Visual Learning to Enhance Writing in 9th Graders.

Presented by:

Viviana Paola Sánchez Guerrero

Pablo Gildardo Pardo Fandiño

Universidad Distrital Francisco José de Caldas

Facultad de Ciencias y Educación

Licenciatura en Educación Básica con Énfasis en Inglés

Bogotá D.C.

2016
Visual Learning to Enhance Writing

Visual Learning to Enhance Writing in 9th Graders.

Viviana Paola Sánchez Guerrero

viviana_9311@hotmail.com

Pablo Gildardo Pardo Fandiño

pablopf_1907@hotmail.com

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en Inglés
Bogotá D.C.
2016
**Table of Contents**

- Introduction ................................................................................................................. 5
- Justification .................................................................................................................. 7
  - Practical Justification ............................................................................................. 7
  - Theoretical Justification ......................................................................................... 8
  - Methodological Justification .................................................................................. 8
- Objectives ....................................................................................................................... 9
  - General Objective: .................................................................................................... 9
  - Specific Objectives: ................................................................................................... 9
- Literature Review ......................................................................................................... 10
  - Cognitive Semantics ............................................................................................... 10
  - Cognitive Psychology ............................................................................................... 11
  - Language .................................................................................................................. 13
  - Learning ................................................................................................................... 14
  - Visual Learning ......................................................................................................... 15
- Instructional Design ..................................................................................................... 18
  - The importance of Visual Learning for our Students ........................................... 22
  - Description of our Intervention ............................................................................. 22

Visual Learning to Enhance Writing
Visual Learning to Enhance Writing
The Teacher’s Role ........................................................................................................ 23
The Students’ Role ........................................................................................................ 24
The Role of Teaching-learning Materials ....................................................................... 25
Chronogram ................................................................................................................. 26
Innovation in the School Context .................................................................................. 31
Conclusions and Contributions in the School Context ................................................. 32
Pedagogical Implications ............................................................................................... 36
References ...................................................................................................................... 38
Resources ....................................................................................................................... 42
Appendixes ..................................................................................................................... 46
Lesson Plan ..................................................................................................................... 46
Journals ............................................................................................................................ 57
Worksheets ..................................................................................................................... 64
Visual Learning to Enhance Writing

Introduction

*Visual Learning to Enhance Writing in Students of Ninth Grade* is a project to comprehend and use English as a Foreign Language through images in order to communicate ideas and thoughts. This paper reports on the results of this project that emerged from our interest to enhance writing using images to accelerate retention in our students—44 ninth graders of a public school located in Bogotá—Colombia. We carried out our pedagogical intervention as teaching practices required completing the course of study in B.A. in EFL. During these teaching practices, we could observe the process of foreign language learning in our students. As was to be expected, we also became aware of their learning difficulties when they began to write. The most common feature was their lack of motivation to begin to write, since fact students had already lost interest in learning a foreign language.

Learners had difficulties when asked to write texts because they did not have the appropriate stimuli to write. Students did not want to write because teachers, most of the time, focused on grammar teaching. This focus on grammar teaching disregards important aspects of language learning, and this, in turn, hinders students’ possibilities of developing communicative competence in the L2. For this reason, our purpose was to implement visual learning as a technique with which learners could create their written texts using images.
Visual Learning to Enhance Writing

The project “Visual Learning to Enhance Writing in Ninth Graders” contributed to determine the types of visual materials which could be more effective in developing the writing skill in students of ninth grade, taking into account the teachers’ stand as validation to assess students’ learning process. Also, this project added more strategies to the syllabus such the use of images to motivate students and the creation of worksheets with images to promote/enhance writing. This is to be seen as an important achievement because, if we as teachers know which types of visual materials help the students to develop the writing skill, we could use such materials in order to facilitate their writing process.

The internship “Visual Learning to Enhance Writing in Ninth Graders” is also intended to provide the reader with a theoretical foundation to incorporate visual learning as a technique in their classes; taking into account the importance of long term empowerment, creative thinking and the effects of these in the writing process. This project relies on a neurological perspective to account for the way images are processed in the brain. Finally, the readers will find accounts of how, in our experience, students improved their written texts when the writing process as the result of our using visual materials as didactic resources.
Visual Learning to Enhance Writing

PART 1

Justification

This project was carried out in a pedagogical context, a school in which students needed to strengthen their level of proficiency in English as a foreign language and the writing process in the target language. The participants of this project were told about the advantages of working with images. They worked in the long term potentiation of their memory, because visual learning helps people to retrieve and remember information, thus facilitating the learning process.

Practical Justification

1. Teachers need to know how to teach writing, without forgetting about motivation and discouraging the use of teaching practices which are common in traditional grammar methods. It is well known that today’s learners are highly motivated by visual materials. Because of this, it is important to ensure that teachers use such materials abundantly, frequently and effectively to help students experience better information processing experiences.

2. Students need to be motivated to do tasks and, an important way to achieve this motivation, is by using stories to let their creativity flow.
Visual Learning to Enhance Writing

3. Institutions need to show results and avoid old learning strategies. For this reason, it is important to work on new strategies to teach the target language.

Theoretical Justification

1. Research in visual learning has proved that it is an effective way to change students’ perceptions. Jepsen (2013) argues that mental images are central in inventive and creative thinking. This statement helps us to conclude that people could share their thoughts with others by actually ‘showing’ them.

Methodological Justification

1. Learners have difficulties to write texts because they do not have the appropriate stimuli to create simple phrases or texts. They are often discouraged to write because teachers tend to focus on grammatical (structural) aspects of the target language most of the time. This hinders their chances of truly developing their communicative competence, which requires active participation of the students. For this reason, our purpose was to implement visual learning as a new technique in what apprentices could create written texts using images as input and as starting point.
Objectives

General Objective:
- To enhance writing in students of ninth grade through the use of visual learning.

Specific Objectives:
- To promote students’ writing skills through the use of visual materials.
- To motivate students to learn English through visual input.

Below we exposed the functions that we developed during the internship. We made sure the functions assigned in the school context matched the expected profile of a professional graduated from this program at Universidad Distrital Francisco José de Caldas.

FUNCTIONS

- To promote students’ writing through visual materials.
- To implement learning strategies by using visual learning resources in the English class.
- To promote the development of the writing skill in students by integrating visual learning resources in the process.
- To create worksheets based on visual learning resources in order to develop the writing process in English.
- To increase motivation in 9th graders through visual materials.
PART 2

Literature Review


This project gave us the opportunity to focus on two aspects of language teaching that interest us, namely those of Visual Learning and Writing. In preparation for our work in the selected context, we began to review the theoretical foundations which are important for the development of our project. These theoretical foundations are briefly discussed below, from the perspective of cognitive semantics and cognitive psychology. We decided to work with these two perspectives because they focus on mental processes (i.e., attention, memory, perception, language and imagination) that affect the students’ behavior. On these perspectives we allude the constructs in which we worked during the development of our internship (i.e., Language, Learning and, Visual Learning)

Cognitive Semantics

Lyons, J. (1995) suggested that cognitive semantics is a perspective to create meaning bearing in mind the meaning intended by each person. (p.134) The development of writing is guided by the use of communicative knowledge taking into account the person’s vocabulary inventory, and this was the starting point— the interaction between the students’ background knowledge and the new information he or she is exposed to in order
Visual Learning to Enhance Writing
to create his or her own meaning. These elements may be prepared in the form of visual
input which, in turn, may be used by teachers and learners to develop the writing skill in a
creative way.

