**Children Picture Books to implement a first approach to writing.**

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**Bogotá, 2017**

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**Monografía para optar al título profesional de Licenciado en Español e Inglés**

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**Licenciatura en Español e Inglés**

**Bogotá, 2017**

CHILDREN PICTURE BOOKS TO IMPLEMENT A FIRST APPROACH TO WRITING.

**PÁGINA DE ACEPTACIÓN**

**Nota de aceptación**

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## RESUMEN ANALÍTICO EN EDUCACIÓN-RAE

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| **Palabras Claves** | ESCRITURA GUIADA; LIBROS ILUSTRADOS PARA NIÑOS; EDUCACIÓN EFL; HABILIDADES DE ESCRITURA; ESCRITORES PRINCIPIANTES. |

| 2. Descripción |
|---|
| Esta es una investigación acción que se llevó a cabo en el colegio Domingo Faustino Sarmiento Sede D, ubicado en la localidad de Suba en la ciudad de Bogotá, en donde se trabajó con un grupo de tercer grado. Esta investigación tuvo como objetivo desarrollar la escritura guiada de la población en mención, cuando eran usados los libros ilustrados para niños en inglés como forma de input y más específicamente utilizados como modelos para implementar un primer acercamiento a ejercicios de escritura. Para llevar a cabo esta tarea, los libros ilustrados para niños se implementaron como modelos para crear sus propios textos cortos, acompañados de un conjunto de actividades de Escritura Guiada que a su vez funcionaron como una estrategia para seguir los procesos de escritura de los niños. |

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## 4. Contenidos

Este documento está dividido en 6 capítulos. El primer capítulo contiene la contextualización, la delimitación del problema, los objetivos y la pregunta problema planteada para el inicio de la investigación. Por otro lado, el segundo capítulo contiene el márco teórico, estado del arte y constructos teóricos que sustentan todo el documento y la investigación. En cuanto al tercer capítulo este presenta el diseño de la investigación, el tipo de estudio, los instrumentos utilizados para recolectar la información, la metodología empleada y algunas consideraciones éticas. Respecto al capítulo cuatro, este contiene la intervención pedagógica que se llevó a cabo. Igualmente, el quinto capítulo presenta los resultados encontrados asi como el análisis de los datos recogidos. Finalmente, el sexto capítulo expone las conclusiones a las que se llegaron, la pertinencia del proyecto, las recomendaciones para futuras investigaciones, y las limitaciones que se encontraron durante la intervención pedagógica.

## 5. Metodología

La investigación se llevó a cabo siguiendo los preceptos de la investigación acción por lo cual se siguieron cuatro fases. En la primera fase (planning) se realizaron diversas observaciones, y se recolectaron algunos datos a través de una encuesta, una prueba diagnóstica, diarios de campo y algunas conversaciones informarles con la profesora a cargo con el fin de delimitar el problema y formular la pregunta de investigación. En la segunda fase (Action) se diseño y aplicó la propuesta pedagógica siguiendo los objetivos planteados los cuales darían respuesta a la problemática planteada. En la tercera fase (Observation) se recogieron los datos suficientes para compararlos y contrastarlos en busca de hipótesis que dieran respuesta la pregunta problema. Finalmente, en la última fase (Reflection) el investigador reflexionó entorno a los resultados encontrados y se dio paso a presentar las correspondientes conclusiones de la investigación. Los instrumentos utilizados durante la intervención pedagógica fueron: Artefactos de los estudiantes (textos escritos), encuestas y diarios de campo.

|  6. Conclusiones  |
| :---: |

En cuanto a las conclusiones se encontró que el uso de CBPs ayudó a los estudiantes a desarrollar y mejorar sus habilidades de escritura y a su vez de lectura. Aun cuando los estudiantes no escribian textos largos e incluso presentaban problemas con la escritura de textos cortos, se evidenciaron efectos positivos en los procesos de escritura cuando se apoyaban de libros acompañados de imágenes que además hacían comprensible el contenido del mismo. En este sentido, los CPBs no sólo se convirtieron en formas de input comprensible sino además en libros atractivos para los estudiantes, facilitadores de procesos de escritura y lectura y generadores de ambientes menos estresantes al momento de escribir inglés.

De igual manera, se encontró que el uso de imágenes en los talleres de las lecciones de escritura guiada, ya fueran tomadas de los libros o externas a ellos, facilitaban en los estudiantes la comprensión tanto de las instrucciones dadas como del contenido de las respuestas esperadas. Igualmente, las lecciones de escrituras guiadas se prestaron para ser llevadas a cabo de la mano de la lectura de los libros y los dos procesos se complementaron.

Por otra parte, este tipo de lecciones permitieron identificar en los estudiantes debilidades y fortalezas al momento de escribir a través de los textos que realizaban. Adicionalmente, permitió familiarizar a los estudiantes con estrategias tales como retroalimentación inmediata y autocorrección.

Esta intervención pedagógica también permitió reflexionar alrededor de aspectos a los que muchas veces no se presta atención tales como dedicar suficiente tiempo a dar las instrucciones de las tareas asignadas pues cuando estas no son claras del todo se pueden convertir en reductores de respuestas correctas.

Como ya se mencionaba, durante la investigación se evidenciaron conductas estratégicas de escritura por parte de los estudiantes tales como autocorrección, trabajo colaborativo, entre otros, que no sólo son útiles para la enseñanza de una lengua sino también para cualquier otra área del conocimiento.

Finalmente, se pudo concluir que más allá de diseñar lecciones de clase basadas en gramática y en vocabulario fuera de contexto, los maestros deben procurar ir más allá y hacer uso de material auténtico tal como el propuesto en esta investigación, y a su vez incentivar en los niños la lectura y la escritura en inglés como procesos interrelacionados por supuesto, siempre acompañados y guiados por los maestros durante el proceso.

| **Elaborado por:** | Andrea Pilar Triana Romero |

# CHILDREN PICTURE BOOKS TO IMPLEMENT A FIRST APPROACH TO WRITING.

| Revisado por: | Francisco Pérez | | |
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| Fecha de elaboración del Resumen: | 21 | 11 | 2017 |
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**Abstract**

This paper describes an action-research study that was conducted in an EFL classroom, which aimed to develop second graders' guided writing from the School Domingo Faustino Sarmiento when Children Picture Books (CPBs) are used as models to implement a first approach to writing. To carried out this task, CPBs were implemented as models to create their own short texts, accompanied by a set of Guided Writing activities, which worked as a strategy to follow Children writing processes. Data were collected through field notes, surveys and artifacts made by the students. As for the results, it was evident that CPBs not only managed to bring students closer to writing processes but also achieved reading processes interrelated with guided writing. The use of images accompanied by text once again ratified its usefulness as comprenhensible input, and functioned as a support for writing texts and as motivators of strategic writing behaviors in children. Regarding guided writing, it was evident that it allowed to follow students' writing processes and to familiarize them with strategies such as feedback, self-correction, among others.

*Key words*: Guided Writing; Children Picture Books; EFL education; writing skills; beginner writers.

**Resumen**

Este artículo describe un estudio de investigación-acción que se llevó a cabo en un aula EFL, que tuvo como objetivo desarrollar la escritura guiada de los estudiantes de tercer grado del Colegio Domingo Faustino Sarmiento cuando los Libros Ilustrados infantiles son utilizados como modelos para implementar un primer acercamiento a la escritura. Para llevar a cabo esta tarea, los libros ilustrados para niños se implementaron como modelos para crear sus propios textos cortos, acompañados de un conjunto de actividades de Escritura Guiada que a su vez funcionaron como una estrategia para seguir los procesos de escritura de los niños. Los datos se

recopilaron mediante notas de campo, encuestas y artefactos realizados por los estudiantes. En cuanto a los resultados se evidenció que los libros ilustrados para niños no solo lograron acercar a los estudiantes a procesos de escritura sino además se lograron procesos de lectura interrelacionados con la escritura guiada. El uso de imágenes acompañadas de texto ratificaron una vez mas su utilidad en la comprensión de los libros pero además funcionaron como apoyo a la escritura de textos y como motivadores de conductas estratégicas de escritura en los niños. Respecto a la escritura guiada, se evidenció que permitió seguir el proceso de escritura de los estudiantes y a su vez familiarizarlos con estrategias tales como la retroalimentación, la autocorrección, entre otros.

*Palabras clave:* Escritura guiada; Libros ilustrados para niños; Educación EFL; habilidades de escritura; escritores principiantes.

**Contenido**

**Tables and figures**

## Chapter 1: Introduction

### 1.1    Introduction to the study

This action research was intended to encourage students' guided writing skill through the use of Children Picture Books, without denying that this process should always be accompanied by reading as a form of input. This chapter presents elements such as the context in which this study was carried out, the diagnosis of the results obtained from the data collection instruments such as surveys and field notes; the rational of the study which presents studies that have been advanced regarding the problems detected in the diagnosis, and finally, the statement of the problem which describes the issues of the study accurately and completely.

### 1.2    Context

#### 1.2.1   Local Context

The School Domingo Faustino Sarmiento is located in the locality of Barrios Unidos, in Rio Negro neighborhood; it is a public school with mix or co-educational school. Children there are between 1 and 3 strata. It is a school with a Major in Commercial and Financial Operations Accounting and in Community Recreation, in partnership with higher education, strengthening of English as a foreign language, the defense of human rights and the environment accessing the technological, technical and scientific most advanced knowledge (I.E.D Domingo Faustino Sarmiento, 2016)

### 1.2.2   Institutional Context

The School's PEI is "Calidad Educativa para la formación integral y laboral"(I.E.D Domingo Faustino Sarmiento, 2016, p.7). In general terms, the main objective of the school is to educate students in an integral and working manner through educational quality. About the institutional horizon, the school proposed a mission and vision that aimed at building and experiencing in the students learning processes of human development which involves respecting diversity. Institutionally, the school has as purpose the training of people with human and professional qualities.

### 1.2.3   Participants

Students from second grade (group 202) were children between six and nine years old.  In this classroom, there were thirty students. The observation was made when they were in second grade (2016), and the intervention was made when they were in third grade, group 302 (2017). The attendance of students usually was constant; the only remarkable aspect is that at the beginning of the observations, a new student came to join the group, so this student was catching up on all academic activities.  This group was characterized by being a very active group and they enjoyed activities that involve singing and moving (Appendix A).

In general terms, they had good discipline; however, there were some students that presented problems in terms of attention. This pair of students was always located at the back of the classroom as a strategy to keep them separated from the rest of the group so that they did not distract the others. Moreover, they were always doing different activities from the ones required by the teacher such as playing with toys, or drawing on their notebooks, or simply doing nothing. Other important aspects to mention are that there were students that needed more time to work

through the information given to them and that one of them had difficulties with reading and writing. In this sense, this group of students needed special attention by the mentor teacher.

According to surveys applied (Appendix E), most of the children lived with their parents; however, there were students who lived either with their mothers or fathers and others that lived with a relative such as aunts or grandparents. On the other hand, students showed a preference for working in groups rather than working individually, and a preference for the continuous support and guidance of their teacher (Appendix D).

Regarding student's preferences and likes, in their free times, the majority of them enjoyed doing activities such as playing, singing, drawing, coloring, reading stories and watching movies. Another aspect taken from the surveys was that the majority of them had access to technologies such as computers, the Internet, and television (Appendix H).

### 1.2.4 Diagnosis

The information was collected applying field notes, surveys, a diagnostic test of the four language skills, and informal conversations with the mentor teacher about the population of this study. Firstly, the data generated by the informal conversations with the mentor teacher (second grade 2016-2) indicated that this group did not have a formal English class, they did not follow a syllabus. However, it should be mentioned that the mentor-teacher of the next grade (third grade 2017) had a formal English class and a syllabus with the subjects expected to be covered during that year.

Even though this group had the opportunity to attend a classroom called "immersion room" where they were given English lessons, it was taken as an extra-class activity implying that students attend eventually. As a result of that, children could not practice any skills of the language frequently.

Nevertheless, the mentor teacher made a great effort to practice speaking through songs with them which also favored vocabulary acquisition. To do this, the teacher tried to teach different songs, in collaboration with the immersion teacher, through which they reviewed vocabulary and expressions that were usually used in the classroom such as greetings, fruits, and action verbs. These songs were always sung by the students before starting the English class while the teacher corrected pronunciation and reminded the vocabulary they forgot. Additionally, the teacher always tried to recycle vocabulary of the previous classes (Appendix B).

Secondly, the data gathered in the field notes suggested that in this classroom and in general throughout the school there was a lack of materials (Appendix A). This issue could be attributed to the absence of formality of the English class. As a consequence, this group did not have a syllabus to follow for the English class, neither guide books nor access to other books in English. It is noteworthy that, the teacher in charge showed great interest in decorating the empty walls of the classroom, but the school did not provide her the resources to do so. On the other hand, there was an extrinsic motivation in this group since students worked for the prize and not because it really interested them (Appendix A).

It is remarkable to mention that songs were present during all classes in different perspectives such as a tool to persuade students to participate in class, to improve pronunciation, and as sources of vocabulary. However, even when students learned vocabulary through them, they were not learning how to use it in context or in real situations.

Thirdly, the data generated by the diagnosis test (Appendix F and I ) indicated that in terms of grammar and vocabulary, most of the students remembered the vocabulary which they were familiar with as the one used in the test.  It is noteworthy that tests and field notes also showed that clarity in the instructions that were given to students played a very important role when students were developing activities. Consequently, when the instructions given to students

were unclear, they were not interested in doing the exercises, while if the instructions were given in a slowly and clearly way, students were involved in the activities (Appendix C).

In regards to the listening section of the test, it was the part in which students performed better, perhaps because the pronunciation of words was very similar to its writing.  On the contrary, the reading and writing part seemed to be the most difficult activities for them to develop; it suggested that it was due to the fact that although the vocabulary used in the reading was familiar to them, they had not used it in long sentences or read it in a text. As a result, several explanations and clarifications of the exercise had to be carried out so that students could develop it. However, as the reading text was similar to the written text, it was easier for them to fill the gaps, taking into account that it worked as a model to follow for them. It should be mentioned that the writing part of the diagnosis was based on the Guided written activities proposed by Scott and Ytreberg (1995) where they contemplated *Fill-in exercises* "as useful activites, especially at the beginner stages" (p.72) which was the case of the population of the study.

Regarding the speaking part, the majority of them read the text aloud with some problems of pronunciation in long words such as favorite but after some corrections, they started pronouncing correctly. Nevertheless, there were some students that did not make any effort to correct the pronunciation mistakes and continued doing the same; it could be because there was no reward for doing it so.

In general terms, the data appeared to suggest that less attention is given to the writing skill in this classroom. The data showed that in terms of vocabulary, grammar and speaking the students could be successful; this may be because these were the most practiced skills in English class and to which the teacher had devoted more attention. By contrast, less worked skills such as writing and reading were more difficult for them and required more time and attention for its

development. Therefore,  one could say that until the beginning of this research, students had not had the opportunity to have a first approach to reading or writing activities in English.

## 1.3     Rationale of the study

Several studies have been conducted to improve any of the four skills in English and some of them have attempted to improve writing skill specifically. The next studies focus their attention on this skill and some of them worked with children as population.  The first research paper focused on Spanish writing development in children, that have advanced studies in fostering children as readers and writers of their own texts.

Such is the case of Ruiz's article (2014) that focused on the development of the imagination of children and their writing expression, which made it similar to the objectives of this project. Additionally, this study showed the functional aspect of children's literature to encourage children to write their own texts and that allow children to play with their imagination.

In the same line, Yate (2013) presented teaching of writing as a social exercise and collaborative work. An important aspect of this article was the use of Spanglish as a mediator between the two languages of students and as a strategy to express their own ideas even if they did not have enough vocabulary to do it. On the other hand, this article also noted the importance of the instructions in the process of assigning tasks to students at the time of writing and the role of the student poses as an important aspect when teachers were working with children. However, it should be mentioned that this study was conducted in a bilingual school and that they had more hours of English.

On the other hand, Chairena (2007) proposed the use of images as a good strategy to teach writing descriptive text; the author pointed out some of the advantages of using images in writing processes and the importance of choosing suitable pictures that work with children students' needs and knowledge.

So far, however, there has been little discussion about improving writing skill while this is carried out as an interrelated process with reading or in which reading works as a form of input. Based on the diagnosis applied, students presented a lack of writing skill in English as well as in reading. That is why this project proposed the implementation of guided writing lessons in the classroom through the use of children picture books that work as input to create their own short texts. Furthermore, this pedagogical proposal aimed at contributing to reaching the Basic Standards of Competences in Foreign Languages proposed for third graders (Ministerio de Educación, 2006)

Besides, developing strong writing skill becomes necessary and important in children's language learning processes. It is, however, a very difficult skill to learn and master and even more for children who have not had a first approach to it. Nonetheless, getting a head start with some simple activities can help them to develop their writing skill, while they are interacting with Children Literature. In this context, this pedagogical proposal suggested implementing Guided Writing Lessons in order to be able to monitor, guide and support students' processes, As well as the implementation of Children Picture Books (CPBs) as comprehensible input that not only helped students in developing writing skill, but also in generating less-anxiety environments.

