

# Whole Language and Multimodal Learning to improve Early Writing Skills

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## Abstract

Early writing, as the representation of children's knowledge about the writing system, is a foundational stage for the development of reading and conventional writing, which requires constant and meaningful practice. Thus, the main goal of this research is to present a pedagogical innovation project to strengthen first graders' EFL early writing using the whole language approach and multimodal learning strategies. Therefore, this innovation project is built upon research regarding three main theoretical concepts: whole language, early writing, and multimodality. These conceptualizations are key to the creation of the didactic unit presented in this document with the goal of introducing first graders to an EFL early writing process through varied and meaningful means.

*Key words: Didactic unit, Early writing skills, EFL, Meaningful activities, Multimodality, Portfolio assessment, Whole language approach.*

## Resumen

La escritura temprana, como representación del conocimiento de los niños sobre el sistema de escritura, es una etapa fundamental para el desarrollo de la lectura y la escritura convencional, que requiere de práctica constante y significativa. Por lo tanto, el objetivo principal de esta investigación es diseñar un proyecto de innovación pedagógica para fortalecer la escritura temprana del inglés como lengua extranjera de los estudiantes de primer grado mediante el uso del enfoque de lenguaje completo y estrategias de aprendizaje multimodal. Por lo que este proyecto de innovación se basa en la investigación sobre tres conceptos teóricos principales: lenguaje completo, escritura temprana y multimodalidad. Estas conceptualizaciones son clave para la creación de la unidad didáctica presentada en este documento con

el fin de introducir a los estudiantes de primer grado a un proceso de escritura temprana en inglés como lengua extranjera a través de medios variados y significativos.

*Palabras clave: actividades significativas, enfoque de lenguaje completo, evaluación de portafolio, habilidades de escritura temprana, inglés como lengua extranjera, multimodalidad, unidad didáctica.*

## Table of Contents

<b>Introduction</b>	<b>5</b>
<b>CHAPTER 1: THE PROBLEM</b>	<b>6</b>
1.1. Statement of the problem	6
1.2. Objectives	9
1.3. Rationale	9
<b>CHAPTER 2: THEORETICAL FRAMEWORK</b>	<b>12</b>
2.1. Literature Review	12
2.2. Theoretical Constructs	17
2.2.1. <i>Whole Language Approach (WL)</i>	17
2.2.2. <i>Early Writing</i>	20
2.2.3. <i>Multimodality</i>	23
<b>CHAPTER 3: METHODOLOGICAL DESIGN</b>	<b>26</b>
<b>CHAPTER 4: INNOVATIVE PEDAGOGICAL PROPOSAL</b>	<b>31</b>
4.1. Lesson Plans and Material Design	31
4.1.1. <i>Lesson One</i>	32
4.1.2. <i>Lesson Two</i>	34
4.1.3. <i>Lesson Three</i>	36
4.1.4. <i>Lesson Four</i>	38
4.1.5. <i>Lesson Five</i>	40
4.1.6. <i>Lesson Six</i>	42
4.1.7. <i>Lesson Seven</i>	44
4.1.8. <i>Lesson Eight</i>	46
4.1.9. <i>Assessment Rubrics</i>	48
4.1.9.1. Teacher Assessment Rubrics.	48
4.1.9.2. Students' Self-Assessment Rubrics.	49
4.1.9.3. Students' Peer Assessment Rubrics.	51
<b>CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS</b>	<b>53</b>
<b>References</b>	<b>55</b>

## **Introduction**

Due to the overfocused on traditional grammar approaches, English as Foreign Language (EFL) has been approached as a set of rules and decontextualized words, which is not providing the expected results in students' English level. For that reason, the present pedagogical innovation project study aims to propose an alternative methodology, integrating the Whole Language approach and multimodal learning strategies with the objective to strengthen first graders' early writing skills in English while they are exposed to meaningful instruction and experiences.

This document is divided in five chapters: first the Introduction, presenting the statement of the problem and the rationale. The second chapter is the theoretical framework that introduces key concepts for the project. Next chapter is the methodological design which explains the proposal. Followed by the lesson plans and materials of the pedagogical proposal. Finally, conclusions and recommendations of the project will be shared.

## CHAPTER 1: THE PROBLEM

### 1.1. Statement of the problem

In the Colombian context, regarding English as a Foreign Language (EFL) there are some legal guidelines that support its teaching. For example, the National English Program Colombia Very Well (MEN, 2014) that aimed to establish EFL as a state policy so that by 2025 students will reach a B2 English level by the time they achieve 11<sup>o</sup> grade. To achieve this, they focus on four aspects: teacher training and support, pedagogical aspects, evaluation and monitoring, and management for institutional strengthening (MEN, 2014).

Also, the bilingualism law 1651 (Ley 1651 de 2013) establishes that every child has the right to be taught to and develop reading, writing, listening, and speaking skills, as well as the abilities to comprehend and express in at least one foreign language; even when this law emerged intending to guarantee eleventh-grade students reach a high level of competence in the four EFL skills (Ley 1651 de 2013), the results in national tests show that still there is not a meaningful improvement in its learning. As the current situation of EFL learning in the country reveals that "54% of the students have results (in National Tests) equivalent to those who have not had any exposure to the language" (MEN, 2014, p.10).

Additionally, some authors analyze that Colombian policies may be also the cause of low significant changes in the methodology of teaching practices, especially in elementary school levels. Clavijo (2016) explains that "national educational policies have mistakenly given elementary school teachers, not necessarily certified as English teachers, the responsibility of teaching English to elementary school children" (p. 1). This is problematic since Colombian policies ignore the knowledge about language acquisition teachers should have to adapt suitable teaching practices (Sanchez &

Obando, 2008). Moreover, it is sometimes more valuable the fluency of native speakers or people from other professions, even though they may not have foreign language teaching preparation. Some other problems described by Sanchez & Obando (2008) are the large class sizes which makes it more difficult to monitor tasks and provide feedback, the lack of appropriate materials, and EFL classes conducted in Spanish, representing a lack of input for students.

Therefore, the problem this study centers on is the focus on traditional approaches when teaching English to low elementary school students, especially first graders. This focus may be problematic contrasting to the developmental characteristics of first grade (1°) children. These approaches are not accurate for students if teachers do not foster meaningful activities adequate to their development. According to Tassoni (2016), children of 6 to 7 years old enjoy physical activities such as hopping, bike riding, building bricks, jigsaws, and playing games. At this age, they can play complex games, most of the time in separate sex groups, read simple books, write some words, and have more control over drawing abilities. For these reasons, making an EFL class focused on language mechanics instead of its meaning may be a waste of the potential of children and may negatively affect their motivation towards the language.

This problem was also identified through my personal experience, some observation practices, and literature. In my experience as an EFL student in public schools in Bogotá, I noticed that English was addressed through grammar-translation and writing sentences in lists even at the primary school level. This was a problematic situation since students only learned grammar rules, and thus, they were unable to use the language in real life situations. For that reason, when writing, students did not know the meaning of what they were producing and therefore, in advanced grades it

was harder for them to produce texts independently due to the lack of knowledge about the language. Additionally, during class observations made throughout my career, teachers performed some innovative strategies with games in the classroom, that were still focused on memorization of single words without context. According to Clavijo (2016) and Le Gal (2018), even though Colombian policies aim to achieve high levels of English competence in elementary and secondary students, in practice, schools rely on grammar and decontextualized approaches that do not adjust to the necessities of the Colombian context. "From its beginnings, ELF in Colombia (...) has relied on foreign methodologies: Grammar-Translation Approach, Audiolingual Approach, Direct Method, Communicative Approach, Task-Based Language Learning and Teaching have all been successively adopted without any real contextualization" (Le Gal, 2018, p. 6).

Finally, there are different studies that have found similar problems in the EFL education process in national and international spheres. At the international level, Santosa et al., (2021) found out that in primary school levels in Jakarta there is a predominant use of traditional teaching vocabulary which is introduced by translation and without context. At a national level, Ladino (2020) considered that a group of fourth graders in Bogotá had low performances in English exams because of the traditional teaching and the impossibility for students to use EFL in practical situations, which influenced learners' lack of engagement and poor performances. Finally, Fonseca (2017) studied a group of third grade students who did not have enough vocabulary, did not know how to apply the one they knew or were able to understand simple questions; she concluded children were not receiving enough input to use the language due to the repetitive activities they developed in classes.

Despite policies and the adoption of foreign standards and methodologies to achieve bilingualism in Colombia, there is still work to do regarding the adaptation or creation of proper methodologies adequate to the needs of students' age and context. It is important to spread the view of language as more than just grammatical rules that end up with students learning decontextualized words, unable to communicate and express themselves. Therefore, it is of utmost importance that Colombian public schools explore different ways to approach EFL teaching and learning and consider the characteristics of children's development in elementary grades to properly address the language learning allowing students to use their full potential.