Allwood, J. (1999) argues that cognitive semantics identifies the meanings of
expressions with mental entities. The cognitive perspective takes into account the
complexities of the inner life, such as information processed unconsciously in our
perception of the external world. Visual representations help us to create a relationship
between them and the previous knowledge that the students have, so when students see a
picture, a lot of ideas, experiences and associations quickly come to their minds and these
provide meaning to generate interpretations and motivate students to begin to write

Croft & Cruse (2004) suggest that Cognitive semantics holds that language is part of
a more general human cognitive ability, and can, therefore, only “describe the world as
people conceive it” (p. 78). For this reason, we took into account the way in which our
students see the world through images, and this allowed us to identify the most important
aspects of language: interpretation and meaning. Accordingly, the interpretations
individuals build from what they perceive and the meanings they assign to the world around
them are usually generated based on visual representations. This is the type of interpretation
we intended to focus on; the one which emerges from our interaction with visual elements.

Cognitive Psychology

Taking into account the definition of the American Psychological Association
cognitive psychology is “the study of mental processes such as “attention, language use,
Visual Learning to Enhance Writing
memory, perception, problem solving, creativity and thinking." Visual Learning to Enhance Writing needs this perspective in order to understand the way in which the students’ learning perception affects the way in which they assume the class with the use of Visual Learning. Cognitive psychology focuses on the way students process the information, such as the images that our students were exposed during this internship.

Ellis, A. (1997) in his theory called “Rational emotive behavior therapy” focuses on the treatment that students develop when they are learning a new topic. Teachers who carry out bad activities promote in their students bad behaviors in class, because they do not catch the attention of them. The theory examines this relationship through what is called the A-B-C framework; we decided to adapt this framework to our project in terms of:

(A) Activating event: Visual learning activates retention through the use of pictures or images. (B) Beliefs: Images help students to understand in a better way English classes. (C) Consequences: Students will have a meaningful learning process in which visual learning was the principal concern.

Beck, A. (1976) explains that most depressed people have a negative interpretation of life events. It means that how you feel is related to the way you perceive your experiences. There are three aspects to consider in Cognitive therapy of Beck: Stimulus, thought and emotion. If students do not receive a good commentary when they participate, it will cause that them think their opinion is wrong, and this make students ashamed and less participating. It could even lead to depression. In this way, teachers who promote
participation giving good commentaries to the students, they can encourage learning process and also students will be more attract to the classes.

**Language**

Language, from the cognitive psychology perspective, is seen as “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (p. 7). Sapir, E. (1921) In this definition, we can see that language is related to human nature—it is not a topic that we can learn by studying or by analyzing it as a system.

Language is defined by Chomsky (1986) as a particular component of the human mind, the nature of this faculty is the subject matter of a general theory of linguistic structure that aims to discover the framework of principals and elements common to attainable human languages. The author conceives that language is acquired based on the interaction and people experiences. The human being is not involved in the apprehension of the world; each one merely states what operates within. Also Chomsky, N. argues that “language cannot be explained through a stimulus response process,” as Skinner explained in “Verbal Behavior” (1957), because this does not account for some common linguistic phenomena. Language is a way to express ideas, and the way that these ideas are turned into language is a cognitive process.

The goal of language is to communicate and express our feelings and what we think. Because of this, communication is necessary for existence. It is a fundamental part in our evolution. There are different types of communication, even when mankind was starting its
Visual Learning to Enhance Writing

history, humans communicated by means of signals or basic pictures, many of which still exist today. Following this vein of thought, Croft & Cruse (2004) argued that “knowledge of language emerged from language's use,” and this is why we attempted to promote the use of language based on writing activities.

Learning

Cherry, K. (2013) argues that Cognitive psychology sees learning as the way people acquire, process and store information. Therefore, there are numerous practical applications for cognitive research, such as improving memory, increasing decision-making accuracy, and structuring educational curricula to enhance learning. “Language learning styles and strategies are among the main factors that help to determine how well our students learn a second or foreign language.” Oxford, R. (2004). When we decided to work on Visual Learning, we thought about the various learning styles they use to improve their learning of a target language. We decided to use images in our teaching practice since it is our belief that images foster learning by means of retention and motivation.

The world is composed by images, and these can be used as a means or tool to motivate the students and promote critical and creative thinking. Images also help students feel more motivated to express their feelings, to share with others what given images mean to them, even when these are seen from different perspectives. Critical thinking is reinforced when students assign meanings to each image making the invisible visible. This is important to clarify our ideas whenever we want to convey specific meanings as we want to communicate.
Visual Learning to Enhance Writing

Sarmiento, M. (2011) stated that if children are guided to analyze and to interpret meaning from different kinds of images framed in a cultural context, and if they are able to infer a purpose, their mental processes can be activated to allow them to internally visualize an image. The prior knowledge of the learners defines the information that they can retain simultaneously to work on the memory. This mental processing of information derives into critical thinking about the input students are exposed to and the interactions they engage in.

**Visual Learning**

Visual Learning from a cognitive psychology perspective deals with the processes by which a perceived, remembered, and thought-about world is brought into being from as unpromising a beginning as the retinal patterns. (Ulric, N.: 1967, pp 7-8) In according with Ulric, Farkas, R. (2003) states that “When teachers use visual tactics to teach, they find more positive attitudes about the material they were learning because visual tactics increase the empathy to learning.” To support Farkas’ ideas, Muñoz, J. (2011) proposes that “an image is a material to canalize our thoughts and show them to the world. Images make the process of understanding easier”; for this reason, we implemented the use of visual literacy images to help students develop their writing processes.

Wujec (2009) argues that the brain creates meaning as the result of what the person visualizes. The brain unifies all the information about the three parts of the brain; it recognizes what something is, where the objects are and what it is seeing. The combinations of all of these elements create meaning.
Visual Learning to Enhance Writing

Potter (2013) stated that the fact that people can process images in such a fast manner is indicative of the fact that what the vision does is to find concepts to understand what they are seeing. Images make the process of understanding easier. For example, if students are shown an image of a *bear*, they will know what it is; but if you make the students read a definition of the word *bear*, they will probably be confused if the word is defined as “Any one of a group of large and heavy animals that have thick hair and sharp claws and that can stand on two legs like a person”. (Definition taken from Merriam Webster Dictionary)

Jepsen (2013) suggests that mental images are central in inventive and creative thinking. This leads us to conclude that people could share their thoughts with others by actually showing them.