## 1.4 Statement of the problem

Based on several observations and a diagnostic applied during the first sessions of the intervention to second graders at a public school, it was detected that their foreign language learning processes were affected by several issues. First, the limitations in terms of materials and time dedicated to the English class. Second, children were not exposed to real situations where they could learn the vocabulary in use, thus, the communicative aspect of language was left aside and instead, words were taught out of context. Thirdly, they did not practice writing and reading skills in their classes which became the focus of the present research.

It was noted that less attention was given to writing skill, what has resulted in grammar and spelling mistakes in the performing of this skill. Even when they knew how to say some usual expressions in English, most of the students were not able to write them correctly. In this sense, this research aimed to be a first approach to writing experiences in which children could communicate their ideas accurately, as well as they usually do orally. Furthermore, it could allow students to be aware of the structures of the expressions they usually used and, of course, of the new ones they could learn by written.

What make the situation more complex was that the observed classes were always dedicated to teaching several vocabularies but the absence of short texts, or even sentences to be read was remarkable. In the same way, writing activities were not practiced in class, although some activities carried out during observations involved some kind of writing, these were no more than filling gaps with one or two words which do not allow children to be creative because all they had to write were the expected answers. As a result, they never had exercises where they could create something of their own even though it must be very short according to their English level.

So far, in order to cover the gaps found as much as possible, it was proposed the implementation of books, writing workshops, among other visual aids that served to supplement the lack of material, to provide vocabulary in context, and of course, to carry out interrelated reading and writing processes.

With these problems in mind, this research proposed to implement a meaningful and motivating strategy of guided writing through the use of Children Picture Books as models in which students could have a first approach to writing experience. In this context this pedagogical project aimed at using Children Picture Books as a a form of input while they started to create

their own short texts. It should be mentioned that, CPBs should serve as models considering that in the diagnosis it was observed that children were good at following models.

Additionally, CPBs could allow children to interact with real contexts and situations using native language expressions. At the same time, they could have the opportunity to create and illustrate their own texts while they were creating short expressions which help them to use vocabulary in specific contexts.

## 1.5 Research Question

How can the use of Children Picture Books as models help third graders from the School Domingo Faustino Sarmiento to have a first approach to guided writing processes?

## 1.6 Objectives

### 1.6.1 General Objective

-To determine the impact of using Children Pictures Books as models to implement a first approach to guided writing processes in third graders from the School Domingo Faustino Sarmiento.

### 1.6.2 Specific Objectives

-To describe students responses to the use of Children Picture Books as models to write short texts.

-To identify students responses when reading and guided writing are used as interrelated processes.

-To explore students perceptions of the use of Children Picture Books and Guided Writing Lessons.

**1.7      Conclusion**

In general terms, this research aimed to propose a strategy for guided writing through the use of picture books. This idea came from the challenge that teachers face nowadays that is to seek alternatives and proposals that fill students' needs and preferences to make of writing a fun exercise and see in reading a motivating element to create short texts.

**Chapter 2: Theoretical Framework & State of the Art**

**2.1     Introduction**

This section of the project describes the theoretical constructs that supported this

proposal, as well as some studies related to the topic. The selected articles worked on the same

subject of this project because these aimed to work with guided writing as a strategy to improve

students' writing skill and some others that worked with Picture Books as a learning tool. On the

other hand, some of these studies worked with EFL learners in different contexts and were

studies based on action research methodology.

**2.2     Theoretical Framework**

**2.2.1   Picture Books**

Before discussing about Picture Books, it is necessary to discuss the significance of

children's literature and what it might mean to them. Keifer (2008) states that "quality children's

literature is considered an art-form through its combination of carefully crafted language,

expressive images and sensitive design"(p.9).  In this sense, children's literature is constituted as

a form of art that arouses sensitive and aesthetic experiences in children, while developing

reading processes and environments more pleasant, enjoyable and fun for them.

Within the wide range of children's literature, the selected for this study were Picture

Books taking into account that this kind of literature creates an inseparable relationship between

text and image that makes the stories easier to understand for children and in some cases the story

can be read only following the sequence of images presented in the books. On the other hand,

Picture books present stories in real situations, in specific contexts that can be inferred by

children through the correct analysis of the images. According to Bransford & Johnson (1972), Pictures provide contextual cues that allow viewers [children] to interpret, to organize and even to create ideas behind the context.  In addition, the use of pictures can help learners, in this case, children, to create a less-anxiety environment, taking into account that writing in a foreign language can be a stressful and anxiety-provoking process for learners. In this regard, Krashen (1987)  states in his Affective Filter hypothesis that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety and stress have more possibilities to be successful in second language acquisition process. On the contrary, those with low motivation, low self-image, and high levels of anxiety/stress can form a "mental block" that prevents comprehensible input from reaching the language acquisition part of the brain.

### 2.2.2   Guided Writing

As Rivers (1989) states "learning to write is not a natural development like learning to speak"(p.307)  In this sense, the process of learning to write needs to be a guided exercise, and even more when it takes place in an EFL children classroom, that in this case are beginner writers who have not had a first approach to writing or reading in English.  Hyland (2002) proposed that teachers may give models to students in order to help them to create their compositions. He added that "guided writing is the model of language provided by a functional approach to teaching helps to identify children's strengths and to make clear suggestions as to how they can make their texts more effective (p. 103). Consequently, guided writing constitutes a strategy that not only helps students to create more effective texts but also helps teachers to identify writing strengths and weaknesses in children's writing skill and to give them the corresponding feedback.

Oczkus (2007) added that guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. In this sense, guided

writing not only allows teachers to follow the processes of learning how to write in English but also to accompany and support students through the different stages of the writing process. This strategy fits students' needs because they are all the time guided and monitored by the teacher from the first stage to the last stage of the process.

### 2.2.3   Reading as input

According to VanPatten (2003) input is the language that is heard or read by a learner with a communicative intent. In this regard, this study aims to give students a classroom interaction in the L2 by several reading lessons in which they can interact with the language presented in picture books in a communicative way. Additionaly, VanPatten (2003) established that comprehension burden can be eased when there is a simplification of input and children picture books follows this simplification since they use shorter sentences  and more common or known vocabulary.  On the other hand, Stotsky (1983) presented several studies examining the influence of Reading upon Writing. These studies showed that providing reading experiences in place of grammar study or additional writing practice was more beneficial to improve writing. The author concluded that betters readers tend to produce better-written texts than poorer readers In this context,  this study aims to see in reading not only a role of a model but also will be considered as input for acquisition.

## 2.3    State of the art

The different articles and investigations reviewed in this study provided different information in regards to the focus of this research because all of them aimed to work on writing skill and some of them used guided writing as strategy to achieve it; in fact some of them worked with Colombian population from district schools, and were based on action-research methodology.

As it was mentioned above, the writing process proposed in this study was accompanied by reading as input and as a role model for students. In this context, Guiterrez, Puello, and Galvis (2015) pointed out to the importance of incorporating a reading component in each of the stages of their study taking into account that good readers are usually better writers than those who read less.

Similarly, in their research article, Cuesta and Rincon (2009) stated that it was important to incorporate a stage in which students can reflect upon their own mistakes and self-correct them before writing the final version. This methodology agrees with Gutierrez (2015) research article since in their study students made some drafts, with their corresponding feedback, before reaching the final text writing.

On the other hand, Gonzales, Saenza, Bermeo and Chaves (2013) proposed collaborative learning as a motivator of students' roles and reactions as well as task completion and language construction when they were asked to work in groups to create a text. In this study, students started assuming different tasks subdivisions, contributed to their group with his/her ideas and helped their classmates by providing oral and written feedback.

Likewise, in terms of the picture aids benefits, Chairena (2007) insisted on the use of images as a good strategy for writing; the author pointed out some of the advantages of using images in writing processes. Some of them were that the images provide students with accurate and real data of the things they are writing about like color, shape, size, among others; with images, they do not need to imagine what they are writing about but more than that, they actually see it. However, the author pointed out that although at their age children are curious at anything, teachers should be cautious with the pictures selected taking into account that these should be suitable to the students' needs and knowledge.

Finally, in his research article Gibson (2008) pointed out some strategic writing behaviors such as rereading, self-correction, self-talk and use of resources that helped students to their own processes of writing. Students used rereading to regulate their own attention to writing, to monitor, to self-correct and clarify their own ideas; self-talk was used to spelling support when they had "a difficult-to-spell word, they verbalized phonemes or syllables"(Gibson 2008, p.118); and in terms of the use of resources, students consulted their own texts when they did not know how to spell a word.

So far, however, the problem of the ongoing project has not been considered before in the studies presented. The aforementioned research recognized the advantages of using pictures when writing but far too little attention has been paid to children picture books as forms of input. In this sense, although children picture books have been widely used in several studies, there has been limited use on the development of writing skill or even less, used as models. In addition, these studies have only been carried out in a certain number of areas which do not include EFL beginner children who have not had a first approach to writing or reading in English; on the contrary, these studies worked with a population that had already knowledge of the language. On the other hand, no study has examined the implementation of guided writing strategy accompanied by children picture books as models to implement a first approach to writing in English. Moreover, although there were much research about the importance of incorporating reading in writing processes, few of them focused on reading as a form of input or models. So it is necessary to make deep research on the gains obtained when reading and writing are used as interrelated processes.

**2.4** **Conclusion**

In general terms, this chapter presented the description of the theoretical constructs that support this proposal, as well as some studies related to the topic of this project. These studies worked as a basis for the creation of the proposal that will be presented in the following chapters.

## Chapter 3: Research Design

### 3.1    Introduction

This chapter discusses the methodology that was used in this study. The first section describes the type of study, followed by the data collection instruments. The next section describes the data management procedures, and the subsequent section explains the data analysis methodology.

### 3.2    Type of study

This was a qualitative action research project that aimed to propose an alternative change to the problematic situation that students were facing in the classroom in terms of language learning. According to Waterman (2001) "action research is a period of inquiry, which describes, interprets and explains social situations while executing a change intervention aimed at improvement and involvement" (p.11).  In this case, the problematic situation that this project aimed to change was the absence of English writing experiences in the classroom.

According to Elliott (1991), there are four phases that have to be followed in action research: The first phase is named *planning*; this is the first approach to the research problem or problematic situation of the population. This was developed through the observations of classes with their correspondent field notes, and the application of data collection instruments such as surveys and diagnosis test (2016-2). The second phase is named *action*, in this phase the researcher designs and applies the pedagogical proposal that on this occasion, aimed to implement a first approach to writing, in this case, guided writing, by using Children Picture Books as input (2017-1).  The third is named *observation*, in this phase, the data are collected,

contrasted and compared to create a possible hypothesis that answers the research question proposed. Those data collection instruments helped the researcher to gather sufficient information for the analysis procedures (2017-1). The fourth phase is named *reflection*, in this last stage the researcher reflected on the results of the study and presented the correspondent conclusions (2017-2).

## 3.3    Data management procedures

### 3.3.1.1    *Field Notes*

Field notes are the written records of classroom observations materialized in a chart where the most important aspects, in terms of methodology of the class, student behavior, skill level, student-teacher relationships, among others, are expressed. According to Johnson (2012) field notes "help you notice details you might not otherwise have noticed. And as you make many observations over time, patterns begin to emerge from the data" (p.3).  In this study, the information gathered from the field notes helped to analyze the most relevant aspects of students' performance during the interventions in terms of writing development.

### 3.3.1.2    *Surveys*

Surveys are one of many ways to effectively determine the viewpoints of students on different topics (Felstead et al., 2005; Porter, 2006; Timmerman, 2002; Wang & McNamara, 1997). Surveys help to identify customer's expectations, measure satisfaction levels, and determine specific areas for improvement.  During this study two surveys were applied. The first was applied at the beginning of the research as way to approach to the students' needs and likes in order to create a proposal that fits to those preferences. On the other hand, the second survey took place at the end of the interventions with the aim of knowing the students' perceptions regarding the use of Children Pictures Books, guided lessons, and in general terms, about the

process carried out during the English Classes (See Appendix G). These surveys were used to reflect upon the interventions and to determined the effectiveness of the proposal, the materials and the methodology that was used.

### 3.3.1.3 *Artifacts*

According to the definition of McGreal (1984), artifacts are usually tools or ornaments that include all instructional materials employed by teachers to facilitate student learning. They may vary from commercial textbooks, workbooks, supplementary texts, and maps to audiovisual aids, films, study guides, questions sheets, worksheets, quizzes, tests, and so on. Indeed, they are all the materials that students use as a part of the learning experience. In this study, student's artifacts were the different written texts that students created step by step during the interventions. These artifacts were useful to analyze students' responses and to assess students' learning processes in terms of writing.

### 3.4 Data analysis methodology

The approach used for data analysis was grounded-theory approach taking into account that the research used the emergent information to group the data, then look for relationships and transform it into findings (Patton, 2002). This approach implies building the theory from the organization, analysis, and interpretation of the data collected (Patton, 2002). The first step was to make an exhaustive analysis of the data collected through triangulation in order to check the validity and reliability of the data sources. The aim of this step was to build up a list of relevant topics that have arisen from the data sources. In this step, the researcher organized the information in charts that helped to contrast and compare the results as Freeman (1998) proposed. Those relevant topics were marked with different colors to identify repetitions.

The next step was to do an "open coding" analysis in order to find categories. In this step color coding also worked as a strategy to organize and classify the information into categories. According to Faiola and Debloois (1988), color coding can aid memory and enhance the understanding of information; thus, all data in this study were organized by colors to better guide the researcher in defining categories.

Once, the preliminary categories had emerged, the data were subjected to a process of axial coding (Strauss & Corbin, 1990)  in order to state the main categories of the study which summarized the results of the analysis of the categories and relevant topics previously identified. And finally, the data were displayed in a process of selective coding to established the final categories that answered the research question.

**3.5     Ethical Considerations**

It is important to underline that this piece of research was developed with the consent of parents of the students. In these consent forms, they voluntarily gave the permission to carry out this research by observing their children and collecting data from them. Likewise, the directives of School Domingo Faustino Sarmiento were informed about the aims and objectives of the study. Additionally, none of the surveys applied to participants contained degrading, discriminating or any other unacceptable language that could be offensive to any members of the sample group. It is also important to mention that, the instruments such as workshops and surveys, were designed to collect information directly related to the research question, and without asking them private or personal information. Lastly, all the works that were not of the authorship of the researcher, were cited using APA referencing system.

**3.6     Conclusion**

In general terms, this chapter introduces aspects such as the type of study, data analysis methodology and data management procedures that helped to organize and analyze the

information gathered during the application of the proposal. Now, the researcher will move on to present the chapter four that describes the Pedagogical Intervention and implementation of the proposal, among other aspects that were relevant to the study.

## Chapter 4: Pedagogical Intervention and Implementation

### 4.1    Introduction

In this chapter, the researcher presents the pedagogical intervention and the implementation of this study.  In general terms, these lines discusses the vision of learning and language, the instructional design, the timetable, and the significance of the results.

### 4.2    Intervention proposal

Three books were selected as the basis to present the findings in this paper  (see Table 1). During the intervention, students read the picture books with the support of worksheets in the classroom. It should be mentioned that it was a reading aloud exercise done by the teacher considering that she had to model what was happening in the story and in the first two books she had to act as the Pigeon. Likewise, every time they read a new story, the teacher explained and identified the structures from the books that students could use on their written texts.

| Children Picture Book | Summary | Topics discussed in class |
|---|---|---|
| **Don´t let the Pigeon Drive the Bus** | The story is about a bus driver that has to leave so he asks the reader not to allow the pigeon to drive the bus. The Pigeon tries to convince the reader with many excuses to let it | Characteristics of Children Picture Books. Things your parent don´t let you do. Vocabulary and structures about greetings, animals, bus, |

| | drive the bus, but children should always say No! | bus driver, colors, parts of the body, numbers, verbs such as (write, drive, think, among others) Inference from images and known vocabulary |
|---|---|---|
| **The Pigeon wants a Puppy** | The story is about a Pigeon that really wants a puppy, but once it received the animal, it changed its mind. | The pet you really want to have. Vocabulary and structures about greetings, pets, colors, numbers, alphabet, parts of the body. Wh questions (Inference from images and known vocabulary) Verb to be / pronouns |
| **Sleepy Kittens** | It's a puppet book from the movie Despicable Me, | Vocabulary and structures about family, animals, verbs, numbers, parts the house, food, months. Introducing myself. |

Table 1. Children Picture Books used in the pedagogical intervention

The research was developed in three stages. The first was called *sensitization;* in this stage, the main objective was to familiarize and contextualize students with Picture Books because eventually, these were the input or models for their writings. It should be mentioned that this phase was intended to serve as a source of vocabulary and structures. At this stage, some workshops/writing assignments were applied to start working on the writing skill but at this point, grammatical accuracy or coherence was not required. These workshops were always designed taking information from the books and also sticking to the topics required by the mentor-teacher.