## **1.2. Objectives**

### **General Objective:**

- To design a pedagogical proposal that promotes first graders' EFL early writing skills through the integration of Whole Language and Multimodal learning strategies.

### **Specific Objectives:**

- To determine the characteristics of physical and cognitive development in first grade students.
- To investigate the features of Whole Language, Early Writing development and Multimodality.
- To design a didactic unit integrating the features of Whole Language, Early Writing development and Multimodality.

## **1.3. Rationale**

Considering the problem stated in the previous section it is important to consider different ways of teaching EFL in elementary school. An approach that should

foster a natural and holistic use of the language focused on meaningful communication is the Whole Language (WL) (Richards & Rodgers, 2001 cited in Shirvan, 2016). This approach along with multimodal systems of communication, which focus on meaning (Bouchev et al., 2021 and Jewitt, 2008), may support the young learners' writing skills development. Based on the above, the proposal aims to provide children with meaningful materials that expose language in a natural and contextualized way and provide them with opportunities to express themselves through different means using the foreign language significantly. In this way children may receive more language input while feeling more motivated towards language learning than with traditional methods.

The proposal of this study focuses on going beyond traditional methods based on grammar and allow children to write using EFL as a whole in a real-life context through multimodal learning strategies: for children to be able to use EFL in an authentic environment, they will be provided with real materials such as songs, stories, multimodal texts, where language is used in a contextualized way. In the process children will receive real-life input through diverse mods to motivate them to communicate in EFL through diverse resources of communication such as drawings, images, gestures, gaze, and words, without a focus on grammar rules. Therefore, the integration of multimodality in EFL classes will be an opportunity for children to approach the language as a means of communication and expression, supplying them with more meaningful experiences.

As this proposal considers children's stage of development by promoting a holistic approach to their early literacy skills, especially their early writing, participants and teachers will benefit from this proposal. By providing students an integrated development through reading, writing, drawing, crafting, cooperating with their

partners, and strengthening their creativity, children could develop their early writing while being engaged with the classes. Moreover, this proposal should allow them to express their ideas, feelings, and experiences providing English a communicative purpose, and making possible the learning of EFL in a significant way. Additionally, teachers will have the opportunity to get in touch with different strategies, they can adapt the materials for further activities, and get inspiration to approach future teaching innovations.

This proposal can also contribute to the EFL early literacy education in Colombia and abroad. First, in the Colombian context, there is still an overfocus on formal and structural-based methods that are not obtaining the expected learning results; a similar situation could be found at a broader level. So, this proposal may help to promote the use of more meaningful and communicative ways to teach and learn EFL. Moreover, as this proposal has an authentic nature it can be adapted to different national and international contexts as it interrelates the WL and multimodal learning to enhance first-grade children's writing skills without segmenting the language.

The next chapter will explore theoretical constructs of this proposal and how they have been worked in different studies.

## CHAPTER 2: THEORETICAL FRAMEWORK

This chapter will explore the theory needed to provide support to the pedagogical proposal; it will be divided in two sections: literature review and theoretical constructs.

### 2.1. Literature Review

In this section six studies that support the theoretical constructs of this proposal will be presented. These works were reviewed in order to analyze what has been done in the recent years regarding writing, whole language, and multimodality in EFL elementary school context.

Regarding writing, Fonseca (2017) developed a qualitative action research applied to a group of third graders (17 girls and 16 boys) from the Domingo Faustino Sarmiento School in Bogota. The diagnosis revealed that children were unable to communicate and lacked motivation, so the researcher's questions and objectives were directed to the analysis of "the influence of visual literacy in motivating EFL writing production of third graders" (p. 24). The researcher followed the principles of the Communicative Language Teaching approach (CLT), with the aim of helping students to communicate meaningfully using the target language. Moreover, the author applied a Task Based Learning (TBL) to give students a purpose to use English. The implementation was divided in three stages, in which students were introduced to vocabulary through images, later they learned to associate the visuality with the verbality and their experiences, and finally, students started communicating through the combination of images and words.

Field notes, documents, and surveys were used to collect data from the participants. In conclusion, and concerning the theoretical constructs, the results show that visual literacy allowed students to internalize the meaning of words and expressions, express their ideas and understand the ones of others. Moreover, children improved their writing skills by producing short descriptions of images using the grammatical structures worked in class. Also, they demonstrated interest and were engaged in classroom activities which tell an increase of motivation towards English.

Regarding the Whole Language (WL), Mogollón (2019) developed a qualitative action research study to enhance writing skills in a group of fifth graders (13 boys and 18 girls) from a school in Bogotá. After analyzing students' needs, the author decided to propose poetry as a way to improve their writing skills. Therefore, his research questions and the general objectives were directed to analyze the impact of Children Poetry on 501 EFL students' writing skills. The WL approach was included through the usage of authentic poems, students' personal experiences, communicative purposes and students and teacher's feedback. Hence, the researcher aimed to help students write their own poems from their experience and language input. Thus, he used artifacts to collect data and content analysis. Finally, results show that students improved in terms of cohesion and word connection when they followed sample models given by the teacher, however, they still had some difficulties at free writing because following a poem structure was difficult for them, and they did not know what to express. Additionally, students changed their perception of English as just grammar rules and saw it as "an aesthetic and enjoyable way of expressing real experiences" (p. 67).

In addition, Chen et. al (2016) carried out a qualitative action research in which they applied a whole language curriculum to a group of 30 preschool children from 5 to 6 years old in Taiwan. Therefore, the authors aim to answer the questions: how does the teacher implement the whole language? And how do students change when the whole language is used in class? (2016). Researchers developed, among others, some teaching routine activities such as writing their names in the attendance book and storytelling for students to practice reading. Instruments to collect data were observation records, reflection diary, scripts for interview dialogue, children's worksheet, and daily life activity plans. The results of the second question, regarding writing, showed that children used drawing, imitating writing, ghostwriting and other elements as writing strategies. Additionally, children cooperated with peers and teachers when facing difficult words, and few children were able to express personal viewpoints using their strategies.

Regarding multimodality, Suárez (2020) did qualitative action research aiming to improve the communication skills of a group of fourth graders (18 boys and 9 girls) between 8 to 12 years old, from a school in Fontibón in Bogotá. After the needs analysis, the author concluded that children required to use the language for communicative purposes to be able to improve their language skills. Therefore, her research question and general objective were directed to find out "how communication is fostered through writing posts on an online blog within the multiliteracies approach among students" (p. 16), as well as the impact of this approach in students learning and use of the language to write. The intervention consisted of three stages about Birthday, Halloween, and Christmas holidays where students used their personal experience to write about how they celebrate them. Each topic was introduced with

vocabulary, images and plays related to the festivity, later, students wrote in blogs their experiences using different colors, fonts, images, and language forms learned. To collect data, she used two instruments: field notes and written artifacts; the results of the study show that students were able to create texts purposefully, got familiarized with language forms, and improved their writing in terms of communication and grammar structures. Moreover, learners perceived writing as a communicative tool, and English as a way to interact with others using their life experiences which made them have the necessity to learn the features of the language. Also, the use of the blog helped students improve in typing, writing with clear intentions, exchanging ideas through the comments section, and acquired more consciousness about what they know and how to use it.

Furthermore, Cormane (2021) carried out a qualitative action research study to enhance vocabulary in a group of 33 second graders from six to nine years old from a public school in Bogotá. As children lacked the vocabulary to be able to communicate (speaking/writing), she proposed using different modes to expose language to the children. Therefore, her research questions and objectives were directed to analyze the “impact of Vocabulary Learning through activities framed within Multimodality in the grade 201 at the IED Prado Veraniego” (p. 17). The pedagogical intervention was divided into four stages, and topics were work on using Total Physical Response to relate meaning with movement. Moreover, there were different activities to introduce vocabulary including painting, listening to songs, watching videos and images, drawing, and reading stories. To do triangulation the author used three data collection instruments: Field notes, video recordings, and artifacts. Thus, findings reveal that

students successfully improved word recognition through the usage of multimodality and meaningful activities.

In the same line, López (2017) developed a qualitative action research study directed to use multimodal storytelling and critical literacy with a group of 14 pre-kinder students between four and five years old from a private bilingual school in Medellín. One of the research questions of the study was “How was the children's literacy production when using multimodal storytelling to engage them with critical literacy?” (p. 43). The researcher selected four stories and adapted them using crafts, images, and her voice to tell the tales in a multimodal way for children. After the storytelling, the group discussed and retold the story, which leads to different topics to write about using words and drawings. For the data collection, the researcher used purposeful sampling and multiple instruments as class audio records, class video records, children's artifacts, and the teacher's journal.