Below the reader will find some research constructs that support our point of view about visual learning, there are theories linked with previous studies that help us to go straight to the central point of our project.

Gray, P. (2010) explained learning as "any process through which experience at one time can alter an individual's behavior at a future time.” This perspective takes into account the behavior's affection caused by people’s experiences. Therefore, it is important that teachers bear in mind the experiences that each activity causes in students; in this way, students will be motivated and the result will be a good environment in the class.

Beeland, W. (2001) argues that students organize and process information more thoroughly when they learn visually; this information presented with visual representations
Visual Learning to Enhance Writing helps them to understand the information better. Students are more likely to remember information that is learned with a visual aid. With the use of visual aids (i.e., images, realia, multimedia aids) learners improve their understanding because images catch their attention and go immediately to their memories. Burmark, L. (2002) accepts Beeland’s position arguing that “images are processed faster than words and they go directly into long-term memory where they are indelibly etched.”

The processed information has to be written, in his study Ruiz, S. (2014) worked with 33 students that wrote sentences about their ideas; Ruiz called this process as their “new way of communication in the classroom” this interaction makes the process an interesting idea to involve all the group of students in the class.

Melgarejo, D. (2011) Hypothesizes that the influence of the students’ interest changed their initial perceptions about writing; hence, if the images presented by teachers are in agreement with students’ interests, they will be more motivated to write. As a result of his study, Melgarejo, D. (2011) discovered that with the stories and the images of the workshops, the students understood the meaning, the actions, and the reactions of the characters.
PART 3

Instructional Design

During the process of our internship, we applied cognitivism and multimedia learning theories in order to build knowledge in our target group. To give the reader more details, we expose below the importance of these theories and their role in our pedagogical intervention.

Lilienfeld & Scott (2010) stated that when the learner applies his or her prior knowledge to the interpretation process of the new information, the learner can make sense of the new information in a much easier way, thus making learning happen. Taking into account this statement, we developed a series of activities that involved the prior knowledge of our students and the new topics that the institutions expected us to cover. Smith, M.K. (2011) views learning as an internal mental process in which the educator focuses on building intelligence and cognitive development. In this regards, we are glad to
Visual Learning to Enhance Writing
explain that we used a strategy called Visual Learning by means of which students could
learn using multimedia learning theory.

Mayer, R. (2005) in his cognitive theory of multimedia explains that words, pictures
and auditory information are selected and organized by the brain to produce logical mental
constructs. These mental constructs help students to organize the information in their
writings; the images that they received from the multimedia resources are processed and
internalized by them; therefore, they could develop creative thinking in order to express
what they want to say.

Visual Learning was the focal aspect of our project. In developing the project, we
came to learn that by using this technique, students had an improvement in the aspects
listed below:

- Retention: Students remembered information better when we designed materials
  that represented the information visually.
- Reading comprehension: The use of images that were included in texts helped to
  improve reading comprehension in students.
- Thinking and learning skills—critical thinking: When students developed
  worksheets based on images, they organized their ideas expressing their thinking.

We also used Multimedia Learning because it has the ability to stimulate visual
perception and also listening comprehension and all of this, in turn, resulted in a better
learning progress. Bloom (1956) suggests that parallel learning between the cognitive and
the affective domains takes place in a cumulative way depending on the degree of
Visual Learning to Enhance Writing
difficulty. The degree to which learners use the cognitive and affective domains will depend on the individual.

Sweller (2003) argues that our ability to process information is a multi-step process that involves perception, attention, selection, organization and integration of information. We observed that learning by means of visual materials helped students develop confidence when they began to write. We could observe that when students were in front of the blank paper, they also were in blank. For this reason, we decided to paste an image on each paper; after which the students suddenly began to write about what they saw in each image, it gave us the clue to understand the way in which our students processed the information.

Bassnett, S. (1990) argues that “Interpretation is the facilitating of oral or sign of communication, either simultaneously or consecutively, among users of different languages.” The interpretations every individual builds from what he or she perceives and the meanings that they assign to the world around them are usually generated based on visual stimuli.

One of our aims in the project was to rely on visual materials to promote writing in the target language (English as a Foreign Language) in ninth graders. Thus, materials development with a clear semantic approach to language learning-teaching, were the two pillars we intended to strengthen in order to aid both students and teachers in the internship context to improve learning and teaching processes.

The first thing that we did in our internship was to teach through different activities to motivate students and to involve them in the English world. The objective of these
Visual Learning to Enhance Writing activities was to encourage students to participate and to let behind the fear of being judged and the anxiety for participation’s time in learning English process. At the beginning of the classes, students did not feel motivation enough to participate in an active way in the classes, but when we started to put up an image about love, they began to participate.

Although at the beginning of our intervention students were participating using their mother tongue with the past of the classes they initiated to talk in English. We tried to encourage them to speak in English all the time even when they were talking with their classmates.

We noticed that students participated in an active way when we taught with multimedia and visual learning resources at the same time. Consequently, we designed more activities for them to allow them to participate whenever they wanted. We could observe that, day by day, students felt less anxious to speak in English and, overall, they could express what they thought by writing about such thoughts.

Students were feeling that English was not as difficult as they thought and they became more interested in it. It was a gratifying experience because, at the beginning of the classes, students argued that they did not like English.

We had to deal with the fact that the majority of the students wanted to translate their writings, because they were thinking in Spanish all the time. Although we understand that this is natural in an L2 learning process, we brought them some useful expressions in order to make communication in the L2 flow as much as possible.
Visual Learning to Enhance Writing

The importance of Visual Learning for our Students

Mayer, R. (2005) stated that “people learn better from words and pictures than from words alone”; for this reason, our internship was innovative because students felt comfortable with visual learning technique. Students mentioned that Visual learning was a new way in which they could understand more than other techniques. They were able to create stories about those images that motivated them to write. In this way, they could improve their grammar and vocabulary; in this process students realized the differences between their mother tongue and the foreign language.

Raimes (1983) argues that during the writing process, students engage in several stages that include pre-writing, planning, drafting and post-writing activities. To develop Raimes’ theory, we decided to divide the internship into a series of steps in which students were motivated to find new vocabulary in order to create meaningful stories. The students enjoyed most of the activities done, and they got bored when teachers explained them in a traditional way and they did not learn the way they wanted.

Description of our Intervention

We carried out this internship in a female school called “Liceo Femenino Mercedes Nariño”, which is located in Bogotá, Colombia. We decided to work with ninth graders because they were students we had already worked with.

We used worksheets with images as a strategy to implement Visual Learning, but to complement these worksheets; they shared them with their classmates in order to know what they thought about them. In this way we could give them feedback. Another good
Visual Learning to Enhance Writing

point that we took into account was the implementation of images about their interest to motivate them.