The second stage was called *Orientation* stage; in this phase, students started to refine their writing by creating sentences instead of words. To do this, the teacher introduced students the context of the stories, the characters, and all the aspects the teacher considered relevant to make the story understandable. In this regard, the teacher provided students with more tools to help them achieve improvements in their writings. Additionally, more attention was devoted to structure, grammatical accuracy, coherence, and clarity.

The last stage is called *Assessment*; in this phase, the workshops and written texts were assessed devoting more attention to structure, grammatical accuracy, coherence and clarity in the students' writing assignments and workshops. It should be clarified that this phase was adjusted to the needs and levels that the children reached for that moment.

| ACTIVITY | TIME (12 weeks) | RESOURCES |
|---|---|---|
| **Sensitization**<br><br>- **Pre-Writing** | 4 weeks | Children Picture Books/<br><br>Audiovisual materials/<br><br>workshops/ |
| **Orientation** | 4 weeks | Workshops / Children |

| | | |
|---|---|---|
| - **Drafting** | | Children Pictures Books / |
| - **Revising** | | Audiovisual materials/ |
| | | students' written texts |
| **Assessment** | 4 weeks | Students' written texts/Final |
| - **Independent writing** | | Survey |

*Table 2. Intervention Proposal Chart*

Table 2 presents a summary of the intervention, however, it should be mentioned that it took more weeks than the ones proposed taking into account that the students had no knowledge of the language and also that this proposal was their first approach to writing.

### 4.2.1 Vision of Language

According to Tudor (2001), the language "is a system, and mastering this system (or parts of it at least) is a prerequisite for any meaningful form of communication"(p.50). The author states that language as a linguistic system offers a variety of practical advantages especially in situations where students are not in regular, functionally oriented contact with the language, which was the case of this study. Additionally, "a system based approach"(p.50) allows teachers to introduce at least a sample of the language to be structured and presented to the students [children] in a pedagogical way. The author stated that teachers can not divide the language into pieces and try to sum of its parts when teaching, instead of that, they should use it as whole considering that language is "a complex phenomenon which operates at several levels simultaneously"(p.50). In this sense, language as a linguistic system fulfilled the targets of the research taking into account that the elements of language worked in the interventions were

presented through the use of Picture Books that not only contextualize the vocabulary learned but gave students authentic and situated learning situations.

### 4.2.2 Vision of Learning

Tudor (2001) defined experiential learning as the use of the target language not only for communicative purposes but also as a means of learning in its own right. The author argued that

This may clearly involve students using language which they may not have fully mastered, and contrasts with other more 'traditional' approaches which emphasize part practice (i.e. isolating parts of the whole for explicit study and learning) leading up in a more or less controlled manner to integrated language use for communicative purposes. (Tudor, 2001, p.78-79).

According to the author statements, this vision of learning fulfilled the objectives of the research considering that it adapts to the needs of a population that in this case does not master the language completely. Likewise, it deals with the idea of a controlled manner to integrated language use for communicative purposes, that in this case were to produce more effective writing text.

Moreover, the author states that most experiential approaches rest on the following five principles: message focus, holistic practice, the use of authentic materials, the use of communication strategies and the use of collaborative learning. This piece of research found in the five principles proposed by Tudor (2001) the support to cover the goals of working with the whole of the language and not in an isolated way.

### 4.3 Instructional design

The instructional design of this study was developed by proposing several lesson plans that were divided into three stages, see Table 2, based on the model proposed by Douglas (2000).

In addition, these three stages will be complemented by the phases proposed by the Department for Children, Schools and Families from the UK (2007) about Guided Writing Lessons. The first stage is called *pre-writing*; this stage encourages the generation of ideas which can happen in different ways such as reading. In this study, the pre-writing stage was developed by introducing to the students the Children Picture Books (input). This first stage also worked as a familiarization phase with the genre of the texts while the teacher helped students to identify the structures, vocabulary, and techniques used in the books. In this first stage, students had the opportunity to capture ideas from the books that provided them the models and content that could use throughout their writing processes. The next stage is called *drafting*; in this phase, students started exploring their ideas and organizing them into written texts that were checked by the teacher giving them the correspondent feedback. In this phase, the teacher was demonstrating the writing process in order to model students what they had to do. The last stage is called *revising;* as its name indicates in this phase, students reflected upon their own texts taking into account the feedback provided by the teacher. In this phase, the teacher supported students' writing processes by correcting mistakes, refining ideas, among others; that helped them to rewrite their texts including improvements. In this last stage, students had the opportunity to experience an *independent writing* in which they could apply the strategies and skills gained during the previous stages.

### 4.3.1   Lesson planning

*Lesson Planning Chart*

| Date | Activities | Resources |
|------|------------|-----------|
| 1st and 2nd | In this session, the main objective was to familiarize students with the project, the researcher, and the books. | Book: Don't let the pigeon drive the bus! |

| week | Students will be able to recognize a children picture book and its characteristics. Students will be able to recognize Children Picture Books and their elements. Students will be able to identify the vocabulary and structures used in the book. Look at Pictures and Words and recognize words, copy words, and write down the names under the pictures. | Workshop |
|---|---|---|
| 3rd and 4th week | Look at Pictures and Words and copy words in categories, and fill in missing letters words. Students will be able to identify the colors, animals, parts of the body, animals in the context of the creation of the world and the book don't let the Pigeon drive the bus!. In this class (4th week) the main objective will be to assess whether the objectives proposed in the previous lessons were fulfilled. | Don't let the pigeon drive the bus! book, Exam, Dictionary. |
| 5th and 6th week | Students will be able to recognize short phrases, copy short phrases, and finish short sentences by adding words. Students will be able to recognize short phrases about greetings and personal information. | Don't let the Pigeon Drive the bus / The Pigeon wants a Puppy. Workshops |
| 7th and week | Students will be able to look at Pictures and Words and understand the instructions (or captions) on an illustrated story (Second Book "The Piggeon wants a Puppy!) Look at Pictures and Words and understand the instructions (or captions) on an illustrated story, write captions for a known story, fill in words in a gapped story or description | The Pigeon wants a Puppy / Workshops / Dictionary |
| 8th and 9th week | Students will be able to identify vocabulary about animals, verb to be, and pronouns Students will be able to write down what pronouns/ animals / family / | The Pigeon wants a Puppy/Computers/VLE (Virtual Learning |

| | | |
|---|---|---|
| | numbers / they can see in the pictures, and write short sentences about the pictures. | Environment) Workshops / Dictionary |
| 10th week | To give students the correspondent feedback of the exercises made in class, in order to correct and re-write their texts while the teacher supports their writing processes by correcting mistakes, refining ideas, among others. | Students' written texts Sleepy Kittens /Workshops |
| 11th week | To guide students to experience a more independent writing in which they will be able to apply the strategies and skills gained during the previous stages. / Introducing Myself Lesson | Students' written texts/ Sleepy Kittens / Workshops |
| 12th week | To guide students to reflect upon their own texts. | Students' written texts/Final Survey (Perceptions Survey) |

*Table 3.*

### 4.3.2 Timetable

*Timetable*

| Objectives and Achievement Indicators | 2016-2/2017 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Objective 1** To describe students responses to the use of Children Picture Books as models to write short texts. | | | | | | | | | | |
| **Achievement Indicator 1** | | | | | | Feb X | Mar X | | | |
| **Objective 2** -To identify students responses when reading and guided writing are used as interrelated processes. -To explore students perceptions of the use of Children Picture Books and Guided Writing Lessons. | | | | | | | | | | |
| **Achievement Indicator 1** | Apr X | May X | Jun X | | Jul X | | Aug X | | Sep-Oct X | |

*Table 4*

**4.4    Significance of the results**

The results to be achieved with this project were: to generate new knowledge of the language through a guided writing exercise where Children Picture Books served as a form of input of not only vocabulary but also more complex structures; to strengthen the different language skills emphasizing on children's writing skill by approaching them for the first time to guided writing exercises; and to explore a different way of teaching writing skill by introducing children literature to second graders EFL classroom.

**4.5    Conclusion**

In general terms, this section has presented the design of the pedagogical intervention with the correspondent timetable in which it was carried out. This chapter also introduced aspects such as the vision of language and teaching and the significance of the results that the ongoing project aims to achieve.

**Chapter 5: Data Analysis and Findings**

**5.1     Introduction**

This chapter presents the procedures followed to analyze the data collected throughout the ongoing project, the approach used to do it, then, the categories that emerged from this process, and finally, the different findings are discussed.

**5.2     Procedures for data analysis**

For this project the researcher selected the Grounded Approach by Freeman (1998). This theory involves an in-depth inductive finding of certain patterns in the collected data, in order to find a possible answer to the research question or as Glaser (1996) said "This is an inductive method of theory development"(p.114). Grounded Theory was pertinent to the study because it allowed the researcher to establish relationships between the collected data aiming at explaining the study that was being done while the theory emerged from the process. Grounded Theory as Cohen, Manion and Morrison avers (2011), "is a set of relationships amongst data and categories that poses a plausible and reasonable explanation of the phenomenon under study" (p.598).

The first step was to make an exhaustive analysis of the data collected through triangulation in order to check the validity and reliability of the data sources. It should be mentioned that it was gathered by means of *theoretical sampling* that according to Cohen, Marrion and Morison (2011) allows the researcher to collect enough information until it is sufficient to explain the phenomenon. The aim of this step was to build up a list of relevant topics that had arisen from the data sources. In this step, the researcher organized the information in

charts that helped to contrast and compare the results as Freeman (1998) proposed. Those relevant topics were marked with different colors to identify repetitions.

The next step was to do an *open coding* analysis in order to find categories. This kind of coding involves exploring the data collected aiming to find recurrent meanings, feelings, actions, events, and so on (Cohen, Marrion and Morison ,2011) to generate new categories, subcategories, where necessary, until getting the final categories. In this step color coding also worked as a strategy to organize and classify the information into categories. According to Faiola and Debloois (1988), color coding can aid memory and enhance the understanding of information; thus, all data in this study were organized by colors to better guide the researcher in defining categories.
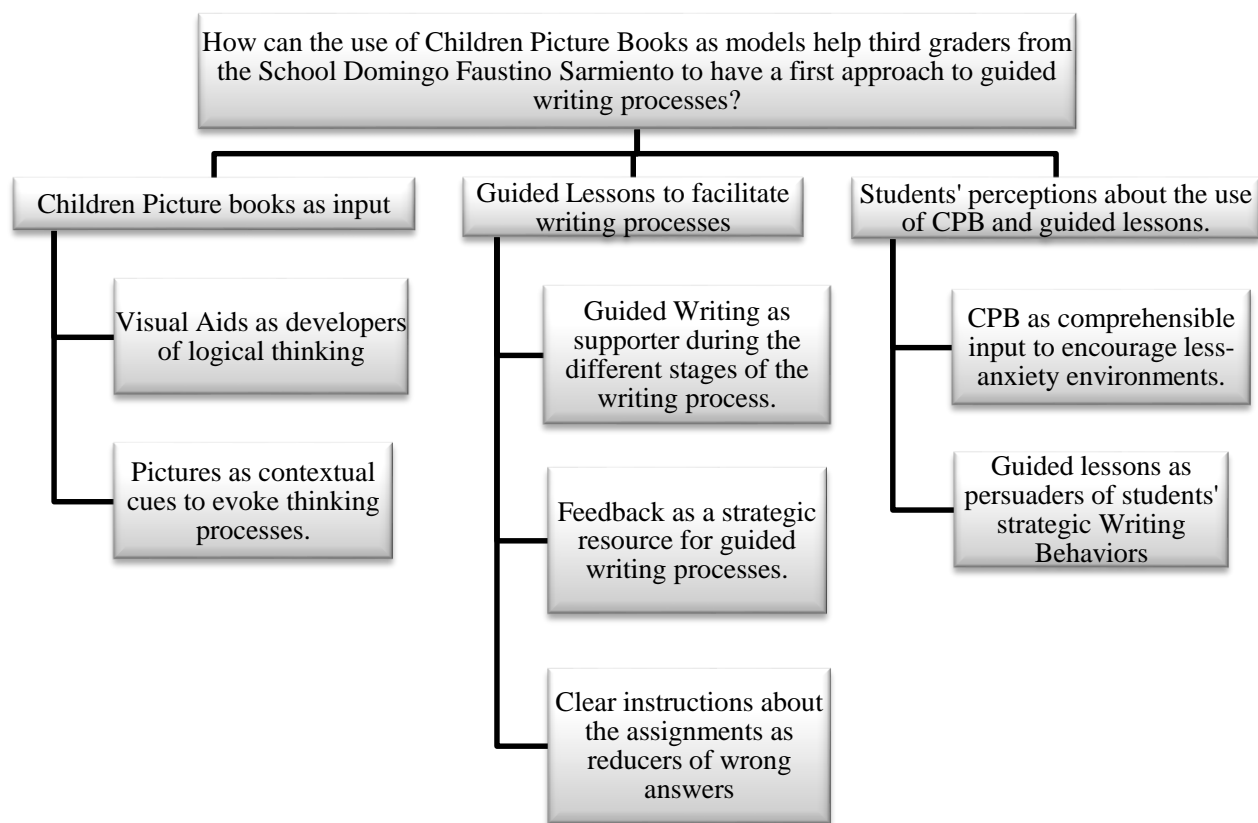
Once, the preliminary categories had emerged, the data were subjected to a process of *axial coding* (Strauss & Corbin, 1990)  in order to state the main categories of the study which summarized the results of the analysis of the categories and relevant topics previously identified. In this kind of coding, the main objective is to make links between the categories already found "'to integrate codes around the axes of central categories." (Ezzy 2002: 91)

Finally, the data were displayed in a process of *selective coding* to establish the final categories that answered the research question. Cresswell (1998: 57) writes that "in selective coding, the researcher identifies a''story line'' and writes a story that integrates the categories in the axial coding model". At this point, it is important to mention that during the process of codin*g, constant comparison* became a relevant aspect of the analysis in order to "achieve a perfect fit"(Cohen, Marrion and Morison, 2011, p.493) between the data and the categories.

**5.3     Categories of the analysis**

The aim of this study was to determine the impact of using Children Pictures Books as models to implement a first approach to guided writing processes in second graders. Based on the research question were created certain categories and subcategories that are explained in the following paragraphs.

*Figure 1. Categories and Subcategories emerging from the data analysis.*

How can the use of Children Picture Books as models help third graders from the School Domingo Faustino Sarmiento to have a first approach to guided writing processes?

Children Picture books as input

Visual Aids as developers of logical thinking

Pictures as contextual cues to evoke thinking processes.

Guided Lessons to facilitate writing processes

Guided Writing as supporter during the different stages of the writing process.

Feedback as a strategic resource for guided writing processes.

Clear instructions about the assignments as reducers of wrong answers

Students' perceptions about the use of CPB and guided lessons.

CPB as comprehensible input to encourage less-anxiety environments.

