

Application of advertisements

APPLICATION OF ADVERTISEMENTS FOR TEACHING WRITING SKILLS

by

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ABSTRACT

Although there are various researches about the use of authentic materials for teaching English, such as the use of realia, songs, videos, and cartoons to master in vocabulary and grammar. The implementation of advertisements taken from magazines for teaching writing skills is limited. In this work, was analyzed the employment of this kind of authentic material to develop the writing abilities within a group of beginners. This study showed the advantages of the use of these tools regarding the traditional aids. In addition, it was proposed a list of activities to train the mentioned skills.

## RESUMEN

Aunque existen varias investigaciones sobre el uso de materiales auténticos, para la instrucción del inglés, como el uso de realia, canciones, videos, y dibujos animados para enseñar especialmente vocabulario y gramática, es muy escasa la implementación de avisos publicitarios tomados de revistas para la enseñanza de la habilidad escrita. En este trabajo se analizó el empleo de esta clase de materiales auténticos para la enseñanza de la escritura, en un grupo con un conocimiento del inglés escaso. Este estudio dio a conocer las ventajas que tiene el uso de estas herramientas de instrucción en relación con las tradicionales. Además, se proponen algunas actividades basadas en anuncios publicitarios para desarrollar esta habilidad.

## CHAPTER 1: INTRODUCTION TO THE STUDY

### Introduction to the Problem

Through history, language teachers have witnessed dramatic changes in the way that languages are taught. The focus of instruction has broadened from the teaching of discrete grammatical structures to the fostering of communicative ability. Creative self-expression has come to be valued over recitation of memorized dialogues. Negotiation of meaning has come to take antecedents over structural drill practice. Comprehension has taken on new importance, and providing comprehensible input has become a common pedagogical imperative. Culture has received, renewed interest and emphasis, even if many teachers remain unsure how best to teach it, and to develop the four skills (reading, writing, listening and speaking) (Kern and Warshauer, 2000).

Nowadays, writing skills require a special attention owing to globalization, communication and information technology in order to have access to scientific and non-scientific texts that allow students a cultural and a communicative exchange (Block, 2001).

In this way, the development of writing has incorporated authentic texts (e.g., advertisements and realia) alongside pedagogical texts, in order to develop a contextualized communication for teaching a new language (Kern and Warshauer, 2000).

As can be seen, there are studies of the use of different authentic materials (e.g., songs, newspapers, and articles) that facilitate teachers to deal with different activities in the classroom. Authentic materials help us achieve the aims of enriching students' experiences in the learning and in the use of English, sensitizing them to the employment of this language in real world. This also helps to generate a learning strategy for learning not

only English, but also other subjects. Authentic materials are characterized by the genuineness of time, location and people. With materials that are current events in realia and happenings in familiar places, students may find it easier to relate the events to their own experience or knowledge, and be able to appreciate the use of language in these materials. Authentic sources serve the teacher and the student well, in that they can offer contexts with which students have contact.

With this in mind, this research is focused on the intensive use from image advertisements (ads) taken from magazines for teaching writing skills, which enable the learner to plan and rethink the communication practice, since writing is a thinking process. Students can get these advertisements easily because they offer interesting, and specific information with images that help pupils figure out the message. Besides those ads have a comprehensible and a simple vocabulary that provides people who attend language classes the opportunity to organize different linguistic and communicative activities (Peacock, 1995).

### *Problem Statement*

In the majority of Colombian High Schools, the writing skills teaching has been expanded using pedagogical texts. With those texts, students just memorize grammar structures and create isolated sentences without sense rather than write real communication. This fact not only discourages learners but also is a difficulty for practicing writing skills. This practice is out of the writing and reading process, which is a fundamental aspect for comprehension and production of texts.

When teaching writing skills, it is important to write something related to real world. Advertisements show what learners have seen once before; therefore, they relate the events to their own experiences or knowledge. Image advertisements are easy to read and the most relevant issues about these sources are the images rather than the written part itself, which is appealing to the students, since they like to see colorful things on a paper. Also, they can appreciate the different use of language on the ads.

This type of authentic material serves as a bridge between the classroom and the outside world with a collaborative effort between the teacher and the student so that the learning experience can become a constructive and fulfilling learning (Wong, Kwok and Choi, 1995).

#### *Research Question*

What is the result obtained in writing skills by 8<sup>th</sup> grade students in La Normal Superior de Pasto High School when applying image advertisements taken from magazines?

#### *Hypothesis*

Application of the advertisements as authentic materials improved writing skills.

#### *Justification*

When teaching English, it is crucial to search for materials that contribute to students' understanding and communication in an oral or in a written way within a real situation; the

chosen materials must be significant for students to acquire the language based on true circumstances. Likewise, the teacher, besides choosing the materials, must establish a purpose to apply this source. In institutions, the teacher must be conscious of having a variety of tools to present to the class; not only using the marker and board, but also looking for other aids to facilitate the learning in the classroom. Thus, pupils have a means of thinking what they see and read without looking for ideas out of the blue which are useless in the development of a class.

Therefore, this research not only will provide theoretical knowledge about the use of ads as authentic materials, but also open the methodological and pedagogical possibilities for teachers to motivate learners in the writing skills development. Hence, teachers leave textbooks focusing on communicative reality where teachers find a variety of messages for using the target language.

On the other hand, after the implementation of advertisements in teaching writing skills, it is a fact that the correct use of them facilitates and improves writing for understanding and producing it in real communication contexts.

### *OBJECTIVES*

#### *General Objective*

To apply image advertisements taken from magazines as authentic materials for teaching writing skills.

*Specific objectives*

To describe the students likes and expectations for writing skills learning.

To identify the current materials used by teachers to teach writing skills and how those aids are used.

To experiment writing skills teaching using advertisements taken from entertainment magazines.

To analyze and compare the found results taking into consideration theoretical background and research data.

To propose the use of activities with ads for teaching writing skills.

*Limitations*

One limitation found in the treatment development of the advertisements was to get the overhead projector on a specific time. Since as there was one for all the high school, it was necessary to postpone some activities. Also, although the established time to carry out the treatment were two months, it was necessary to extend it because of the high school festivities.

## Definition of Terms

### *Authentic Material*

It is a material that is not made for academic purposes but for entertaining or informing.

### *Pedagogical Material*

It is a material made for teaching and learning purposes such as a textbook.

### *Advertisements*

Ads are a key component of all modern economies (i.e., consuming up to the three percent of their national incomes), it is the preponderant element in the modern electoral politics, and almost completely dominates the modern print and electronic media of mass communication (Bahr and Johnston, 1995).

On the other hand, talking about language teaching, Gardner (2000) states that an ad is a useful tool to develop language learning, specially writing skills in an effective and real way.

### *Skills*

It is an ability to do something; in this research a skill has to do with the way a student writes, speaks, reads or listens to.



*Writing Skill*

It is the ability that learners have to communicate their ideas in a written way.

*EFL*

(English as a foreign Language). It is the language that students use just in the classroom.

*ESL*

(English as a Second Language). It is the language which takes place in the context that is spoken.

*Realia*

They are Real World Objects that we use daily.

*Role-play*

It is a performance which is acted by students in a determined role or situation.

*Task*

It is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language in which their attention is particularly focused on meaning rather than form (Nunan, 1989).

## CHAPTER 2: REVIEW OF LITERATURE

### *Application of Advertisements for Teaching Writing Skills*

#### *Authentic Materials Background*

In English as a Foreign Language (EFL settings), writing is one of the most developed skills; that is why it is important to know how sources containing authentic materials help students write within real contexts.