We designed a series of activities in which our students could enhance their writing by using images. Students saw images about love and friendship; they had to create a story about whatever topic they chose, based on the shown to them images. Accordingly, students wrote about love and friendship, but their texts were totally different. They created poems, stories and songs.

At the beginning of the process, the students in the target population had a lot of problems in terms of motivation (in English classes), difficulties in their writing skills (coherence, cohesion, lexical inventories, etc.), and over all, they had problems in terms of communication (lack of clear ideas to express emotions and opinions). Consequently, we decided to apply visual learning to support the students’ learning processes. Although visual learning is not a new technique, students involved in this internship were accustomed to learning English in a traditional way (using grammar method). Thus, visual learning was seen as an innovation in the specific internship context.

The Teacher’s Role

Dörnyei & Murphey (2003) explained that the success of classroom learning depends on how students relate to each other, on the classroom environment, on how effectively students cooperate and communicate with one another, and which roles the teacher and learners play. As can be seen, the teacher’s role is fundamental in every classroom, and it should, therefore, be stressed at the individual and institutional level.
Visual Learning to Enhance Writing

According to Harmer, J. (2007) the term ‘facilitator’ is used by many authors to describe a particular kind of teacher—one who is democratic rather than autocratic and one who fosters learner autonomy through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge. We as facilitators gave the students some spaces to share with others and spaces in which students could be leaders. Also we showed that teachers do not strive to control everything, but rather, that they should engage actively and become an active agent in the learning process.

The Students’ Role

Brown et al. (1989) declares learning as “an active process in which students must be looking for solutions” (p. 32) it is important that students have an active role in the activities. They need to participate in classes because of the fact that they learn better whenever they experience, satisfaction or frustration, which are important in active long-term learning experiences. In this way, the knowledge that students learn become into significant experiences for them.

It is necessary that students ask the teacher whatever questions they may have, because it is important for teachers to acknowledge the difficulties or lacks that may be found in students. Students do not have to be shy to inquire about a theme that can be confusing for them. Oftentimes, students do not seem to understand that everybody in class is learning and that it is normal to have questions and doubts, which need to be addressed properly.
The Role of Teaching-learning Materials

Taking into account the importance of the materials in the implementation of this internship, we used a variety of materials such as: multimedia, worksheets and images. All the materials that we used were based on visual learning. We as teachers of the XXIst century are conscious about the importance of technology. McGhee & Kozma (2002) argue that technology plays a role in students’ learning processes, since it provides them with tools and information that support their problem-solving, communication, collaboration, and knowledge creation.

We noticed that students were able to communicate their ideas in a better way when they were using visual learning technologies. Zafran, C. (2011) argues that the work students do resorting to prior knowledge involves the entire group, especially when teachers use social media such as mind maps with images on them. We applied some videos and stories to inspire them to be more creative and, in this way, improve their academic process and their level of motivation in English class.

We promote the use of English in other contexts in which students use technologies in their lives. For example: students configured the language preference in their mobile phones to English. In this way, they could assimilate the words in English by remembering what the word was in Spanish. Also, they changed the language in their social networks because they are familiar with the platform in Spanish, so they could learn what each button and section meant in English.
Visual Learning to Enhance Writing

**Chronogram**

Week 1

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diagnostic Test:</td>
<td>✓ Students introduce themselves taking into account a video.</td>
<td>✓ Image to write</td>
</tr>
<tr>
<td>✓ Students develop a diagnostic test in order to determine their writing competences. This test was evaluated in terms of:</td>
<td>✓ Students write about themselves taking into account the memories that come to their minds when they watch a specific image.</td>
<td>✓ Video introduce yourself</td>
</tr>
</tbody>
</table>

Week 2

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Countable and Uncountable Nouns</td>
<td>✓ Students do a worksheet based on countable and uncountable nouns.</td>
<td>✓ Worksheet</td>
</tr>
<tr>
<td>✓ Students use countable and uncountable nouns in order to take them into account in the process preparing the recipe. Students are evaluated in terms of:</td>
<td>✓ Dessert video</td>
<td></td>
</tr>
<tr>
<td>- Use of the countable and uncountable nouns</td>
<td>- Development of worksheets</td>
<td></td>
</tr>
<tr>
<td>- Vocabulary</td>
<td>- Syntax</td>
<td></td>
</tr>
</tbody>
</table>

Week 3

| Topics | ✓ Quantifiers |
### Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| ✓ Students use quantifiers in order to use them in the next week (cooking activity)  
Students are evaluated in terms of:  
- Development of worksheet  
- Use of quantifiers  
- Vocabulary  
- The syntax of the texts they write | ✓ Worksheet  
✓ Image |

### Activities

- ✓ Students do a worksheet based on quantifiers.  
- ✓ Students watch an image in order to write a short text using quantifiers.

### Resources

- ✓ Worksheet  
- ✓ Image

---

### Week 4

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| ✓ Cooking Activity – Sequence Adverbs – Recipe  
✓ Students develop a cooking activity explaining the process to make a recipe.  
Students are evaluated in terms of:  
- Their use of sequence adverbs  
- Their use of verbs  
- Coherence | ✓ Students explain to their partners the process of their recipes.  
✓ Students have to bring a poster with the process of each recipe. | ✓ Worksheet  
✓ Image

---

### Week 5

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| ✓ Review Past Tense  
✓ Teachers go to review the past tense (Simple and progressive) in order to help the students in the creation of their biographies.  
Students are evaluated in terms of:  
- Their use of the past tense. | ✓ Students watch an image about life | ✓ Image about life
### Week 6

**Topics**
- **Review Present Tense – Simple and Progressive**
  - Students talk between them using present simple and progressive.
  - Students are evaluated in terms of:
    - Their speaking skill
    - Their use of present tense

**Activities**
- ✓ Students write a dialogue in pairs in order to know information of their partners.

**Resources**
- ✓ Past simple video
- ✓ CRI Tales
- ✓ Images to prepare a Dialogue
- ✓ Real situations in present simple
- ✓ Song

### Week 7

**Topics**
- **Review Future Will/Going to**
  - Students know the difference between will and going to.
  - Students are evaluated in terms of:
    - Their use of future tense

**Activities**
- ✓ Students write about their future plans.
- ✓ Students draw their future plans to share their drawings with their partners.
- ✓ Students share their plans with their partners.
- ✓ Students go to do a future test.

**Resources**
- ✓ Future test

### Week 8

- Visual Learning to Enhance Writing
- and they are going to write about an event of their preference using past tense.
- ✓ Students choose their favorite artist and they are going to look for verbs in past tense in his/her biography.
- ✓ Past simple video
- ✓ CRI Tales
### Visual Learning to Enhance Writing

#### Topics

- **Literary Works – Irregular Verbs**
  - Students read literary works and they are going to identify irregular verbs included on them.
  - Students are going to be evaluated in terms of:
    - To differentiate the regular of the irregular verbs.