Guided lessons as persuaders of students' strategic Writing Behaviors

**5.3.1    Category 1. Children Picture Books (CPBs)  as input**

This category deals with the role of Children Picture Books (CPB) as input during the process of writing taking into account that students started using some of the structures presented in the books. Furthermore, students not only followed the structures, but also related the ideas presented in CPBs to examples of their own life. According to Krashen (1985), as stated in his

Input Hypothesis, "if input is understood, and there is enough of it, the necessary grammar is automatically provided" (p.80). Then, it was observed that along the process of reading of the CPBs, students started to follow the same structure used in the books, and even more, they understood the idea of the expressions presented there, without needing so much explanation. This can be observed in excerpt 1:
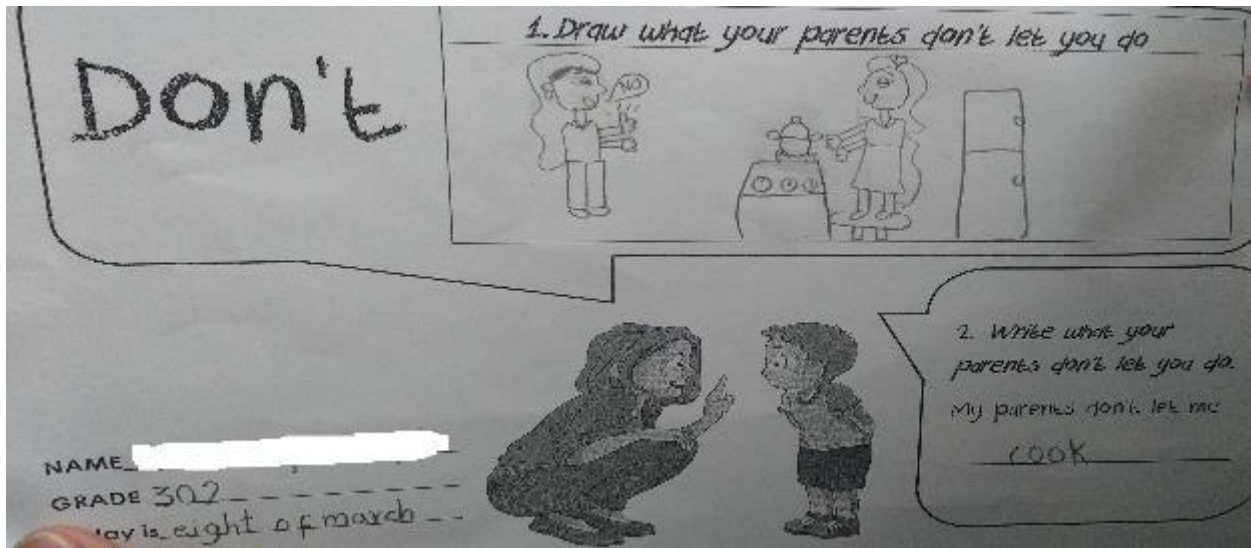
**Excerpt 1**

*"once the main idea of the book was clear to them, making the second part of the workshop was easier for them and therefore, students understood what they should do"*

[Field Journal No. 3:March 8th, 2017: Appendix ]

As it was noticed in Excerpt 1, CPBs worked as the input, in this case, of simple structures and ideas that gave students the enough information to infer, organize and create their own. Likewise, as Krashen (1985) argued, it is possible to understand language containing unacquired grammar just by the support of the context, previous acquired linguistic competence, and our knowledge of the world. In this sense, students started to infer ideas by context, and indeed, they related those ideas with their realia, i.e. they started to relate the context of the CPBs with their own context.

*Figure 2. Artifact Session number 3.*



[Artifact 1:March 8<sup>th</sup>, 2017:Session 3]

It was also observed, that students represented what for them meant the expressions studied through drawings and then through writing as it can be seen in *Figure 2.* As well as in Excerpt 1, in this artifact, students gave a meaning to the expression requested by putting it in its own context. According to Hudson (2013), "the development of the individual [child] occurs within a set of interrelated systems comprised of the individual [child] within his or her sociocultural, community and family environments." (p.9) In this sense, contextual learning may be useful for children development if it gives them learning experiences in a context in which they feel interested and familiar which was the case of the activity showed in Artifact 1.

Another important  finding was, that even though the students did not understand every single word presented in the CPBs, they managed to create a general idea of the story. As a result, it was not necessary to teach each word separately, but on the contrary, from the situations represented there, students were acquiring some of the expressions as *Figure 2* showed. About this topic Brown, Collins, and Duguid, P. (1989) highlighted that "any method that tries to teach abstract concepts independently of authentic situations, overlooks the way understanding is

40

developed through continued, situated use." (p.33). Therefore, students had not only the opportunity to acquirie vocabulary and expressions in situated contexts, but they could transfer this knowledge to their own contexts represented in written and drawn form.

### 5.3.1.1     *Visual Aids as developers of logical thinking*

This subcategory refers to the role of visual aids in students' logical thinking processes. It is important to mention that CPBs were accompanied by several visual aids such as a Pigeon toy, puppets, a VLE (Virtual Learning Environment), pictures displayed aroung the classroom, and of course, in the writing workshops there were always pictures that support the assignments. As stated by Gardner (1993) we are able to know the world through spatial representation which means thinking in terms of physical space, this intelligence is called Visual/Spatial Intelligence. Trough this intelligence it is possible to perceive the visual-spatial world accurately (form, shape, line, space, colour) necessary to create a mental image of something. Mental images are present in thought and have a strong influence on reasoning (Arnold, 1999). Therefore, visual aids in classroom allowed students to establish connections between the pictures and the content taught that facilitate the comprehension of the topics. This can be illustrated in Excerpt 2.

**Excerpt 2**

*"They seemed to enjoy activities that involve participating aloud and they seemed to be comfortable when the instructions are accompanied by images that helped them to understand better the idea."*

[Field Journal No. 2:March 1st, 2017: Appendix ]

Arnold and Fonseca (2004) argued that "visual elements are especially useful for providing comprehensible and meaningful input for second language learners" (p.126). As a consequence, visual aids played the role of reminders or recallers of images that represented

comprehensible and meaningful input for them considering that helped them to understand the

topic taught. That is the case of *Figure 3*.
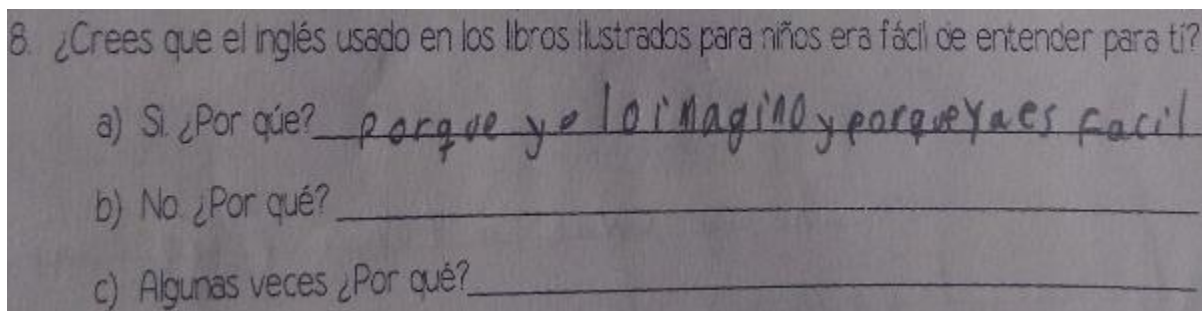
*Figure 3. Artifact Session Number 4*
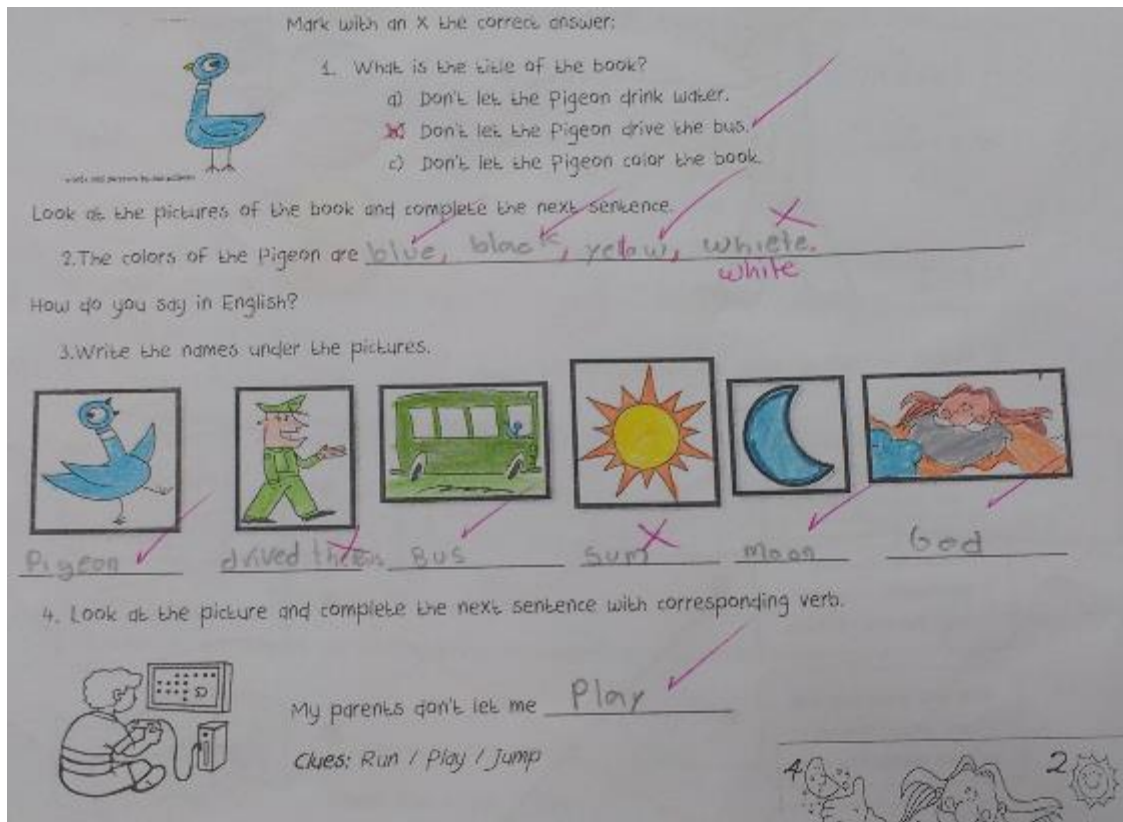


[Artifact 2:March 22<sup>th</sup>, 2017:Session 4]

In Artifact 2, it was found that students started to remember the vocabulary taught in the

CPBs and even when they made some spelling mistakes they reminded characteristics such as

how it sounded and tried to represent by written form. That is the case of *sum:sun*, *white:whiete*,

and bus *driver:drived the bus.* Consequently, visual teaching aids such as the ones used helped

them to create mental images that enhanced their writing skill because they facilitated

information retrieval.

*Figure 4. Survey number 2.*

In *Figure 4* it was found that students appealed to their imagination to understand the stories, it means, as the books were read, they were creating mental images that helped them to visualize parts of the story in their minds. This kind of "mind visualizations" helped students to clarify information and increase understanding. This is supported by several authors which stay that mental imagery is an effective strategy for remembering and connecting story elements, and for concretizing complex and abstract ideas from the text (Bell, 1991; Gambrell and Jawitz, 1993; Algozzine and Douville, 2004; De Koning and Van der Schoot, 2013).

On the other hand, it was also found that visual aids developed in students logical thinking processes since they helped them to associate images with words and to infer what they had to do in each workshop. Piaget (1954) stated that at the age between seven and twelve years old, children understand the world through logical thinking and categories which he calls *concrete operational stage*.

*Figure 5. Artifact Session Number 4*
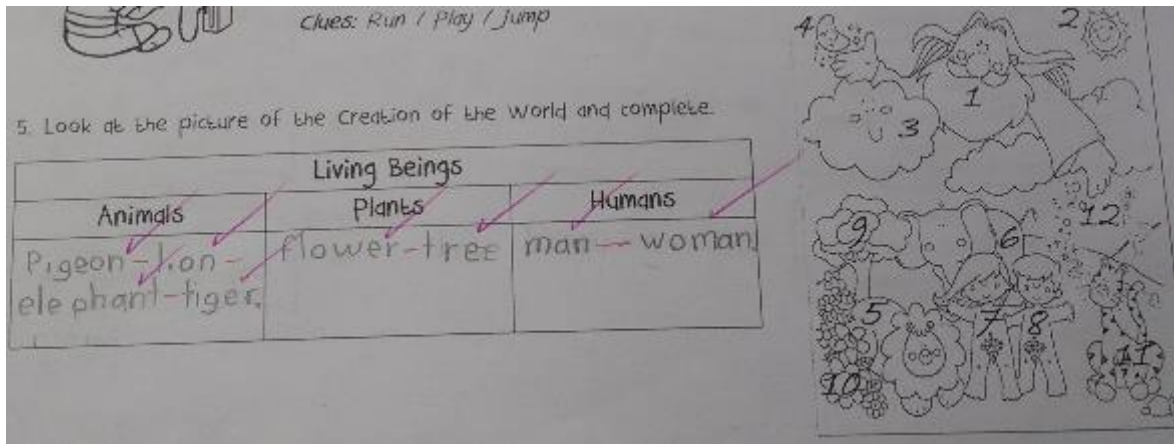


[Artifact 3:March 22th, 2017:Session 4]

In *Figure 5*, it was found that children identified the properties of categories, to relate categories or classes to one another. This agreed with Piaget' statements (1954) which argued that the ability of categorizing and classifing emerged during this age. Then, students started to create relationships between the picture and the vocabulary to continue categorizing them into groups. Similarly, Piaget (1954) also proposed that children begin to mentally represent the immediate world around them and their thinking is more linked to the concretion of objects, which evoke only by naming them. In this sense, it can be seen in *figure 5* that the students name the elements represented in the images and classify them by means of nouns, more specifically, concrete nouns. In this respect, it should be mentioned that according to Piaget, students in this stage of learning tend to have some limitations with abstract and hypothetical thinking, since they just begin to know it, so for that reason, they tend to use more concrete nouns than abstract nouns.

### 5.3.1.2    *Pictures as contextual cues to evoke thinking processes.*

This category is closely linked to the previous categories as this worked with pictures as input, specifically, of contextual clues that evoke thinking processes. Bransford & Johnson, 1972; Peeck, 1980) argued that pictures provide contextual cues that allow children to interpret, to organize and even to create ideas behind the context. During the interventions, it was found that students started to make inferences about the topic without needing to understand the complete sentences used in the books.

**Excerpt 3**

*…they liked the dynamics of trying to guess only by seeing the cover the story of the book. And in fact, they not only did it for the images, but they tried to infer the meaning of the words of the title successfully…As the reading progressed they were recognizing some words such as: Tuesday, happy, water, play, one, teeth, hair, nose, and some other they just associated the spelling of the word with that of Spanish (Woof! , idea, mentioned, possible, )…And the sentences that were more difficult the teacher gave them some clues or model what was happening and asked them to infer or guess the meaning by seeing the images, the clues and of course considering the previous pages…*

[Field Journal No. 9:May 9th , 2017: Appendix ]

In Excerpt 3, the researcher found that the pictures environment of the CPBs, not only helped students to learn vocabulary and grammatical structures, but also evoked learner's cognitive skills to organize, infer, create and express their ideas about the story of the books. At this point, it is noteworthy that modeling also played a very important role as input since it also helped students to guess, interpret and infer what was being presented. Furthermore, according to Gardner's Visual Intelligence (1993) , modeling is also considered a visual aid for learners.

*Figure 6. Artifact Session Number 5*
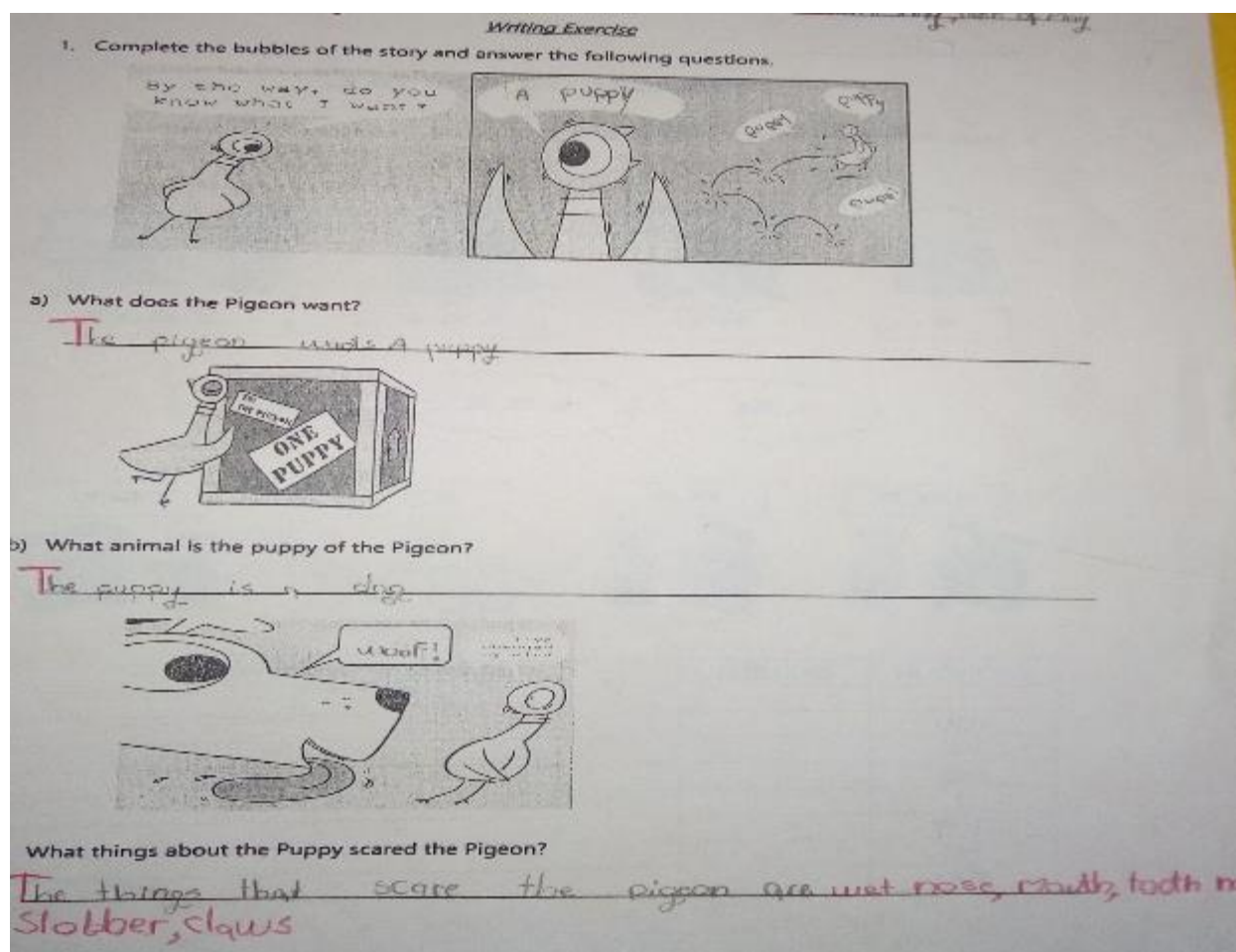


[Artifact 4:May 3rd , 2017:Session 8]

In *Figure 6*, student started to infer, organize and create ideas about the story after it was read aloud. Not to mention, that the workshops were also designed with the aim of helping them to remember the story and the vocabulary presented there, so for that reason, pages of the CPB were used to support the assignments. Thus, students by the support of the context clues provided by both CPBs and workshops, developed thinking processes that involved catching ideas, organizing them, infering some meanings, and finally creating and expressing their own ideas about what they were able to learn by written exercises.