Regarding children's production, findings show that children used writing to tell others what they had learned when they were working on critical literacy and multimodal storytelling activities; they created multimodal texts, to express their feelings, ideas, retell the stories, produce cooperative compositions, and represent reality. Multimodality was also used to express words and ideas when children did not know the expression in English; moreover, children saw EFL as a communicative tool that goes beyond class activities and that serves to exchange ideas in the school community and increased their confidence towards writing.

The previous literature review is fundamental for this research, as it presents the current state of the literature that works on this proposal. It also shows that for many researchers in Colombia and abroad it is necessary to approach EFL teaching

in elementary school going beyond the traditional methods. Furthermore, it shows the positive results of Whole Language and Multimodality regarding early writing.

## **2.2. Theoretical Constructs**

This section describes the three main constructs that support this proposal: whole language approach, early writing, and multimodality.

### **2.2.1. *Whole Language Approach (WL)***

This section will describe some of the main characteristics of this approach, such as its views, principles, participants' roles, activities, and assessment.

The Whole Language (WL) is an approach that emerged in the 1980s as a movement opposed to decoding language approaches (Shirvan, 2016). Accordingly, it aims to address language as a “whole”, which means that language is presented in complete and fully contextualized sentences (Chen, et. al, 2016; Jayaraj, 2020; Koniaturrohmah, 2018). Also, Huang (1997, cited in Kurniawati & Sumantri, 2021) defines the WL as a philosophy that combines theory and practice while emphasizing holistic learning practices through listening, speaking, reading, writing, and integrating the practice in real situations with literary content and real-life materials.

The WL approach has a series of language and learning views that focus on the student's integral development. First of all, according to Shirvan (2016), language is viewed in three ways, as an interactional tool, on which language is perceived as a communication instrument and as a way of interaction between reader and writer; as a tool for internal interaction, through which we use language to reflect about what we know, and write to ourselves or to a friend; and as a functional model, in which language is used for meaningful purposes to reach authenticity. Secondly, the learning

view of WL is influenced by two philosophical currents. The first current is humanism, (Shirvan, 2016; Chen, et. al, 2016), which emphasizes student-centered learning; that is to say, learning is “authentic, personalized, self-directed, collaborative and pluralistic”. (Chen, et. al, 2016, p 113). The second current is constructivism, (Shirvan, 2016; Fauzi,2020; Jayaraj, 2020), which holds children as active subjects that construct their knowledge from their personal experiences.

Teachers and learners have a determining role in achieving successful learning in WL. Firstly, according to Richards and Rodgers (2001 as explained in Shirvan, 2016; and Chen, et. al, 2016), in a WL classroom, teachers are facilitators, resource providers, mediators, negotiators, creators, learners, and observers of children’s development or difficulties at learning. Secondly, learners' role in WL is to collaborate with each other and with the teacher, self-evaluate their process and their partners’, self-direct, and select the materials and activities (Richards and Rodgers, 2001; cited in Shirvan, 2016).

Material and classroom have key roles in the development of WL instruction. Firstly, the classroom should immerse teachers and learners in a meaningful environment that involves the child in reading and writing activities (Jayaraj, 2020); according to Koniaturrohmah (2018) a literate environment should take over the classroom providing children with diverse attractive texts to them. So, they have the freedom to choose how to get involved in the activities and what materials to use (Chen, et. al, 2016). Secondly, according to Shirvan, (2016) and Chen, et. al, (2016), materials should be real, and diverse, “for children to understand the purpose of each writing style” (Chen, et. al, 2016, p.28). For that reason, literature is a good example, due to the author’s wish to communicate with the reader. Other real-world materials can be newspapers, signs, and handbills.

Now, activities and assessments are characterized by promoting the learners' active participation and autonomy. Some WL activities are reading aloud, guided reading, guided writing, independent reading, independent writing (Fauzi, 2020); individual and small group reading and writing, writing portfolios, student-made book, story writing (Shirvan, 2016).

Finally, according to Chen, et. al (2016), assessment is a dual and continuous process carried out by students and teachers. Instructors evaluate learners as individuals assessing their learning process and growth using recordings, observations, interviews, and learners' files. According to Dixon & Tuladhar (1996), students' writing products are analyzed to assess the development of children's writing skills regarding word recognition, spelling, grammar, and punctuation. Thus, mistakes are seen as an opportunity to teach the correct way to convey learners' written messages and as a clue about what they need to learn next. Also, students' portfolios serve to document their progress through the program and make notes about learners' accomplished goals to individualize their development. However, teachers may compare the class written samples to analyze the different stages reached by the group and think about ways to get to a higher level. Moreover, interviews are an effective strategy for students to self-evaluate their learning progress and for teachers to treat each student individually (Dixon & Tuladhar, 1996).

To conclude, the WL approaches the language as a whole, presenting it in a contextualized way through real materials such as literature; it promotes the active involvement of learners by allowing them to choose what they want to learn, and participate in collaborative activities. Teachers are guides that provide learners with materials, accompany them in their learning process and proportionate a learning

environment that allows children to get in contact with the language. Finally, WL teachers respect every child and assess each one as a whole individual.

### **2.2.2. Early Writing**

The early literacy process is the starting point of the development of writing and reading skills. It serves as a precursor for conventional reading, phonological awareness, and alphabet knowledge (Cabell et. al, 2013). Specifically talking about the development of early writing, due to the different theoretical perspectives, we can say that it is a complex process that implies several elements. As Bazerman et. al (2018 cited in Harmeý & Wilkinson, 2019) state, while developing early writing, the individual's biological, neurological, cognitive, and affective diversity interacts with his/her experiences, situations, opportunities, motivation, language repertoire, and other resources (p.7). This section will explore the stages of early writing development, some writing models for elementary school writers, and strategies for early writing teaching.

Early writing can be defined as the representation of the knowledge about the writing system each child has (Cabell et. al, 2013); this knowledge of the written system is foundational for reading and conventional writing. Therefore, according to Brower (2007); Cabell et. al, (2013), and Kurniawati & Sumantri (2021), children scaffold through different stages of early writing development, these are:

- Scribbling stage, here children start separating drawing from writing, even when it may seem like random lines, it may already show left to right directionality.
- Linear repetitive stage, children start writing in a horizontal way and relate the size of their writing with the things they are referring to.

- Random letter stage, where children write using the letters they know, usually the ones found in their names, randomly with no relation between sound and letter.
- Letter-name writing stage, children connect letters with speech sounds, in an early moment they represent words with graphemes representing the beginning and or salient sounds of words. In a late moment children recognize where a word begins and ends, thus leaving spaces between words, but keep writing phonetically.
- Transitional spelling stage, children write conventionally the words they are most exposed to, but still write phonetically some words, especially the ones that are exceptions to rules. Finally, children reach conventional spelling, but still require more practice to master it.

Additionally, Kurniawati & Sumantri (2021) state that children's early writing depends on their interest in writing activities; thus, it is necessary to provide them with opportunities to practice by expressing their feelings and experiences on paper which will lead them to create knowledge about writing. Moreover, according to Kurniawati & Sumantri (2021), early reading and writing activities must be approached together as their development is interrelated, because by reading children extract language information that later they will try to imitate in their writing, which will also motivate them to read.

There are diverse discourses about writing development in children that generate different approaches to teaching writing. Ivanič (2004) created a classification of writing discourses by the analysis of the different beliefs and conceptions about writing, and teaching and learning writing, present in diverse policy documents, teaching materials, pedagogical practices, etc. One of these discourses

is the *Social Practices discourse*, which views writing as a purposeful communicative tool within determined social contexts. Thus, it embraces the writing event on a broad level, considering multiple social practices as “patterns of participation, gender preferences, networks of support and collaboration, patterns of use of time, space, tools, technology and resources, the interaction of writing with reading and of written language with other semiotic modes, the symbolic meanings of literacy, and social goals” (Ivanič, 2004, p.234).

Therefore, the view of learning writing in this discourse is that people learn to write implicitly by participating in socially situated literacy activities that are meaningful for the group, not through explicit instruction (Ivanič, 2004). According to Ivanič (2004), this principle of *Social Practices Discourse* relies on the concept of “communities of practice” where students learn by actively participating in literacy events and identifying themselves as members of a community. The author explains that this allows students to learn not only about the composition of texts but also about how, when, where, and the conditions, media and purposes of the written text.

