professional teacher life is within an educational context.

OBJECTIVES

General objective

- To participate actively in the activities developed at Águeda Gallardo High School.

Specific objectives

- To identify the administrative procedures of the institution.
- To collaborate in the organization of activities and discipline.
- To acquire a sense of belonging towards the institution.

METHODOLOGY

After having done some research about significant aspects related to Águeda Gallardo high school such as the school physical plant, its philosophy, mission and vision and its rulebook the pre-service teacher had a clearer idea of school life inside and outside the institution. The next step was to be part of institutional activities taking into account the school calendar; for instance, Eucharistic celebrations, cultural events, teachers and parents meetings, flag raising, exams week, among others. In this way, the pre-service teacher appreciated and followed the protocol established by the institution to know how to behave during the activities where her presence was required while she was carrying out the practicum stage.

The activities which are described next are the ones in which the pre-service teacher attended during her practicum stage:

Eucharistic celebrations: The Águeda Gallardo is a catholic High School has the tradition to carry out a Mass on 24th of each month to celebrate the day of Maria Auxiliadora. Therefore, students, teachers and administrative staff frequently attend to Eucharistic celebrations in the chapel of the school or in the auditorium. The pre-service teacher attended to seven Eucharistic celebrations throughout her practicum carried out on August 24th, September 19th, September 25th, September 29th, October 25th, November 8th and November 24th.

Languages department meeting: Once per week the teachers from the Language Department (Spanish and English) got together in order to develop a set of activities, for instance, the organization of languages events and the design of the unit planning which are filed at the end on a written report. The pre-service teacher had the opportunity to participate in three meetings:

On August 27th, the pre-service teacher was introduced along with the Spanish teacher and the two new teachers, an English teacher for 8th, 10th and 11th grade and a Spanish teacher for 6th, 7th and 8th grade.

On September 10th the meeting was about the national Spanish reading contest organized by the ministry of education in Colombia.

On September 17th the meeting was about students' low proficiency and low grades they got in the third period report in the areas of Spanish and English. It was discussed the possible strategies and solutions to implement to help those students are failing the year.

Exams week: This took place four times a year, one per academic period. During this week, all students from Águeda Gallardo have to present an exam in each area, in the case of English, the pre-service teacher was in charge of supervising third period exams (from August

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31st to September 4th) as well as elaborating and monitoring fourth English exams (from November 9th to November 13th) for 5th, 6th, 7th and 9th grade taking into account the supervisor's directions.

Religious ceremony to Don Bosco: On September 19th students, teachers, administrative staff and parents from Águeda Gallardo high school and the four headquarters participated in a religious ceremony in honor to Don Bosco. Moreover, a salesian parade, a mass and a cultural event which took place at the institution from 3:30 to 8:00 pm.

Parents meeting: A parents meeting was carried out on September 24th in order to give parents a report about their children's academic and disciplinary performance of the third period. First, the parents went to the auditorium where the principal presented the national education plan for families and explained the change in the school calendar to carry out from October 13th. After that, the parents went to the corresponding classroom to receive their children's report and students with low academic performance or misbehavior had to sign with his parents an improvement commitment.

Students' day and Friendship day: A cultural event along with a mass and an aerobic session took place on September 25th to celebrate students' day, each teacher played "*Amigo Dulce*" with their students. In this case, the supervisor and the pre-service teacher had played with their course which was 7thA.

Family Day: A cultural event that took place on November 8th at Jardín Nacional Primary School where all the families from the five headquarters of the central institution got together to celebrate this important day participating in an Eucharistic celebration, a family lunch, aerobics time and a bingo game from 7am to 6pm.

Leveling week: This took place at the end of the academic year. During this week, students from Águeda Gallardo who failed one, two or three subjects must attend to tutoring sessions and present an exam in each area, in the case of English, the pre-service teacher was in charge of giving a review of the topics as well as supervising, elaborating and monitoring English leveling exams (from November 23rd to November 27th) for 6th, 7th and 9th grade taking into account the supervisor's directions. (See a sample of English exams in Appendix 19).

FINDINGS

All the proposed objectives for this component were satisfactorily accomplished as the pre-service teacher participated actively in the activities developed at Águeda Gallardo High School, she was able to identify some administrative procedures of the institution and collaborate in the organization of activities and discipline. At the end of the practicum stage, she reaffirmed her sense of belonging towards the institution as a former-student and as pre-service teacher.

CONCLUSIONS

- It was a significant opportunity to be part of all the administrative components because the pre-service teacher could be involved in many events carried out at Águeda Gallardo high school that allowed her felt as a member of the institution getting well with students, administrative staff and other teachers.
- Throughout this component the pre-service teacher was included in all activities planned by the institution letting her to interact with the rest of students and teachers from other

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grades, to collaborate in discipline management, and to better know the Salesian community and its festivities. See administrative component evidence (Appendix 20)

LIMITATIONS

There was no limitation during the practicum stage regarding this component.

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APPENDICES

Appendix 1: School calendar

MONTH: AUGUST								MONTH: SEPTEMBER							
 								 							
lunes	martes	miércoles	jueves	viernes	sábado	domingo		lunes	martes	miércoles	jueves	viernes	sábado	domingo	
27	28	29	30	31	1	2		31	Neodirectorías del 1 al 23 Semana Pruebas Calidad 20 a	2	3	4	5	6	
3	Envío Volunt	4	Fiesta Instituto	5	6	7		7	Semana comités evaluativos 20	8	9	10	11	12	
10	11	12	13	14	15	16		14	15	16	17	18	19	20	
17	18	19	20	21	22	23		21	22	23	24	25	26	27	
24	25	26	27	28	29	30		28	29	30	1	2	3	4	
31	1	2	3	4	5	6		5	6	7	8	9	10	11	
<p>NOTAS: "Entre vosotros jóvenes es donde me encuentro a gusto" D. Bosco Cartelera de Don Bosco: Responde Dpto. de Humanidades</p>								<p>NOTAS: "Un trocito de Paraiso lo arregla todo" D. Bosco Cartelera Amor y Amistad: Administrativos. Mes de la Biblia.</p>							
MONTH: OCTOBER								MONTH: NOVEMBER							
															
lunes	martes	miércoles	jueves	viernes	sábado	domingo		lunes	martes	miércoles	jueves	viernes	sábado	domingo	
28	29	30	1	2	3	4		28	29	30	31	1	2		
5	6	7	8	9	10	11		3	4	5	6	7	8		
12	13	14	15	16	17	18		9	10	11	12	13	14	15	
19	20	21	22	23	24	25		16	17	18	19	20	21	22	
26	27	28	29	30	31	1		23	24	25	26	27	28	29	
3	4	5	6	7	8	9		30	1	2	3	4	5	6	
<p>NOTAS: "Sean buenos cristianos y honestos ciudadanos" D. Bosco Mes de las misiones: colecta por salón, responde orientador</p>								<p>NOTAS: "Dejémonos guiar por la caridad" D. Bosco</p>							

Appendix 2: Observation Protocol

FIRST WEEK: August 18th – 21st 2015

Observation N°: 1		
Date: August 19 th 2015		Teacher: Carmenza Vera
Observer: Leidy Velasco	Course: 9th A	Hour: from 7:00 to 7:55
Objective: To identify and analyze some general aspects about methodology and teacher's and students' role in the classroom, classroom environment and students' level of participation and motivation.		
CLASSROOM DESCRIPTION:		
1- Description of the classroom:		
2- Teaching aids /materials:		
3- Number and gender of students their attitudes and behavior		
<p>The school has assigned a classroom to each teacher, this means that students move from one classroom to another each hour while teachers remain in their classrooms. The English classroom is very small; there is not enough space to walk in the classroom, actually students must sit up front near the board and the teacher. The walls are yellow and there are three windows, one of them is located in the hall and it is possible to observe the classroom next door. There is a white blackboard situated between the teachers' desk and the door. There are 35 students' chairs (5 columns for 7 lines), one chair is broken. Besides, there are six posters surrounding the classroom, first one contains "greetings and polite expression", second one: "rulebooks to have a good relationship inside the classroom", third one: "phrasal verbs about taking care of the nature", fourth one: "Our Father pray", fifth one: Holy Mary pray" and sixth one: "comic strip students' project". Likewise, there is a platform under the blackboard that teachers</p>		

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use to observe all the students. All the classrooms are equipped with a T.V and a personal computer to better develop the classes.

There are 20 students 11 girls and 9 boys. Their ages oscillate between 14 and 15 years old. There are five lines and students are sitting randomly

I conducted the observation sat on a chair on the left side at the back of the classroom.

TIME	WHAT I OBSERVE	MY REFLECTION
7:00	Students arrive to the classroom and immediately teacher starts writing on the board a list of verbs and asked students to do sentences in positive, negative and interrogative form using the present simple tense.	There is a lot of information on the blackboard, it is a list of verbs on the left side, pronouns and sentences on the middle, and another list of verbs on the right side; it seems to be that students are confused, they do not what to do, besides, the teacher's hand writing is not readable.
7:05	Students are undisciplined and they are placed disorderly in the classroom, they do not obey the teacher so she asks them to repeat orally the meaning in Spanish of each verb, so she points to the verb and students say the meaning, they did this four times.	
7:10	Teacher yells at them to control the discipline, but students answer in the same way: yelling. The teacher writes on the board present simple structure and say to students to follow it to make sentences. The teacher tries to maintain discipline threatening students with notes of 1 and 0. Students become more restless when they hear this.	