The use of authentic materials through English teaching methods history begins in 1970 with Total Physical Response (TPR) and Communicative Language Teaching (CLT) which include realia (i.e., real world objects) among their teaching materials. Although, the concept of authenticity in relation to materials within language teaching was born with Content Based Instruction (CBI). This approach makes an intensive use of authentic texts to teach English in a real context. After that, the implementation of these materials is more usual in language teaching (Richards and Rogers, 1986).

#### *Definition of Authentic Materials*

Most of the teachers around the world agree that authentic materials are beneficial to the language learning process (Martinez, 2002), so the question that arises at this point is, what are authentic materials? Nunan (1999) defines authentic materials as spoken or written language data that have been produced in the course of communication, and not specifically written for purposes of language teaching. Another definition is that authentic materials are tools, which are not designed to teach but they are created for other goals like informing or

entertaining (Richards and Rogers, 1986). In fact, employing authentic materials by people who learn a foreign language can reinforce the direct relationship between the language classroom and the outside world (Martinez, 2002).

### *Classification of Authentic Materials*

Once the definitions of authentic materials are set, it is precise to categorize those aids. According to Martinez 2002, authentic materials may be classified in: Authentic Listening Viewing materials which include TV commercials, quiz, shows, cartoons, news, clips, comedy shows, movies, soap operas, professionally audio taped, short stories, novels, radio, advertisements, songs, documentaries, and sales pitches. In authentic visual materials, slides photographs, painting, children's artwork, stick-figure drawing wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and x-rays. In addition, authentic printed materials include newspapers, articles, movie advertisements, astrology, columns, sports, reports, obituary columns, advice columns, lyrics from songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules. Finally, in realia used in (EFL) or English as a Second Language (ESL) classrooms, there are coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets. These resources are useful to develop not only writing but also all the language skills.

*Tasks with Authentic Materials*

In addition, to start with the use of those materials in practice, Clarke (as cited in Martinez, 2000) proposes some tasks that students can do with authentic materials according to their level (i.e., beginner, intermediate or advanced students). In sample tasks such as want advertisements, a series of four-five want advertisements can be used with adults who say which of the jobs they could qualify. For intermediate students, they can write an application letter, and advanced learners may discuss who in the class could succeed for the job and why, re-write the advertisements or role-play job interviews. With treasure hunt, pupils get a news or magazine article and a sheet of paper with a series of questions so that they look for certain items such as dates, events, where people are involved. Working with menus, learners willingly get implicated in a role-play where one is a waiter/tress and two or three students are the customers. Students are supplied with the necessary functions and structures to carry out a different task. In travel brochures, apprentices make groups of four or five, they are given travel brochures of interesting places and they are to design a 'phoney' brochure of an invented place. They include a mixture of characteristics of that place (e.g., spaghetti is the typical food; you can visit a theme park, and drink vodka). These tasks can become suitable for developing abilities when managing the language because they are related to the students' own life. The tasks can become suitable for developing abilities in managing the language because they are related to the students' own life (Martinez, 2002).

*Advantages and Disadvantages of Authentic Materials*

Authentic materials as all the other tools which are important to develop a class have some pros and cons. Gebhard (1996) sees authentic materials as a way for contextualizing language learning since students tend to focus more on content and meaning rather than on the language itself. Authentic materials offer students a valuable source of language input, so that they are not exposed just to the language presented by the text and the teacher. Furthermore, Melvin and Stout (1987) find an overall increased motivation people attending a language course have to learn, as well as a renewed interest in the subject matter. When using those sources, pupils increase their motivation as well as their interest in the class, they simulate that they go to the city where the English is spoken and develop a schedule during a common day. Following this, students gain more confidence working directly with authentic materials; they also report an increment in understanding the practical benefits of being able to use the language in real world scenarios. Moreover, learners practice the skills they would need outside the classroom, and they have plenty of opportunities of learning about culture beyond their own. Consequently, authentic materials are needed in the classroom due to the wide disparity that is often found between materials developed specifically for English language teaching and authentic communication. However, those gears face some problems taking into account students' level. Richards (as cited in Martinez, 2002) points out alongside with the disadvantages, that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Also, Martinez (2002) mentions that authentic materials may be culturally unfair and too

many structures can be mixed, causing lower levels to have a hard time decoding the texts and the materials can become outdated easily (e.g., news). More to the point, there are many headlines, adverts, signs, that can require good knowledge of the cultural background. Instances of this abound in the media such as headlines that many times use abbreviations.

### *Advertisements Background*

As this paper is focused on authentic materials, it is necessary to specify the research topic, which is advertisements taken from magazines. To begin, many historians have begun such early forms of advertising-inscriptions on clay-tablets papyrus in ancient times or town cries in the middle age. Later, industrialization and advertising came of age in the late 1800's. People knew what things were and where they came from. In the emerging industrial society; however consumers confronted hundreds of new and unfamiliar innovations. The purpose of many of these products was unknown, the benefits were difficult to deserve and the characteristics were constantly changing. Further, while urbanization brought people together into communities, those communities were heterogeneous (since many were comprised of immigrants) and personally anonymous. Customs and traditions no longer defined ways of every day life. Mass media began to diminish personal contact, and advertising provided guide lines for identity, for healthy people to define who they were, where they belonged, and what they might become. Today, marketers often suggest that advertising responses to consumer needs, yet history shows that selling not only searches to sell any kind of product, but can also redirect consumer

demand. Early manufacturer understood that under the right circumstances marketers could be creative. In order to offer safety razor blades. Advertisements helped people adjust to an increasingly urban world (Bahr and Johnston, 1995).

#### *Definition of Advertisements*

Once the history of advertising is stated, the same authors establish the definition of this term, they say that ads are a key component of all modern economies (i.e., consuming up to the three percent of their national incomes), it is the preponderant element in the modern electoral politics, and almost completely dominates the modern print and electronic media of mass communication.

On the other hand, talking about language teaching, Gardner (2000) states that an ad is a useful tool to develop language learning, specially writing skills in an effective and contextualized way.

#### *Classification of Advertisements*

To continue, advertisements are classified into two broad classes. The first type of ad is informational which is essentially factual in nature designed to provide accurate information regarding the product or service offered or solicited by advertisers (e.g., prospectuses detailing new issues of securities by publicly-held corporations; help wanted or retail store ad in newspapers and mail-order catalogs). And the second type is image ads that intended to influence attitudes through the presentation of carefully designed pictures,

symbols, and slogans (e.g., drinks, perfumes, cigarettes, political campaign, food, jewels and clothes). These kinds of ads present relevant factual information, especially regarding price, is conspicuous by its absence.

Returning to its history, in the past, ads were made with words and images but now, with television, the most important features about the advertisements are the images that show us the whole product. In addition, the media is another tool for advertising. It must be evaluated to determine the best environment for a message given the product, consumer, creative strategic, competition, and budget constraints. Also, magazines provide the ability to reach a wide general audience. The key characteristic of them is selectivity. Most of the nearly 12,000 magazines published each year are highly specialized publications and target narrowly defined audiences with an editorial content or a particular interest to them (e.g., *Runner's world* publishes its annual running shoe edition, while *Ten Beat* features an article of the latest pop music idols). Magazines create a unique relationship between an ad and editorial content. Readers perceive magazines to be authoritative and highly credible, and the idea that readers' involvement with an editorial matter carries over to involvement with the ad is appealing to advertisers (Bahr and Johnston, 1995).