Regarding writing teaching, Ivanič (2004) argues that there are three different approaches, one of these is the “*purposeful communication*”, this approach aims to involve students in purposeful situated activities in which writing is used in order to fulfill goals, considering the sociopolitical factors that affect real-life writing. Thus, teachers should identify situations that carry important levels of authentic communication which permit the involvement of the full complexity of writing practices (Ivanič, 2004). The author considers that the usage of writing as a tool for learning and demonstrating learning is a socially situated activity that involves all the complexity of social practices setting up communication activities that simulate real-life contexts

communication to practice purpose-driven writing, allowing students to learn implicitly by doing.

Finally, according to the same author (2004) the view of writing of Social Practices discourse has been developed by literacy theorists in the New Literacy Studies which classified the conceptions of writing between decontextualized skills and social practices culturally situated and ideologically constructed. Later, it was complemented by theories and research that study the text as a compound of more than just linguistic elements but also of different modes that interplay as a whole multimodal artifact (Ivanič, 2004).

To conclude, early writing is a foundational process involved in early literacy; it includes a series of cognitive and social processes and six stages in which children acquire little by little the necessary print knowledge to reach conventional writing. Moreover, it is important to keep in mind that reading, and writing are skills whose development is complementary, so they cannot be separated.

### **2.2.3. *Multimodality***

The changes introduced in communication due to the spread of new technologies by the end of the 20th century caused the New London Group to publish an article in 1996 inviting the academy to address this challenge in the teaching and learning practices (Marchetti & Cullen, 2016). They considered that technology and the new globalized world had opened multiple communication channels that called for a wider view of literacy, broader than the traditional text, that allows students to explore all available resources. Thus, they determined multiliteracies as an alternative to traditional language-based literacy: “a pedagogy of multiliteracies, by contrast, focuses on modes of representation much broader than language alone” (The New London

Group, 1996, p. 64, cited in Marchetti & Cullen, 2016, p. 42). In this section, some generalities about multimodality will be explained.

First, centering on the term of multimodality, it is mostly defined as the use and combination of multiple modes within a single message, (Freyn & Gross, 2017; Lee, 2019; Bouchey et. al, 2021). According to Jewitt (2008) multimodality appeals to meaning as made through simultaneous usage of different modes such as image, gesture, gaze, body posture, sound, writing, music, speech, etc. Thus, meanings are made, distributed, interpreted, and edited through many resources of which language is only one of those. Moreover, the author explains that modes are partial, this means that each mode has a complementary role in the creation of a whole meaning.

In educational terms, multimodal learning (MML) are instructional environments that present concepts through different modes, allowing students to acquire information, process it and construct knowledge through the interaction between learners' peers and teachers in diverse means (Bouchey et. al, 2021). The same authors explain that MML pursues for students' self-awareness on how they learn; thus, educators should listen to students' voices and shape learning contents into diverse modes to respond to every student's necessity. Therefore, it drives the development of an approach to learning that goes beyond the traditional text "allowing for creativity, meaning-making, and strengthening the learning environment" (Lee, 2019, p. 986). Additionally, Freyn & Gross, (2017) provide some examples of multimodal teaching materials: "digital storytelling, virtual gaming, kinetic typography, hyperlinked texts/stories, blending visual and print media, audio recordings, and writing and editing wikis" (p.986).

Finally, MML should comply with a set of principles that guide its instruction. As multimodal learning appeals to meaning making, the learning process should achieve

three principles: *representation* provides different ways to present teaching and learning content, *action and expression* allow diverse options for learning and expressing knowledge, and *engagement* offers different options to generate and sustain motivation to learn (Rose and Meyer 2002, cited in Bouchey et. al, 2021). This is important because through multimodal resources students can address the language beyond the print text at reading and writing and can also motivate them to participate in the class.

To conclude, multimodal learning allows teachers to make use of different modes of communication such as aural, visual, gestural, spatial, and linguistic which can be found in technological sources too. The use of different modes helps students to make a broad contact with the language, as well as they can express themselves using diverse modes that enable them to learn it. Finally, multimodality may help students to engage and be motivated towards language learning.

### CHAPTER 3: METHODOLOGICAL DESIGN

The didactic unit (DU) is defined as a planning tool that, by providing order and form, helps to achieve the objectives of a teaching program (Péfaur et. al, 2016). Thus, the DU sequences the teaching and learning process considering the contents, objectives, procedures, strategies, resources, evaluation, classroom management, population, and values; to develop a class in a specific time, space, and context (Gómez & Puentes, 2017; Péfaur et. al, 2016) around a central theme of great significance for the child, which becomes the articulating axis of the learning sessions. Additionally, it seeks to form the integrality of the students, being able to forge their personality and develop integrally.

According to Moreno (1967) the DU is generally characterized by seeking integral education; conceiving the student as a subject of learning that will make a system of habits and attitudes his own. Also, focusing on action, the student is considered an actor, author, architect, and participant in their learning. The DU seeks to satisfy the needs and interests of the student and aims to integrate the individual with society through educational experiences. Finally, leaving aside the divisions, the didactic unit emerges as a nucleus of knowledge and activities around a central idea. All the activities of both learning and construction of the individual will revolve from there, allowing students to relate the knowledge acquired in school with their social environment and personal life.

According to Gómez & Puentes (2017), there are a series of elements that make up the DU:

**Table No. 1***Didactic unit elements*

<b>DIDACTIC UNIT ELEMENTS</b>	<b>DESCRIPTION</b>
TITLE	It reflects the central element to be treated, which can be a topic, an activity, a Holiday, an important event, or the acquisition of a habit or skill.
OBJECTIVES	They reflect the what and the why of the unit, that is, the topic and the citizen that is intended to be formed. Thus, the objectives guide the search for answers to the questions, as well as reflect what is considered important to teach and what is the best way to learn.
GUIDING QUESTION	It directs the activities of the unit and seeks to solve a problem with the development of the DU.
MOTIVATION	It is a key element in the development of the unit, reflected in the strategies and activities to inspire students to act and seek answers to different questions.

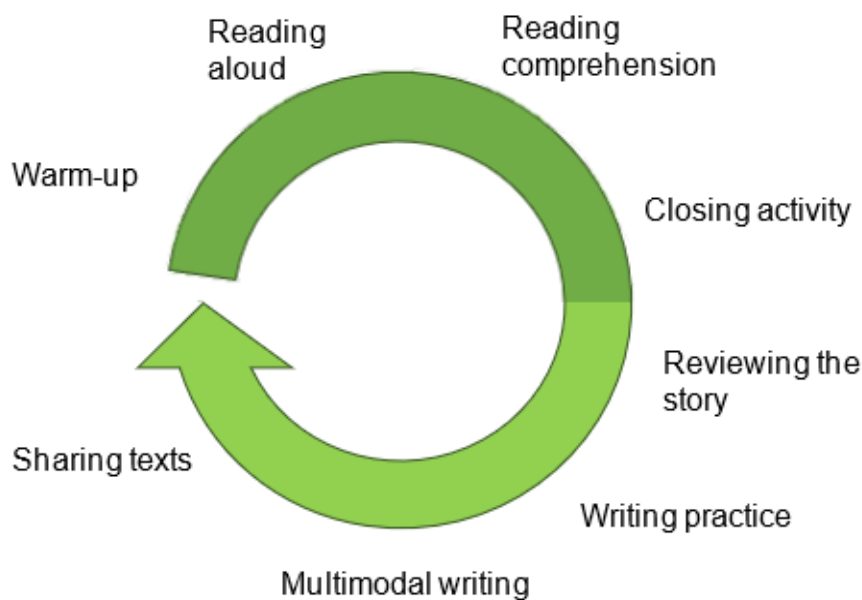
CONCEPTS	They are elements linked to the topic, which go beyond it and help students to understand their reality.
PROCEDURES	They are organized actions aimed at achieving a goal.
DESCRIPTION OF THE ACTIVITIES	It materializes the objectives, procedures, and contents of the unit in concrete activities and steps.
EVALUATION	It should aim not to evaluate the aspects taught, but rather so that the students understand and commit to their learning processes.

In this innovative pedagogical proposal, the didactic unit consists of eight lessons that follow an eight-step cycle divided into two parts, four steps per class. The first step is the warming up, in which the topic of the lesson is introduced through images and a guide question. The second step is the teacher's reading aloud of the selected material to provide students with input. The third step is the reading comprehension activity to see what participants have understood. The fourth step is a closing activity to reinforce input for learners. The fifth step is the reviewing of the story for students to remember what they have learned in the previous lesson and practice the language orally to strengthen their comprehension and language input. The sixth step of the cycle is the writing practice of vocabulary and sentence patterns to prepare learners for the final activity. The seventh step is multimodal writing where participants

can use what they have learned in a meaningful and communicative way by writing texts to specific readers. Finally, the last step is sharing texts; students share their writings to their classmates and teacher. Learners assess their classmates' production, also the teacher provides feedback and evaluates learners' progress.