<p>7:15</p>	<p>While few students are working the other are playing with a ball or in their cellphones, the teacher ignores them and reminds students to bring the dictionary for the next class but students laugh at her.</p>	
<p>7:20</p>	<p>She also reminds them to deliver the notebook to check it and register the notebook grade for the 30% of the period final note.</p> <p>Some students show the teacher the sentences they have made but she answers that everything is wrong and asks them to sit down, the teacher just yells at them again looking for attention and discipline.</p>	<p>Eight students do not bring their notebooks and they were supposed to deliver them to the teacher for the grade. Now, I wonder how they are going to work in class.</p>
<p>7:25</p>	<p>Teacher says that the exercise that students are doing is a review of previous topics because in the exam week they are doing the same exercise as the evaluation. Most of students continue talking to their classmates so the teacher yells again, and she asks students to repeat again orally the meaning in Spanish of each verb.</p>	
<p>7:35</p>	<p>The teacher writes on the board more verbs, then she asks students to make sentences in the three forms using present simple tense with the 20 verbs she has written on the board. Students start yelling, saying they do not understand the topic but</p>	<p>The teacher do not correct or explain students why their sentences were wrong, she yells at them, I think this may affect students' motivation so they do not want to participate anymore in class.</p>

<p>7:40</p>	<p>the teacher does not pay attention and goes to the door.</p> <p>Some students ask the teacher how to write some words English to do the sentences, the teacher writes the words on the board or pronounce them the way they are written so students can write on their notebooks (for example: the teacher said orally for the word <i>paper</i> /paper/ instead of /'peɪpə/).</p>	
<p>7:50</p>	<p>The teacher says students to pay attention with the third person when it is necessary to add <i>s- es- ies</i> at the end of verb but students do not listen to her.</p>	<p>The teacher is supposed to use the target language as much as possible in the class to motivate and encourage students to learn but she just say hello in English at the beginning of the class, the rest of this was in the mother tongue.</p>
<p>7:55</p>	<p>The teacher leaves the classroom for a moment to talk with another teacher, students take advantage of the time for copying another student's classwork, doing Math homework, standing up and starting talking, playing and yelling to each other.</p> <p>The ring bells and student run towards the door just two students say "<i>chao profe</i>", some studnets say: "<i>por fin se acabo, que clase tan eterna</i>".</p>	<p>Students do not show respect for the teacher or their classmates, they start laughing or listening to music in the middle of the class and this may interfere in the learning process.</p>

**Appendix 3: English Area Plan
NINHT GRADE**

		INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR PLAN GENERAL DE AREA		FOR- GE-01 VERSIÓN: B FECHA DE APROBACIÓN	
AREA: INGLÉS GRADO: NOVENO TIEMPO: CUARTO PERIODO		RESPONSABLES: DOCENTES DEPARTAMENTO DE HUMANIDADES (INGLES)			
ESTANDARES	NUCLEOS TEMÁTICOS	TIEMPO	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	
Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro. Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria. Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones. Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero Escribo textos expositivos sobre temas de mi entorno y mis intereses con una ortografía y puntuación aceptables. En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión	HAVE YOU EVER SEEN A UFO? Past Perfect Tense. Readings Past Participles Conditional Sentences. (IF) Real and unreal Conditional(WILL/ WOULD) Phrasal verbs	4 Horas 3 Horas 4 Horas 4 Horas 4 Horas 3 Horas 3 Horas 3 Horas	ESCUCHA Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. 1, 2 Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. 2, 3 LECTURA Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 1, 2 Identifico elementos culturales presentes en textos sencillos. 3 ESCRITURA Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. 1, 2, 3 MONOLOGO Uso un plan para exponer las actividades programadas en un futuro cercano.2 Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 1, 2, 3 CONVERSACION Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. 3	Argumento y debate sobre dilemas de la vida cotidiana en los que distintos derechos o distintos valores entran en conflicto; reconozco los mejores argumentos, así no coincidan con los míos. Participo en la planeación y ejecución de acciones que contribuyen a aliviar la situación de personas en desventaja.	
		INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR PLAN GENERAL DE AREA		FOR- GE-01 VERSIÓN: B FECHA DE APROBACIÓN	
COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO	EVALUACIÓN	METODOLOGIA	RECURSOS	
DE TIPO INTELLECTUAL. Sustento y argumento la elección de la alternativa más conveniente. DE TIPO PERSONAL. Efectúo ajustes a mi proyecto de vida y al plan de acción, si es necesario. DE TIPO INTERPERSONAL. Sustento con argumentos, basados en evidencias, hechos y datos, mis ideas y puntos de vista. DE TIPO ORGANIZACIONAL. Identifico buenas prácticas y las adapto para mejorar mis propios procesos y resultados. DE TIPO TECNOLÓGICO Utilizo las herramientas informáticas para el desarrollo de proyectos y actividades. DE TIPO EMPRESARIAL Y PARA EL EMPRENDIMIENTO Reconozco mis motivaciones personales frente a la creación de empresas o unidades de negocio.	Escribe actividades que había soñado. Enuncia frases que indican acciones en tiempos perfectos. Pregunta y da información sobre textos leídos. Expresa oraciones condicionales reales e irreales. Expresa situaciones hipotéticas sobre enunciados dados. Reconoce los diferentes significados de los Phrasal Verbs Explora eventos inexplicables o extraños.	<ul style="list-style-type: none"> • Formativa de seguimiento • Cualitativa Oral y escrita • De seguimiento • Cooperativa • Autoevaluación • Coevaluación • Individual • Sumativa • Integral • Pruebas ICFES 	Metodologías ricas en contenidos culturales La familiaridad con las culturas extranjeras permiten no solo una mejor valoración de la propia, sino también la comprensión, el respeto, el aprecio y la tolerancia por la cultura foránea. ENFOQUE COMUNICATIVO Privilegia el uso del lenguaje como elemento básico en la comunicación a través de la interacción. Respuesta Física Total(IPR) ESTRATEGIAS Trabajo grupal Trabajo individual Talleres de ejercitación. Desarrollo de guías personales y en equipo. Juegos con verbos Lectura e interpretación de textos Manejo de diccionario. Descripción y comparación Lista de verbos y nuevo vocabulario. Audición de canciones Prácticas orales y escritas Simulacros ICFES	<ul style="list-style-type: none"> • Textos Guía • Lecturas • Diccionario • Vídeo • Grabadora • Apuntes • Cds • Flash cards • láminas 	

Appendix 4: 7th Grade Lesson plan

PLANEADOR CLASE DE INGLÉS

***SUPERVISORA: DOCENTE CARMENZA VERA**

*** PRACTICANTE: LEIDY FERNANDA VELASCO VERA**

CURSOS: 7°A / 7 °B	SEMANA N° 6	FECHA: Del 19 al 23 de Octubre 2015	TIEMPO: 3 horas
Objetivo Lingüístico: <ul style="list-style-type: none"> Al final de la clase los estudiantes escribirán oraciones utilizando los verbos CAN and CAN'T y el vocabulario de verbos de acción para habilidades en personas. 		Objetivo Comunicativo: <ul style="list-style-type: none"> Al final de la clase los estudiantes serán capaces de identificar oralmente las habilidades que una serie de personajes animados pueden y no pueden hacer durante la audición a una película. 	
ETAPA	DESCRIPCIÓN DE ACTIVIDADES	HABILIDAD	MATERIALES
A P E R T U R A	<ul style="list-style-type: none"> La profesora saludará a los estudiantes y escribirá la fecha en el tablero. <p>Actividad 1: La profesora mostrará a los alumnos por medio del televisor una imagen que contiene una frase reflexiva. Enseguida ella pedirá a los alumnos que identifiquen las palabras que conocen en dicha frase con el fin de encontrar su significado. Luego, la profesora mostrará otra imagen con la frase en español y pedirá a los alumnos que compartan sus ideas y pensamientos sobre la misma con el fin de</p>	<p>HABLAR</p> <p>ESCRIBIR</p>	<p>Cartelera</p> <p>Tablero</p> <p>Marcadores</p> <p>Imagen con la frase reflexiva</p> <p>Computador</p> <p>Televisor</p>

	<p>reflexionar y dejar una enseñanza. La frase es la siguiente:</p> <ul style="list-style-type: none"> • “If you can dream it, you can do it”. - Walt Disney. • “Si tú puedes soñarlo, tu puedes hacerlo”. - Walt Disney. <p>Actividad 2: La profesora introducirá el nuevo vocabulario de ACTION VERBS (Verbos de acción) por medio de 2 videos cortos que muestran los diferentes verbos con su imagen y la profesora pedirá a los estudiantes que copien el vocabulario en sus cuadernos (Anexo 1).</p>		<p>Videos Verbos de acción</p>
<p>D E S A R R O L L O</p>	<p>Actividad 3: La profesora continuará con el tema gramatical de CAN para lo cual utilizará el vocabulario anterior y esta vez introducirá la explicación de CAN and CAN'T para expresar habilidades de PERSONAS. Para esto explicará en el tablero las estructuras gramaticales de las tres formas (afirmativa, negativa e interrogativa) y hará ejemplos en base a los verbos de acción que salen en el video, también pedirá a los estudiantes que hagan sus propios ejemplos con 5 de los verbos del</p>	<p>ESCRIBIR</p> <p>ESCUCHAR</p> <p>HABLAR</p>	<p>Tablero</p> <p>Marcadores</p> <p>Video</p> <p>Hoja de ejercicios</p> <p>Televisor</p> <p>Video</p>

	<p>video que la profesora escribirá en el tablero.</p> <p style="text-align: center;">USES OF CAN</p> <p>CAN is one of the most commonly used modal verbs in English. It can be used to express ability.</p> <p>AFFIRMATIVE FORM:</p> <ul style="list-style-type: none">• Personal Pronoun + CAN + Action verb + Complement• I can run very fast.• She can ride a bike. <p>NEGATIVE FORM:</p> <ul style="list-style-type: none">• Personal Pronoun + CANNOT + simple form of the Action verb• I cannot run very fast.• She cannot ride a bike. <p>CONTRACTED FORM:</p> <ul style="list-style-type: none">• Personal Pronoun + CAN'T + simple form of the Action verb• I can't run very fast.• She can't ride a bike.		Computador
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	<p>INTERROGATIVE FORM:</p> <ul style="list-style-type: none">• CAN + Personal Pronoun + simple form of the Action verb + ?• Can I can run very fast?• Can she ride a bike? <p>Actividad 4: La profesora le entregará a los estudiantes una guía sobre el tema de la semana CAN / CAN'T que contiene 3 ejercicios: primero, los estudiantes deberán completar las oraciones con CAN o CAN'T y el verbo de acuerdo a la imagen; segundo, ordenar las palabras para formar oraciones AFIRMATIVAS, NEGATIVAS o INTERROGATIVAS usando CAN o CAN'T y tercero, pasar las anteriores oraciones a español. (Anexo 2)</p> <p>Actividad 5: La profesora le mostrará a los estudiantes un video educativo titulado: <i>Audiciones para escoger la estrella calabaza</i>, un video animado para practicar el tema gramatical CAN/CAN'T para expresar habilidades, primero, los estudiantes verán el video completo para hacer un análisis global de lo que trata y después ellos deberán escribir en sus cuadernos las oraciones con las habilidades que las calabazas presentan en la audición</p>		
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	clasificándolas en oraciones AFIRMATIVAS, NEGATIVAS o INTERROGATIVAS. (Anexo 3)		
C L A U S U R A	<ul style="list-style-type: none"> Actividad 6: Para terminar, los estudiantes van a desarrollar una guía para repasar el tema general CAN/CAN'T para expresar habilidades tanto en ANIMALES como en PERSONAS y los verbos de acción, esta guía contiene 2 ejercicios, en el primero deberán ordenar las palabras para formar oraciones AFIRMATIVAS utilizando CAN; segundo, pasar las anteriores oraciones a su forma NEGATIVA e INTERROGATIVA; tercero, completar las oraciones con CAN o CAN'T; y cuarto, ordenar las letras para ESCRIBIR el verbo de acción apropiado según la imagen. (Anexo 4). 		
A N E X O S	<p>ANEXO 1: VIDEOS</p> <ul style="list-style-type: none"> Vocabulario Inglés Verbos de acción 1. Action Verbs 1 Talking Flashcards. En: https://www.youtube.com/watch?v=hzo9me2fdzg Vocabulario Inglés Verbos de acción 2. Action Verbs 2 Talking Flashcards. En: https://www.youtube.com/watch?v=ikC80uIEAp8 <p>ANEXO 2: GUIA N° 1</p>		

NAME: _____ GRADE: _____
 DATE: _____

A. Completa las oraciones con CAN o CAN'T y el verbo de acuerdo a la imagen. EJEMPLO:

The bird  **can** fly.
 The bird  **can't** dance.