#### *Writing Tasks and Assignments with Advertisements*

In language teaching, these ads provide very useful tasks to carry them out in the classroom. Martinez (2002) proposes some tasks with ads from magazines, learners can guess the product; in this task, teachers cut out ads from magazines, hide the product being



advertised, and show them one by one to see if they can guess the product. To practice specific vocabulary, teachers give learners three or four options per advertisement. Another example involving magazine ads, is making groups of three or four given them an ad per group. They are to imagine they are working for an advertising agency and compare the ads taking into account the texts and the photographs. Learners are to decide which is the best and which is not so good. Then, they redesign the ad that is not so good. Ads with short texts are used with beginners whereas; those containing more complex texts are for intermediate or advanced students.

Besides tasks, there are some assignments that ask pupils either to write ads themselves or to think critically about the ads that they see in the media around them. Firstly, with English language activities, students must choose a word from an ad, then they must analyze it in terms of meaning and use. Later, they must write a paper that explains everything they have learnt about the world and sharing this information with others. In grammar exercise; first, teachers divide the original ad text into fragments; afterwards, teachers give learners a fragment, they must create a coherent message with those fragments. At the end, teachers give them the complete text; and all of them discuss about the whole message of the ad. Working with old magazines learners can assume that they belong to an advertising agency and their job is to create a classification system that explains the kinds of ads in particular magazines to help account executives determine whether their client's products, would fit in the magazine. When students have divided all the ads, they must write a paper that explains their classification system. In audience analysis, learners think about the paper

they are working on, and the ways that their knowledge of ads and stories on television, newspapers and magazines can help them learn more about their readers.

Once people who attend language classes think about what they know about the readers based on where a similar ad or a public service announcement would appear, they have to think of similar things that learners have seen. How do they get and keep the readers attention? What techniques can learners use? Using red ribbons week, students find four or five printed ads for alcohol or tobacco, and analyze the ads based on words as why, who, where, and how. With creative writing activities, teachers choose an ad from the classified section of a recent newspaper; they are to use those ads as the starting point for a short story that explores people and situations behind the ads (Gardner, 2000).

#### *Writing Development Background*

When considering the development of writing, it is seen that a very large number of the languages found in the world today are only using the spoken form relegating the written one. Therefore, the development of writing, as it is now known, is a relatively recent phenomenon. Human attempts represent information visually back to cave drawings which were made at least 20,000 years ago, or to clay taken from about 10,000 years ago which have been an early effort at bookkeeping, but these artefacts are best described as ancient precursors of writing. Writing which is based on some type of alphabetic script can only be traced back to inscription dated around 3,000 years ago. Much of the evidence used in the reconstruction of ancient writing system comes from inscriptions on stone or tablets found in the rubble of ruined cities (Yule, 1985).

Hence, there are many legends and stories about the invention of writing although those are delightful stories; it is evident that before a single word was written, uncountable billions were spoken. The invention of writing comes relatively late in human history, and its development was gradual. It is highly unlikely that a particularly gifted ancestor awoke one morning and decided “today I will invent a written system”(Fromkin, Rodman and Hyams, 2003. *An Introduction to Language*. (7<sup>th</sup> ed.). New York: Thomsom Heinle.)

Nowadays, writing is the result of employing strategies to manage the composing process to develop a text. It involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading, and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers (Hedge, 2000).

#### *Techniques for Getting Started*

One of the hardest tasks in writing is getting started. In the general EFL classroom, when tasks are set for practice purposes, teacher must help students get their ideas together (Hedge, 2000). For this reason, some invention strategies have been established to generate ideas. Those techniques facilitate students to produce ideas and commence their writing. These strategies are: Brainstorming that is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject. It generates ideas for more materials than any one student is likely to think of on his or her own. Students can use any or all the information when turning to the preparation of the first draft. The

second technique is listing. Unlike brainstorming, listing can be an individual exercise. As a first step in finding an approach to a particular subject area, the students are encouraged to produce as lengthy a list as possible of all the main ideas and subcategories that come to mind as they think about the topic at hand. The third technique is Clustering that begins with a key word or central idea in the center of a page or on the board around which the students or teachers by using students generated suggestion quickly jots down all of the free associations triggered by the subject matter, using words and the short phrases generated. Unlike listing, the words and phrases generated are put on the page or on the board in a pattern which takes shape from the connection the writer sees as each new thought emerges. The last technique is freewriting, the main idea of it is that students write for a specific period of time without taking their pen from the page (usually about three minutes for a first attempt and then for about five to eight minutes). Learners should be asked to practice with all these techniques in order to see how each one helps to generate texts and shapes a possible approach to a topic. The purpose of these techniques is for students to feel that they have several ways to begin an assigned writing task in an effective way (Olshtain et al., 1970)

#### *Activities during the Writing Process*

As it is said, writers become involved in a number of activities during the writing process. According to Hedge (2000) there are some activities that characterize the writing process, one of them is planning. It involves thinking about the purpose of the

writing, its organization and an appropriate style for the readers. The second activity is revising, which includes two steps; reflection and writing. During reflection; writers may reread the sentences at the original plan and think about how to express the next set of ideas. After writing part of the draft, they may review the text in order to make additions, deletions, and rearranges for improving that piece of writing. The last characteristic is producing reader's base prose. Writers must be aware of their reader. They think about what the readers need to know, how to make clear and accessible information, and what an appropriate style is. Good writers are sensitive to the audience of their writing. Those activities are necessary to improve the writing ability so that learners know how to communicate data in a clear mode.

### *Writing Tasks*

Furthermore, it is essential to mention some tasks, which help learners to develop the writing skills. Professor must encourage students to define by themselves the message they want to send and the audience who will receive it. They must be motivated, stimulated, and interested in doing them, and also be of an appropriate level for pupils (Ur, 1996). Consequently, there are firstly some important writing tasks developing communication tools such as task description that presents learners with the goal of the task and its importance. Audience description guides students in developing an understanding of the intended audience, their background, needs, and expectations. Content description presents students with possible content areas that might be relevant to the task. Format cues help students planning the overall organizational

structure of the written product. Linguistic cues help pupils make use of certain grammatical structures and vocabulary choices, and spelling and punctuation cues aid students focus their attention on spelling rules and on guiding them to use acceptable punctuation and capitalization conventions. Those tasks enable to centre on both accuracy and content of the message, to have a complete draft about a specific topic.

Secondly, Practical writing tasks, which are procedural in nature and have a predictable format, provide learners an opportunity to combine some spelling rules with morphological rules and with the logical creation of meaningful messages. Those practical tasks are things to do (e.g., buy a present, write an invitation.); things completed (e.g., planned the games for the party); notes and messages that are left for another person. Thirdly, Emotive writing tasks which are concerned with personal writing (e.g., letters, personal journals and diaries) When dealing with those tasks, it must be emphasized in punctuation, spelling of appropriate phrases, expressions, and spelling of past tense forms (i.e., narrative format). Fourthly, school-oriented tasks, in which students learn to write to other readers different from their teachers, who need to get the information being imparted exclusively via writing. All of these writing activities should be paid attention, both at the linguistic accuracy and at the message transition level. It is the combination of content and organization with accepted formal features that will lead learners to a better utilisation of the writing skills in the future use of the language. Finally, dialogue journal, which is used at the early stages, enables students, and teachers to interact on a one to-one basis at any level and any

learning context. The dialogue journal enables beginners to generate some personal input and receive the teacher's direct feedback on it. It can be done via-email and the communication between students and teachers can take on this more modern form of interaction. Those tasks provide a variety at all levels; in addition, they provide chances to focus on both linguistic accuracy and content organization which are important for effective use of writing (Olshtain et al., 1970).

#### *Authentic Materials for Teaching Writing Skills*

When using authentic materials such as ads for teaching writing skills, Stearns (2000) claims that there are some guiding principles which help students to encourage their own writing process. Newspapers articles, research reports, web-based documents or public service publications are relevant for students' lives. Those sources engage and support students to participate in all parts of the writing procedure, including assessment of progress. They create a learning environment using groups, cooperation and peer learning, besides teaching grammar and mechanics in the context of authentic materials, exploring possibilities for authentic writing opportunities for students; taking risks as teachers, even if it means appearing unprepared or knowledgeable about a particular subject.