Moreover, from *Figure 7* it is apparent that students, based on the images, helped themselves to identify contextual cues that, of course, bring them into the context in which the story unfolded and, therefore, suggest them the actions that took place in it.

*Figure 7. Survey Number 2.*
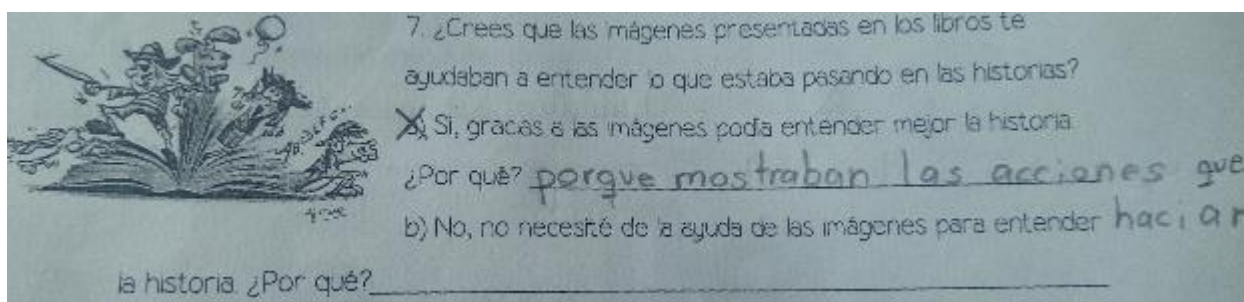


[Survey Number 2, Student 2:September 15<sup>th</sup>, 2017:Session 14]

Similarly, it was also found that students tended to infer the meaning of unfamiliar words from those they already knew. About this topic Jagger (1994) argued that "readers will thoughtfully search for and interpret cues that precede the word more remotely…they will additionally look for clues or definitions that might follow it."(p.146). Therefore, once the students identified familiar words, they were able to infer the meaning of the unknown vocabulary from the known one. This relationship students created between the known and unknown vocabulary plus the pictures presented in the CPBs, helped them to understand the meaning of a whole sentence only by recognizing a word. This can be illustrated in Excerpt 4.

**Excerpt 4**

*… It is remarkable to mention that, during the reading students started to identify known words and tried to infer the meaning of those that were around it. Likewise, they also used to guess the meaning of the whole sentence according to the pictures.*

[Field Journal No. 14:September 6<sup>th</sup> , 2017: Appendix ]

### 5.3.2    Category 2. Guided Lessons to facilitate writing processes.

This category refers to the use of Guided Lessons during students' writing processes and how they responsed to it.  As stayed by Holdich and Chung (2003) guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children to shape and redraft text with particular criteria in mind. Thus, through Guided Lessons students were able to  create connections between the CPBs and the Workshops worked during the interventions that helped them to improve their writing while they were having a reading exercise. Likewise, through Guided Lessons the teacher was able to fit the teaching to the needs of the group, that in this case was to have a reading and writing interrelated process. This can be illustrated in *Excerpt 5.*

**Excerpt 5**

*… at the time the teacher was giving the instructions, modeling what they must do and giving examples became a good strategy to guide students during their tasks. Moreover, monitoring them and resolving possible doubts the whole time was very effective to improve their writings...*
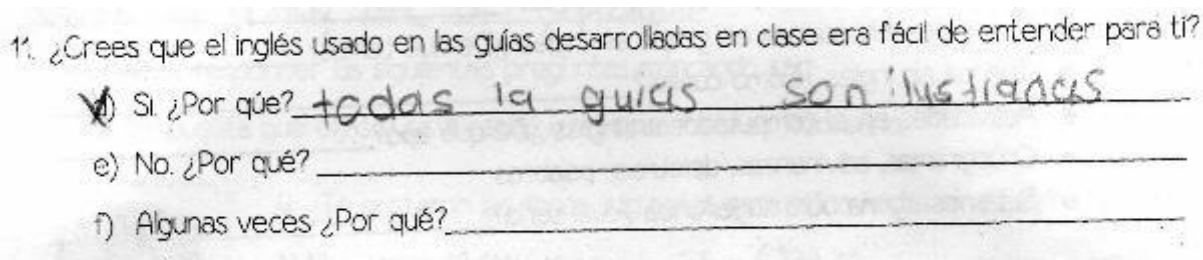
[Field Journal No. 7:April 5th , 2017: Appendix ]

In *Excerpt 5*, it was found that following the principles of Guided Writing Lessons (Department for Children, Schools and Families, 2007) such as Teacher Demonstrations, Supported Writing, and Modelled Writing benefited students in writing short texts in English. During the interventions, it was easier for the students to follow a model or an example of what they should do and additionally, they found useful the use of clear instructions and steps, the constant guidance of the teacher, and the use of images present at the time of the assignments. At this point, it should be noted that the writing guides were easier for the students when they were accompanied by pictures that helped them to clarify the doubts that arose. In this sense,
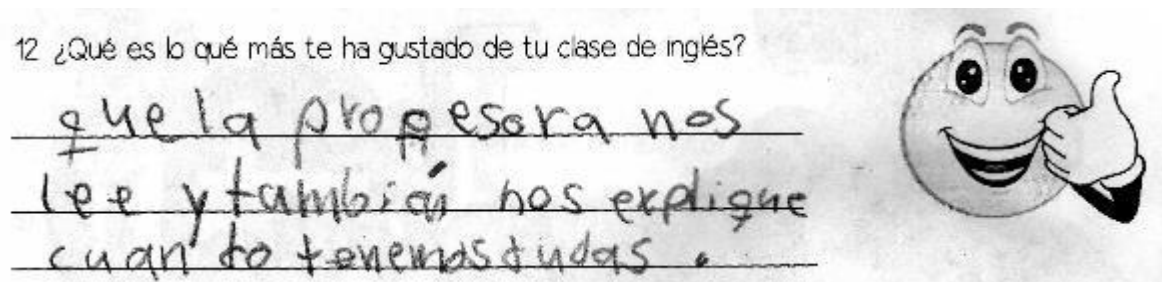
Pictorial Instructions also showed the effectiveness on writing short texts in English. This can be illustrated in *Figure 8 and 9.*

*Figure 8. Survey Number 2*



11. ¿Crees que el inglés usado en las guías desarrolladas en clase era fácil de entender para ti?

d) Si. ¿Por qué? todas la guías son ilustradas

e) No. ¿Por qué? _____

f) Algunas veces ¿Por qué? _____

[Survey Number 2, Student 3:September 15th, 2017:Session 14]

*Figure 9. Survey Number 2*



12 ¿Qué es lo qué más te ha gustado de tu clase de inglés?

que la propesora nos lee y tambián nos explique cuanto tenemos dudas.

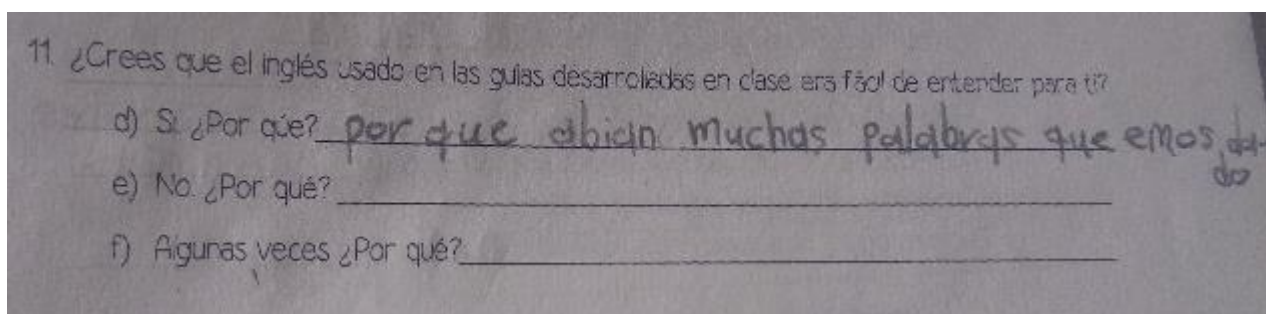[Survey Number 2, Student 4:September 15th, 2017:Session 14]

### *5.3.2.1  Guided Writing as supporter during the different stages of the writing process.*

This category discusses the effectiveness of guided writing in students when accompaniment is done at each level of writing. According to the Department for Children, Schools and Families (2007), "Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group;"( p.6). During the interventions, it was possible to follow the writing processes of the students which allowed to identify both individual and common weaknesses among students.

That was the case of spelling mistakes and lack of vocabulary. However, it also allowed the researcher to find strategies that worked to improve some of these shortcomings, such as recycle vocabulary, that were working with the students. Karen Frazier (2013) argued that one of the main aspects to keep in mind when were are preparing our students to write is to provide them opportunities and spaces where they can recycle and review the vocabulary and structures that are already familiar to them. This can be illustrated in the following Figures and Excerpt.

*Figure 10. Survery Number 2*



[Survey Number 2, Student 5:September 15th, 2017:Session 14]

**Excerpt 6**

*-In this activity, some of them started looking for some words in their dictionaries and some others started sharing the ones they already knew and they were the ones we used in previous classes.*

[Field Journal No. 9:April 19th , 2017: Appendix ]

*Figure 11. Artifact Session Number 6*
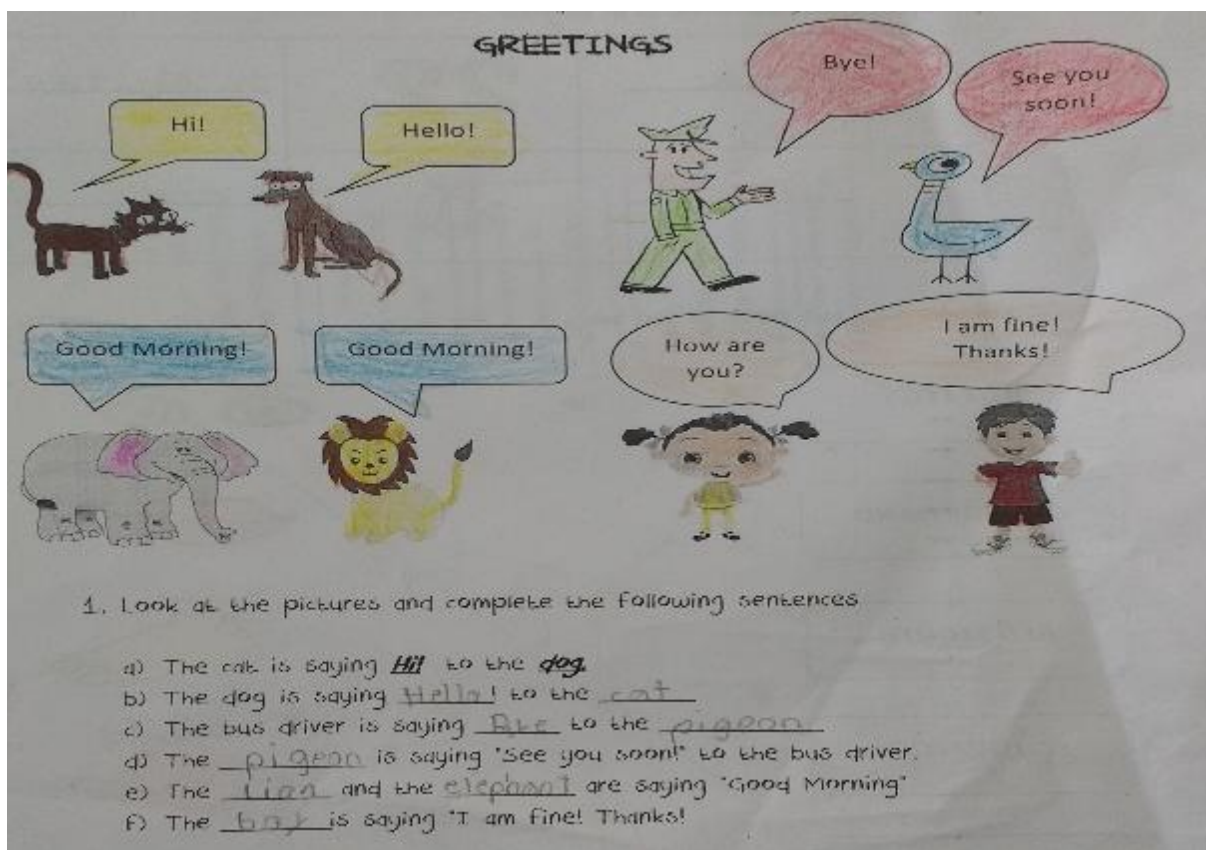


[Artifact 5:April 5th , 2017:Session 6]

*Figure 10 and 11* and *Excerpt 6* showed that the implementation of guided processes gave students the opportunity to improve their weaknesses in terms of lack of vocabulary through strategies such as recycling vocabulary. On the other hand, in the applied survey one can identify that students were aware of the use of familiar vocabulary for them to facilitate writing exercises. It should be mentioned that this category is linked to category 1 because students' had the same vocabulary recognition at the time of reading as it was discussed previously. About this topic Piaget (1952) and Wadsworth (2004) emphasized the importance of schemas in cognitive development, and described how they were developed or acquired. A schema can be defined as a set of linked mental representations of the world, which children use both to understand and to respond to situations. Consequently, students started to store these mental representations and

apply them when they needed as showed in *Figure 11,* although they did not have some of the vocabulary they needed in the workshop, they appealed to their existing schema and used it in a new situation.

Therefore, the gains obtained through the use of Guided Writing Lessons during the different stages of the writing process also involve Meaningful Learning considering that it implies longer retention than memorizing. According to Ausubel (2000) "the most important single factor influencing learning is what the learner already knows." (p.10) As a result, students started to relate new concepts to pre-existing familiar concepts, in this case, the ones taught during the CPBs reading. The author also suggest that it is really useful considering that it enables real learning and hence it facilitates the use fo these concepts in real situations.

Furthermore, Guided Writing also allowed the researcher to follow the writing process of the students from the time they began to identify words within specific conxtexts, to spell them correctly, to form short sentences, and finally to be able to write short texts independently. As showed in *Figure 12,* after a guided writing process, students were able to write a short text in which they made use of most of the vocabulary learned during the interventions to describe themselves.

*Figure 12. Artifact Session Number 12*



1. Now, It is your turn. **INTRODUCE YOURSELF** in a paragraph. To do it, you should answer the following question as the bus driver did.
   a) What is your name?
   b) How old are you?
   c) What fruit do you like?
   d) What color do you like?
   e) What do you like to do?
   f) Who do you live with? (Your family)
   g) What of the three books do you like the most? Choose one (1. *The Pigeon Wants a Puppy !*, 2. *Don't let the Pigeon drive the bus!* Or 3. *Sleepy Kittens*)
   h) Who is your best friend?
   i) How old is your best friend?