1.  Diana _____ tennis.
2.  Tomas _____ soccer.
3.  Luis _____ the guitar.
4.  Mario _____.
5.  Julian _____.
6.  Diego _____.
7.  Cesar _____.
8.  The children _____.
9.  Roberto _____.
10.  Carlos _____.

B. Ordena las palabras para formar oraciones AFIRMATIVAS, NEGATIVAS o INTERROGATIVAS usando CAN o CAN'T.

1. she / sleep / can't: _____
2. you / cook / can / ? : _____
3. I / can / violin / play / the : _____
4. draw / they / can't / : _____
5. play / I / basketball / can : _____
6. can't / He / ski : _____
7. cook / ? / They / can : _____
8. can / play / she / baseball : _____
9. song / a / can't / I / sing : _____
10. ? / can / hug / they : _____
11. can't / you / crawl : _____
12. ? / She / drive / can : _____
13. can't / you / laugh : _____
14. bike / I / a / can / ride : _____
15. ball / can / he / throw / a } _____

C. Pasar las anteriores oraciones a ESPAÑOL:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ANEXO 3: VIDEO

- Exercise: Can & Can't with Action Verbs 6: "WHAT CAN YOU DO?" En: <https://www.youtube.com/watch?v=a91oTyA0Oq8>

ANEXO 4 GUÍA N ° 2

NAME: _____
 DATE: _____ GRADE: _____

A. Ordena las palabras para formar oraciones AFIRMATIVAS utilizando CAN:

- skate / I / can : _____
- can / you / run / : _____
- can / can / he / he : _____
- can / she / sing : _____
- it / talk / can : _____
- can / can / we : _____
- can / you / swim : _____
- fly / they / can : _____
- can / he / jump : _____
- dance / can / I : _____

B. Pasa las anteriores oraciones a su forma NEGATIVA e INTERROGATIVA:

- NEG: _____
- INT: _____

C. Completa las oraciones con CAN o CAN'T:
EXAMPLE:

- A zebra can run. It can't climb.
- A monkey _____ fly. It _____ climb.
- Dolphins _____ run. They _____ swim.
- Bees _____ swim. They _____ fly.
- Cows _____ produce milk. They _____ creep.
- Hens _____ swim. They _____ lay eggs.

D. Ordena las letras para ESCRIBIR el verbo de acción apropiado según la imagen

1 I cannot

2 you cannot

3 he cannot

4 she cannot

5 it cannot

6 we cannot

7 you cannot

8 they cannot

E. Copia las letras que están en la oscuridad de cada imagen anterior para encontrar la respuesta a la siguiente pregunta:

• WHAT ANIMAL CANT JUMP?

1 2 3 4 5 6 7 8

Appendix 5: 9th Grade Lesson Plan

PLANEADOR DE CLASE

*SUPERVISORA: DOCENTE CARMENZA VERA

* PRACTICANTE: LEIDY FERNANDA VELASCO VERA

CURSOS: 9°A / 9 °B	SEMANA N° 2	FECHA: Del 14 al 18 de Septiembre 2015	TIEMPO: 3 horas
Objetivo Lingüístico: <ul style="list-style-type: none"> Al final de la clase los estudiantes conocerán el vocabulario de situaciones extrañas y repasarán el participio pasado de algunos verbos irregulares por medio de una historia en pasado perfecto. 		Objetivo Comunicativo: <ul style="list-style-type: none"> Al final de la clase los estudiantes serán capaces de relatar una historia a través de imágenes utilizando el tiempo pasado perfecto. 	
ETAPA	DESCRIPCIÓN DE ACTIVIDADES	HABILIDAD	MATERIALES
A P E R T U R A	<ul style="list-style-type: none"> La profesora saluda a los estudiantes y escribe la fecha en el tablero. <p>Actividad 1: La profesora mostrará a los alumnos una imagen que contiene una frase reflexiva. Enseguida ella pedirá a los alumnos que identifiquen las palabras que conocen en dicha frase con el fin de encontrar su significado. Luego, la profesora escribirá en el tablero la misma frase en español y pedirá a los alumnos que compartan sus ideas y pensamientos sobre la misma con el fin de reflexionar y dejar una enseñanza. La frase es la siguiente:</p> <ul style="list-style-type: none"> “You have three choices in life: Give up, give in, or give it all you have got”. - Unknown “Tú tienes tres opciones en la vida: renunciar, ceder, o dar todo lo que tienes”. - Desconocido 	HABLAR ESCRIBIR LEER	Tablero Marcadores Imagen frase de reflexión Historia en secuencia de imágenes (sequenced story picture)

	<p>Después de la reflexión, la profesora utilizará una historia en secuencia de imágenes (sequenced story picture) de un extraterrestre, donde las imágenes y texto fueron adaptados en base a la creación de la profesora de Inglés Astrid Nuñez Pardo del libro (<i>New Generation For Teenagers 9</i>: página 41).</p> <p>El texto que contiene esta historia en secuencia de imágenes está en pasado perfecto por lo que será empleada para introducir el participio pasado de los verbos regulares e irregulares y revisar la estructura del pasado perfecto y trabajarlas en clase. (Anexo 1)</p>		
<p>D E S A R R O L L O</p>	<p>Actividad 1: La profesora pegará en el tablero un poster a color con la historia en secuencia de imágenes (sequenced story picture) omitiendo el texto que ella contiene con el fin de que los estudiantes puedan analizar por ellos mismos las imágenes y especular sobre la historia y sobre lo que se quiere decir. (Anexo 2)</p> <p>Esta actividad será guiada por la profesora a través de una serie de preguntas tales como:</p> <p>¿Cuál es el lugar de la historia? ¿Quiénes son los personajes? ¿Cuáles son las</p>	<p>ESCRIBIR</p> <p>ESCUCHAR</p> <p>HABLAR</p>	<p>Tablero</p> <p>Marcadores</p> <p>Historia en secuencia de imágenes sin texto (sequenced story picture)</p> <p>Formato copia con la historia</p>

	<p>emociones de los personajes? ¿Qué objetos hay en la historia?</p> <p>Los estudiantes tendrán 10 minutos para observarla y responder dichas preguntas. Luego, los estudiantes compartirán sus ideas al respecto.</p> <p>Actividad 2: La profesora explicará a los estudiantes cómo está compuesta esta historia en secuencia de imágenes (sequenced story picture) el panel, las tarjetas de secuencia de imágenes y las frases de la historia.</p> <p>Actividad 3: La profesora le dará a cada estudiante una copia de la misma historia en secuencia de imágenes (sequenced story picture) con la diferencia que esta contiene el texto de lo que pasa en cada imagen. Después, ella pegará el texto de cada imagen en el poster del tablero. En esta actividad, los estudiantes deberán leer el texto identificando el vocabulario desconocido y encerrando este en un círculo mientras la profesora copia la lista en el tablero, después ellos deberán buscar el significado de las palabras con ayuda de un diccionario.</p>		
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	<p>Actividad 4: La profesora preguntará a los estudiantes en que tiempo fue escrita la historia y cuando ellos identifiquen el pasado perfecto, ella le pedirá a los estudiantes que subrayen las oraciones que estén en pasado perfecto; después, ella preguntará que estudiantes quieren voluntariamente pasar al frente a subrayar las frases en el poster del tablero. Luego, la profesora escribirá en el tablero una oración afirmativa de la historia para repasar la estructura del pasado perfecto, ella transformará la oración a la forma negativa e interrogativa y pedirá a los estudiantes que traduzcan al español estas oraciones para recordar el significado de este tiempo gramatical. Asimismo, la profesora introducirá el participio pasado de los verbos irregulares que allí aparecen, y entregará a los estudiantes una hoja con la conjugación de los verbos regulares e irregulares más usados en inglés. (Anexo 3)</p> <p>What is a past participle?</p> <p>A past participle indicates past or completed action or time. It is often called the 'ed' form as it is formed by adding -ed, to the base form of regular verbs, however it is also</p>		
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	<p>formed in various other ways for irregular verbs.</p> <p>It can be used to form a verb phrase as part of the past perfect tense. Example:</p> <ul style="list-style-type: none"> • The soccer team had lost the match when I arrived to the stadium. LOST is part of the verb phrase “had lost”) <p>Actividad 5: Después de haber identificado el tiempo gramatical de la historia, la profesora le pedirá a los estudiantes que lean mentalmente la historia completa de forma individual empezando por el título y después el texto de cada imagen en secuencia. Ella les preguntará si la entendieron para saber si lo que especularon anteriormente era o no lo correcto.</p> <p>Actividad 6: La profesora con ayuda de los estudiantes secuenciaran la historia en español de la siguiente forma, ella leerá en voz alta el texto de cada tarjeta uno por uno en inglés y pedirá a los estudiantes que digan el significado en español; al final, ella pedirá a algunos estudiantes que voluntariamente quieran leer la historia por tarjetas para practicar la pronunciación.</p>		
<p>C</p>	<ul style="list-style-type: none"> • Actividad 7: Al final de la temática, la profesora pedirá a los estudiantes que se organicen por parejas y que piensen en una situación imaginaria utilizando 		

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el vocabulario visto sobre las situaciones extrañas para que ellos diseñen su propia historia en secuencia de imágenes (sequenced story picture) pensando en los personajes, lugar, y texto de cada imagen donde tratarán de utilizar el pasado perfecto teniendo en cuenta el participio de los verbos regulares o irregulares.