To conclude, as writing skills require students to be motivated in order to develop writing, it must keep in mind the purpose; think about the fact pupils will need to select the most relevant to that point, and about how to organize those facts in a

coherent form (Campbell & Allen, 1972). In the writing process; tasks, techniques, and the implementation of all those things with image ads as authentic materials, encourage students to get involved in it and to apply it in the classroom to the possible fullest extent because they can take responsibility for developing and improving their writing skills. As a result, they could write outside as well as inside the classroom since authentic materials enable them to interact with the real language and content rather than the form. Further, students are able to write every day, to enjoy writing as a vehicle for self-expression as well as a means of addressing effectively their social needs. Learning to write in a new language is largely a process of learning to think more clearly within the real world (Stearns, 2000).



## CHAPTER 3: METHOD

*Design of the Study*

The design was applied to fulfill the research on image advertisements for teaching writing skills with an intact group design. The learners involved in this research were teenage students in two classes, one is an experimental group that contained 44 students, 13 were female and 31 male, and the other one which was the control group contained 45 students, 21 were female and 24 male. The average age was 13, and the range from 12 to 15. These learners were part of the pre-test, while 14 women and 29 men belonging to the experimental class and 21 women and 24 men from the control class participated in the post- test.

As it was said before, the treatment of the pre-test (i.e., Application of Ads) was applied to the experimental group, while in the control group the class was carried out with pedagogical materials (marker, board and book) for a period of three months. Finally, the post-test was carried out in both groups in order to compare the results obtained in the pre-test and in the post-test by the control and the experimental groups.

This is the graphic of the intact group design

G1 T1 X T2

G2 T1 – T2

G1 Experimental Group

G2 Control Group

T1 Pre-test

T2 Post-test

X Use of Advertisements for teaching writing skills.

*Procedure*

Two groups of 47 students of 8<sup>th</sup> grade were chosen. The first group (i.e., 8-1) was taken as the experimental where image ads were applied; the second group (i.e., 8-2) functioned as a control group where traditional materials were used.

To execute the classes, 10 activities were planned; each activity was developed in the following way.

Application of image advertisements was carried out in the experimental group (i.e., 8-1 grade students). With these sources, ten activities were proposed for each advertisement per two hour class.

Announcement number nine, a man in shorts washing his boat, (See Appendix O) pupils were given ten answers in an affirmative and negative form, so that they could write the appropriate questions which ask for a specific information. This activity was handled to grade it.

The 7<sup>th</sup> advertisement is an image about people sailing in boats on the sea, (See Appendix L) learners made ten yes/no questions and affirmative or negative answers for each one. They implemented plural and singular nouns with all the persons to make the distinction among them.

The 2<sup>nd</sup> ad is a watch without numbers on it. (See Appendix D) Here, learners had to write down ten yes/no questions, they read them to the class, and their partners could answer them if they had the response, otherwise the teacher had to do it writing the questions and yes/no answers on the board. They had to do this task, using the 3<sup>rd</sup> person of singular. This ad was shown through the overhead projector for a better apprehension of this image. Also, they employed their dictionaries to look for unknown vocabulary, and the teacher and students checked and corrected the mistakes on the board.

With image advertisement number ten, a courting couple walking on the beach, (See Appendix E) pupils constructed ten sentences employing the 3<sup>rd</sup> person of plural. Then, they had to make sentences describing each person and things from the image to make the difference between the 3<sup>rd</sup> person of singular and plural with regular verbs. Also, they replaced nouns by pronouns and vice versa.

With the 4<sup>th</sup> announcement which includes a blond woman sitting on a comfortable chair, (See Appendix G) apprentices were provided a worksheet (See Appendix H) that contained characteristics of the image. They checked the wrong qualities, and the ones, which were grammatically erroneous and replaced them by the correct ones. Moreover they had to be aware about conjugating the verb and the subject to realize the difference among the sentences with the 3<sup>rd</sup> person of singular and with the other persons.

Advertisement number five, a pink flamingo wearing a scarf, (See Appendix I) was displayed to identify the 3<sup>rd</sup> person of singular replacing the noun by the pronoun. They wrote down ten affirmations with singular and plural nouns, utilizing irregular verbs in which learners required to add -es to the actions. Later, the sheets of paper were exchanged

among their classmates and each one of them corrected the mistakes and replaced the nouns by the respective pronouns. Based on the results, students inferred in an oral way and at random, what was the right pronoun for each person.

The 1<sup>st</sup> advertisement has a woman touching a cup of liquor. (See Appendix C) In this session, the trainer presented some cues on the board about what is advertised in the image, students had to guess the product and imagine what it looked like, using the 3<sup>rd</sup> person of singular. They wrote ten affirmative sentences looking at their dictionaries some words and verbs they were unfamiliar with. When they divined the ad, they were given the whole image to work individually, making descriptions of the product, the advantages and disadvantages of liquor, the presentation of it, and the opinion about this advertisement in general.

With ad number eight, a woman in black carrying a bag, (See Appendix M) students were provided ten verbs on a worksheet (See Appendix N), so that they could produce affirmative and negative sentences based on this advertisement. The verbs were irregular and regular ones. They had to conjugate them in a correct way; after that, the information was shared with the class.

With announcement number six, two women in black looking at the camera, (See Appendix J) apprentices were given a worksheet (See Appendix K) in which there were five alternatives that describe the advertisement with the 1<sup>st</sup> and 2<sup>nd</sup> person of singular and plural. According to the ad, students had to circle the appropriate options and change them into negative sentences to reinforce their knowledge, implementing sentences with the 3<sup>rd</sup>

person of singular and plural. After that, they had to answer some questions to have an idea beyond the ad.

The 3<sup>rd</sup> image ad, a young girl with a big perfume bottle, (See Appendix E) a worksheet was presented with an activity (See Appendix F). Here, negative sentences were implemented; they had to incorporate contractions in negative sentences. Students checked what there was not on the picture; they had to transform the statements into negations besides correcting them if they were grammatically wrong. Then, they added five more negative sentences working with the 3<sup>rd</sup> person of singular and making real affirmations to notice the changes when dealing with those types of sentences.

#### *Additional Activity*

In the final activity, with ten advertisements, students had to be able to identify the differences among the nouns and pronouns and the way they had to conjugate the action with a specific person in present simple. They made seven groups of five people and three groups of four. They had to write a tale with the advertisement given to each group. Also, they had to include affirmative, negative sentences, and yes/no and information questions with irregular and irregular verbs. Besides they had to use nouns and pronouns to avoid redundancy. After that, they had to read it to the class and their partners had to correct their mistakes.

On the other hand, in the control group, the same topics were developed with traditional materials as it is described in the following sessions.

*1<sup>st</sup> Session.*

The teacher explained the grammar point (Wh questions with I, You, They, We and the 3<sup>rd</sup> person of singular) on the board. The instructor did some examples on it.

The professor provided students a dialogue for them to underline Wh questions with do, then they wrote a dialogue based on it telling what things they and one of their relatives (e.g., their fathers, mothers, sisters and brothers) do everyday (See Appendix Q).

*2<sup>nd</sup> Session.*

The instructor presented the rule of yes/no questions with I, You, We and They, and gave some examples about it on the board. Then, the educator asked students to create and translate some exercises (See Appendix R).

*3<sup>rd</sup> Session.*

The teacher gave students the rule about yes/no questions with 3<sup>rd</sup> person of singular on the board. She provided some examples on it.