### Figure 1

*Cycle of the Pedagogical Intervention*



*Note.* The figure presents the eight steps that the didactic unit follows.

The principles of multimodal learning are reflected through the didactic unit. In terms of representation, the concepts introduced in the lessons are presented in diverse ways such as images, words, interactive stories, songs, games, virtual means, and physical paper that together compound meaning. About action and expression, students learn, practice, and express their knowledge through writing, drawing, playing, solving puzzles and worksheets, guessing words and miming actions. These activities also contribute to the engagement principle, as the different tasks allow children to engage with the lessons and feel motivated to learn the language.

Regarding the stages of early writing development, first graders are still learning to write in their mother language, thus naturally their English level is lower (MEN, 2006). For that reason, this project aims to allow learners to communicate their thoughts using words, drawings, and crafts to complement what they want to say. Additionally, children are expected to start this process in the random letter writing stage, since they have been working on writing in Spanish, but they have not in English. Thus, in this respect, the aim of the didactic unit is to help students acquire some basic vocabulary and go through the rest of each writing stage during the lessons.

For assessment purposes students are asked to write a story in a portfolio about their pet dog or the one they would like to have, for their parents to read. The portfolio is used as the assessment method of this project as it is a compendium of works and reflections done by learners that serves as evidence of students' learning process through a subject (Davis & Ponnampereuma, 2005). Some characteristics of assessment portfolio, according to (Davis & Ponnampereuma, 2005) are:

First, portfolio assessment requires students' works to be collected in a purposeful and organized way to guarantee a clear understanding of information; thus, teacher blueprints can orient learners to know how and what to compile in their portfolios. Second, it is important to include in the portfolio students' self-evaluation about their learning process for them to reflect deeply about what they have done and learned. Third, evaluation of the evidence should be done using rating scale rubrics with specific descriptions on what is expected on each aspect and achieve a reliable evaluation. Assessment is an ongoing process done during the creation of the portfolio and guides both teachers to know how successful the implementation is and what changes to do, and students to see what their strengths and weaknesses are.

## **CHAPTER 4: INNOVATIVE PEDAGOGICAL PROPOSAL**

### **4.1. Lesson Plans and Material Design**

All the materials were designed using initially free use images taken from: dibujos.net; depositphotos.com; freepik.com; gettyimages.com; makeagif.com; pngegg.com; reygif.com; shutterstock.com; vecteezy.com; 123rf.com. The materials are for educational purposes only and are not intended for profit in any way.

## 4.1.1. Lesson One



# Woofy The Dog


**LESSON 1:** Meeting Woofy

**TIME:** 60 Minutes

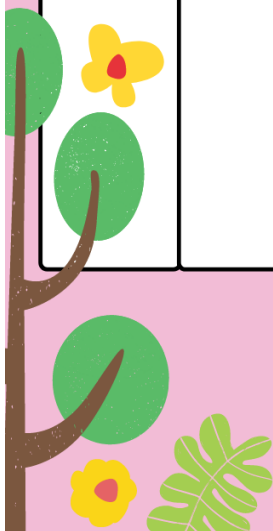
**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:**

What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Warm Up	<ul style="list-style-type: none"> <li>• In the first activity the teacher will show the class some flashcards that contain images related with the following words (about dogs):               <ul style="list-style-type: none"> <li>• ears</li> <li>• eyes</li> <li>• snout</li> <li>• nose</li> <li>• head</li> <li>• nape</li> <li>• chest</li> <li>• belly</li> <li>• paws</li> <li>• tail</li> </ul> </li> <li>• While showing the images, the teacher will encourage students to guess what animal it is. What part of the animal each flashcard has? and what colors can they recognize?</li> <li>• After showing the images, the teacher will ask the class what they know about dogs and if they have a dog at home.</li> </ul>	Flashcards











# Meeting Woofy

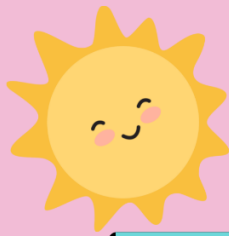


TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Reading Aloud	<ul style="list-style-type: none"> <li>The next activity is reading aloud. The teacher will show the class the cover of the book and will ask them what they think the story is about.</li> <li>After receiving some answers, the reading will begin. The teacher will pause in each image for students to guess and catch the features of the image.</li> <li>Once the reading is finished the teacher will focus on Woofy's appearance, asking the class what they remember about it.</li> </ul>	Woofy the dog story
15 Minutes	Reading Comprehension	<ul style="list-style-type: none"> <li>Once the reading is finished the teacher will focus on Woofy's appearance, asking the class what they remember about it.</li> <li>The teacher will guide the class to put the puzzle together by parts. For example, let's assemble the tail first.</li> </ul>	Puzzle
10 Minutes	Closing Activity	<ul style="list-style-type: none"> <li>To close the session, the class will play a match game about colors. They should find the five pairs of colors introduced in the story.</li> <li>The teacher will ask one person from each group to choose two cards.</li> </ul>	Match Game



 Woofy The Dog.ppsx	 Flashcards - Meeting Woofy.pps	 Puzzle To Board.ppsx	 PrintablePuzzle.docx	 Match - Memory Game.ppsx
<b>Just click to open each document</b> 				

## 4.1.2. Lesson Two



# Woofy The Dog


**LESSON 2:** My Dog

**TIME:** 60 Minutes

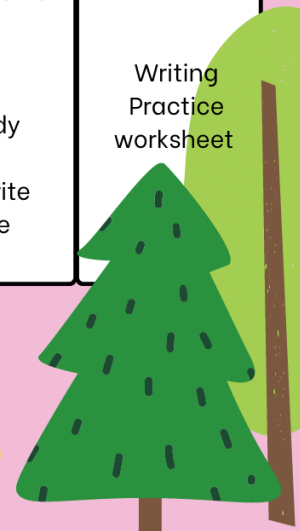
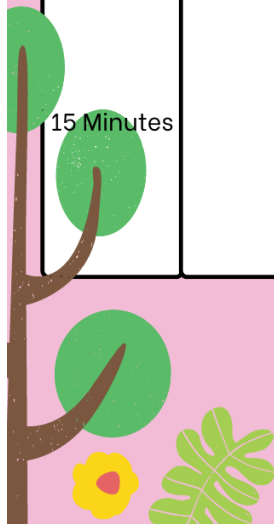
**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:**

What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Reviewing the story	<ul style="list-style-type: none"> <li>• The teacher will place in the board a dot-to-dot drawing of a dog for the whole class to solve it with her help.</li> <li>• After that the teacher will ask students what Woofy's colors are to paint the drawing, she will suggest looking at the story to confirm the colors.</li> <li>• The class will perform a shared reading of the story with the help of the teacher, focusing on the parts related with Woofy's appearance.</li> <li>• The drawing will be painted with the correct colors.</li> </ul>	Dot-to-dot drawing Woofy the dog story
15 Minutes	Writing Practice	<ul style="list-style-type: none"> <li>• Students will work in groups to solve an activity about selecting the correct words. Some short sentences from the book will appear with a missing word (body part or color).</li> <li>• Students should select and rewrite the correct word to complete the sentences.</li> </ul>	Writing Practice worksheet