Luego, entregará a cada pareja un formato en blanco para que los estudiantes empiecen a hacer el borrador de la historia con sus dibujos y texto, el cual será después revisado por la profesora para que finalmente los estudiantes corrijan y entreguen la versión final de la historia en la siguiente clase. (Anexo 4)

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ANEXO # 1



ANEXO # 2



NAUGHTY ALIENS

At 8:00 PM, Lisa had dinner tonight when she got home at 10:00 PM. She found a mess in her house.

That is what happened. The alpha alien and his brother had decided to return to planet Earth at 08:00 PM.

Alpha had arrived at Lisa's house at 08:20 PM when the rest still at work.

At 8:30 PM, Betty had already eaten Lisa's food in her kitchen.

At 08:45 PM, the alpha alien had already read a book about medicine.

At 9:00 PM, his brother had already return in Lisa's post mailbox.

At 09:15 PM, the aliens had already danced in Lisa's living room.

At 09:30 PM, the aliens had left the Earth and had returned to their planet.

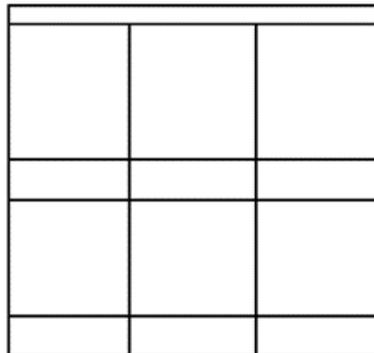
Lisa never knew that burglars were two aliens instead of human beings.

ANEXO # 3

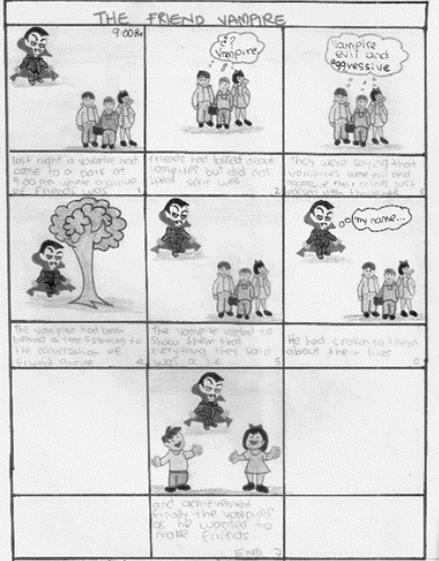


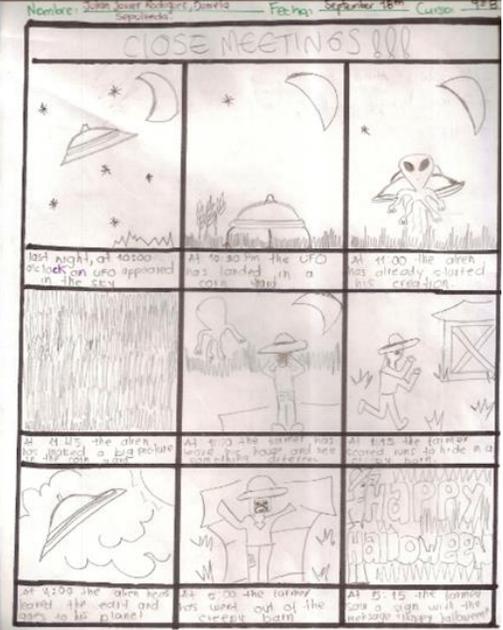
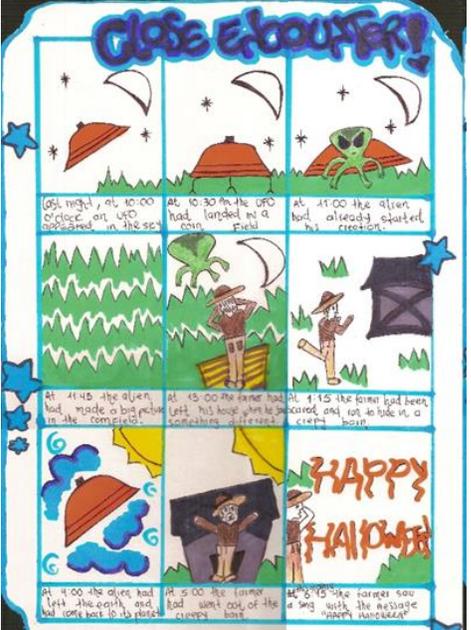
REGULAR VERBS:				IRREGULAR VERBS:			
INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	SPANISH	INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	SPANISH
1. Answer	Answered	Answered	Responder	37. Be	Was / Were	Been	Ser
2. Arrive	Arrived	Arrived	Llegar	38. Break	Broke	Broken	Romper
3. Ask	Asked	Asked	Preguntar	39. Buy	Bought	Bought	Comprar
4. Borrow	Borrowed	Borrowed	Tomar Prestado	40. Catch	Caught	Caught	Atrapar
5. Clean	Cleaned	Cleaned	Limpiar	41. Come	Came	Come	Venir
6. Climb	Climbed	Climbed	Escalar	42. Do	Did	Done	Hacer
7. Collect	Collected	Collected	Coleccionar	43. Drink	Drank	Drunk	Beber
8. Compose	Composed	Composed	Componer	44. Drive	Drove	Driven	Conducir
9. Cook	Cooked	Cooked	Cocinar	45. Eat	Ate	Eaten	Comer
10. Dance	Danced	Danced	Bailar	46. Fall	Fell	Fallen	Caer
11. Describe	Described	Described	Describir	47. Feel	Felt	Felt	Sentir
12. Discover	Discovered	Discovered	Descubrir	48. Find	Found	Found	Encontrar
13. Enjoy	Enjoyed	Enjoyed	Disfrutar	49. Fly	Flew	Flown	Volar
14. Happen	Happened	Happened	Sucedir	50. Forget	Forgot	Forgotten	Olvidar
15. Help	helped	helped	ayudar	51. Give	Gave	Given	Dar
16. Invite	invited	invited	invitar	52. Go	Went	Gone	Ir
17. Kill	Killed	Killed	Matar	53. Have	Had	Had	Tener
18. Like	Liked	Liked	Gustar	54. Know	Knew	Known	Saber
19. Live	Lived	Lived	Vivir	55. Leave	Left	Left	Dejar
20. Look	Looked	Looked	Mirar	56. Make	Made	Made	Hacer
21. Love	Loved	Loved	Amar	57. Meet	Met	Met	Encontrar
22. Play	Played	Played	Jugar	58. Read	Read	Read	Leer
23. Prefer	Preferred	Preferred	Preferir	59. Say	Said	Said	Decir
24. Return	Returned	Returned	Volver, Regresar	60. See	Saw	Seen	Ver
25. Start	Started	Started	Comenzar	61. Sleep	Slept	Slept	Dormir
26. Stay	Stayed	Stayed	Quedarse	62. Speak	Spoke	Spoken	Hablar
27. Stop	Stopped	Stopped	Detener	63. Spend	Spent	Spent	Gastar
28. Study	Studied	Studied	Estudiar	64. Swim	Swam	Swum	Nadar
29. Use	Used	Used	Usar	65. Take	Took	Taken	Tomar
30. Visit	Visited	Visited	Visitar	66. Talk	Talked	Talked	Hablar
31. Wait	Waited	Waited	Esperar	67. Teach	Taught	Taught	Enseñar
32. Walk	Walked	Walked	Caminar	68. Tell	Told	Told	Decir
33. Want	Wanted	Wanted	Querer	69. Think	Thought	Thought	Pensar
34. Wash	Washed	Washed	Lavar	70. Understand	Understood	Understood	Entender
35. Watch	Watched	Watched	Mirar	71. Wear	Wore	Worn	Llevar Puesto
36. Work	Worked	Worked	Trabajar	72. Write	Wrote	Written	Escribir

ANEXO # 4



Appendix 7: Students' production

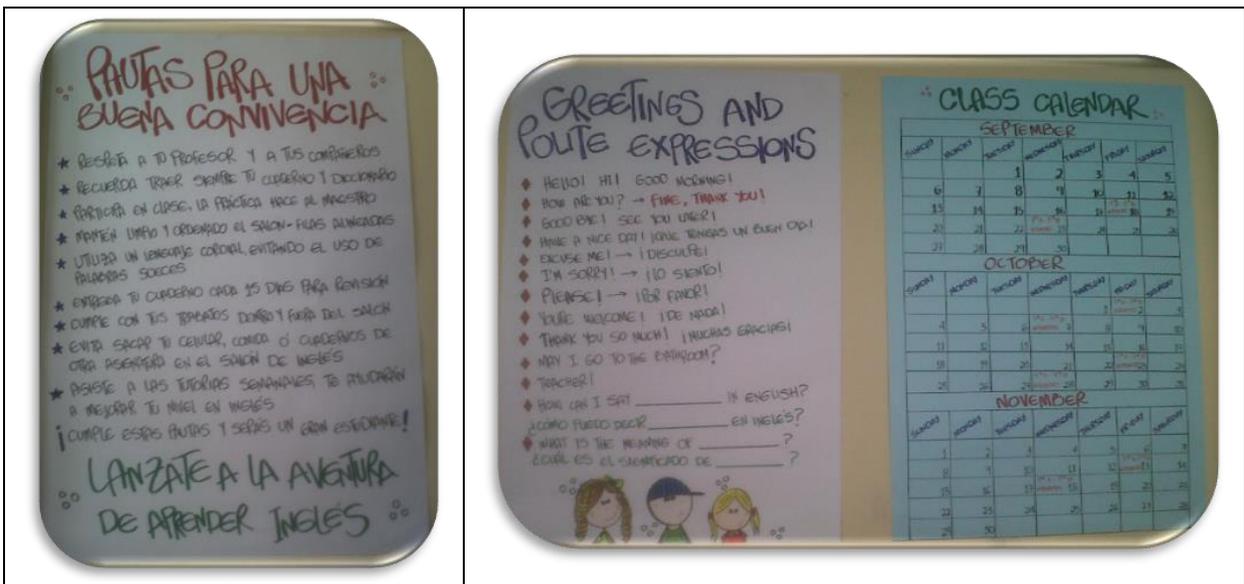
FIRST DRAFT	FINAL VERSION
<p style="text-align: center;">THE FRIEND VAMPIRE</p>  <p>9:00pm "Vampire?" "Vampire will and aggressive"</p> <p>last night a vampire had come to a cave at 9:00pm where a group of friends...</p> <p>friends had talked about vampires but did not speak very well.</p> <p>They were talking about vampires were evil and aggressive they didn't just look scary.</p> <p>"my name..."</p> <p>The vampire had been behind a tree listening to the conversation of several groups.</p> <p>The vampire wanted to show them that vampires they said were evil.</p> <p>He had spoken to them about their lives.</p> <p>and vampires really the vampires of the world to have friends.</p> <p>Nombre: Dariona Batoca - Isabella Ruiz - Karla Molina Curso: 9A</p>	<p style="text-align: center;">A FRIENDLY VAMPIRE</p>  <p>"Vampire?" "Vampire will and aggressive"</p> <p>Last night a vampire had come to a park at 9:00 pm where there was a group of friends.</p> <p>Friends had been talking about vampires but they did not speak very well.</p> <p>They were saying that vampires were evil and aggressive their minds just closed right through.</p> <p>"my name..."</p> <p>The vampire had been behind a tree listening to the conversation of the group of friends.</p> <p>The vampire wanted to prove that not every thing humans saying was a lie.</p> <p>The vampire spoke to them about the true life of a vampire.</p> <p>Finally, the group of friends changed their opinion about vampires, and they were all happy.</p> <p>Isabella Ruiz - Dariona Batoca - Karla Molina 9A</p>