Students practiced the grammar creating and translating exercises (See Appendix S).

*4<sup>th</sup> Session.*

The instructor showed the rule of affirmative sentences with I, You, We and They on the board.

The teacher did some examples on the board. Students practiced the topic through a completion exercise taken from the book (See Appendix T).

*5<sup>th</sup> Session.*

The educator explained the grammar point (present simple in affirmative sentences with 3<sup>rd</sup> person of singular and regular verbs) giving the rule and some examples on the board. .

The teacher asked students to do some recognition exercises of verbs in 3<sup>rd</sup> person of singular and some translation exercises (See Appendix U).

*6<sup>th</sup> Session*

The teacher presented the grammar point (affirmative sentences 3<sup>rd</sup> person of singular using pronouns in irregular verbs) on the board. The instructor gave the grammar rule and some examples. Then, students developed some translation exercises with each irregular verb (See Appendix V).

*7<sup>th</sup> Session*

The trainer explained students how to make affirmative sentences with 3<sup>rd</sup> person of singular employing verbs ending in ch, sh, ss, s, o, x and z. The class was carried out on the board. Then students made isolated sentences about this topic on their notebooks.

*8<sup>th</sup> Session*

The instructor presented an explanation about affirmative sentences with 3<sup>rd</sup> person of singular employing verbs ending in y. Teacher made clarifications for adding or deleting y and placing es. Then, each student had to go to the board and write two examples about the topic.

*9<sup>th</sup> Session*

The teacher showed the rule of negative sentences with I, You, We and They on the board. She provided examples on it. Also, asked students to practice the grammar through the creation and *translation of negative sentences (See Appendix W)*.

*10<sup>th</sup> Session.*

The teacher explained the rules of negative sentences with the 3<sup>rd</sup> person of singular rule and provided some examples on the board. Students created negative sentences based on some affirmative sentences and some isolated verbs (See Appendix X).

*Additional Activity*

The instructor asked students to do some short presentations in groups. They explained the rules learnt in the last classes on the board in order to summarize and reinforce the topic Present Simple.

*Subjects*

This research was carried out in the Normal Superior de Pasto High School, with students from 8<sup>th</sup> grade who belonged to a medium socio-economic status.

This sample was composed by 89 boys and girls whose ages range from 12 to 15 years old (See table 1).



### *Materials*

The main materials used in this research were image advertisements, worksheets, the text book and marker, board and overhead projector. These tools were implemented in class for the students to write accurately.

### *Instruments*

In this research, it had used a survey to identify the current materials used by the teachers to give the English class, and to describe students' likes and expectations for writing skills learning.

A multiple choice pre-test was applied to identify the actual knowledge about the accuracy of the grammar point in writing. This pre-test was implemented in both groups, the experimental and control groups.

A multiple choice post-test was applied to identify the writing skills learning after implementing the image ads. This post-test established the pros and cons of the treatment, and it helped find differences between the groups in this experimental research.

Both, pre-test and post-test had the same procedure and content when they were administered. They consisted on 10 points; each one had 4 options to circle the correct statement according to the shown image advertisement.

*Variables*

*Independent variable*= Application of image advertisements

*Dependent variable*= Teaching writing skills

*Analysis*

To analyze the results of this research, it was taking into account the experimental group and the control group process. It was made first of all, in a quantitative and then, in an interpretative way in relation to theoretical review in high school and student's context.

The results were presented in the following order: survey, pre-test, and post-test.

## CHAPTER 4: RESULTS

### Survey Results

In this research, as a first step was applied a survey (See Appendix A). It had the objective to describe students' likes and expectations for writing skills learning. In addition, to identify current methods or techniques and materials used by their English teachers. Two groups of students; Experimental Group (E.G.) (i.e., 8.1) and Control Group (C.G.) (i.e., 8.2) were chosen to get this information. The total of the sample developed the same survey.

The obtained results were:

#### *Questionnaire.*

##### *Question one. Do you like English?*

It was composed by three options for students to choose, a. so much, b. a little and c. nothing (See Appendix A).

The results of this question showed that the majority of pupils like a little English language, because 49,4% (28,09% E.G., 21,35% C.G.) marked letter b. (See Table 3 and Figure 1). Nevertheless, 42,70% of the learners (19,1% E.G., 23,6% C.G.) chose option a, and only 7,87% (2,25% E.G., 5,62% C.G.) did not like English. (See Table 3 and Figure 1).

It is noticed that the difference between option a and b is low (7%) (See Table 3). Therefore, it can be said that English language has a big acceptance among high school students due to globalization and new technology. They need to know this language in order to understand different kinds of texts and they like to be involved in a new culture.

(Block, 2001). In addition, that short dissimilitude between options a and b, is because of old methods and pedagogical materials used in English classes. This fact discourages learners and difficults the practice of this language. (Why we don't, n.d.).

*Question two. What would you like to learn?.*

This point had as options the four skills, a. To write, b. To speak, c. To listen to, d. To read. More than one option was possible marking yes, no or no answer. (See Appendix A)

The results were 91% of the learners (44,94% E.G., 46,07% C.G.). They would like to speak this new language. 82% (40,45% E.G., 41,57% C.G.). (See Table 5 and Figure 2) They would like to learn to write English. This report represented the preference of the guys to learn to speak and to write in English, when they said yes to those options more times than when they say to listen to and to read. It is because as it was said before, students realized about having the necessity of communication and cultural exchange due to globalization. (Block, 2001).

*Question three. Why do you like to learn English?*

This question had five choices. a. To travel, b. To study languages, and c. To get a scholarship abroad, d. To understand magazines in English and e. To get a job abroad. Two or more answers were possible, responding yes, no or no answer (See Appendix A). The outcomes were 89,9% (46,1% E.G., 43,8% C.G.). They would like to learn English to

travel. 71,9% (39,3% E.G., 32,6% C.G.) to get a job abroad. 66,3% (34,8% E.G., 31,5% C.G.) to get a scholarship abroad (See Table 7 and Figure 3).

They prefer to learn a new language to do those activities more than to understand magazines, English or to study languages, whose products were in order 30% (14,6% E.G., 15,7% C.G.) and 53,9% (20,2% E.G., 33,7% C.G.) (See Table 7 and Figure 3).

These findings were related to the results of question two to explain why students like better to learn to speak and to write rather than to learn to listen to or to read. It is because, to travel, to get a job abroad and to get a scholarship abroad require that people dominate those skills in order to achieve them. In addition, as can be seen, for students to study language as a career or to read magazines or books in English is boring and they prefer leaving the country.

*Question four. What kind of materials did your English teacher use to give his/her classes?*

This part of the survey was composed by ten options of sources to teach English. a. Marker and board, b. Tape recorder, c. Pictures, d. Videos, e. Cassettes, f. T.V, g. Books, h. Magazines, i. Advertisements and j. Others. In this option, students added two more tools, which were dictionary and tales. Moreover, they implemented as a material, the use of dialogues which is really a technique. At this point, they should realize what materials they used in their English classes and which was the frequency of the use of them marking always, sometimes and never. More than one option was possible (See Appendix A).

The products obtained were that marker and board were intensively used by English teacher with 95,51% (47,2% E.G., 48,3% C.G.). It was followed by book with 80,90% (37,1% E.G., 43,8% C.G.) (See Table 9 and Figure 4).

In summary, the materials that are always employed in all the English classes are pedagogical and materials or tools such as cassettes, tape recorder, magazines, pictures, videos, T.V., magazines, ads and others were less employed in English classes (See Figure 4).