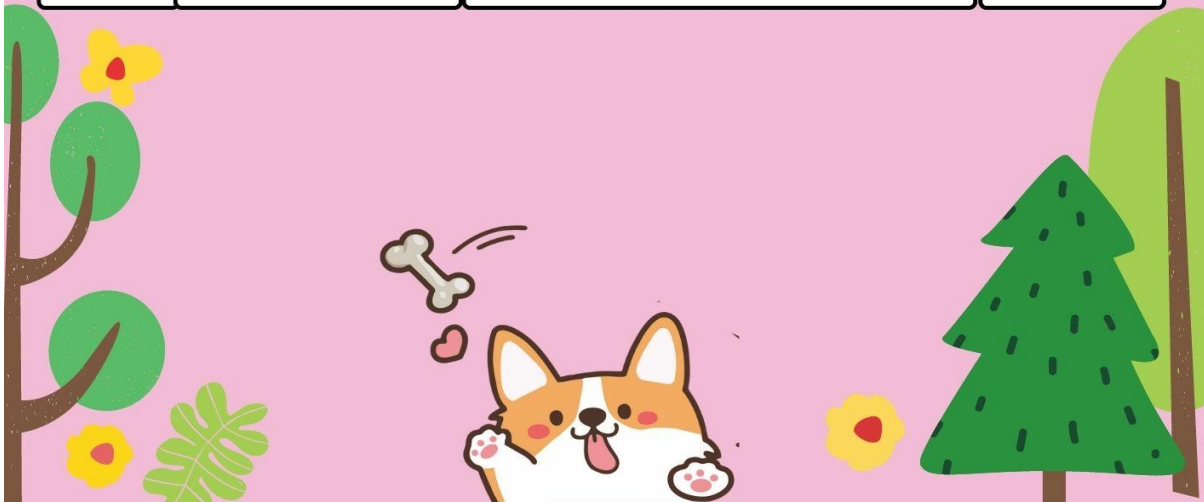




# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
		<ul style="list-style-type: none"> <li>• Images will help students find the word, and the teacher will provide orientation in case students have doubts.</li> <li>• The teacher will call some students from each group to write the five missing words on the board.</li> </ul>	
20 Minutes	Multimodal Writing	<ul style="list-style-type: none"> <li>• For this activity the teacher will ask students to portrait their pet dogs or in case they do not have, to portrait their dream dog using the materials they like the most.</li> <li>• Students should write a brief description of their dog.</li> </ul>	Multimodal writing #1  Paper Color pencils Colored paper Frost Glue
10 Minutes	Sharing Texts	<ul style="list-style-type: none"> <li>• Students will be encouraged to share their creations with their classmates and teacher.</li> <li>• In the last minutes some students will be asked to read aloud their texts.</li> </ul>	Students' texts



 <a href="#">dot to dot.pdf</a>	 <a href="#">Missing Words - Worksheet .pdf</a>	 <a href="#">Describing My Dog - Multimodal Writin</a>
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4.1.3. Lesson Three



# Woofy The Dog



**LESSON 3:** Woofy's Objects

**TIME:** 60 Minutes

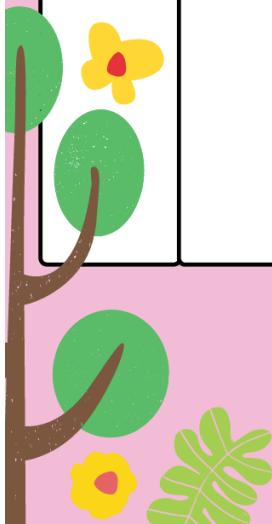
**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:**

What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
10 Minutes	Warm Up	<ul style="list-style-type: none"> <li>• In the first activity the teacher will show the class some flashcards that contain images related with the following words:                             <ul style="list-style-type: none"> <li>• Meat</li> <li>• Apple</li> <li>• Carrot</li> <li>• Rice</li> <li>• Dog food</li> <li>• Chew toy</li> <li>• Rounded bed</li> <li>• Dog bone</li> <li>• Ball</li> <li>• Doghouse</li> </ul> </li> <li>• While showing the flashcards, the teacher will ask students if they recognize the objects and meals in the images, of whom those can be and the colors they can see.</li> <li>• After showing the images, the teacher will ask the class if their pets have similar objects at home.</li> </ul>	Flashcards

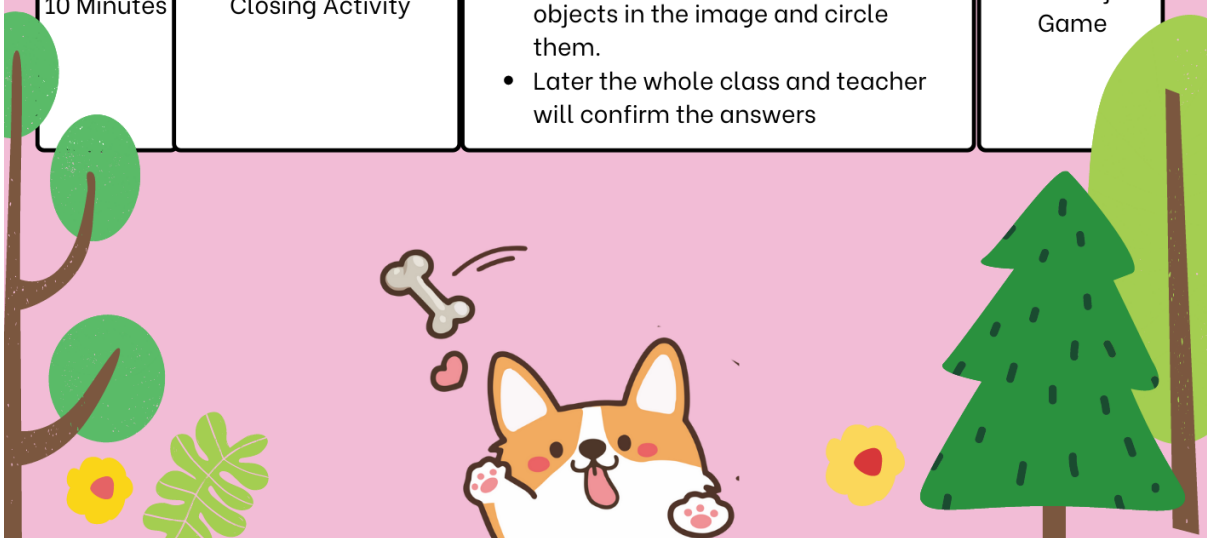




# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Reading Aloud	<ul style="list-style-type: none"> <li>The teacher will read aloud the book for the whole class. But this time she will focus students' attention on the objects belonging to Woofy.</li> <li>The teacher will pause in those sections for learners to identify the features of Woofy's objects.</li> <li>Once the reading is finished the teacher will ask the class what they remember about it.</li> </ul>	Woofy the dog story
20 Minutes	Reading Comprehension	<ul style="list-style-type: none"> <li>In the next activity, students will organize in groups of four to answer a multiple-choice worksheet of five questions about Woofy's objects.</li> <li>After that the class and teacher will share answers.</li> </ul>	Objects Worksheet
10 Minutes	Closing Activity	<ul style="list-style-type: none"> <li>In the same groups students will solve a hidden object game.</li> <li>Learners should find Woofy's objects in the image and circle them.</li> <li>Later the whole class and teacher will confirm the answers</li> </ul>	Hidden Objects Game



Flashcards -  
Woofy's objects.pps



Woofy's Objects -  
Worksheet .pdf



Hidden Objects  
Game.ppsx



Hidden Objects  
Game printable.pps:

4.1.4. Lesson Four



# Woofy The Dog



**LESSON 4:** My Dog's objects

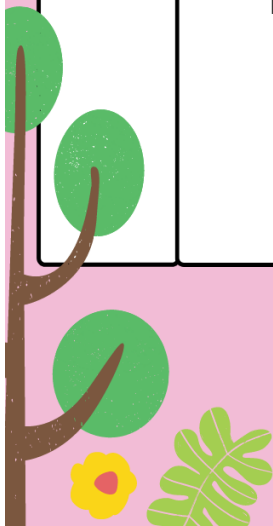
**TIME:** 60 Minutes

**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:** What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Reviewing the story	<ul style="list-style-type: none"> <li>• Students will be organized in groups of four and will receive a print copy of the story.</li> <li>• The class will perform a shared reading of the story with the help of the teacher, focusing on the parts related to Woofy's objects.</li> </ul>	Woofy the dog story
15 Minutes	Writing Practice	<ul style="list-style-type: none"> <li>• Students will play a Pictionary game where they have to guess the correct object.</li> <li>• The class will be divided in two groups. One member of the group will receive a clue taken from the text.</li> <li>• That student should draw the object on the board for the groups to guess.</li> <li>• The group that gave the correct answer first has a point. Moreover, the teacher will offer one point more for the group that writes first the name of the object in the board.</li> </ul>	Clues Markers Board





# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Multimodal Writing	<ul style="list-style-type: none"> <li>For this activity the teacher will ask students to build their dogs' objects and toys, or the ones they would like their pets to have.</li> <li>Students should draw/ craft and write a brief description of the objects using the materials they like the most.</li> </ul>	Multimodal Writing # 2  Paper Color pencils Colored paper Glue Clay
10 Minutes	Sharing Texts	<ul style="list-style-type: none"> <li>Students will be encouraged to share their creations with their classmates and teacher.</li> <li>In the last minutes some students will be asked to read aloud their texts and explain their construction.</li> </ul>	Students' texts

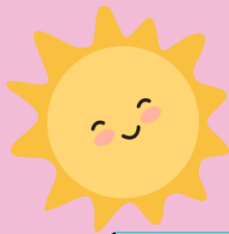


Pictionary clues.docx



My Dog's Objects - Multimodal Writing.