My name is Maria Kamila
I am nine years old
I like strawberry
I like Red Color
I like to sing
I live with my father my mother and my s
I like sleepy kittens
My Best friend is the Jhojan Samuel
He is eight years old

[Artifact 6: September 6th , 2017:Session 12]

### 5.3.2.2    *Feedback as a strategic resource for guided writing processes*

This category discusses the importance and usefulness of feedback during the guided writing lessons and how it became in an essential and vital part of the classes. It should be mentioned that the feedback made to the students was immediate feedback. Most of the time it was done aloud for the whole group and each of them should check and correct their own mistakes. In other occasions, the workshops were collected, checked by the teacher, and returned to the students to make the necessary improvements in the next class.

Decades of education research support the idea that by teaching *less* and providing more *feedback*, we can produce greater learning (see Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001).  In this research it was found that the results were

more visible in the feedback section and therefore, the benefits obtained, than those perceived during the teaching itself. As illustrated in *Excerpt 7*.
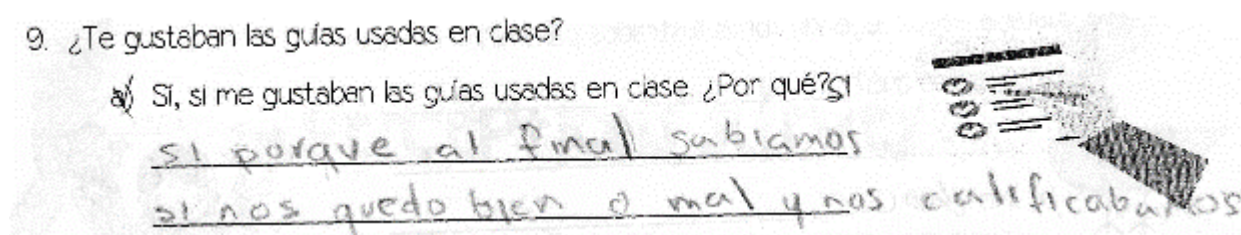
**Excerpt 7**

*Giving them feedback seems to be a necessary activity in every class, not only because they can correct their mistakes, but because they seem to be reflecting upon them and enjoyed when they have a right answer.*
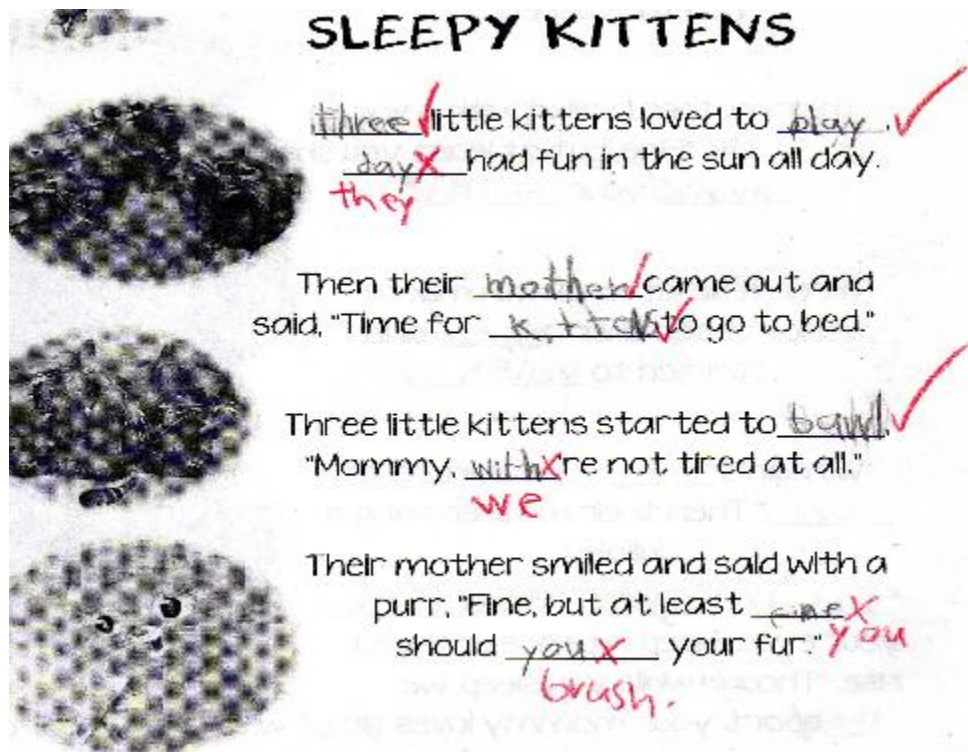
[Field Journal No. 7:April 5th , 2017: Appendix ]

In *Excerpt 7*, it was found that during the feedback part of the class, students had the chance to correct their mistakes and improve their written texts, as well as to reflect upon what they were doing wrong or right. Additionally, this part of the class seemed to amuse them which at the same time allowed to generate less stressful environments (see *figure 13*), which is directly related to what is discussed in category 3. It is remarkable to mention that, Guided Writing allowed the researcher to give inmediate feedback on successful tasks or, on the contrary, to discuss further areas for improvement (Department for Children, Schools and Families, 2007).

*Figure 13 .Survey Number 2*



9. ¿Te gustaban las guías usadas en clase?

a) Si, si me gustaban las guías usadas en clase. ¿Por qué?si

si porque al final sabiamos
si nos quedo bien o mal y nos calificabamos

[Survey Number 2, Student 6:September 15th, 2017:Session 14]

*Figure 14. Artifact Session Number 13*



## SLEEPY KITTENS

~~three~~ little kittens loved to __play__ ✓
__day__ ✗ had fun in the sun all day.
they

Then their __mother__ ✓ came out and
said, "Time for __k  tta__ ✓ to go to bed."

Three little kittens started to __bawl__ ✓
"Mommy, __with__ ✗re not tired at all."
we

Their mother smiled and said with a
purr, "Fine, but at least ___ ✗
should __you__ ✗ your fur." You
brush.

[Artifact 7: September 6th , 2017:Session 13]

In *Figure 14* it was observed that students were able to recognize their mistakes and to correct them and more than that to review the topic, or as Kulhavy (1977) said, to have a new instruction instead of just informing the student about correctness. In addition, it was also possible to identify that most of the mistakes made were because they confused the writing of the word with another that was also familiar to them, and that, by the way, was wrote correctly, but that was not the required one. About this topic Sadler (1989) suggested that " feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood" (p.82)  Thus, the feedback was also useful for students to clarify and contrast the expected result against the result obtained, and in this way to clarify the last doubts they could have.

### 5.3.2.3    *Clear instructions about the assignments as reducers of wrong answers*

This category discusses the importance of the clarity when giving the instructions of the tasks assigned. It was found that the students had more success in solving the required tasks when the instructions of what they had to do were clear to them from the beginning. On the other hand, those exercises where the instructions and / or steps were not quite clear, were often harder to carry out, and even worse, students seemed to be discouraged from performing the exercise.

**Excerpt 8**

*Although they had the instruction and an example to follow, they started to have some*

*doubts about what they should do in this exercise, but once the teacher explained to them aloud*

*and model the example on the board, it was easier for them to develop it.*

[Field Journal No. 11:August 16th , 2017: Appendix ]

*Figure 15. Artifact Session Number 11*
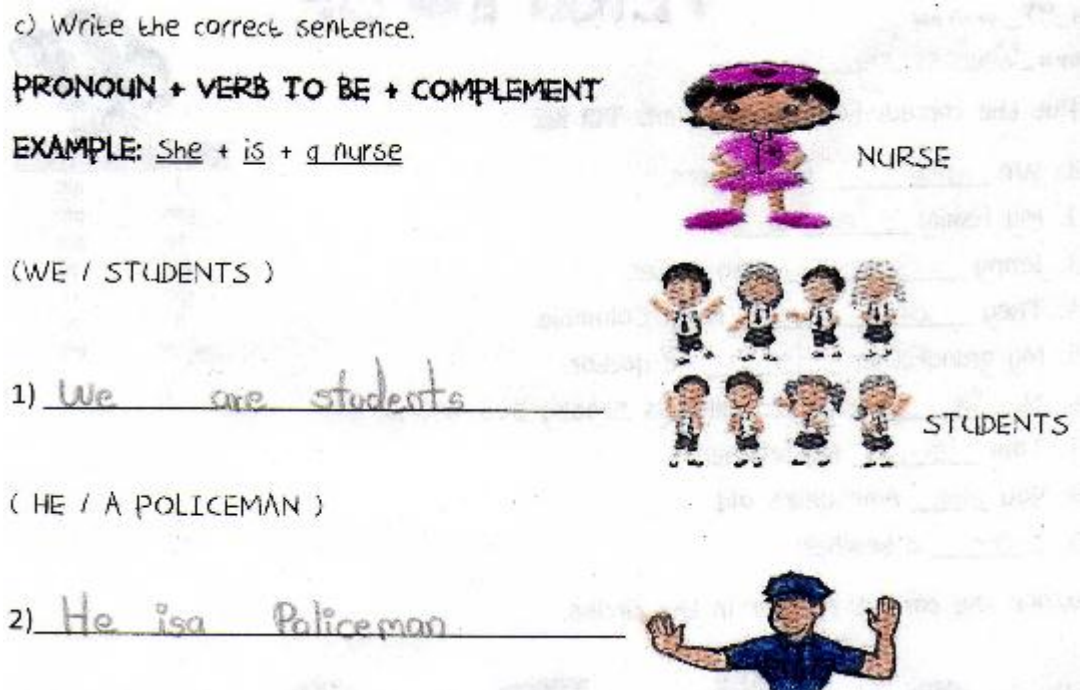


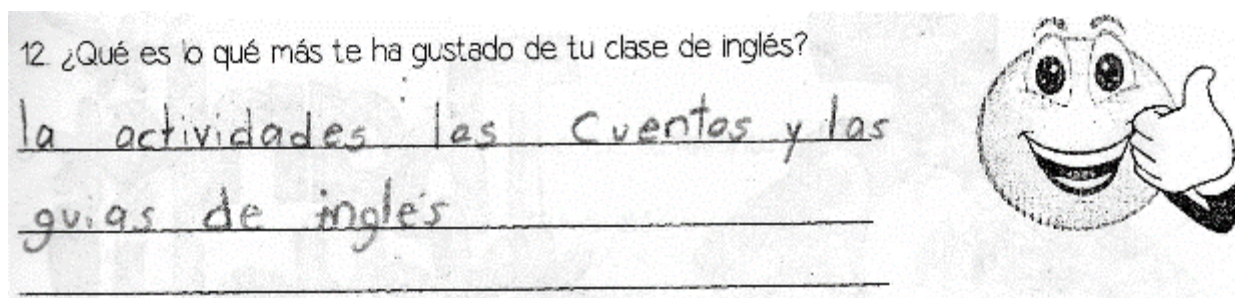[Artifact 8: August 16th , 2017:Session 11]

*Figure 15* illustrated the effectiveness of a clear instruction plus the support of the teacher's explanation. Although the students presented some grammar mistakes, they managed to understand the main objective of the exercise and tried to develop it correctly. Rosenshine (2012) suggested that "The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support" (p.12). The author also proposes some instructional principles that are similar to those carried out in guided writing lessons. Some of these principles involves a short review of the topics previously seen, presenting step by step what students should do while practicing, constantly asking if everything is clear to them, use more time to provide explanations, give clear and detailed instructions, think aloud and model steps, guiding students in practice, prepare students for independent practice and monitor them when they begin, provide systematic feedback and corrections, among others. In this sense, Instructional Support and Guided Writing Lessons are closely linked and played an important role during the interventions as reducers of students' wrong answers and misunderstandings.

At this point, it is remarkable to mention that modeling was an effective instructional strategy during the interventions considering that it allowed students to observe and imitate behaviors and instructions and therefore, it facilitated the correct development of the required tasks. About this topic, Bandura (1986) stated that through the use of this kind of instruction, teachers are able to engage students in imitation of particular behaviors that encourage learning. So, this kind of instructional strategies not only help to facilitate students' performing, but also to encourage them in learning.

**5.3.3    Category 3.  Students' perceptions about the use of CPB and guided lessons.**

This category dicusses students' perceptions towards the use of CPBs and Guided Lessons during the interventions. As *Figure 16* illustrated, students showed like for both CPBs and guides/workshops. In survey number two, which was applied in order to know the students' perceptions, was found that students considered CBPs to be fun and interesting. Most of the them showed a liking for the book that brought puppets, however, the others CPBs were also catching to them. On the other hand, students also liked the guides because they were accompanied by images, and because the vocabulary used were about topics they already knew, as it was discussed in the previous categories.

*Figure 16. Survey Number 2*



12. ¿Qué es lo qué más te ha gustado de tu clase de inglés?

la actividades las cuentos y las guias de ingles

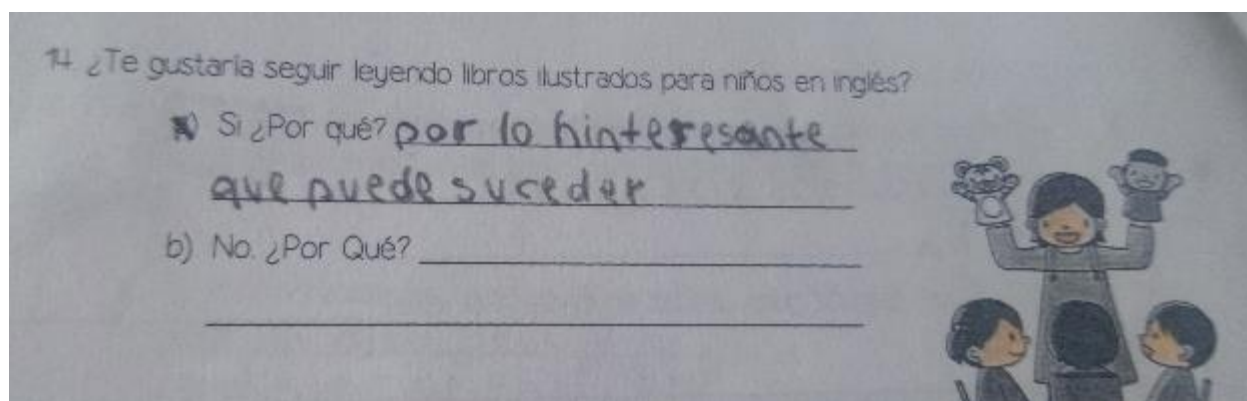[Survey Number 2, Student 7:September 15th, 2017:Session 14]

Another important fact about students' perceptions was that they also enjoyed the guides because these were closely related to the stories of the CPBs, so it can be said that the CPBs managed to get their attention so much that when it came time to make the workshops students were not restrained but on the contrary, it encouraged them to develop the tasks.

On one hand, CPBs became a tool to generate less anxious environments for children. On the other hand, guided writing lessons became tools for developing student autonomy in addition to strategic writing behaviors as explained in the following subcategories.

### 5.3.3.1     *CPB as comprehensible input to encourage less-anxiety environments*

This category presents the perceptions that the students had specifically towards the

CPBs. Krashen (1987)  states in his Affective Filter hypothesis that learners with low level of

anxiety and stress have more possibilities to be successful in second language acquisition

process. On the contrary, those with high levels of anxiety/stress can form a "mental block" that

prevents comprehensible input from reaching the language acquisition part of the brain. Thus,

CPBs became comprehensible input for students as they make more use of images than text and

this helped students to better understand the stories even when some of the vocabulary present in

the books was unknown and new to them. This not only helped to the comprehension of the

stories but also allowed to generate less stressful environments for the children who also were

excited about the reading of this kind of books. It is worth mentioning that students were pleased

by reading the stories aloud which allowed that the developing of the workshops to be solved

after the readings were less uncomfortable and easier for them.

*Figure 17. Survey Number 2*



[Survey Number 2, Student 7:September 15th, 2017:Session 14]

**Excerpt 9**

*Students seemed to be really excited about reading this CPB because it had puppets. So, it really helped to catch the attention of the students, and even more, to keep it during the whole reading.*

[Field Journal No. 14:September 6<sup>th</sup> , 2017: Appendix ]

In *Figure 17* and *Excerpt 9*, it was found that students showed interest in continuing to read this kind of books because the mechanics of reading them (some required the reader to be part of the story, and others had puppets representing what was happening), was new and fun for them. In the case of the puppet book, it worked as comprehensible input, as well as to catch the attention and keep it during the whole reading which of course, helped to motivate students to continue reading and writing. Additionally, as it could be seen in the mentioned artifacts,  when the workshop was about the stories students felt it was easier for them; it can be due to the fact that they already understood the stories so they could give account of what they learned.