The following percentages represented how often they were used. Tape recorder was always used with 12,36% (6,74% E.G., 5,62% C.G.). Pictures 5,62 % ( 3,37% E.G., 2,25% C.G.), Videos 3,37% (1,12% E.G., 2,25% C.G.). Cassettes 13,48% (5,62% E.G., 7,87% C.G.). T.V 2,25% (2,25% E.G., 0% C.G. ), Magazines 12,36% (6,74% E.G., 5,62 % C.G.). Advertisements 2,25% (2,25% E.G., 0% C.G.). Others, Tales, dictionary and dialogues range 4,49% (4,49% E.G. and 0% C.G.) of use (See Table 9).

Most of those last sources are authentic materials (e.g., ads, pictures, videos, and T.V). It can be explained the lack of motivation of some students to learn English, because authentic materials are very interesting, they encourage learners to be involved in a new language within contextualized way (Martinez, 2002).

*Question five. How did your English teacher do her/his classes?*

This question had six items. a. Traditional classes, b. Presentations, c. Group work, d. Individual work, e. Role plays, and f. Others. In this option learners included to gain points,

oral answers, class participation and to go to the board. In addition, the frequency was ranged choosing always, sometimes and never. This answer was useful to recognize the techniques or methodologies used by the English teachers in their classes.

The findings indicated that teachers always do their classes in a traditional way (marker, and board) with a frequency of 85,39 % (42,7% E.G., 42,7% C.G.). It was followed by individual work with 68,54% (32,58% E.G., 35,96% C.G.), group work with 26,97% (15,73% E.G., 11,24% C.G.), role-plays with 15,73% (5,62% E.G., 10,11% C.G.) and others 3,37% ( 3,37% E.G., 0% C.G.). (See Table 11 and Figure 5).

Taking into account the last results, it could say that, although, there are many methods and techniques to teach a foreign language. Teachers prefer to use the oldest method called Grammar Translation Method (GTM), which had as materials board, marker and dictionary (Richards and Rogers, 1986). This is another cause to explain why some students do not like to study a new language. It is due to pupils find boring their English classes where they only listen to grammar rules do translation exercises and memorize lists of words (Why we don't, n.d.).

Finally, the results of this survey show that in general, students like to learn English. They prefer to learn skills as speaking and writing because of technology and globalization and in relation to their future expectations to travel, to get a job or to get a scholarship abroad. Moreover, this finding about skills was important for this research because as they liked to learn to write, the treatment was easier, funnier and more productive.

In addition, it was recognized that the most common materials used to teach English were pedagogical and the main method to do English classes is GTM. It was also important for

this work because students found interesting, different and pleasant the application of ads for teaching writing skills in a contextualized way.

### *Pre-test Results*

This pre-test was applied to intact groups, an experimental (8-1) and a control (8-2) group. In the former, 13 women and 31 men did the pre-test; meanwhile that in the latter, 21 women, and 24 men did it. In a nutshell, 89 students answered the pre-test (See Table 1).

As can be seen, this pre-test was composed by ten items for ten image advertisements (See Appendix B); those topics were developed during three months, one advertisement per week in two hours. Each one of them contained the grammar point focused on present simple with different verbs from be. This topic had been chosen since the learners from La Normal Superior de Pasto high school did not know accurately this subject matter yet. Therefore, it was indispensable to state the learners' level in this issue.

In this pre-test, learners had to circle the best statement based on the advertisement presented via the overhead projector from this institution. All the obtained results from this sample were displayed in the following way,

For the 1<sup>st</sup> advertisement, (See Appendix C) 92,14% of the students did not know how to form affirmative sentences with the 3<sup>rd</sup> person of singular because they selected letter a. 65,17% (29,21% E.G and 35,96% C.G), b. 11,24% (17,98% E.G and 1,12% C.G) and d. 7,87% (0% E.G and 7,87% C.G) (See Figure 6 and Table 13). Whereas, they did not comprehend the conjugation of an irregular verb. Just 7, 87% of the sample elected the



right statement, letter c (2,25% of 8-1 grade learners and 5,62% of 8-2 grade learners) (See Table 13 Figure 6).

With announcement number two, (See Appendix D) only 11,24% (5,62% E.G and 5,62% C.G) (See Table 13 ) of the population chose the correct yes/no question letter b, it means that pupils did not know how to use the auxiliary with the 3<sup>rd</sup> person of singular and the connection between the subject and the irregular verb when dealing with a question. 88,76% of the sample belonging to both groups circled the incorrect questions (43,82% of 8-1 and 44,94% of 8-2) (See Figure 7).

In the 3<sup>rd</sup> image advertisement (See Appendix E), 16,85% (6,74% E.G and 10,11% C.G) (See Table 13 and Figure 8) of students checked the right negative sentence letter a, proving they could not form this item since they did not notice that there is an auxiliary alongside with the negation to build a sentence. Therefore, they did not need to add s to the verb when the subject is the 3<sup>rd</sup> person of singular.

21,35% of the population from the experimental and the control class (8,99% and 12,36%) (See Table 13 and Figure 9) marked the right affirmative sentence letter a in the 4<sup>th</sup> advertisement (See Appendix F), the girl wears brown pants and a blue T-shirt. Letter b; the girl wear brown pants and a blue T-shirt letter b, had the highest percentage 60,68% (33,71% E.G and 26,97% C.G). These results showed that the apprentices did not relate the 3<sup>rd</sup> person of singular with a regular verb.

Announcement number five (See Appendix G), had 5,62% (3,37% E.G and 2,25% C.G) (See Table 13 and Figure 10) of appropriate affirmative sentences with pronouns that correspond to animals, things and objects in the 3<sup>rd</sup> person of singular with irregular verbs

letter b. It indicates that students could not conjugate the irregular verbs ending in ss. Moreover, this was the lowest percentage of this advertisement.

Advertisement number six (See Appendix H) had these results, 34,83% (12,36% of 8-1 and 22,47% of 8-2) (See Table 13 and Figure 11) of students marked the correct negative sentence letter c, they don't look happy, with the 3<sup>rd</sup> person of plural. Although, the percentage of the right answers was not lower than the other results, students had a difficulty when making negative sentences with the 3<sup>rd</sup> person of plural, referring to women.

With advertisement number seven (See Appendix I), 23,59% of learners from both courses (6,74% and 16,85% respectively) (See Table 13 and Figure 12), checked the right yes/no question letter b. These outcomes denote that they could not make these kinds of requests. They did not use correctly the auxiliary with the 3<sup>rd</sup> person of plural, and ignored that the regular verb must go in the simple form. That is why, the highest percentage had the question a, do they sails on the sea? with 52,81% (37,08% of 8-1 and 15,73 of 8-2).

The 8<sup>th</sup> image ad (See Appendix J) got 13,34% of correct the affirmative sentence letter c (5,56% of 8-1 and 7,7 of 8-2) (See Table 13 and Figure 13 ). It signifies that learners did not identify the 3<sup>rd</sup> person of singular. Even more, they did not make a relationship between the subject and the irregular verb that ends in y preceded by a consonant an accented vowel. For advertisement number nine (See Appendix K), only 21,35% (12,36% of 8-1 and 8,99% of 8-2) (See Table 13 and Figure 14) circled the proper information question letter c. Students did not note that after the auxiliary, in a question or in a negative sentence, they had to place the verb in the simple form. As well, they had to know that does is for the 3<sup>rd</sup>

person of singular. As a result, they made a mistake choosing the letter b what do Joe do? Getting the highest percentage of the results in this advertisement. 51,69% (23,60% of the 1<sup>st</sup> group and 28,09% of the 2<sup>nd</sup> group).