FIRST DRAFT	FINAL VERSION
<p style="text-align: center;">CLOSE MEETINGS</p>  <p>Nombre: Juan José Rodríguez Domínguez - Fabian Sepúlveda Curso: 9B</p> <p>last night, at 10:00 o'clock an UFO appeared in the sky.</p> <p>At 10:30 pm the UFO has landed in a corn field.</p> <p>At 11:00 the alien has already started his creation.</p> <p>At 11:15 the alien had made a big noise in the cornfield.</p> <p>At 11:30 the farmer had closed his house and he had started to scream.</p> <p>At 11:45 the farmer had started to run to hide in a cornfield.</p> <p>At 12:00 the alien had landed the earth and was going to his planet.</p> <p>At 12:10 the farmer was taking out of the cornfield.</p> <p>At 12:15 the farmer had seen a sign with the message "Happy Halloween".</p>	<p style="text-align: center;">CLOSE ENCOUNTER!</p>  <p>last night, at 10:00 o'clock an UFO appeared in the sky.</p> <p>At 10:30 pm the UFO had landed in a corn field.</p> <p>At 11:00 the alien had already started his creation.</p> <p>At 11:15 the alien had made a big noise in the cornfield.</p> <p>At 11:30 the farmer had closed his house and he had started to scream.</p> <p>At 11:45 the farmer had started to run to hide in a cornfield.</p> <p>At 12:00 the alien had landed the earth and was going to his planet.</p> <p>At 12:10 the farmer was taking out of the cornfield.</p> <p>At 12:15 the farmer had seen a sign with the message "Happy Halloween".</p>

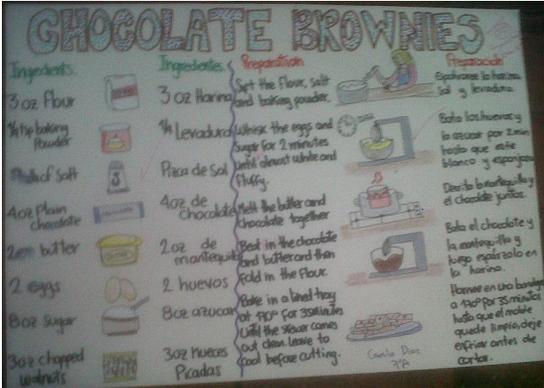
Appendix 8: Sequenced Story Picture Poster



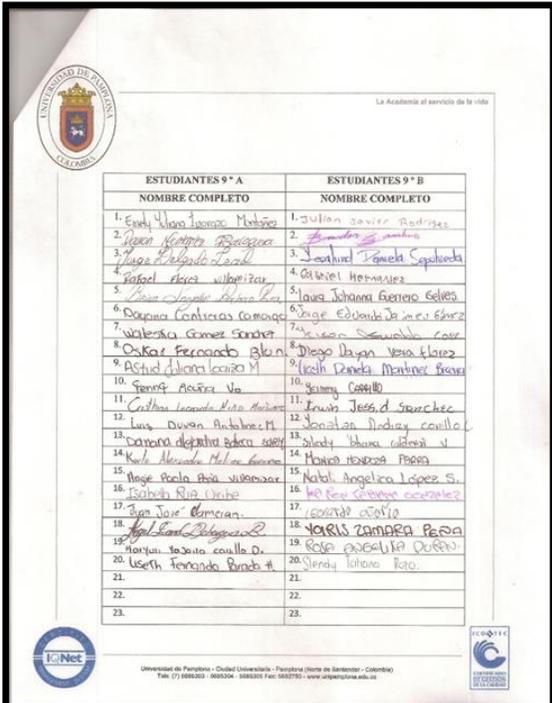
Appendix 9: Pedagogical component evidence



Appendix 11: 7th Grade Projects

<h2 style="margin: 0;">FIRST UNIT : COOKING TIME</h2>	<h2 style="margin: 0;">SECOND UNIT : ANIMAL KINGDOM</h2>
	

Appendix 12 : Questionnaire - Consent Letter

	
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Appendix 13 : First and Second Questionnaire

FIRST QUESTIONNAIRE

NOMBRE: Angie Delgado L. CURSO: 9^a FECHA: Septiembre 15 del 2015

CUESTIONARIO N°1

Este primer cuestionario se realiza con el objetivo de recoger información para la investigación que está enfocada en el uso de las historias en secuencias de imágenes para fomentar la escritura de los estudiantes de noveno grado de la Institución Educativa Colegio Técnico Aguada Gallardo de Villamizar en Colombia.

El propósito de este cuestionario es registrar cuáles son sus creencias sobre el aprendizaje de un idioma extranjero; específicamente lo relacionado con la comprensión lectora y la producción escrita en el área de inglés.

- Escija una opción para cada una de las preguntas según sus gustos y experiencia personal:

<p>1. Me interesa aprender a</p> <p>a. Leer en inglés</p> <p>b. Escribir en inglés</p> <p>c. Leer y escribir en inglés</p> <p>2. Se me dificulta leer en inglés por:</p> <p>a. El vocabulario desconocido</p> <p>b. No entiendo la gramática</p> <p>c. El tipo de texto (argumentativo, descriptivo, científico, expositivo).</p> <p>3. Se me dificulta escribir en inglés porque:</p> <p>a. No tengo vocabulario</p> <p>b. No se usar la gramática</p> <p>c. No conozco los conectores</p> <p>4. Me gustaría interpretar textos en inglés:</p> <p>a. En formato físico (solo texto)</p> <p>b. En formato visual (texto e imágenes)</p> <p>c. En formato audio-visual (texto y audio)</p> <p>5. Me gusta escribir en clase de inglés:</p> <p>a. Individualmente</p> <p>b. En pareja</p> <p>c. En grupo</p>	<p>6. Marque con una X si hace esto a la hora de leer un texto en inglés:</p> <p>___ Analizo el título del texto</p> <p><input checked="" type="checkbox"/> Analizo las imágenes que acompañan el texto</p> <p><input checked="" type="checkbox"/> Imagino de que podrá tratar el texto antes de comenzar a leerlo</p> <p>___ Busco las palabras desconocidas en un diccionario</p> <p>___ Subrayo las estructuras gramaticales</p> <p>7. Marque con una X si hace esto a la hora de escribir un texto en inglés:</p> <p>___ Planeo lo que voy a escribir (ideas)</p> <p><input checked="" type="checkbox"/> Hago un borrador del texto</p> <p><input checked="" type="checkbox"/> Corrijo errores (edición)</p> <p>___ Elaboro la versión final del texto</p>
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SECOND QUESTIONNAIRE

NOMBRES: Isabella Ruiz - Karla Moliva CURSO: 9^a FECHA: Noviembre 6 del 2015

CUESTIONARIO N°2

Este segundo y último cuestionario se realiza con el objetivo de recoger información para la investigación que está enfocada en el uso de las historias en secuencias de imágenes para fomentar la escritura de los estudiantes de noveno grado de la Institución Educativa Colegio Técnico Aguada Gallardo de Villamizar en Colombia.

El propósito de este cuestionario es registrar cuáles son sus percepciones respecto al uso de las tres historias en secuencias de imágenes implementadas durante este curso periodo en el área de inglés.

- Responda las siguientes preguntas de manera honesta:

1. Nombra 3 aspectos positivos sobre la implementación de las tres historias en secuencias de imágenes en la clase de inglés.

* Captan la atención de los estudiantes porque son historias llamativas
* Aprendemos vocabulario y gramática a la vez
* Trabajamos en grupos y participamos más en clase

2. ¿Qué piensa de haber trabajado en grupo para crear su propia historia en secuencia de imágenes?

Me gusta mucho crear las historias trabajando en parejas con mi compañera entre las dos hablamos ideas, compartimos opiniones y nos ayudamos mutuamente a yo no entendía algo ella me explicaba y el tiempo nos resultó más fácil.

3. Del proceso seguido al leer un texto en inglés implementando las historias en secuencias de imágenes en la clase de inglés, ¿Cuál(es) paso(s) le gustaron más y por qué?

El proceso de análisis de las imágenes porque podíamos imaginar la trama de la historia, la parte más divertida o participar para que identificáramos los personajes, lugares, emociones y objetos.

4. Del proceso seguido al escribir un texto en inglés implementando las historias en secuencias de imágenes en la clase de inglés, ¿Cuál(es) paso(s) le gustaron más y por qué?

Me gusta mucho el de planeo porque la parte más difícil es un formato un borrador como el primer de la historia y mejor si tenemos vocabulario en las palabras largas y temas de la historia creamos las ideas y eso nos ayuda mucho para después escribir en inglés.

- Marque con una X los ítems que considera logró alcanzar al aprender inglés a través de historias en secuencias de imágenes.