#### Activities

| ✓ Students write the irregular verbs that are on the literary works. |
| ✓ Students write the verbs in infinitive, past simple and past participle. |
| ✓ Students have to write a short tale taking into account an image. |

#### Resources

- Image to write a short tale

---

### Week 9

#### Topics

- **Frequency Adverbs – Routines**
  - Students know the difference between the frequency adverbs.
  - Students are evaluated in terms of:
    - Their use of frequency adverbs
    - Their work on worksheet used in class
    - The syntax of the texts they write

#### Activities

| ✓ Students develop a worksheet based on frequency adverbs. |
| ✓ Students write sentences and share them with their partners. |
| ✓ Students listen to a song and they have to change some words with frequency adverbs. |

#### Resources

- Worksheet
- Song
- Lyrics

---

### Week 10

#### Topics

- **Comparatives and Superlatives**
  - Students know the difference between comparatives and superlatives.
  - Students are evaluated in terms of:
    - Their use of comparatives
## Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students develop a series of worksheets based on comparatives and superlatives.</td>
<td></td>
</tr>
<tr>
<td>✓ Students create a short story using comparatives and superlatives.</td>
<td></td>
</tr>
</tbody>
</table>

### Week 11

#### Topics
- Present Perfect
  - ✓ Students do a review of all the grammar tenses learned in class.

 Students are evaluated in terms of:
- ✓ Their creation of texts - writing
- ✓ Their use of grammar tenses
- ✓ The coherence of the texts they write
- ✓ The syntax of the texts they write

#### Activities
- ✓ Students develop a worksheet to review the grammar tenses learned in class
- ✓ Students write sentences using present perfect.
- ✓ Students create a story using all the tenses learned in class.

#### Resources
- ✓ Sentences exercise
- ✓ Video

### Week 12

#### Topics
- Conditional Zero/First
  - ✓ Students recognize the difference between zero and first conditional, they are going to learn the use of each one.

 Students are evaluated in terms of:
- ✓ Their use of English tenses
- ✓ The coherence of the texts they write
- ✓ The syntax of the texts they write

#### Activities

#### Resources
- ✓ Sentences exercise
- ✓ Video
Visual Learning to Enhance Writing

| ✓ Students do a worksheet based on zero and first conditional | ✓ Zero Conditional worksheet |
| ✓ Students write sentences about consequences. | ✓ First Conditional Worksheet |
| | ✓ First conditional video |

Week 13

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conditional Second – Third</td>
<td>✓ Students do a worksheet based on second and third conditional.</td>
<td>✓ Second Conditional Worksheet</td>
</tr>
<tr>
<td></td>
<td>✓ Students recognize the difference between zero and first conditional, they are going to learn the use of each one.</td>
<td>✓ Second conditional video</td>
</tr>
<tr>
<td></td>
<td>Students are evaluated in terms of:</td>
<td>✓ Third Conditional Worksheet</td>
</tr>
<tr>
<td></td>
<td>- Their use of English tenses</td>
<td>✓ Third conditional video</td>
</tr>
<tr>
<td></td>
<td>- The coherence of the texts they write</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The syntax of the texts they write</td>
<td></td>
</tr>
</tbody>
</table>

PART 4

Innovation in the School Context

Visual learning is an innovative technique because it allows the participants to interpret their own ideas about what they are looking at. This is important due to the fact that we, as teachers, want that students enjoy the activities and what they do, without worrying about the learning process. In this case, learning a new language could be boring
Visual Learning to Enhance Writing

or irrelevant for their lives, so we need to stay alert to make the whole experience more enriching. However, we realized students really enjoyed the English classes more than the other subjects. (Based on students’ opinions)

Even students who do not like English were more motivated and they did their best to learn something new in English. This is rewarding for teachers who encourage them to create a better learning-teaching environment because, in classrooms, there are a lot of students who do not make any effort to learn because they are lazy or simply because they do not want to pay attention to the classes, so this is a great idea to increase students’ motivation.

Visual learning is a new opportunity to create materials in order to promote learning in any lesson you want to develop with your students. People enjoy learning while they are looking at an object, video or image because they can be involved more easily by means of visual learning. Images provide a more detailed learning experience and context in which the students work efficiently because it is a technique that they are not used to. For this reason, visual learning helps teachers to catch the attention of the students and to make their classes more likeable for all the participants.

Conclusions and Contributions in the School Context

The aim of this internship was to help students to create mental structures in their minds through the use of visual learning in order to enhance writing and improve students’ level of motivation. As we already exposed above, students who participated were
Visual Learning to Enhance Writing
surrounded by images and they needed them to understand the world and create a new structure in their minds. Aitchison, J. (1994) argues that words cannot be heaped up randomly in the mind for two reasons. First, there are too many of them. Second, they can be found extremely fast. For these reasons, it was necessary to create a mental structure to help students organize such words in their minds.

The main objective of our internship was to improve writing in our students. In this way, they found the main idea of each story and they could further develop their own ideas by writing what they wanted, so they let their creativity flow. They also described and created things that were not explicit in the images. We could observe that students created hypotheses about their own stories and they enhanced their critical thinking with competences such as interpretation, explanation and analysis.

We concluded that the analyses and the students’ meaning construction were induced by the effect that images had in their minds. Also, we noticed that they wanted to tell us about the stories they understood from seeing the images, they wanted to communicate the meanings they conveyed. For this reason, they used all their previous knowledge as support for their point of view.

It is important to bear in mind that writing was not the only thing that we worked on. We also work on communicative and cooperative activities including dialogues in groups, critical thinking, negotiation among them and work organization. These activities helped the students to make decisions and guided them to solve the visual learning tasks that we designed for them.
Visual Learning to Enhance Writing

In terms of sharing the students’ products, it was important that we as teachers create a participant and active environment in which students can share their creations without any kind of problem or limitation. At the same time students strengthened personal relationship among them. These relationships fostered a good environment which motivated them to share their works without any kind of discrimination or the fear of being judged.

We concluded that, as teachers, we were facilitators in students’ learning processes, also we could give the students a new way to understand learning with visual learning techniques. This technique brought to students two significant components to enhance their writing: motivation and creativity. Additionally, students felt the teachers’ guidance as a way to work cooperatively as a team.

This study gives teachers the opportunity to learn about the advantages of using visual learning in their classrooms in order to present language in a different way to students. In this way, teachers could be more flexible in which learners are allowed to work with their partners and, in this way, they are free to express their ideas and opinions.

We could notice that every student is a different universe and each one follows a different learning route, in an individual process, despite their interactions with others. Facilitators of this learning process should learn how to put into practice some of the strategies listed below:
Visual Learning to Enhance Writing

- To play an important role in learning process, we should try to do our best finding the adequate way of fostering learning in every student, and hence, students will be motivated.