The last advertisement, number ten (See Appendix L), obtained 33,71% of correct affirmative sentences letter a (19,10% of 8-1 and 14,61% of 8-2) (See Table 13 and Figure 15). Students did not know that in the statement there were two persons that made the action, so the verb goes in the simple form. Then, with this confusion, letter c had the highest percentage 35,95% (22,47% of the experimental group and 13,48% of the control group).

### *Post-test Results*

This post-test was executed after the treatment which lasted three months. 14 girls and 29 boys from the experimental group, and 21 girls and 24 boys from the control group took this test that was the same pre-test. The post-test had a significant variation through the implementation of image advertisements in the treatment. As those sources were included into the development of writing skills, it was necessary to analyze and compare the found results.

In first place, advertisement number one , which contained information about affirmative sentences with irregular verbs in the 3<sup>rd</sup> person of singular, had a big improvement since in the post-test 64,77% of the sample answered the right choice letter c (45,45% of 8-1, and 19,32% of 8-2) (See Table 15 and Figure 16). While in the pre-test just 7,87% of the population selected this statement (2,25% of the 1<sup>st</sup> group, and 5,62% of the 2<sup>nd</sup> group) (See

Table 13 and Figure 16). Although the control group had an increment of 13,7% (See Figure 16) in relation to the pre-test, they still can not make affirmative sentences. Neither identifying a verb in simple form nor recognizing the present simple with the 3<sup>rd</sup> person of singular.

As can be stated, 45,45% of 8-1 students (See Table 15 and Figure 16) had a big achievement because through the task called 'guess the product' to practice vocabulary and actions (Martinez, 2002), they could infer from the image (i.e., a woman touching a cup of liquor) what she did, what was advertised, what colors the image had, and they could state if they would buy this product. Thus, apprentices were able to suggest about the advertisement using not only irregular, but also regular verbs.

The application of this ad, in the session was successful. As learners had never worked with this type of tool, their motivation increased and they were interested in guessing the item for consumption (Stout, 1987) because learners had many opportunities to write their ideas and sentences on their notebooks.

The 2<sup>nd</sup> advertisement had an augmentation of 36,16% related to the pre-test. 47,4% (34,09% of 8-1 and 12,50% of 8-2) (See Table 15 and Figure 17), circled the precise option letter b. In the control group, the class was made with pedagogical aids, (i.e., marker and board) students got bored because the explanation became monotonous. When the teacher presented this issue, they learnt it, but in practice, they could not apply what they had understood. While in the experimental class, learners could appreciate and contextualize the language learning since they focused more on what was exhibited. Therefore the results were better (Gebhard, 1996).

This group of students was surprised because the watch they were exposed was appealing to them, so with reference to it, they started to write many questions referring to the mark, the style, the price, and more about this useful article. Once the questions were prepared, they were read aloud and answered by the teacher and the pupils. They did it, responding with specific or complete information, using affirmations and negations, beginning with yes or no.

Coping with advertisement number three, and taking into account the results from the post-test, 60,23% (34,09% of the first group and 26,14% of the second group) (See Table 15 and Figure 18), picked correctly the negation letter a, but this percentage was followed by 23,86% (See Table 15) of people from the 2<sup>nd</sup> group who chose letter b 'she doesn't has a small perfume'. Here, learners could not place the verb in simple form; as a result, they made a huge mistake. This activity demonstrated that apprentices need to learn something within contextualized situations. When they see, they can write regarding to it, without thinking about unreal or invented conditions that does not bring the outside world into the classroom (Martinez, 2002). Thus, the control group was limited to make affirmative sentences and change them into negations. In that case, there was a noticeable lack of attention to the subject matter, and the learning became weak as pupils passed mechanically from a sentence form to another, they did not have the opportunity to think beyond this exercise.

On the other hand, the experimental course, had a different activity, learners were able to compare the sentences they wrote with the image they were presented. Besides checking what was not set on the picture, they had to add more false sentences and correct some

mistakes the learners committed. The activity was handled to the instructor, and the revision of it was fine because students really managed this theme in general terms.

In 4<sup>th</sup> advertisement, there was a significant progress; 69,32% of the students from both groups (43,18% of EG, and 26,14% of CG) (See Table 15 and Figure 19) comprehended the topic concerning to affirmative sentences in option a. The outcomes showed that people from 8-2 did not detect that the verb must end in s. the complication matrix was that the subject matter was guided in a deductive way. While in the 2<sup>nd</sup> set, learners could see the same, but with an authentic visual material (Martinez, 2002). This colorful tool served to develop writing skills. In addition, as ads present people products, politics, sports, and short information; (Bahr and Johnston, 1995) apprentices could write on their papers about the mark and the image. It had a favorable reception since the group was talking and making notes about more articles belonging to this mark, choosing the ones they liked the most and the products they acquired. Although this class took another way, due to this mark, students accomplished the goal when checking the activity. Moreover, they employed colors and clothes they possessed. The mark was not an obstacle, as opposed with other difficult language and structures that only a specific audience can understand (Martinez, 2002) because they knew it and wanted to share with their partners what was their opinion about it.

In the 5<sup>th</sup> ad, there was an important progress, 73,86% of both groups (45,45% of 8-1, and 28,41% of 8-2) (See Table 15 and Figure 20) recognized how to deal with pronouns choosing the letter b. The increment was 68,24% in relation to the pre-test. Here, pupils felt comfortable because they checked their classmates' works through easy questions. They

analyzed the ads implementing words like why, who, where, and how (Gardner, 2002). The problem with this ad was the written part on the image. They did not know if they could use that vocabulary or suggest what they saw. This task contained some irregular verbs that were a little difficult for them, but with practice, it was improved. Unlike the 1<sup>st</sup> class, the control set was given the translation of verbs which made them get confused with the Spanish form.

The 6<sup>th</sup> ad, also showed valuable results. 86,37% (42,05% of 8-1 and 44,32% of 8-2) (See Table 15 and Figure 21) noticed the grammar point in option c, but the control group obtained better results since as they did not know clearly the grammar, they marked the point at random and the hazard worked. This topic was improved with 51,54% against the pre-test. The task was challenging because they were to imagine things did not belong to the picture. Generating ideas throughout brainstorming was applied in the class. Students shared with their classmates what they picked from the ad (Hedge, 2002). On the other hand, learners from 8-2 made examples without support obtaining decontextualized outcomes out of realia. This activity; although was profitable, had some inconveniences. Students got confused about negative sentences and questions because both presented the auxiliary does. Therefore, it was necessary to clarify this point using examples from the image.

The results of advertisement number seven described that 82,95%, (45,45% and 37,50% of both groups) (See Table 15 and Figure 22) recognized yes/no questions choosing letter b. In the diagnostic proof, students showed that they had problems with this topic, and the results were low, but it was increased by 59,36% respecting to the pre-test. The aid used in

the experimental group, served as a means of talking about sports and the risks people overcome if they are not professional. Here, students were able to write regarding the sports they practiced and their preferences. Furthermore, the title of the ad contained linguistic cues helped students understand it better and learn specific vocabulary (Ur, 1996).

Advertisement number eight, got a percentage of 43,18% of the first group and 36,36% of the second group) (See Table 15 and Figure 23) in option c. It indicates that there was an increment of 66,05% comparing the results of both tests. In this session, pupils from 8-1 were allowed to share with their classmates what they had understood through the cooperation and peer learning. Hence, at the beginning, pupils had chances to write authentic sentences without taking into consideration possible mistakes (Stearns, 2002). The faults they made were crucial for the reason that through them, apprentices identified the incorrect aspects they did not apprehend at first. And also, helped their coworkers notice their inaccuracies.