ITEM	SI	NO
Leer un texto que contiene imágenes me ayudó a comprender mejor la historia.	X	
Se me facilitó trabajar en grupo para elaborar la historia en inglés.	X	
Estuve más atento en la clase cuando trabajamos con las historias en secuencias de imágenes.	X	
Fue divertido aprender vocabulario y gramática con las historias en secuencias de imágenes.	X	
Al hacer hipótesis sobre la historia pude participar sin miedo a equivocarme.	X	

Appendix 14: Pre-service teacher's reflective journal

Miércoles 16 de Septiembre 2015

Llegué al colegio a las 6:45 am, fui al salón y comencé mi historia en ausencia de imágenes ya que hoy la implementaba por 1ª vez y esto hoy mismo de aprendizaje es el eje central de mi propuesta. Esta motivada y llena de energía esperando que los estudiantes de 9ºB se sintieran curiosos y trabajaron. Hoy traté de subir un poco el nivel y la dije que iba a hablar más en inglés que me se asustaron por el contrario que preguntaron que lo intentarían en Inglés para empezar, analizamos las imágenes del puzle a través de 4 preguntas, las sí les respondían de forma ind. en sus cuadernos en inglés, luego compartamos los ítem, después les dije y observaron las imágenes y pensaron en la posible historia teniendo en cuenta las preguntas anteriores, luego a algunos compartieron su hipótesis en español. Después les explique los 3 partes de una historia en ausencia de imágenes, seguidamente les entregue una copia de esta en el texto y les pedí que subrayaran el vocabulario desconocido mientras yo les pegaba el texto en el puzle luego hicimos la lista del vocabulario en la tablero y como previamente había solicitado a los estudiantes formo diccionarios en parejas ya que todos tenían diccionarios. Luego les explique en el tablero, los estudiantes participaron bastante en este punto luego les pedí que me dijeran que tiempo gramatical estaban viendo, cuando respondieron que pasado perfecto les recordé la estructura y les pedí que escribiera en su copia las oraciones que les había este tiempo. El tiempo sonó y se paró para continuar en la siguiente clase.

En la 2da hora la pose tenía clase de Proyecto de vida con 6ºB y me pidieron ayudarse a pasar unas notas de inglés de 6ºA.

En la 3ra hora tuve inglés con 9ºB iba a implementar "The sequence story picture" también con ellos. Al comenzar me daban en empezar la clase porque la

mayoría de estudiantes no trajo diccionarios y fuera a pedir unos prestados en 9ºB. Luego les dije saludos amables y explicándoles el uso de las historias después hicimos el análisis de las imágenes compartamos hipótesis, les explique la 3ª parte de la historia, buscamos el vocabulario desconocido, analizamos el título del texto y dejamos hasta ahí porque amaban. Entonces me aliviané que solo participaran siempre las mismas estudiantes, no se si las decida a la buena porque no me interesa o por pena de no trabajar en casa y mostrar una forma para motivarlas a participar.

En la hora de descanso comencé el taller de nivelación en inglés con 8 estudiantes de 9ºA donde debían traer oraciones en las 3 formas (I, -s, -es) en los 5 tiempos visto con una lista de 25 verbos sin poner explicando la estructura en Presente Simple.

Después de descanso (9:45-10:15) mi supervisora no tiene más clase por lo que me pidió el favor de que ordenara sus escritorios porque habíamos terminado para recibir por descanso más 2 horas de desayunando, seleccionando y acomodando lo que se iba a hacer.

En la última hora mi supervisora se fue al salón de profesores porque había comite evaluativa de nuevos libros y me pidió el favor de que comprara 2 cartulinas y las pegaran la ventana porque no había más espacio, decorandola con el título de "Buzón del Afecto" ya que todos los cursos deben hacerlo para poner mensajes por el amor del amor y la amistad. Espero podamos sacar ventaja del hecho que se tapó la ventana el lado derecho donde los estudiantes a veces se colaban cuando el salón de docente, ahora puede que esas estudiantes piden más atención a las clases.

Miércoles 22 de Septiembre 2015

De 7:55 a 9:45 tuve 2 horas de Inglés con 9ºA que estaban dispuestas para trabajar en mi herramienta de aprendizaje de la propuesta. Se trabajó la parte de producción escrita por parejas, se les dio un párrafo en blanco para que los estudiantes plasmaran primero sus ideas en español y luego a inglés y las dibujar. Al comenzar fue muy motivador para ellos ya que usaban su imaginación y creatividad para imaginar una historia, se les facilitó esa parte de creatividad ya que ellos utilizaron el vocabulario de la clase anterior. Se les revisó y todos los historias eran muy llamativas y chistosas. En la 2da hora debían empezar a escribir en inglés esas ideas previas. Aquí fueron algunas parejas más dispuestas por varias razones. Primero, solo dos parejas lleva el diccionario así que las demás no tenían como buscar las palabras desconocidas. Segundo, algunas parejas tuvieron problemas utilizando la estructura gramaticales ya que se confundían al escribir el participio pasado de los verbos, esto hizo que se sintieran un poco frustrados. Sin embargo, algunas parejas alcanzaron a hacer un muy buen trabajo, pedían mi opinión y orientación para que les corrigiera. En general se veían muy interesados.

Miércoles 23 de Septiembre 2015

Llegué a las 6:30 am al colegio, fui al salón de Inglés a buscar el portátil y los dispositivos. Llegué a las 7 am comencé en el eje de reflexión, luego usé el nuevo tema donde utilice dispositivos para introducir el FUTURO Simple con WILL. Al final de la clase los estudiantes me dejaron sus cuadernos ya que era la primera fecha de entrega.

En la 2da hora me fui al salón de profesores a calificar los cuadernos de 9ºA. A la mayoría le fue muy bien en su entrega 4 estudiantes no me entregaron.

A las 8:50 finalizamos para la 3ra hora con 9ºB comencé trabajando mi propuesta, faltaba la parte de producción escrita donde los estudiantes por parejas debían pensar y creativamente crear su propia historia en ausencia de imágenes, primero trabajaron en el formato seleccionando personajes lugar y título de la historia, después las ideas de la reversión en español, los parejas en general trabajaron muy bien excepto por una. 2 parejas terminaron la idea en español y empezaron a hacer la reversión en inglés, su trabajo estuvo muy bien en clase, preguntaban y fueron muy imaginativas. Al mismo me entregaron lo que habían hecho para terminar la siguiente clase. Al terminar, recogí los cuadernos para calificar.

En la hora de descanso visité 4 estudiantes de 9ºB y continuamos trabajando en el taller de nivelación.

Transcription of the reflective journal

Wednesday, September 23rd 2015

It was possible to identify some positive and negative aspects from the process of implementation of the sequenced story picture in 9^o A course. Regarding the advantages I found an increase in students' motivation, they seemed to be interested in knowing what was the story about. Likewise, the images caught their attention which made they paid attention to the class. Equally, it was easier for them to work in the vocabulary because the images help them to understand the story and although some of them did not have dictionary, they could figure out the meaning of the word with the image analysis.

In the writing production process, students worked in pairs to create their own sequenced story picture, they wrote the ideas in Spanish which helped them to create their stories since they had seen a vocabulary about strange situations related to the topic of the story they used this vocabulary to create their creative and striking stories. However, when students translated the story from Spanish to English, some groups got confused with the grammatical structures and tenses. Furthermore, the fact that some of them did not bring the dictionary affected their work in class.

The last disadvantage was the wasted time due to the "Buenos Dias" that students have every day, today they spent 15 minutes over the time of the class which affected the implementation of the proposal. Ninth grade course A spent 4 hours to develop the activities with the sequenced story picture. Likewise, when correcting the stories. Students should finish the edition and made the final version of the stories at home but some of them lost the story and did not deliver the final version which affected the implementation of my proposal.

Implementing sequenced story picture

In the other hand, when helping and observing students' behavior and work in class, it was possible to talk to them about their perceptions regarding the use of the sequenced story picture, both courses agreed that the images analysis process was stimulating because they were motivated to think and make hypothesis about the story, they also learnt to have into account the small details from images which are important to understand the story.

Tuesday, September 29th 2015

It was possible to identify some positive and negative aspects from the process of implementation of the sequenced story picture in 9° B course.

During the first hour of implementation two activities were done, students participated sharing their ideas about the story. However, just three students participated voluntarily, the others did not participate voluntarily so I had to ask for their opinions, they knew but they were shy to talk.

In the writing production process, students participated more, they asked me when they had doubts, and they showed me their work, all the pairs created their story first in Spanish then they translated it to English, except for one pair which wrote the story from the beginning in English, this group did a really great job, following the grammatical structures and using the vocabulary. This group was more motivated, when correcting their work they had a few mistakes. It was satisfactory to see so much potential in the students.

Regarding the negative aspects in 9° B students, this group is overdue compared with the other group, I missed 3 hours of class due to the cultural events of the school, for instance, the dance rehearsals for the Don Bosco's day and the students' day. Likewise, a few of the students

Appendix 16: 5th Grade Lesson Plan

PLANEADOR CLASE DE INGLÉS

***SUPERVISORA:** DOCENTE MIGUEL MARTINEZ

*** PRACTICANTE:** LEIDY FERNANDA VELASCO VERA

CURSOS: 5°A	SEMANA N° 2	FECHA: Lunes, Septiembre 14 del 2015	TIEMPO: 2 horas
Objetivo Lingüístico:		Objetivo Comunicativo:	
<ul style="list-style-type: none"> Al final de la clase los estudiantes escribirán oraciones utilizando los adjetivos posesivos. 		<ul style="list-style-type: none"> Al final de la clase los estudiantes serán capaces de leer y crear oraciones utilizando los adjetivos posesivos. 	
ETAPA	DESCRIPCIÓN DE ACTIVIDADES	HABILIDAD	MATERIALES
A P E R T U R A	<ul style="list-style-type: none"> La profesora escribirá la fecha en el tablero <p>Actividad 1: La profesora mostrará a los alumnos por medio de un poster una frase reflexiva. Enseguida ella pedirá a los alumnos que identifiquen las palabras que conocen en dicha frase con el fin de encontrar su significado. Luego, la profesora escribirá en el tablero la frase en español y pedirá a los alumnos que compartan sus ideas y pensamientos sobre la misma con el fin de reflexionar y dejar una enseñanza. La frase es la siguiente:</p> <ul style="list-style-type: none"> “Be happy, be bright, be you”. - Unknown “Se feliz, se brillante, se tú”. - Desconocido 	<p>HABLAR</p> <p>ESCRIBIR</p> <p>LEER</p>	<p>Tablero</p> <p>Marcadores</p> <p>Poster</p>
D E	<p>Actividad 2: La profesora realizará una dinámica que se llama: “Matching your Mind” con el fin de</p>	ESCRIBIR	Tablero