- Students have to be involved in the learning process, so they can communicate their needs to the teacher and their comments about the English classes. At this point, teachers have to be more flexible with their curriculum and include students’ appreciations.

- Teachers must find the way in which students feel motivated to learn, (e.g., activities based on visual learning) by using worksheets, media activities, creative writing, etc.

Bearing in mind these strategies, students may overcome some learning difficulties and be more motivated in English classes, and in this way, we may see better results in students’ learning processes.

As a conclusion, we could observe that students’ lack of motivation could be caused by their constant fear to be wrong, their fear of being judged and make mistakes. In this part, we could also perceive that when students began to write using visual learning, they left their fears behind, and they could increase their motivation and participation.

At the end of the implementation, students enhanced their writing process (based on teacher judgment) and also motivation increased. Students felt more comfortable when they expressed their ideas to the audience, and they could avoid the fear of being judged.
Visual Learning to Enhance Writing

The Literature Review of this project provided us with solid theoretical foundations which support the benefits of using visual learning to enhance writing and also to increase students’ motivation. Even with these advances, we need to be more conscious about students’ learning process and of their need to be more sensible about their future and the implications of their actions.

Students also changed their perception of the English class— they felt happier to write and to participate in each class, and they were more active in their learning process. Learners changed their opinions about the class and about the tasks that we assigned to them; thus doing the activities with a better attitude.

Pedagogical Implications

Through the use of Visual Learning, students enhanced their writing; for this reason, teachers should include materials that can be used in the school’s environment in their lesson plans. Although each school has specific elements to work on with the students, teachers should uphold motivation, especially with the use of technology (i.e., videos, presentations, or videogames) to promote Visual Learning. If the school does not have the technological resources; it is necessary that teachers create materials that can be used in any classroom. (e.g., posters, flashcards, photos, toys, etc.) These materials need to catch the attention of the students in order to encourage them to participate in the English classes.
Visual Learning to Enhance Writing

Teachers need to take advantage of the topics that students like; since this helps to develop a new way to interact with our students. It means students will be more willing to work and they will be motivated to learn. On the hand, teachers should be updated to the use of technology in our context inasmuch as students are interested about it and can be used to promote Visual Learning.

Teachers who are looking forward to working with Visual learning need to take into account that technology is a great mediator to develop this technique; but it can fail for many reasons during the implementation. Because of this, it is necessary to have a second plan or idea in case access to technology becomes a problem.
References


American Psychological Association “Glossary of psychological terms” Retrieved 2016-04-19


Visual Learning to Enhance Writing


Visual Learning to Enhance Writing


http://dx.doi.org/10.14483/udistrital.jour.calj.2013.2.a02


Visual Learning to Enhance Writing


Potter Mary (2014) Massachusetts Institute of Technology “In the Blink of an Eye” Available at: http://goo.gl/r7IFdH


Visual Learning to Enhance Writing


Resources

Week 1


Week 2

Pardo & Sánchez (2015, July 19th) [Countable and Uncountable Nouns] See appendixes – Worksheet 1
Visual Learning to Enhance Writing


Week 3


Week 5


Week 6


Fool’s Garden Lemon Tree Official Music Video with Lyrics (2011, April 16th)

Visual Learning to Enhance Writing

Week 7

Pardo & Sánchez (2015, July 30th) [Future will/going to worksheet] See appendixes – Worksheet 2

Week 8


Week 9


Week 10


English linx (n.d.) [Comparatives and superlatives adjectives (states themed)] Retrieved from: http://goo.gl/ieXhbR
Visual Learning to Enhance Writing

**Week 11**

English Lingolía (n.d.) [Present perfect simple exercises] Retrieved from:

https://goo.gl/VpG3xK

Present Perfect - Examples in Songs 2 (2011, August 19th) [JJEnglish] Retrieved from:

https://goo.gl/P9vkFk

**Week 12**

Perfect English grammar (n.d.) [zero conditional Exercise] Retrieved from:

http://goo.gl/v9KJfN

Perfect English grammar (n.d.) [first conditional Exercise] Retrieved from:

http://goo.gl/KWJfCe


**Week 13**

Take the pen (n.d) [Second conditional exercise] Retrieved from: http://goo.gl/A6hfP4


Appendixes

Lesson Plan

Below you can find the lesson plans that we used in a chronological order taking into account visual learning technique.

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

LESSON PLAN N. 1

<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT – TEACHER</td>
</tr>
<tr>
<td>PLACE</td>
</tr>
<tr>
<td>COURSE/CLASS</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
</tr>
</tbody>
</table>

LESSON INFORMATION
<table>
<thead>
<tr>
<th>DATE</th>
<th>Lesson Topic</th>
<th>August 20th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduce myself (students and teachers) Brief Diagnosis of each student.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION OBJECTIVE(S)**
- To introduce themselves
- To communicate likes and dislikes in their presentation.

**LANGUAGE OBJECTIVE(S)**
- To know the use and the meaning of some useful introduction expressions.
- To know and to recognize the level of speaking and listening in which they are.

**MATERIALS / RESOURCES**
- TV set
- Image to write
- Video introduce yourself
  - [https://www.youtube.com/watch?v=tZOgdnKJ5Sc](https://www.youtube.com/watch?v=tZOgdnKJ5Sc)

**LESSON DESCRIPTION**

<table>
<thead>
<tr>
<th>STAGE – ACTIVITY</th>
<th>PROCEDURE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Learning to Enhance Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WARM UP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>- The teachers make a brief introduction of them taking into account name, age, occupation, semester and the expectation of the class (Rules of the class)</td>
<td>10”</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students introduction</strong></td>
<td>- Students are going to introduce themselves taking into account a video.</td>
<td>30”</td>
</tr>
<tr>
<td><strong>Visual Learning Activity</strong></td>
<td>- Students are going to write about themselves taking into account the memories that come to their minds when they watch a specific image.</td>
<td>25”</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>- Teachers explain useful expressions to communicate in English.</td>
<td>15”</td>
</tr>
<tr>
<td></td>
<td>- Students make questions about doubts.</td>
<td></td>
</tr>
</tbody>
</table>

**HOMEWORK – ASSIGNMENT**

**COMMENTS - OBSERVATIONS**

48
# Lesson Plan N. 2

## Course Information

<table>
<thead>
<tr>
<th>Student – Teacher</th>
<th>Viviana Sánchez and Pablo Pardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Liceo Femenino Mercedes Nariño</td>
</tr>
<tr>
<td>Course/Class</td>
<td>904</td>
</tr>
<tr>
<td>Number of Students</td>
<td>43</td>
</tr>
</tbody>
</table>

## Lesson Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Countable and uncountable nouns.</td>
</tr>
</tbody>
</table>