For instance, in *Figure 14,* students should read aloud the answer they had and shared it with the rest of the class; at the beginning the majority of them did not participate but once the started realizing that they had the correct answers they began to share aloud what they had (See *Excerpt 10).*  It should be noted that during students' participation it was possible to identify that an interlanguage emerged because they used the L1 and the L2 as a strategy to express their ideas. Selinker (1992) refered to interlanguage as the linguistic system evidenced when a second language learner attempts to express meanings in the language being learned. Thus, students started using their own language which was linked to both the native language (Spanish) and the target language (English) "by interlingual identifications in the perception of the learner" (Tarone, 2006, p.747) in order to express their ideas and be able to participate in class.

**Excerpt 10.**

*"At the feedback moment, it was made aloud. At the beginning most of them did not*

*participate but once they realized that they had the same answers of the ones who were*

*participating even when these were right or wrong, they began to participate"*

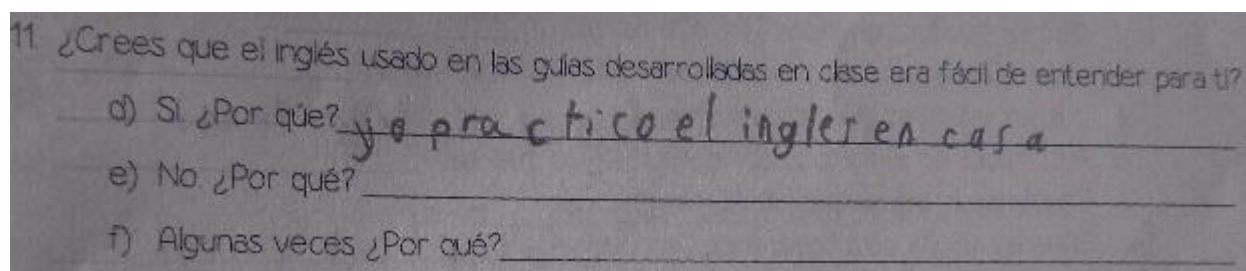[Field Journal No. 14:September 6[h] , 2017: Appendix ]

In this sense, once the students understood what was being presented in the CPBs and in

the workshops, they felt comfortable to participate and started to share their ideas without feeling

judged about doing it. So, it reduced the possibilities of generating that *mental block,* that

Krashen (1987) stated when acquiring a second language.

### 5.3.3.1 *Guided lessons as persuaders of students' strategic Writing Behaviors*

This category discusses some students' strategic writing behaviors that emerged during

the interventions. Guided Writing Lessons helped students to improve their writing, as well as to

work in increasing independence, self-correction, collaborative work, and use of resources. As

shown in *Figure 18*, some of the students began to develop independence in different aspects

such as reviewing and practicing on their own the topics seen in class without being necessarily

required by the teacher. In addition, in the homeworks assigned students'started to bring extra

information and shared it with the class, thus, they were interested in looking for more

vocabulary of the requested. This strategy helped them to better understand the workshops and to

recycle and review vocabulary seen in reading sessions and in the classroom in general.

*Figure 18. Survey Number 2*

Regarding self-correction, students started to develop some strategic behaviors when they were correcting themselves. As *Excerpt 11* illustrated, in the first case, they did not need the teacher's help to correct their mistakes, they just reacted to what they were saying wrong and correct it immediately. In the second case, although the teacher helped them to realize that it was something wrong, they achieved to correct themselves without needing to tell them the correct answer, just giving them enough time to self-correct. Moreover, students also appealed to self-talk during writing exercises as a strategy to help themselves with spelling. So, when they were writing a difficult word, they tend to spell the syllables aloud.

**Excerpt 11.**

*"In this activity, when students answered the question and made a mistake, they tended to correct themselves immediately. For example: I eight years old / I am eight years old. Some others, react to a facial expression made by teacher that indicated them that something was wrong, so they started thinking until they achieved to remember the correct answer"*

[Field Journal No. 15:September 15ʰ , 2017: Appendix ]

**Excerpt 12.**

*"Some of them, look for the classmate who had the same answered and corrected it together. "*

[Field Journal No. 3:March 8ᵗʰ , 2017: Appendix ]

*Excerpt 12* demonstrated that collaborative work strategic behavior emerged when they were writing. During the interventions it was possible to identify that students tend to look for other classmates who had correct answers to help them to correct their own. It should be mentioned that it was usual in this this group that students, who usually catch the instructions faster and solve their assignments first, will help those who have some problems with it. Thus, it was evident that at the time of writing also helped each other. About this topic, Vygotsky (1978) proposed that social interaction either among or between students and a teacher is pertinent to the levels of personal development of people. The author defined the Zone of Proximal Development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p. 86). As a result, when some readings and writing activities were done in a group, it was possible to realize that when one member of the group got lost of the reading or did not understand some part, his/her classmate clarified to him/her the doubts arisen and therefore they advanced together at the same time. Indeed, it results in a good strategy to the correct development of the students.

**Excerpt 13.**

*"In this activity, some of them started looking for some words in their dictionaries and when they did not have one they look for a classmate and help each other or took one from the classroom supplies box. Some others started sharing the ones they already knew that were the ones we used in previous classes."*

[Field Journal No. 8:March 19th , 2017: Appendix ]

As shown in *Excerpt 13,* it was found that the students began to look for other sources of information apart from those offered by the teacher or even from the school. Some of these resources involved dictionaries and illustrated books of vocabulary and expressions in English

that they took to the classroom in order to share it with the class and to help them to resolve doubts. Thus, students started to consult their own texts looking for the spelling of a word or the meaning of it and this became a strategy to improve their writings.

At this point, it is remarkable to say that all the workshops and activities made during the interventions were aiming to achieve a more independent writing as the one done in *Figure 12*. In this activity the students were asked to answer the questions just by seeing the model presented before but without teacher's help. In this sense, students started to increase indepence in writing through guided writing lessons.

**Chapter 6: Conclusions**

The present study was designed to determine the impact of using Children Pictures Books as models to implement a first approach to guided writing processes in second graders from the School Domingo Faustino Sarmiento. Based on the findings it was possible to make the following conclusions:

In regards to the use of Children Picture Books (CPBs), it was evident that in this EFL class, CPBs assisted beginning foreign language students to develop and to improve their writing skills. While it is a fact that students do not write long texts in the target language (L2) as well as they did in their native language (L1), or even do not know how to write short texts in L2, the results of this study proved the positive effects of CPBs and visual aids for L2 writing. During this study it was found that using texts that were accompanied by images as a form of input was useful and interesting authentic material to students as long as it was comprehensible input for them and, as the findings showed, they were really attracted to them to the point that students asked for more books to be read. Therefore, the CPBs also encouraged children to read in English, which, instead of pushing them away of literature, would bring them closer.

On the other hand, carrying out interrelated reading processes with writing processes allowed students to become familiar with new types of children's literature in which they could be active participants, while they were catching enough input for the subsequent writing assignments. Likewise, the fact that the input was clear for them facilitated the correct

development of the written workshops and even more when these contained pictures that supported their writings and worked as contextual clues for them.

Another important fact was that Guided Writing Lessons worked accurately hand in hand with the reading of the CPBs as it allowed to follow students' processes of writing while strengths and weaknesses were identified through students' texts. In the same way, this kind of lessons allowed students to become familiar with strategies used such as immediate feedback, with which they became accustomed to the point they began to self-correct themselves. Therefore, the guided lessons allowed the students to be more independent and aware of their learning processes.

Moreover, it also helped teachers to pay attention to aspects that are sometimes underestimated such as giving clear instructions when assigning tasks to the children, and to devote enough time to do it, as this could affect the correct response of the students. On the other hand, the guided writing lessons allowed the teacher to guide children during the process of writing first just words, then sentences, and finally short texts. It should be mentioned that the aim of this study was to write at least two coherent and cohesive short paragraphs, with different topics, but the time was not enough to achieve it, so that, it was only possible to reach the writing of a paragraph describing themselves, which of course was still a great achievement.

Similarly, the pedagogical intervention also fostered in students learning behaviors such as self-correcting, collaborative work, among others that not only will be useful for English class but also to others subjects. Consequently, it can be concluded that it should be sought strategies that motivate students to be aware of their learning processes. It is also necessary to provide students with different resources and if there is lack of materials, to take advantage of those that are available as much as possible, and of course, to suggest them other options that are easy to get.

Considering the mentioned findings, the researcher suggested that teachers should opt to teach foreing language by designing lessons than involve putting into practice the four skills, but more importantly, that approach students to authentic materials that encourage them not only to read, but also to write. Instead of developing grammar-based classes, in which students learned vocabulary out of context or as separated words, teachers should try to look for resources that generate less-anxiety environments and that manage to catch their attention and even more, to keep it all the time.

## 6.1 Limitations

The limitations that emerged during this study were basically two. On one hand, there was the time factor. Even when the teacher took advantage as much as possible of the times stipulated for the interventions, more time could be devoted to go deeper into the topics, and above all to practice much more what was learned. On the other hand, the second limitation came from the need to provide each student with a copy of the books that were being read. During the intervention it was possible to realize that even though the reading aloud and in a group with a single copy was effective and interesting for the children, the ideal would have been that they could become more familiar with this type of authentic material.

## 6.2 Recommendations

If this study were to be replicated in the future is recommended that researchers bear in mind the following aspects: first, to consider making more use of Children´s Literature in English classes, because at this age children are more attracted to books, that is, they are not afraid of reading books yet. Plus, Children's Literature allows natural and engaging language experience, vocabulary in context, universal themes, cultural knowledge, visual aids, fun, among other aspects (The Department of Education, 2009). Another recommendation, as it was mentioned, would be to opt for working with material from which teachers can access several copies of them

in order to share it with each one of the students. As for writing, the researcher suggest that guided lessons are really effective in children writing proccesses and that these kind of lessons could be even more benefecial if teachers are able to devote more time to follow the processes of each one of the students. And of course, do not leave aside the use of clear instructions before each assignment, and the correspondent feedback at the end, due to the fact that in this research was evident that these two aspects played an important role in students' learning processes.

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## Appendices

## Appendix A

## Field Noted 1

| SCHOOL: | Colegio Domingo Faustino Sarmiento | GRADE: | 202 |
| STUDENTTEACHER: | Andrea Pilar Triana Romero | DATE: | 12 de Agosto de 2016 |
| TUTOR: | Mélany Rodríguez Cáceres | MENTORTEACHER: | Yolanda Pinto |

| ACTIVITY (Description) | TEXTUAL MARKERS (Linguistic and non-linguistic) | ANALYSIS (Meaning) | INTERPRETATION (Categorization) | OBSERVATIONS AND PROPOSAL |
|---|---|---|---|---|
| … <br> -The teacher asks students to sing the song they learned about the months of the year, days of the week and fruits. Some students sing the song but some others remained silent. <br> … | … <br> -When students sing the song they have a good pronunciation. <br> -Some of the students do not sing, it seems to be that they do not know the song. <br> … | … <br> -The songs seem to be a good exercise for them to remember vocabulary as fruits, days of the week and months since the majority of them participate actively in the exercise. And they enjoy it. <br> …the boy's excuse is that he does not bring the English notebook and pencil so he can't work but in the end, he decides to draw his body in a different notebook because the teacher tells them that if they do not have the drawing they cannot go to the break. | -Images and songs as tools to influence and persuade. <br><br> - Students work for the prize but not because it really interests them. <br><br> -Extrinsic motivation. | |

1

**Appendix B**

**Field Note 3**

| SCHOOL: | Colegio Domingo Faustino Sarmiento | GRADE: | 202 |
| --- | --- | --- | --- |
| STUDENT-TEACHER: | Andrea Pilar Triana Romero | DATE: | 26 de Agosto de 2016 |
| TUTOR: | Mélany Rodríguez Cáceres | MENTOR-TEACHER: | Yolanda Pinto |

| ACTIVITY (Description) | TEXTUAL MARKERS (Linguistic and non-linguistic) | ANALYSIS (Meaning) | INTERPRETATION (Categorization) | OBSERVATIONS AND PROPOSAL |
| --- | --- | --- | --- | --- |
| …<br>-Then, the teacher asked them to make sentences using "I have", a number and the animal they want to use. For example, I have three dogs.<br>… | …<br>-The teacher and the students use the vocabulary of the previous classes. For example the use of I have and the numbers.<br>… | …<br>-The teacher always tries to use the songs for the kids not to forget the vocabulary and they enjoy it.<br><br>- The teacher tries all the classes to return to the previous topics.<br>… | -Grammar topic.<br><br>-Lack of vocabulary.<br><br><br>-Recycling Vocabulary | |

**Appendix C**

**Field Note 4**

| SCHOOL: | Colegio Domingo Faustino Sarmiento | GRADE: | 202 |
|---|---|---|---|
| STUDENT-TEACHER: | Andrea Pilar Triana Romero | DATE: | 02 de Septiembre de 2016 |
| TUTOR: | Mélany Rodríguez Cáceres | MENTOR-TEACHER: | Yolanda Pinto |

| ACTIVITY (Description) | TEXTUAL MARKERS (Linguistic and non-linguistic) | ANALYSIS (Meaning) | INTERPRETATION (Categorization) | OBSERVATIONS AND PROPOSAL |
|---|---|---|---|---|
| … -After that, the teacher decided to finish this activity so she asked the observer to write on the board a song which was: If you're happy and you know it clap your hands… … -Then, the teacher and the observer checked their notebooks and made the correspondent corrections. | … -In this activity they had a lot of questions in terms of vocabulary and in terms of instructions. … -Students have problems of spelling when they are writing the vocabulary about the family even | … - The instructions given by the teacher must be sufficiently clear so that the student can perform the activities. … -It seems to be that they know what they want to express, but they do not know how to write. | … -Lack of clear instructions. … -Spelling and writing problems. | -Project Based -Writing -Reading |

| | | | |
|---|---|---|---|
| when it was on their papers and in the blackboard. Some of them wrote the words as these sounded for example: Moder, Fader, broder,… | | | |

**Appendix D**

**Field Note No 5**

| | | | | |
|---|---|---|---|---|
| **SCHOOL:** | Colegio Domingo Faustino Sarmiento | **GRADE:** | 202 | |
| **STUDENT-TEACHER:** | Andrea Pilar Triana Romero | **DATE:** | 09 de Septiembre de 2016 | |
| **TUTOR:** | Mélany Rodríguez Cáceres | **MENTOR-TEACHER:** | Yolanda Pinto | |

| ACTIVITY (Description) | TEXTUAL MARKERS (Linguistic and non-linguistic) | ANALYSIS (Meaning) | INTERPRETATION (Categorization) | OBSERVATIONS AND PROPOSAL |
|---|---|---|---|---|
| …<br>-The teacher asked the observer to explain the meaning of the vocabulary there to students. The observer made it by asking them to guess the ones that was similar to the word in Spanish for example: Doctor, Astronaut, Chef,… | …<br>-Students started remembering the vocabulary learned in the previous classes.<br><br>-As it was a whole group activity, the majority of them wanted to participate. | …<br>-Students enjoyed activities in group and activities that involve guessing. | …<br>-Activities in group and guessing activities as good strategies. (Logical Thinking) | |

**Appendix E**

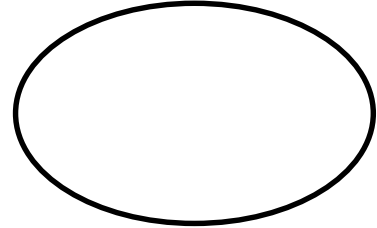**Survey # 1**

MY NAME:_____

MY AGE:_____

MY GRADE:_____

# SURVEY

Hi! How are you? I want to know you! Let's start!

**1.¿Qué es lo que más te gusta hacer en tus ratos libres? Marca con una x las**

**actividades que más te gustan hacer.**

a) Me gusta jugar _____

b) Me gusta dormir_____

c) Me gusta ver películas_____

d) Me gusta leer_____

e) Me gusta bailar_____

f) Me gusta cantar_____

g) Me gusta dibujar_____
h) Me gusta pintar y colorear_____
i) Me gustan los títeres_____

¿Qué otras actividades te gusta hacer? A mí también me gusta

_____

**2.¿Qué es lo que más te gusta de tu escuela? Marca con un x lo que más te**

**gusta de tu escuela.**

a) Me gusta mi profesora.
b) Me gustan mis compañeros.
c) Me gusta el recreo.
d) Me gusta el refrigerio
e) Me gustan las clases
f) Nada, no me gusta la escuela.

**3.¿Qué es lo que más te gusta de tu clase de inglés? Marca con un x lo**

**que más te gusta de tu clase de inglés.**

a) Me gustan las actividades que hacemos ¿Cuáles?
_____
b) Me gustan los materiales que usamos.

1.    ¿Cuáles?_____

c) Me gustan las canciones que nos enseñan.
d) Me gustan todas las anteriores.