<p>S</p> <p>A</p> <p>R</p> <p>R</p> <p>O</p> <p>L</p> <p>L</p> <p>O</p>	<p>introducir el nuevo tema gramatical que es Adjetivos Posesivos. Ella pegara en el tablero un poster con tarjetas que están tapadas y los estudiantes deberán formar las parejas. Ella dividirá el salón en 4 grupos y de cada grupo ira pasando un estudiante a destapar una tarjeta, hasta que vayan formando las parejas, y ganará el equipo que más parejas logre armar.</p> <p>Actividad 3: La profesora explicara el nuevo tema que es Adjetivos Posesivos. Para esto explicará en el tablero las estructuras gramaticales de las tres formas (afirmativa, negativa e interrogativa) y hará ejemplos, también pedirá a los estudiantes que hagan sus propios ejemplos.</p> <p>ADJETIVOS POSESIVOS:</p> <table border="1" data-bbox="381 1171 1008 1850"> <tr> <td data-bbox="381 1171 711 1535"> <p>MY:</p> <p>I am a teacher. I like my job.</p> <p>Soy profesor. Me gusta mi trabajo.</p> </td> <td data-bbox="711 1171 1008 1535"> <p>YOU:</p> <p>You work here, and your wife works here too.</p> <p>Tú trabajas aquí y tu esposa trabaja aquí también.</p> </td> </tr> <tr> <td data-bbox="381 1535 711 1850"> <p>HIS:</p> <p>Bill washes his car every day.</p> <p>Bill lava su auto todos los días.</p> </td> <td data-bbox="711 1535 1008 1850"> <p>HER:</p> <p>Mary went to her English class yesterday.</p> <p>Mary fue a su clase de inglés ayer.</p> </td> </tr> </table>	<p>MY:</p> <p>I am a teacher. I like my job.</p> <p>Soy profesor. Me gusta mi trabajo.</p>	<p>YOU:</p> <p>You work here, and your wife works here too.</p> <p>Tú trabajas aquí y tu esposa trabaja aquí también.</p>	<p>HIS:</p> <p>Bill washes his car every day.</p> <p>Bill lava su auto todos los días.</p>	<p>HER:</p> <p>Mary went to her English class yesterday.</p> <p>Mary fue a su clase de inglés ayer.</p>	<p>HABLAR</p> <p>LEER</p>	<p>Marcadores</p> <p>Poster</p> <p>Tarjetas</p>
<p>MY:</p> <p>I am a teacher. I like my job.</p> <p>Soy profesor. Me gusta mi trabajo.</p>	<p>YOU:</p> <p>You work here, and your wife works here too.</p> <p>Tú trabajas aquí y tu esposa trabaja aquí también.</p>						
<p>HIS:</p> <p>Bill washes his car every day.</p> <p>Bill lava su auto todos los días.</p>	<p>HER:</p> <p>Mary went to her English class yesterday.</p> <p>Mary fue a su clase de inglés ayer.</p>						

	<p>ITS:</p> <p>This car has a hole in its roof.</p> <p>Este auto tiene un agujero en su techo.</p>	<p>OUR:</p> <p>We cook our own meals.</p> <p>Nosotros cocinamos nuestras propias comidas.</p>																		
	<p>YOUR:</p> <p>You all love your country.</p> <p>Todos ustedes aman a su país.</p>	<p>THEIR:</p> <p>Grandparents usually love their grandchildren.</p> <p>Los abuelos generalmente aman a sus nietos.</p>																		
<div data-bbox="358 953 1040 1423" style="border: 1px solid black; padding: 10px;"> <p>Los adjetivos posesivos sirven para indicar pertenencia de sustantivos, existe un adjetivo posesivo para cada pronombre personal y son:</p> <table border="1" data-bbox="386 1020 907 1234"> <thead> <tr> <th>Pronombre personal</th> <th>Adjetivo Posesivo</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>my (mi, mis)</td> </tr> <tr> <td>You</td> <td>your (su, sus)</td> </tr> <tr> <td>They</td> <td>their (su, sus) de ellos</td> </tr> <tr> <td>We</td> <td>our (nuestro, nuestros)</td> </tr> <tr> <td>He</td> <td>his (su, sus) de el</td> </tr> <tr> <td>She</td> <td>her (su, sus) de ella</td> </tr> <tr> <td>It</td> <td>its (su, sus) de algo</td> </tr> </tbody> </table> <p>Ejemplos:</p> <ol style="list-style-type: none"> Juan washes his car (Juan lava su auto) <su de el> Carmen is doing her homework (Carmen esta haciendo su tarea) <su de ella> I am in my house (Yo estoy en mi casa) The students practice their lesson (Los estudiantes practican su lección) You lost your book (Tu perdiste tu libro) The cat eats its food (El gato come su comida) </div>					Pronombre personal	Adjetivo Posesivo	I	my (mi, mis)	You	your (su, sus)	They	their (su, sus) de ellos	We	our (nuestro, nuestros)	He	his (su, sus) de el	She	her (su, sus) de ella	It	its (su, sus) de algo
Pronombre personal	Adjetivo Posesivo																			
I	my (mi, mis)																			
You	your (su, sus)																			
They	their (su, sus) de ellos																			
We	our (nuestro, nuestros)																			
He	his (su, sus) de el																			
She	her (su, sus) de ella																			
It	its (su, sus) de algo																			
<p>CLAUSURA</p>	<p>Actividad 4: Para terminar, los estudiantes van a desarrollar una guía para repasar el tema gramatical de Adjetivos Posesivos. (Anexo 1)</p>																			

ANEXO 1

POSSESSIVE ADJECTIVES

FILL IN THE BLANKS WITH "MY·HIS·HER·ITS·YOUR·OUR·THEIR"

Mr.Trunk is driving in _____ new purple sports car.



Hello! _____ names are Timothy and Barbara.We are going home from school.



These are Mary,Helen and Rachel.They are listening to _____ science teacher.



Mr.Super is testing _____ new microphone.He is giving a concert tonight.



Good evening ladies and gentlemen.I'm Henry Star and this is _____ lion Wildy.Welcome to our show!



Today is Clara's birthday.She is looking at _____ birthday presents.She looks very happy.



Look.That's Tom's cat. _____ name is Curby.It is lazy and fat.It likes eating fish and meatballs.



Good morning! I think you are the new student.Welcome to _____ school. _____ name is Sue and _____ name is Joseph.What is _____ name?



Hey, isn't that Helen over there. _____ clothes are dirty because she is having trouble with _____ cake.



Hello kids! Shall we meet. _____ name is Super Adams.What is _____ name?



Appendix 17: Outreach component evidence

SEVENTH GRADERS AND NINTH GRADERS IN TUTORING SESSION:	
	
FIFTH GRADE:	
	
STUDENTS' PROJECTS: MY DAILY ROUTINE	
	

Appendix 18: English Exams

FIFTH, SEVEN, AND NINTH EXAMS

COLEGIO AGUEDA GALLARDO DE VILLAMIZAR
 INGLÉS - IV PERIODO PRUEBA NIVELACION 2015
 NOMBRE: Diego Carlos FECHA: 13/11/2015 GRADE: 5th

Clasifica los alimentos en sustantivo contable o incontable escribiendo sobre la línea COUNTABLE o UNCOUNTABLE

1. Carrot (contable)
 2. Carrot (contable)
 3. Uncountable
 4. Uncountable

5. Escribe sobre la línea THERE IS, o THERE ARE, según corresponda.
 There are 3 oranges
 There are 10 eggs

6. Can can
 a. Horse
 7. Can can
 a. Elephant
 8. Can can
 a. Chicken
 9. Can can
 a. Turnip
 10. Can can
 a. Spider
 11. Can can
 a. Dolphin
 12. Can can
 a. Dolphin

COLEGIO AGUEDA GALLARDO DE VILLAMIZAR
 INGLÉS - IV PERIODO PRUEBA NIVELACION 2015
 NOMBRE: Diego Carlos FECHA: 13/11/2015 GRADE: 5th

A. Encierra en un círculo la opción correcta para completar las oraciones en PASADO PERFECTO.

1. The film _____ when I arrived at the cinema.
 A. had started B. has started C. had starting

2. He _____ the exam last year.
 A. had taken B. has taken C. had took

3. The concert _____ when I arrived at the stadium.
 A. finish B. had finished C. had finishing

4. The football players _____ the match.
 A. had win B. has won C. had won

5. A burglar _____ my house.
 A. have steal B. has stolen C. had stolen

6. They _____ a doctor.
 A. had visited B. has visited C. has visited

7. The students _____ to the classroom early.
 A. has enter B. had entered C. had entering

8. He _____ there for two years before he got fired.
 A. had worked B. has worked C. have work

9. I _____ in Spain for 1 year before I left it.
 A. had lived B. had lived C. has lived

10. She _____ the ice cream when her sister arrived.
 A. had eaten B. has eaten C. had salad

11. _____ (go) out tonight. I _____ (go) to the cinema.
 A. go / will go B. go / will go
 C. will go / go D. will go / go

12. If you _____ (get) back late, I _____ (be) angry.
 A. get / will be B. get / will be
 C. will get / be D. will get / be

13. If he _____ (come), I _____ (be) surprised.
 A. will come / will be B. doesn't come / will be
 C. come / will be D. come / will be

14. If we _____ (stay) here, we _____ (be) better.
 A. stays / arrive B. stay / will arrive
 C. stay / will arrive D. stay / will arrive

15. If we _____ (go) on holiday, we _____ (go) to Spain.
 A. go / will go B. go / will go
 C. will go / go D. will go / go

16. If I _____ (study) all the day, I _____ (pass) the exam.
 A. will study / will pass B. study / will pass
 C. study / will pass D. study / will pass

17. If I _____ (not) go to bed early, I _____ (be) tired tomorrow.
 A. don't go / will be B. doesn't go / be
 C. don't go / will be D. doesn't go / be

18. If I _____ (get) up late, I _____ (be) late for school.
 A. will get / will be B. will get / will be
 C. will get / will be D. will get / will be

19. If we _____ (not) eat all the eggs, we _____ (waste) money.
 A. eat / will waste B. eat / will waste
 C. eat / will waste D. eat / will waste

20. If I _____ (buy) the tickets, I _____ (go) to the match.
 A. buy / will go B. buy / will go
 C. will buy / go D. will buy / go

COLEGIO AGUEDA GALLARDO DE VILLAMIZAR
 INGLÉS - IV PERIODO PRUEBA NIVELACION 2015
 NOMBRE: Diego Carlos FECHA: 13/11/2015 GRADE: 5th

A. Encierra en un círculo la opción correcta para completar las oraciones en PASADO PERFECTO.

1. The film _____ when I arrived at the cinema.
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2. He _____ the exam last year.
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3. The concert _____ when I arrived at the stadium.
 A. finish B. had finished C. had finishing

4. The football players _____ the match.
 A. had win B. has won C. had won

5. A burglar _____ my house.
 A. have steal B. has stolen C. had stolen

6. They _____ a doctor.
 A. had visited B. has visited C. has visited

7. The students _____ to the classroom early.
 A. has enter B. had entered C. had entering

8. He _____ there for two years before he got fired.
 A. had worked B. has worked C. have work

9. I _____ in Spain for 1 year before I left it.
 A. had lived B. had lived C. has lived

10. She _____ the ice cream when her sister arrived.
 A. had eaten B. has eaten C. had salad

B. Asocia el vocabulario de SITUACIONES EXTRAÑAS en inglés de la COLUMNA A con su significado en la COLUMNA B, y escribe el NUMERO correspondiente sobre la línea.