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**
### Visual Learning to Enhance Writing

| COMMUNICATION OBJECTIVE(S) | ● To learn expressions to be used in a recipe  
|                           | ● To communicate when to use countable or uncountable nouns. |
| LANGUAGE OBJECTIVE(S)     | ● To know the use and the meaning of some useful expressions.  
|                           | ● To know and to recognize the correct of countable and uncountable nouns |
| MATERIALS / RESOURCES     | ● Worksheets  
|                           | ● Dessert video  
|                           | - https://www.youtube.com/watch?v=vbJmXjJLS0Q |

### LESSON DESCRIPTION

<table>
<thead>
<tr>
<th>STAGE – ACTIVITY</th>
<th>PROCEDURE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM UP</td>
<td>- The teachers make a brief introduction of the topic using images about meals.</td>
<td>10”</td>
</tr>
<tr>
<td>Recipe’s video</td>
<td>- Students are going to watch a video based on a dessert preparation to learn new vocabulary about cooking and also identify the use of countable and uncountable nouns</td>
<td>15”</td>
</tr>
</tbody>
</table>
### Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are going to do a worksheet based on countable and uncountable nouns.</td>
<td>35’’</td>
</tr>
<tr>
<td>Teachers explain the relationship between images and words.</td>
<td>20’’</td>
</tr>
<tr>
<td>Student’s make questions about doubts.</td>
<td></td>
</tr>
<tr>
<td>Students organize groups to develop the cooking activity.</td>
<td></td>
</tr>
</tbody>
</table>

#### Remarks

- Observation: [OBSERVATIONS]
- Assignment: [ASSIGNMENT]
## COURSE INFORMATION

<table>
<thead>
<tr>
<th>STUDENT – TEACHER</th>
<th>Viviana Sánchez and Pablo Pardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACE</td>
<td>Liceo Femenino Mercedes Nariño</td>
</tr>
<tr>
<td>COURSE/CLASS</td>
<td>904</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>43</td>
</tr>
</tbody>
</table>

## LESSON INFORMATION

<table>
<thead>
<tr>
<th>DATE</th>
<th>Week 3</th>
<th>August 31&lt;sup&gt;st&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON TOPIC</td>
<td>Quantifiers</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>● To learn expressions to be used in a recipe</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE(S)</td>
<td>● To communicate when they have to use quantifiers</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>● To know the use and the meaning of some quantifiers</td>
<td></td>
</tr>
</tbody>
</table>
## Visual Learning to Enhance Writing

### OBJECTIVE(S)
- To know different kind of quantifiers

### MATERIALS / RESOURCES
- Worksheet
- Image
  - [https://upload.wikimedia.org/wikipedia/commons/2/2f/Culinary_fruits_front_view.jpg](https://upload.wikimedia.org/wikipedia/commons/2/2f/Culinary_fruits_front_view.jpg)

### LESSON DESCRIPTION

<table>
<thead>
<tr>
<th>STAGE – ACTIVITY</th>
<th>PROCEDURE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM UP</td>
<td>- Teachers make a brief explanation of quantifiers and how to use it. USING IMAGES.</td>
<td>10”</td>
</tr>
<tr>
<td>Quantifiers’ video</td>
<td>- Students are going to watch a video based on quantifiers in order to reinforce the teachers’ explanation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The video have images and in this way students have to classify the meals on a chart.</td>
<td>25”</td>
</tr>
</tbody>
</table>
### Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>Visual Learning Activity</th>
<th>✓ Students are going to do a worksheet based on quantifiers. ✓ Students need the images to develop the worksheet</th>
<th>30”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td>- Teachers explain the relationship between meals and quantifiers. - Student’s make questions about doubts.</td>
<td>15”</td>
</tr>
<tr>
<td>HOMEWORK – ASSIGNMENT</td>
<td>- Students are going to study quantifiers in order to use them in the next week (cooking activity)</td>
<td></td>
</tr>
<tr>
<td>COMMENTS - OBSERVATIONS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# LESSON PLAN N. 6

## COURSE INFORMATION

<table>
<thead>
<tr>
<th>STUDENT – TEACHER</th>
<th>Viviana Sánchez and Pablo Pardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACE</td>
<td>Liceo Femenino Mercedes Nariño</td>
</tr>
<tr>
<td>COURSE/CLASS</td>
<td>904</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>43</td>
</tr>
</tbody>
</table>

## LESSON INFORMATION

<table>
<thead>
<tr>
<th>DATE</th>
<th>Week#6</th>
<th>September 21&lt;sup&gt;st&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON TOPIC</td>
<td>-</td>
<td>Present Simple and progressive</td>
</tr>
</tbody>
</table>
| COMMUNICATION      | • To improve English comprehension using present simple and present progressive.  
                    | • Communicate complete sentences in a dialogue. |
| LANGUAGE           | • To know the structure of the present simple in affirmative, negative or interrogative sentences.  
                    | • To know the structure of the present progressive in affirmative, negative or interrogative sentences. |
### Visual Learning to Enhance Writing

#### MATERIALS / RESOURCES

- **Dialogue Images**
  - http://1.bp.blogspot.com/_b0eKNRwOcvY/TTjR64yuodI/AAAAAAAAC3k/6io6_gca_4/s1600/dialogo.gif

- **Real situations in present simple**
  - https://www.youtube.com/watch?v=gtFlYjTmHM

- **Song**
  - https://www.youtube.com/watch?v=2_CsJ7zlKc

#### LESSON DESCRIPTION

<table>
<thead>
<tr>
<th>STAGE – ACTIVITY</th>
<th>PROCEDURE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM UP</td>
<td>- The teachers make the explanation of the structure of the present simple tense taking into account the affirmative, negative and interrogative form.</td>
<td>10”</td>
</tr>
<tr>
<td>Speaking Part</td>
<td>- Students create dialogue in present simple tense using the image given by teachers they have to use the affirmative, negative and interrogative form of the tense.</td>
<td>20”</td>
</tr>
</tbody>
</table>
Visual Learning to Enhance Writing

| Reading part (Short Story) | - Students read the story and complete the guide provided for the teachers.  
|                          | - The students find the mistakes on the reading  
|                          | - The students answer the questions of the guide. | 30” |
| Feedback (In group)       | - Teachers solve possible doubts about the activity  
|                          | - Teachers give feedback to students | 10” |
| Closing (Game)           | - Teachers choose randomly a student who is going to answer a question in present simple tense. | 10” |
| HOMEWORK – ASSIGNMENT    | - Study the irregular and the regular verbs |
| COMMENTS – OBSERVATIONS  | - Students are going to dramatize the dialogue in front of their classmates using as a reference a video in which they will evidence the use of the simple present in a real context. |

Journals

Here you can find the journals that we did in order to know the description of our implementation in each class.