¿Qué más te gusta de tu clase de inglés? A mí también me gusta de mi clase

de inglés_____

**4. ¿Quiénes viven en casa contigo? Marca con un x las personas con quien vives.**

◯ Yo vivo con mi mamá          ◯     Yo vivo con mi hermano/a

◯ Yo vivo con mi papá          ◯ vivo con mis tíos/as

◯ Yo vivo con mi abuela        ◯     Yo vivo con mis primos/as

◯ Yo vivo con mi abuelo

Yo vivo con otras personas que son:

_____

_____

_____

**5.En casa ¿Quién te ayuda a hacer tareas? Marca con un x las personas que te ayudan a hacer tareas.**

◯ Me ayuda mi mamá   ◯ Me ayuda mi hermano/a

◯ Me ayuda mi papá    ◯ Me ayudan mis tíos/as

◯ Me ayuda mi abuela  ◯ Me ayudan mis primos/as

◯ Me ayuda mi abuelo  ◯ No me ayuda nadie

**6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?**

**Marca con x como tu prefieres trabajar.**

a) Me gusta trabajar con mis compañeros.
b) Me gusta trabajar solo o sola.
c) Me gusta trabajar con la profesora.
d) No me gusta hacer nada.

**7. Marca con una x los elementos que tienes en tu casa:**

a. Computador.
b. Consolas de videojuegos (play station, wii, Nintendo, Xbox)
c. Internet
d. Celular
e. Tablet
f. Televisor

**Appendix F**

**Diagnosis Test**

MY NAME:_____

MY AGE:_____

MY GRADE:_____

# DIAGNOSIS

## GRAMMAR AND VOCABULARY

1. What is this?

O A plane

O A Train

O A pencil

O A pen

O A boy

O A girl

O A tree

O A car

2.

If I tell you Hello, you tell me:

➢ Hello

➢ Good bye

➢ Thank you

If I tell you How are you?, you answer:

➢ I am fine. Thank you.

➢ I am 6 years old

➢ I have two dogs.

## **READING**

Hello! My name is Carlota. I am 8 years old. I like apples and bananas. I have two dogs and three cats. I have a big house. In my house, there are big trees. I have black hair and blue eyes.

1. Her name is
   a) Carlota
   b) Cat
   c) Marcos

2. Carlota is
   a) 10 years old
   b) 6 years old
   c) 8 years old
   2.

3. Carlota likes
   a) Apples and bananas
   b) Cars and trains
   c) Dogs and cats
   3.

4. Carlota has
   a) 2 dogs and 3 cats
   b) 5 dogs and 7 cats
   c) 3 cats and 1 dog

5. Carlota has
   a) A small house

6. In Carlota's house there are
   a) Green trees
   b) Big trees
   c) Small trees

7. Carlota has
   a) Black hair and blue eyes
   b) Brown hair and green eyes
   c) Pink hair and black eyes.

b) A short house
c) A big house
d) A black house.

# LISTENING

What letter do you hear?
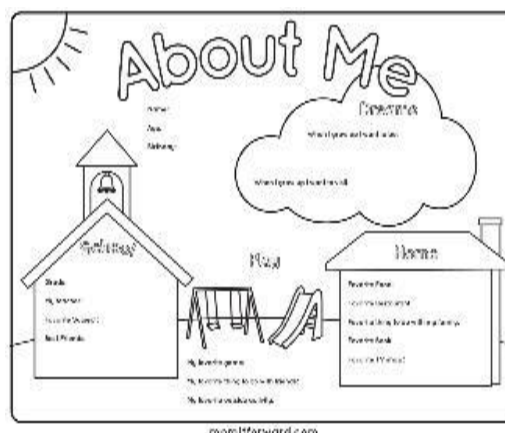
o A
o C
o G

What number do you hear?

o 1
o 5
o 10

What color do you hear?

o Black
o Yellow
o Green

What word do you hear?

o Apple
o Book
o Teacher

## SPEAKING AND WRITING.

Describe yourself then share it with the rest of the class.

My name is_____I am _____years old_____I like to_____

My Favorite color is_____My favorite food is_____

**Appendix G**

**Final Survey**

**PERCEPTIONS SURVEY**

Hello Dear Students! Today I would like to ask you some questions about the English Class. To do that, you should answer the following questions (Ask your teacher if you have any questions).
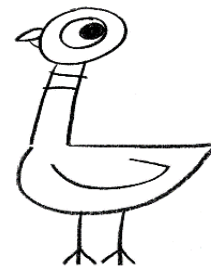
1. **What is your name?**

   _____

2. **How old are you?**

   _____

3. **What day is today?**

   _____

   Ahora debes responder las siguientes preguntas marcando con una x la respuesta qué elijas y justificando tu respuesta si es necesario.

   4. **¿Te gustaron los libros ilustrados para niños leídos en clase?**
      a) Sí. ¿Por qué?_____
      b) No. ¿Por qué?_____

5. **¿ Cúal de los tres libros leídos en clase fue tu favorito?**

a)                                    b)                                    c)

¿Por qué fue tu favorito?_____

**6. Cuando los libros eran leídos por tu maestra en voz alta ¿Entendías de qué trataban las historias presentadas en los libros?**

   a) Sí, entendí todas las historias ¿Por qué?

   _____

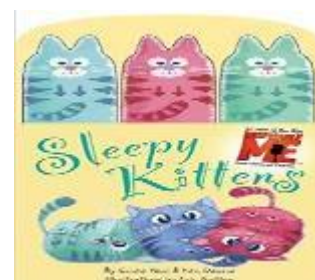   b) Sólo entendí la historia del libro: - Don´t let the Pigeon drive the bus

                                    -The Pigeon wants a Puppy.
                                    -Sleepy Kittens.

   ¿Por qué? _____

   c) No, no entendí ninguna de las historias. ¿Por qué?_____

**7. ¿Crees que las imágenes presentadas en los libros te ayudaban a entender lo que estaba pasando en las historias?**

   a) Sí, gracias a las imágenes podía entender mejor la historia.¿Por qué?
   _____
   b) No, no necesité de la ayuda de las imágenes para entender la historia. ¿Por qué?_____

   c) Aún con las imágenes presentes no entendí nada. ¿Por qué?_____

**8. ¿Crees que el inglés usado en los libros ilustrados para niños era fácil de entender para tí?**

   a) Si. ¿Por qúe?_____
   b) No. ¿Por qué? _____
   c) Algunas veces ¿Por qué?_____

**9. ¿Te gustaban las guías usadas en clase?**

    a) Sí, si me gustaban las guías usadas en clase. ¿Por qué?_____

    b) No, no me gustaban las guías usadas en clase. ¿Por qué?

_____

**10. Las instrucciones dadas en las guías hechas en clase eran:**

**11.**

                        a)     Claras ¿Por qué?_____
                        b)     Difíciles ¿Por qué?_____
                        c)     Otra_____

**12. ¿Crees que el inglés usado en las guías desarrolladas en clase era fácil de entender para tí?**

    d) Si. ¿Por qúe?_____
    e) No. ¿Por qué? _____
    f) Algunas veces ¿Por qué?_____

**13. ¿Qué es lo qué más te ha gustado de tu clase de inglés?**

_____

**14. ¿Qué es lo que menos te ha gustado de tu clase de inglés?**

_____

**15. ¿Te gustaría seguir leyendo libros ilustrados para niños en inglés?**

    a) Si ¿Por qué?

        _____

b) No. ¿Por Qué? _____

**16.¿Qué otro tipo de actividades te gustaría hacer en la clase de inglés?**

o Actuar en inglés ¿De qué temas?_____
o Cantar en inglés ¿De qué temas?_____
o Obras de teatro con títeres en inglés ¿De qué temas?_____
o Leer otros libros en inglés ¿De qué temas?_____
o Escribir cuentos en inglés ¿De qué temas?_____
o Hacer presentaciones en grupo en inglés. ¿De qué temas?_____
o Juegos en inglés ¿Cómo cuáles?

_____
o Actividades en el computador en inglés ¿De qué tipo?_____
o Crucigramas, adivinanzas, deletrear palabras
o Si tienes alguna otra sugerencia ¿cuál sería?_____

## Appendix H

### Survey # 1 Samples

**Sample 1 (top left):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. X
b) Me gusta trabajar solo o sola.
c) Me gusta trabajar con la profesora. X
d) No me gusta hacer nada.

7. Marca con una X los elementos que tienes en tu casa:

a. Computador.
b. Consolas de videojuegos (play station, wii, Nintendo, Xbox)
c. Internet X
d. Celular
e. Tablet X
f. Televisor X

**Sample 2 (top middle):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. X
b) Me gusta trabajar solo o sola.
c) Me gusta trabajar con la profesora. X
d) No me gusta hacer nada.

7. Marca con una X los elementos que tienes en tu casa:

a. Computador. X
b. Consolas de videojuegos (play station, wii, X Nintendo, Xbox) X
c. Internet X
d. Celular X
e. Tablet
f. Televisor X

**Sample 3 (top right):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. X
b) Me gusta trabajar solo o sola. X
c) Me gusta trabajar con la profesora. X
d) No me gusta hacer nada.

7. Marca con una X los elementos que tienes en tu casa:

a. Computador.
b. Consolas de videojuegos (play station, wii, Nintendo, Xbox)
c. Internet X
d. Celular
e. Tablet
f. Televisor X

**Sample 4 (bottom left):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. √
b) Me gusta trabajar solo o sola. X
c) Me gusta trabajar con la profesora. √
d) No me gusta hacer nada. X

7. Marca con una X los elementos que tienes en tu casa:

a. Computador. X
b. Consolas de videojuegos (play station, wii, Nintendo, Xbox) √
c. Internet X
d. Celular √
e. Tablet X
f. Televisor X

**Sample 5 (bottom middle):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. X
b) Me gusta trabajar solo o sola.
c) Me gusta trabajar con la profesora. X
d) No me gusta hacer nada.

7. Marca con una X los elementos que tienes en tu casa:

a. Computador. X
b. Consolas de videojuegos (play station, wii, Nintendo, Xbox)
c. Internet X
d. Celular X
e. Tablet X
f. Televisor X

**Sample 6 (bottom right):**

6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar?
Marca con X cómo tu prefieres trabajar.

a) Me gusta trabajar con mis compañeros. X
b) Me gusta trabajar solo o sola. X
c) Me gusta trabajar con la profesora.
d) No me gusta hacer nada.

7. Marca con una X los elementos que tienes en tu casa:

a. Computador. X
b. Consolas de videojuegos (play station, wii, X Nintendo, Xbox)
c. Internet X
d. Celular X
e. Tablet X
f. Televisor X

**6-Cuando estás haciendo actividades en clase ¿Cómo te gusta trabajar? Marca con x como tu prefieres trabajar**

| OPCIONES | RESPUESTAS | PORCENTAJES |
|---|---|---|
| Me gusta trabajar con mis compañeros | 22 | 88.0% |
| Me gusta trabajar solo o sola | 9 | 36.0% |
| Me gusta trabajar con mi profesora | 19 | 76.0% |
| No me gusta hacer nada | 3 | 12.0% |
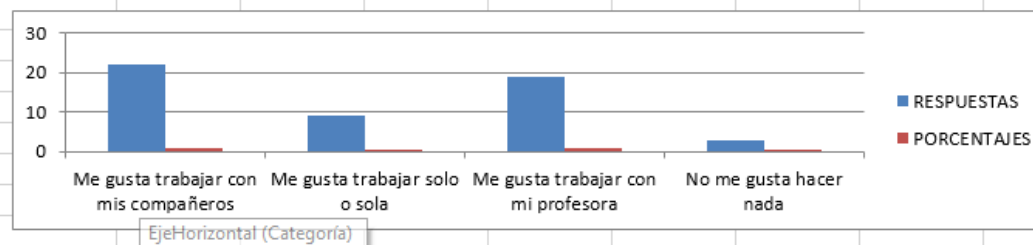
**7. Marca con una x los elementos que tienes en tu casa:**

| OPCIONES | RESPUESTAS | PORCENTAJES |
|---|---|---|
| Computador | 19 | 76.0% |
| Consolas videojuegos (Play Station, Wii Nintendo, X-Box) | 12 | 48.0% |
| Internet | 20 | 80.0% |
| Celular | 20 | 80.0% |
| Tablet | 19 | 76.0% |
| Televisor | 22 | 88.0% |
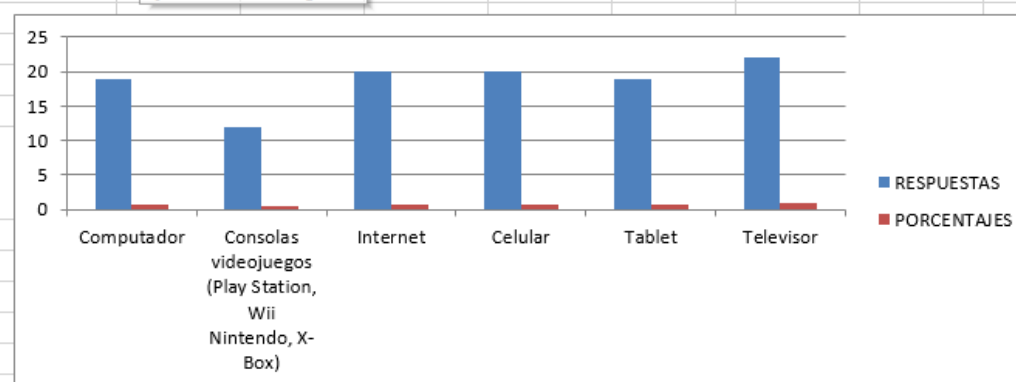
# Appendix I

## Diagnosis Samples

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**Sample 1 (left column):**

my name: Nathaly sofia G. C.
my age: eight years old
my grade: 202

### DIAGNOSIS

#### GRAMMAR AND VOCABULARY

1. What is this?

- A plane ✓
- A Train

- A pencil ✓
- A pen

- A boy ✓
- A girl

- A tree ✓
- A car

2.

If I tell you Hello, you tell me:
- Hello
- Good bye ✓
- Thank you

If I tell you How are you?, you answer:
- I am fine. Thank you ✓
- I am 6 years old
- I have two dogs.

#### LISTENING

What letter do you hear?
- A
- C ●
- G

What number do you hear?
- 1
- 5
- 10 ●

What color do you hear?
- Black
- Yellow ●
- Green

What word do you hear?
- Apple ●
- Book
- Teacher

#### SPEAKING AND WRITING.

Describe yourself then share it with the rest of the class.
My name is Kamila I am seven years old. I like to skate
My Favorite color is blue My favorite food is sanduche

---

**Sample 2 (middle column):**

my name: Isabella
my age: 7 years old Seven
my grade: 202

### DIAGNOSIS

#### GRAMMAR AND VOCABULARY

1. What is this?

- A plane ✓
- A Train

- A pencil ✓
- A pen

- A boy ✓
- A girl

- A tree ✓
- A car

2.

If I tell you Hello, you tell me:
- Hello
- Good bye (circled)
- Thank you

If I tell you How are you?, you answer:
- I am fine. Thank you (circled)
- I am 6 years old
- I have two dogs.

#### LISTENING

What letter do you hear?
- A
- C ●
- G

What number do you hear?
- 1
- 5
- 10 ●

What color do you hear?
- Black
- Yellow ●
- Green

What word do you hear?
- Apple ●
- Book
- Teacher

#### SPEAKING AND WRITING.

Describe yourself then share it with the rest of the class.
My name is Jona I am Seven years old. I like to play
My Favorite color is Red My favorite food is elpageis

---

**Sample 3 (right column):**

#### READING

Hello! My name is Carlota. I am 8 years old. I like apples and bananas. I have two dogs and three cats. I have a big house. In my house, there are big trees. I have black hair and blue eyes.

1. Her name is
   a) Carlota (circled)
   b) Cat
   c) Marcos

2. Carlota is
   a) 10 years old
   b) 6 years old
   c) 8 years old (circled)

3. Carlota likes
   a) Apples and bananas (circled)
   b) Cars and trains
   c) Dogs and cats

4. Carlota has
   a) A small house
   b) A short house
   c) A big house ✓
   d) A black house.

#### READING

Hello! My name is Carlota. I am 8 years old. I like apples and bananas. I have two dogs and three cats. I have a big house. In my house, there are big trees. I have black hair and blue eyes.

1. Her name is
   a) Carlota (circled)
   b) Cat
   c) Marcos

2. Carlota is
   a) 10 years old
   b) 6 years old
   c) 8 years old (circled)

3. Carlota likes
   a) Apples and bananas (circled)
   b) Cars and trains
   c) Dogs and cats

4. Carlota has
   a) A small house
   b) A short house
   c) A big house (circled)
   d) A black house.