COLUMNA A

- Mummy
- Monster
- Scarecrow
- Demom
- Vampire
- Shadow
- Black Cat
- Ghost
- Abandoned Hospital
- Witch

COLUMNA B

- Vampiro
- Bruja
- Fantasma
- Monstruo
- Hospital Abandonado
- Monstruo
- Sombra
- Espectro
- Cata Negro
- Demonio

C. Santiago le preguntó a una adivina sobre su futuro, para saber qué fue lo que ella le dijo, completa las oraciones conjugando el verbo entre paréntesis en el tiempo FUTURO SIMPLE WILL

21. You will give (give) money to charity.
 22. You won't get (not / get) hungry.
 23. You will buy (buy) an airplane.
 24. You will marry (marry) an actress.
 25. You will make (make) a big party.

D. Encierra en un círculo la opción correcta para completar las oraciones en PRIMER CONDICIONAL.

26. If he _____ (not) go to bed early, I _____ (be) tired tomorrow.
 A. don't go / will be B. doesn't go / be
 C. don't go / will be D. doesn't go / be

27. If I _____ (get) up late, I _____ (be) late for school.
 A. will get / will be B. will get / will be
 C. will get / will be D. will get / will be

28. If we _____ (not) eat all the eggs, we _____ (waste) money.
 A. eat / will waste B. eat / will waste
 C. eat / will waste D. eat / will waste

29. If I _____ (buy) the tickets, I _____ (go) to the match.
 A. buy / will go B. buy / will go
 C. will buy / go D. will buy / go

30. If I _____ (go) to the cinema, I _____ (be) surprised.
 A. will go / will be B. doesn't go / will be
 C. go / will be D. go / will be

31. If we _____ (stay) here, we _____ (be) better.
 A. stays / arrive B. stay / will arrive
 C. stay / will arrive D. stay / will arrive

32. If we _____ (go) on holiday, we _____ (go) to Spain.
 A. go / will go B. go / will go
 C. will go / go D. will go / go

33. If I _____ (study) all the day, I _____ (pass) the exam.
 A. will study / will pass B. study / will pass
 C. study / will pass D. study / will pass

34. If I _____ (not) go to bed early, I _____ (be) tired tomorrow.
 A. don't go / will be B. doesn't go / be
 C. don't go / will be D. doesn't go / be

35. If I _____ (get) up late, I _____ (be) late for school.
 A. will get / will be B. will get / will be
 C. will get / will be D. will get / will be

36. If we _____ (not) eat all the eggs, we _____ (waste) money.
 A. eat / will waste B. eat / will waste
 C. eat / will waste D. eat / will waste

37. If I _____ (buy) the tickets, I _____ (go) to the match.
 A. buy / will go B. buy / will go
 C. will buy / go D. will buy / go

38. If I _____ (go) to the cinema, I _____ (be) surprised.
 A. will go / will be B. doesn't go / will be
 C. go / will be D. go / will be

39. If we _____ (stay) here, we _____ (be) better.
 A. stays / arrive B. stay / will arrive
 C. stay / will arrive D. stay / will arrive

40. If we _____ (go) on holiday, we _____ (go) to Spain.
 A. go / will go B. go / will go
 C. will go / go D. will go / go

41. If I _____ (study) all the day, I _____ (pass) the exam.
 A. will study / will pass B. study / will pass
 C. study / will pass D. study / will pass

42. If I _____ (not) go to bed early, I _____ (be) tired tomorrow.
 A. don't go / will be B. doesn't go / be
 C. don't go / will be D. doesn't go / be

43. If I _____ (get) up late, I _____ (be) late for school.
 A. will get / will be B. will get / will be
 C. will get / will be D. will get / will be

44. If we _____ (not) eat all the eggs, we _____ (waste) money.
 A. eat / will waste B. eat / will waste
 C. eat / will waste D. eat / will waste

45. If I _____ (buy) the tickets, I _____ (go) to the match.
 A. buy / will go B. buy / will go
 C. will buy / go D. will buy / go

46. If I _____ (go) to the cinema, I _____ (be) surprised.
 A. will go / will be B. doesn't go / will be
 C. go / will be D. go / will be

47. If we _____ (stay) here, we _____ (be) better.
 A. stays / arrive B. stay / will arrive
 C. stay / will arrive D. stay / will arrive

48. If we _____ (go) on holiday, we _____ (go) to Spain.
 A. go / will go B. go / will go
 C. will go / go D. will go / go

49. If I _____ (study) all the day, I _____ (pass) the exam.
 A. will study / will pass B. study / will pass
 C. study / will pass D. study / will pass

50. If I _____ (not) go to bed early, I _____ (be) tired tomorrow.
 A. don't go / will be B. doesn't go / be
 C. don't go / will be D. doesn't go / be

INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
 NOMBRE: Juan Carlos FECHA: 13/11/2015

A. Coniuga los verbos en paréntesis en presente simple forma afirmativa y escribir sobre la línea el verbo.

1. I love (love) Paris.
 2. Maria goes (go) to Canada.
 3. Luis studies (study) for an exam.
 4. He sings (sing) very well.
 5. The children swim (swim) in the pool.
 6. He buys (buy) some food.
 7. She needs (need) a good washing.
 8. Andres writes (write) a letter for you.
 9. My dog chews (chew) my book.
 10. I like (like) this website.
 11. She plays (play) tennis every Sunday.
 12. He buys (buy) a cup of coffee every morning.
 13. Julie studies (study) French at school.
 14. Luke tries (try) hard to be polite.
 15. She enjoys (enjoy) going swimming.
 16. Lucy washes (wash) her hair every day.
 17. John never cries (cry).
 18. My mother reads (read) a letter.
 19. Juliana passes (pass) the exam.
 20. The plane flies (fly) in the sky.

B. Pasar a español las oraciones anteriores:

1. Yo amo París.
 2. María va a Canadá.
 3. Luis estudia para un examen.
 4. Él canta muy bien.
 5. Los niños nadan en la piscina.
 6. Él compra algo de comida.
 7. Ella necesita un buen lavado.
 8. Andrés escribe un correo electrónico.
 9. Mi perro mastica mi libro.
 10. Me gusta este sitio web.
 11. Ella juega tenis cada domingo.
 12. Él compra café cada mañana.
 13. El niño estudia francés en la escuela.
 14. Luke intenta comportarse con cortesía.
 15. Ella disfruta de ir a nadar.
 16. Lucy lava su cabello cada día.
 17. Juan nunca llora.
 18. Mi mamá lee una carta.
 19. Juliana pasa el examen.
 20. El avión vuela en el cielo.

C. Escoge el verbo correcto teniendo en cuenta las reglas del presente simple.

1. He _____ a poem. a. writes b. write
 2. I _____ my uncle at Christmas. a. meet b. meets
 3. My brother _____ a printer at work. a. uses b. use
 4. We _____ at school. a. works b. work
 5. My children _____ with their toys. a. plays b. play
 6. My sister _____ French at university. a. learn b. learns

D. Encierra en un círculo la opción correcta para completar las oraciones en PASADO PERFECTO.

1. The film _____ when I arrived at the cinema.
 A. had started B. has started C. had starting

2. He _____ the exam last year.
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3. The concert _____ when I arrived at the stadium.
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6. They _____ a doctor.
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7. The students _____ to the classroom early.
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8. He _____ there for two years before he got fired.
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9. I _____ in Spain for 1 year before I left it.
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10. She _____ the ice cream when her sister arrived.
 A. had eaten B. has eaten C. had salad

E. Completa las oraciones en SEGUNDO CONDICIONAL.

36. If I _____ (win) the lottery, I _____ (buy) a house.
 A. win / will buy B. win / will buy
 C. will win / buy D. will win / buy

37. If I _____ (have) time, I _____ (visit) more.
 A. have / will visit B. have / will visit
 C. will have / visit D. will have / visit

38. I _____ (play) basketball, I _____ (be) fit.
 A. play / will be B. play / will be
 C. will play / be D. will play / be

39. If you _____ (eat) less, you _____ (lose) weight.
 A. eat / will lose B. eat / will lose
 C. will eat / lose D. will eat / lose

40. If I _____ (live) in Brazil, I _____ (speak) Spanish.
 A. live / will speak B. live / will speak
 C. will live / speak D. will live / speak

41. If I _____ (live) in Japan, I _____ (speak) Japanese.
 A. live / will speak B. live / will speak
 C. will live / speak D. will live / speak

42. If I _____ (play) in the band, I _____ (be) famous.
 A. play / will be B. play / will be
 C. will play / be D. will play / be

43. If I _____ (go) to the cinema, I _____ (be) surprised.
 A. will go / will be B. doesn't go / will be
 C. go / will be D. go / will be

44. If I _____ (buy) the tickets, I _____ (go) to the match.
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Appendix 19: Administrative component evidence

<p>SEPTEMBER: “Buzón Del afecto 7thA”</p>	<p>Teachers’ break every Friday</p>
	
<p>Religious ceremony in honor to Don Bosco on September 19th</p>	
	
<p>Parents Meeting on September 24th</p>	
	

Students' day and Friendship day on September 25th



Eucharistic celebrations



Family Day at Jardin Nacional Primary School



Appendix 20: Students from 5th, 7th, and 9th grade:



7°A



7°B



5°A



9°A



9°B