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

JOURNAL N°: 1
The class began at 12:00 p.m. with 904 grader. The topic was "Introduce yourself". To develop it, we planned two activities in the lesson plan, but first of all we developed the warm up as a way to break the ice with the students. It was a brief presentation of each one including us (teachers) where students must describe themselves giving personal information using their previous knowledge.

For example:

-  My name is... I am __ years old...
  I like...

The warm up caught the students' attention and it got their participation in an active way. This kind of activities achieves that students use communication skills to express their own ideas.

Moreover, the second stage of the class helped the students to reinforce previous knowledge.

There was no serious problem situation with the students. Some of them were very talkative. However, there was nothing beyond that a normal classroom.
Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>The second stage of the class was about a video in which students could notice the main expressions to take into account when they are introducing themselves.</th>
<th>The third stage caused a good impact because students were able to describe their memories understanding them through the image.</th>
<th>Overall, it was a very good class, where the girls’ participation was the most important.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The third stage of the class was the Visual Learning activity, in which students had to write about an image that we brought to the class. The image was about a baby and the objective of that was to create feelings about students’ memories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finally, the closing was to clear the students’ doubts about the video, the image and the class, also teachers asked for opinions about the Visual Learning activity to take into account the next class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Visual Learning to Enhance Writing  
JOURNAL NO: 2

TOPIC: Countable and uncountable nouns  
CLASS: English

signature.

DATE: Week #2, August 24th, 2016  
GRADE: 904

STUDENT TEACHERS: Pablo Pardo – Viviana Sánchez

<table>
<thead>
<tr>
<th>CLASS DESCRIPTION</th>
<th>COMMENTS</th>
<th>PROBLEMATIC SITUATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class began at 1:15pm. The topic was “Countable and uncountable nouns”. Before to explain it, we did a brief warm up using images to introduce them the new topic about countable and uncountable nouns, with meals images we made the differences between them and in this way we clarified the doubts we asked them some questions using the image.</td>
<td>At the beginning of the class and the introduction of the topic they were a bit confused about the differences between countable and uncountable nouns but with the use of image they were able to understand the topic, after that they participated a lot and the enjoy classifying the meals.</td>
<td></td>
</tr>
</tbody>
</table>
The second stage of the class was about a video in which students were able to notice the differences between countable and uncountable nouns; the video had voice and images so in that way they made a relationship between them.

The final activity was a worksheet based on countable and uncountable nouns, in these activities students were able to classify in a chart the countable or the uncountable nouns, we noticed that students liked this kind of activities because they learnt a lot and they were too concentrated doing that.

The most important thing was that they could use the images as a guide in an excellent way. Some of them had some mistakes but generally they learnt the use and the meaning of countable and uncountable nouns.

Students asked for more activities like the worksheet, they were happy with it.
## JOURNAL NO: 3

**TOPIC:** Countable and uncountable nouns

**CLASS:** English

**DATE:** Week #2, August 31<sup>ST</sup>, 2016

**GRADE:** 904

**STUDENT TEACHERS:** Pablo Pardo – Viviana Sánchez

<table>
<thead>
<tr>
<th>CLASS DESCRIPTION</th>
<th>COMMENTS</th>
<th>PROBLEMATIC SITUATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class began at 12:10pm. The first thing that we did was try to explain quantifiers through the use of images, it was very funny because students wanted to participate a lot and they tried to explain the class before teachers.</td>
<td>Students’ were happy to share their list with their classmates but they laughed a lot because of their answers for example they answered “In the</td>
<td>There was no serious problem situation with the students. Some of them were very talkative. However,</td>
</tr>
</tbody>
</table>
The second stage of the class was about a video in which students were able to notice when they must use quantifiers after they watched the video they must classified into a chart. The video had voice and images so in that way they made a relationship between them.

The final activity was a worksheet based on quantifiers; in these activities students were able to classify the quantifiers in a chart.

Also students made a supermarket list in which they applied the communicative competence in a real context; they share the list with all the class.

supermarket I bought a spoon of honey” We can say that it was a good class.

there was nothing beyond that a normal classroom environment.
Visual Learning to Enhance Writing

**Worksheets**

Here you can find the worksheets that we designed in order to apply visual learning technique.

**WORKSHEET #1**

**COUNTABLE AND UNCOUNTABLE NOUNS WORKSHEET**

Liceo Femenino Mercedes Nariño – 904

Name: ____________________________________________ Date: __________________

_______________________________
1. Put each product on the chart depending if it is countable or uncountable.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Choose the correct **PARTITIVE** for each sentence.

**A/AN** + Singular countable noun (a pencil, an orange)

**SOME** + Plural countable or uncountable nouns in positive sentences. (There are some oranges)

**ANY** * we use any in negative sentences and in most questions. Countable and uncountable nouns

(I don’t have any apples. There isn’t any milk. Do you have any sisters?)

✓ It is ________ cat.
✓ Have you ________ friends?
✓ I bought ________ water.
✓ Laura has not ________ pets.
✓ There is ________ apple on the table.
Visual Learning to Enhance Writing

✓ Alejandro eats _______ cheese every day.

✓ We don’t have _______ bread.

✓ My brother found _______ money.

✓ My sister found _______ pencil.

✓ Do you have _______ eggs?

✓ There are _______ students in the classroom.

3. Choose how much or how many.

✓ _____________ Cheese do you buy?

✓ _____________ Books are there in your bag?

✓ _____________ Films did Tom see last week?

✓ _____________ Money do you spend every week?

✓ _____________ Friends does Paula have?

✓ _____________ Sugar do we need?

✓ _____________ Tomatoes are there in the fridge?

✓ _____________ Meat are you going to buy?

✓ _____________ Milk did you drink yesterday?

✓ _____________ Apples do you see?

4. Write a list of things that you buy in the supermarket using Partitives.
WORKSHEET # 2

FUTURE “WILL/GOING TO” WORKSHEET

Liceo Femenino Mercedes Nariño – 904

Name: ___________________________________________ Date: ______________

1. Match the phrases to complete the sentence. Put the correct letter in front of the sentence.
2. Make sentences about Vivian’s week

<table>
<thead>
<tr>
<th></th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>Go to teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>Go to the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>Study English</td>
<td></td>
<td>Stay in bed</td>
</tr>
</tbody>
</table>
Visual Learning to Enhance Writing

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study Italian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Go to the gym</td>
<td>Go to the disco</td>
<td></td>
</tr>
</tbody>
</table>

 ✓ On Monday afternoon she is going to teach at Liceo Femenino Mercedes Nariño

 ✓ On Tuesday afternoon …

 ✓ On…

 ✓ On…

 ✓ On…

 ✓ On…

 ✓ On…

3. Make a time table of your plans.

<table>
<thead>
<tr>
<th></th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below write some sentences saying “I am going to…”
Visual Learning to Enhance Writing
✓ On...
✓ On...
✓ On...
✓ On...
✓ On...
✓ On...

4. Draw your future plans and share your ARTWORK with your partners.