4.1.5. Lesson Five



# Woofy The Dog



**LESSON 5:** Woofy's routine

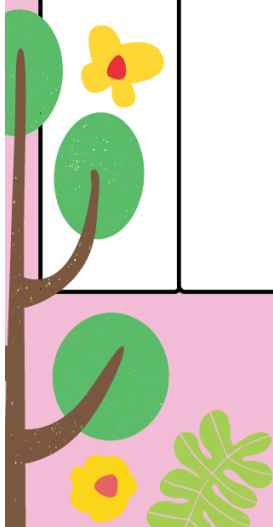
**TIME:** 60 Minutes

**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:** What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
10 Minutes	Warm Up	<ul style="list-style-type: none"> <li>• For this activity the teacher will play the song I'm a happy dog for students to listen to. After the first play the teacher will encourage students to sing along.</li> <li>• Later she will ask the class what other things dogs do and will show some flashcards according to their answers, if some activities are missing the teacher will propose them. Flashcards contain images related with the following words:                             <ul style="list-style-type: none"> <li>• Eat</li> <li>• Chew</li> <li>• Bark</li> <li>• Walk</li> <li>• Pee</li> <li>• Poo</li> <li>• Sniff</li> <li>• Lie down</li> <li>• Sleep</li> </ul> </li> <li>• After showing the images, the teacher will ask the class if their pets have similar behavior.</li> </ul>	<p>I'm a happy dog song</p> <p>Flashcards</p>

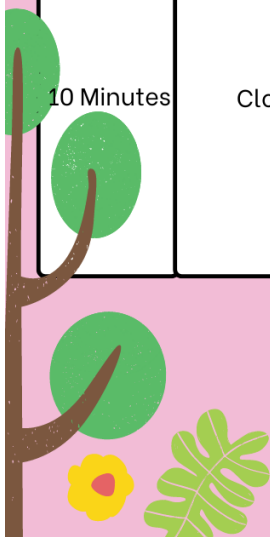




# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Reading Aloud	<ul style="list-style-type: none"> <li>The whole class will share the reading of the book with the guide of the teacher. This time the focus will be on Woofy's activities.</li> <li>The teacher will pause in those sections for learners to identify the features of the images.</li> <li>Once the reading is finished the teacher will ask the class what they remember about it.</li> </ul>	Woofy the dog story
20 Minutes	Reading Comprehension	<ul style="list-style-type: none"> <li>In the next activity, students will organize in groups of four to answer a worksheet.</li> <li>The worksheet will ask students to portrait the activities Woofy performs in a given moment/ place. (In the morning, on the walk, in the afternoon, at night)</li> <li>After that, the class and teacher will share answers.</li> </ul>	Woofy's Activities Worksheet
10 Minutes	Closing Activity	<ul style="list-style-type: none"> <li>For the final activity the class will be divided in three groups to play a hangman game.</li> <li>The teacher will give students a clue and the number of letters for them to guess.</li> <li>Groups try to complete the word in turns until they complete it. The group that catches the word first wins.</li> </ul>	Hangman Game



[Happy Dog song](#)



Flashcards -  
Woofy's activities.ppt



Woofy's Activities -  
Worksheet.pdf



Hangman  
Game.pptx

4.1.6. Lesson Six



# Woofy The Dog



**LESSON 6:** My dog's day

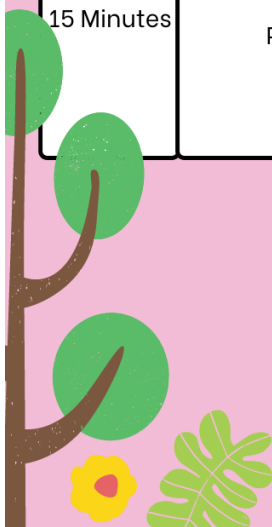
**TIME:** 60 Minutes

**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:** What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Reviewing the story	<ul style="list-style-type: none"> <li>• For this activity the class will create a chant following the structure of <i>I'm a happy dog</i> song and the actions of <i>Woofy the dog</i> story.</li> <li>• The teacher will place the structure of the song in the board and will ask students what other actions can be added to the chant, the class can look at the story if needed.</li> <li>• Once the chant is complete the class and teacher will sing along.</li> </ul>	<p>I'm a happy dog chant Woofy the dog story</p>
15 Minutes	Writing Practice	<ul style="list-style-type: none"> <li>• In groups of four students will solve a simple crossword puzzle about Woofy's activities of the day.</li> <li>• The puzzle will present sentence clues and images to guide the students to complete the words.</li> <li>• The teacher will guide learners in case of doubts.</li> </ul>	<p>Crossword Puzzle</p>





# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Multimodal Writing	<ul style="list-style-type: none"> <li>For this activity the teacher will ask students to portrair their dogs' daily activities, or the ones they would like to do with them.</li> <li>Students should portrair the daily activities of their dog and write a brief description of the activities using the materials they like the most.</li> </ul>	Multimodal Writing # 3  Paper Color pencils Colored paper Glue Frost
10 Minutes	Sharing Texts	<ul style="list-style-type: none"> <li>Students will be encouraged to share their creations with their classmates and teacher.</li> <li>In the last minutes some students will be asked to read aloud their texts and explain their construction.</li> </ul>	Students' texts

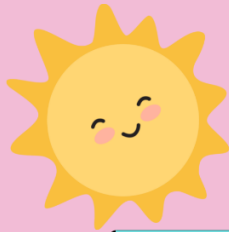


Woofy's Activities - Crossword.pdf



My Dog's activities - Multimodal Writing.

4.1.7. Lesson Seven



# Woofy The Dog



**LESSON 7:** Woofy at the park

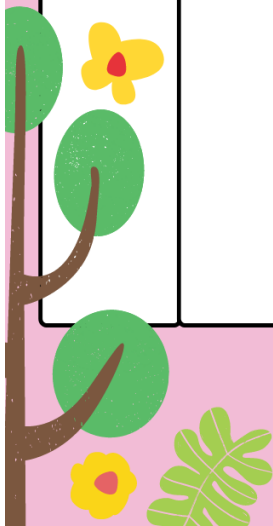
**TIME:** 60 Minutes

**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:** What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
10 Minutes	Warm Up	<p>• The teacher will start the class asking students if they have ever taken their dogs to a park. Later she will ask the class what things can be found in a park and will show some flashcards according to their answers, if some things are missing the teacher will propose them. Flashcards contain images related with the following words:</p> <ul style="list-style-type: none"> <li>• Sunday</li> <li>• Big</li> <li>• Trees</li> <li>• Banks</li> <li>• Sports courts</li> <li>• Kids playground</li> <li>• People</li> <li>• Butterflies</li> <li>• Pigeons</li> <li>• Cat</li> <li>• Scare</li> <li>• Growl</li> <li>• Catch</li> <li>• Jump</li> <li>• Park</li> </ul>	Flashcards

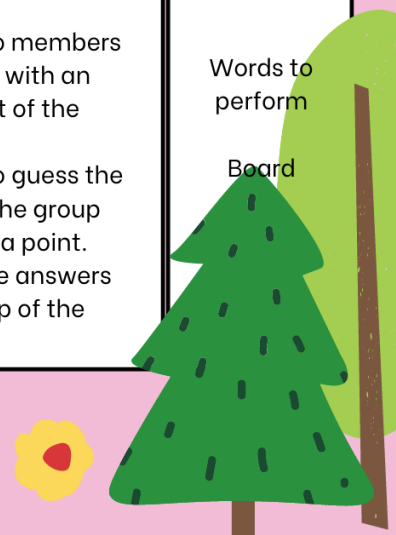
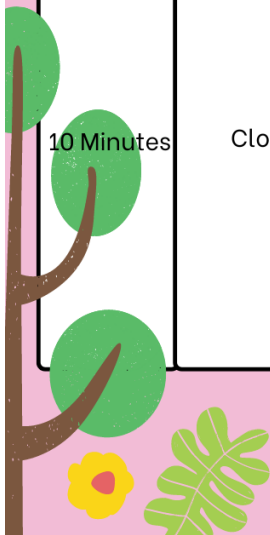




# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Reading Aloud	<ul style="list-style-type: none"> <li>The teacher will read aloud the book. This time the focus will be on Woofy's Sunday outing to the park.</li> <li>The teacher will pause in images for learners to identify its features.</li> <li>Once the reading is finished the teacher will ask the class what they remember about the park and Woofy's interactions.</li> </ul>	Woofy the dog story
20 Minutes	Reading Comprehension	<ul style="list-style-type: none"> <li>In the next activity, students will organize in groups of four to solve a match worksheet.</li> <li>The worksheet will ask students to match each character with their corresponding description according to the text.</li> <li>The teacher will orientate students in case of doubts.</li> <li>After that, the class and teacher will share answers.</li> </ul>	Match Characters Worksheet
10 Minutes	Closing Activity	<ul style="list-style-type: none"> <li>For the final activity the class will be divided in two groups to play charades.</li> <li>The teacher will give two members of each group an animal with an action to perform in front of the class.</li> <li>Both groups should try to guess the animal and the action. The group that guesses it first wins a point.</li> <li>The teacher will write the answers in the board with the help of the students.</li> </ul>	Words to perform Board



Flashcards - The Park.ppsx



The park - Worksheet.pdf



Charades clues.docx

## 4.1.8. Lesson Eight



# Woofy The Dog


**LESSON 8:** My park

**TIME:** 60 Minutes

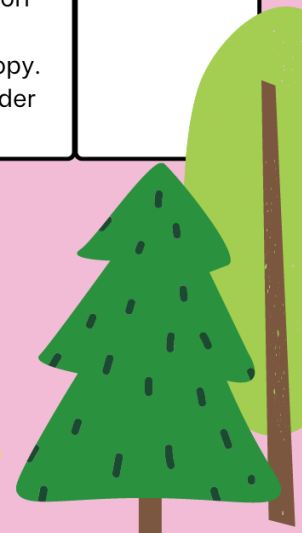
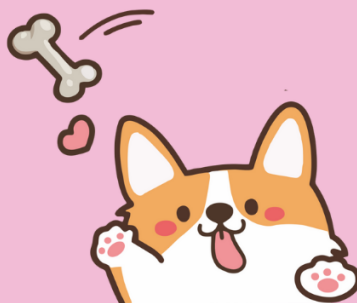
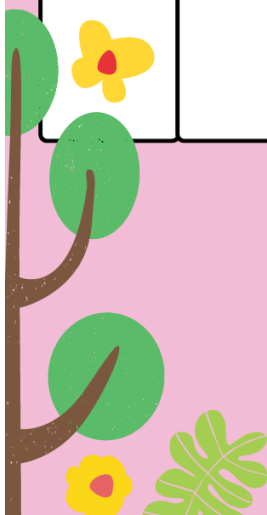
**OBJECTIVES:**

- To introduce the story of Woofy and some vocabulary related with its physical appearance, objects, activities, and the park.
- To practice vocabulary and language forms contexts.
- To write the story of my dog.

**GUIDING QUESTIONS:**

What is the story about? What do you know about dogs? Do you have a dog at home? How is it? What objects does it have? What does it do? How is the park?

TIME	ACTIVITIES	PROCEDURES	MATERIALS
15 Minutes	Reviewing the story	<ul style="list-style-type: none"> <li>• Students will be organized in groups of four and will receive a print copy of the story.</li> <li>• The class will perform a shared reading of the story with the help of the teacher, focusing on Woofy's Sunday outing to the park.</li> </ul>	Woofy the dog story
15 Minutes	Writing Practice	<ul style="list-style-type: none"> <li>• The teacher will place a wordsearch in the board and will give a print copy to each student.</li> <li>• The whole class will search for the words (from the flashcards) using the images as a guide, and the help of the teacher.</li> <li>• The found words will be marked on the big word search, and each student should mark it in their copy.</li> <li>• Words should also be written under the corresponding image.</li> </ul>	Word Search





# Meeting Woofy



TIME	ACTIVITIES	PROCEDURES	MATERIALS
20 Minutes	Multimodal Writing	<ul style="list-style-type: none"> <li>For this activity the teacher will ask students to build a park they know and the activities their dogs do, or the ones they would like their dogs to do.</li> <li>Students should draw, craft and write a brief description of the park and activities using the materials they like the most.</li> </ul>	Multimodal Writing # 4  Paper Color pencils Colored paper Glue Park Models
10 Minutes	Sharing Texts	<ul style="list-style-type: none"> <li>Students will be encouraged to share their creations with their classmates and teacher.</li> <li>In the last minutes some students will be asked to read aloud their texts and explain their construction.</li> </ul>	Students' texts



The Park  
Wordsearch - Work:



Wordsearch To  
Board.ppsx



Describing My Park  
- Multimodal Writin:



MyParkCrafting.doc  
x

#### 4.1.9. Assessment Rubrics











##### 4.1.9.1. Teacher Assessment Rubrics.


























Teacher's assessment rubric 1					
	Excellent	Good	Acceptable	Needs improvement	Needs to work more
Students connect images with their written form.					
Students relate the new concepts to aspects of their daily lives.					
Students listen actively to the reading.					
Students recognize introductory words in the reading.					
Students focus on details and participate in questions.					
Students show comprehension about the story.					
Students show comprehension of the concepts worked in lessons.					
Students follow the teacher's instructions.					
Students collaborate with their classmates.					

Teacher's assessment rubric 2					
	Excellent	Good	Acceptable	Needs improvement	Needs to work more

Students actively participate in shared readings practicing the language orally.					
Students rewrite learned words according to the story and activities.					
Students rewrite basic vocabulary following the model.					
Students use the vocabulary worked in class to express themselves.					
Students recognize the connection between the images and words.					
Students' crafting/ drawing complement the meaning of their writing					
Students can communicate with classmates through their creations.					
Students collaborate with their classmates.					

**4.1.9.2. Students' Self-Assessment Rubrics.**









































<b>Students' self-assessment rubric 1</b>					
My name is: Date:					
	Excellent 	Good 	Acceptable 	Needs improvement 	Needs to work more 
When I see the images, I can recognize the word.					

I relate the words with my daily life.					
I pay attention to the reading and participate.					
I understand what the story is about.					
I follow instructions and participate in class activities.					
I collaborate with my team.					




































## Students' self-assessment rubric 2











My name is:































Date:

	Excellent 	Good 	Acceptable 	Needs improvement 	Needs to work more 
I participate in reading aloud activities.					
I rewrite words using the images as clues.					
I follow the model to write my story.					
I use what I learned to write about my dog or dream dog.					
I use my drawings / crafting to complement my story.					
I can tell my classmates what I write about.					
I collaborate with my team.					

## 4.1.9.3. Students' Peer Assessment Rubrics.

<b>Students' peer assessment rubric 1</b>					
Classmate name:					
Date:					
	Excellent 	Good 	Acceptable 	Needs improvement 	Needs to work more 
My classmate relates images with the correct words.					
My classmate relates the words with his/her daily life.					
My classmate pays attention to the reading and participates.					
My classmate understands what the story is about.					
My classmate follows instructions and participates in class activities.					
My classmate collaborates with the team.					

<b>Students' peer assessment rubric 2</b>					
Classmate name:					
Date:					
	Excellent 	Good 	Acceptable 	Needs improvement 	Needs to work more 
My classmate participates in reading aloud activities.					

My classmate rewrites words using images as clues.					
My classmate follows the model to write his/her story.					
My classmate uses what we learned to write about his/her dog or dream dog.					
My classmate uses drawings / crafting to complement his/her story.					
My classmate can tell me what he/she writes about.					
My classmate collaborates with the team.					

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The previous didactic unit is the result of an investigation that aimed to find new ways to teach EFL to first graders. Therefore, Multimodality emerged as an appropriate option for learners to convey meaning from diverse resources, and together with WL students may learn the language in a natural way without worrying about grammar. This is of utmost importance considering that as teachers it is common to make the mistake of relegating communication skills, giving most of the attention to teaching grammatical structures, even when students do not know enough vocabulary to use them.

For these reasons, I consider this proposal may be useful to improve teaching practices and motivate students to learn English. Because we as teachers must have in mind students' interests in lesson designs, that is why the proposal has also an adaptive nature, so the materials can be adapted to introduce and practice different topics with students. Additionally, activities could also be adapted to different ages and language levels of students; ignoring this without realizing it is also a common mistake training teachers tend to make. Thus, the development of this project helped me to create more appropriate materials and activities, as well as inspire me to design new ways presenting topics and activities to students using the tools at my disposal. So, I hope this project may inspire teachers and training teachers to prove finding new ways to teach.

Moreover, my experience as a training teacher made me aware of some difficulties Colombian public schools still have in terms of access to the use of technological tools. For that reason, it is important to have other options as well to

develop the classes properly. Printing or designing big books, printing worksheets, and using the board may be good alternatives to adapt digital tools, but it could take more time.

Also, about time, even when lesson plans in this project are designed to last one hour it is likely that, when applying the class lessons it may spend more time, as we need to be flexible with it for students to work properly, as well as there could occur situations regarding the disposal of tools or institutional activities that can affect classes development.

As a final thought, this innovative project seeks to be an alternative to grammar-based methods using stories for students to see and use language in a contextualized way. Therefore, through this proposal students could be able to start their EFL writing development using the language with a communicative purpose, thus, feeling more motivated to try writing.

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