The outcomes of advertisement number nine were, 37,50% of 8-1 and 39,77% of 8-2 (See Table 15 and Figure 24) in letter c. Although the results were higher in the control group than in the experimental group due to the hazard, it had an improvement respecting the pre-test. With this figure, learners were able to think about questions and answers that ask for information. Additionally, students described things they liked and what they wanted to do. At first, this job was not easy because they did not organize their ideas and put the fitting word to ask for a specific response. Nevertheless, later they realized how to form this kind of question. As this exercise had a specific goal which was identifying wh questions, they



found it complicated since they paid attention to the importance of the answer in order to make a question (Olshtain et al., 1970).

The 10<sup>th</sup> advertisement got a meaningful progress due to 39, 77% of 8-1 and 30, 68% of 8-2 raised their knowledge about affirmative sentences in letter a. These results were not so good as the others because as pupils were accustomed to the 3<sup>rd</sup> person of singular, they applied the same rule to this item, choosing letter c ( See Appendix B) getting the 2<sup>nd</sup> higher percentage 28,4% (7,95% of 8-1 and 20,45% of 8-2) (See Table 15 and Figure 25) accomplished the theme. Even though according to the tests, both sets got a slight improvement, they had to continue reinforcing this issue.

## CHAPTER 5: CONCLUSIONS

To apply a new kind of language teaching material, it was necessary to know about the current materials used to achieve language learning and how those sources were employed by teachers. As well as the students likes and expectations in relation to English learning. Thus, after recognizing that information through a survey, the following conclusions can be shown.

Nowadays, public high school students are more interested in learning a new language than in some years ago. When they only studied the subject English to fulfill a requirement of the institutions. This like is due to the fact that they had realized that to dominate a new language is very important to access technology (e.g., computers, internet, scientific texts and other elements) and, also because this knowledge is the first step to achieve their future expectations such as; to travel to a country where English is spoken, to get a scholarship or to get a job abroad. In these cases, English as a second language is an indispensable tool for cultural interaction.

In addition, although, all the language skills are very important in language learning students, they showed more preference in mastering speaking and writing than listening and reading skills. That fact is presented in relation to students plans (i.e., to travel, to get a job abroad and to get a scholarship) because they need to learn to speak and to write in English very well to get them in an easy way.

On the other hand, talking about some factors, that cause lack of motivation in a foreign language within High School students there are: An intensive use of pedagogical materials such as textbook, dictionary, marker and board in class. Besides the employment of an old

and traditional method to teach a second language. It makes students find English classes boring, monotonous and unreal, because they just learn by heart grammar rules and vocabulary without involving their own world, their feelings and thoughts that is the best form to acquire a second language.

In addition, application of advertisements for teaching writing skills was an excellent source to develop in the language leaning process. Students from the experimental group learnt the topics better related to the present simple with different verbs from be throughout these aids because as they were not made for academic purposes students were more motivated. Also, it was an opportunity to demonstrate the abilities students had to work with short texts within ads, which were designed to sell articles and products (Bahr and Johnston, 1995). As can be noticed, these texts were easy to control since there was specific vocabulary that was focused on the content of the announcement. Hence, there were various reactions when reading the text and when comparing the learners' background referring to what the ad offered. In the development of the class in which advertisement number four was included, pupils were interested in it due to the word VERSACE, they liked to share with their partners their experiences, talking about the clothes, colors, the tendencies they knew about this mark.

In this part, it can be said that the selected advertisement must be appealing for the pupils to do their best, it means that teachers must search for tools they can take advantage; of further, they need to know their students and according to it, they can apply a task.

Another noteworthy result implementing ads is that teachers can do numerous activities not only in writing, but also in speaking, reading, and listening. Although the two last ones were not so frequent.

In this research, besides writing, speaking took the main position since learners exchanged information in both languages English and Spanish (when they did not know some structures or vocabulary) about the picture, analyzing certain aspects that did not appear on the image, but that were implicitly included on it. Likewise, they expressed their sentiments and wishes in a comfortable way without pushing them.

Involving writing skills into the task, pupils could make rehearsals, completions, rearranges to obtain a final job which was checked among the students and the teacher. When revising the jobs, apprentices were able to notice some mistakes that were corrected according to their input regarding the subject matter in course.

On the other hand, advertisements took a substantial part in the procedure of the class because the students were exposed to real communication within contextualized situations that commonly happen daily. Whereas, these aids provided means to consider diverse options to write about the announcements. All the students had something to write and say because they had in front of them a support that helped them understand better this matter, as the ads were not the same for the people involved in this research, there were several alternatives to do the tasks.

On the contrary, in the control group, students became tired doing similar tasks during the entire sessions. Consequently, the rules of the topic were learnt mechanically without taking into account the real world and they got confused repeating only the vocabulary

teacher had presented, while in the 2<sup>nd</sup> group, apprentices could discover unknown vocabulary and knowledge by themselves.

When working with ads, it is essential to have variety; otherwise, learners will get bored and the activity will become useless. At the same time, the quality of the illustration is indispensable since if the picture is fuzzy, the activity and the teacher's work will be fruitless.

Supplementary, the implementation of an overhead projector gave good outcomes in the research because students could appreciate in a clear way the studied advertisement and could discover several details that helped them to fulfill their purposes.

With this sort of materials, students increased their vocabulary and their imagination too, when giving points of view regarding an ad. That is why; the obtained results from the post-test were more profitable in the experimental group than in the control group. Learners demonstrated that through reality and things they know, they can learn, and discuss whether or not they agree and give valid arguments in relation to their thoughts.

This research was necessary to let teachers recognize there are countless sources different from the pedagogical materials to help pupils improve their knowledge through authentic tasks where students have to think more than simply make repetitive and unreal sentences that will be forgotten when the class is over.

Teachers must keep in mind that the advertisements are easy to get and the most important thing is that they are cheaper than some other authentic materials such as videos, books, and internet. In addition, trainers can use as the old advertisements as the current ones making comparisons among them. It can be seen, there are amounts of tasks that teacher

can do and prepare for any class in any students' level. The only thing a teacher can do is try it to prove the results.

Therefore and much more these sources served in teaching writing skills since an image is more worth than 1000 words.

## CHAPTER 6: PEDAGOGICAL PROPOSAL

### Introduction

The ability to express one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement. The skill of writing has special status because it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper and pencil writing or the most technologically advanced electronic mail. Thus, writing as a communicative activity needs to be encouraged and nurtured during the language learners' course (Olshtain et al., 1970).

In addition, it is important to remark that writing is a process to develop a text, and it involves a number of activities such as; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex procedure which is neither easy nor spontaneous for many foreign language writers (Hedge, 2000).

Thus, since early stages each foreign language teaching method has proposed different kinds of materials in order to develop the language skills (e.g., listening, speaking, reading and writing), Grammar Translation Method used dictionary, marker and board or pedagogical materials (i.e., materials made for academic purposes). Total Physical Response and Communicative Language Teaching implemented realia as a part of what nowadays is known as authentic materials (i.e., materials made for different purposes from

teaching) and Content Based Instruction an approach that does an intensive use of those sources (Richards and Rogers, 1986).

Most of the teachers around the world agree that authentic materials are beneficial to the language learning process, because employing these tools, people who learn a new language, can reinforce the direct relationship between the language and outside world (Martinez, 2000).

Therefore, the author mentioned before proposes those sources and special advertisements (ads) in order to develop writing skills. Ads are media of mass communication. They are divided in informational ads which contained a big range of written information, and image ads which just present designed pictures, symbols and slogans (Bahr and Johnston, 1195).

The last kinds of ads are found in all types of magazines, and according to Gardner (2000) they provide interesting motivating, contextualizing and easy activities that students can do to learn writing skills, some of these activities and tasks will be found in this proposal.

In summary, this paper tries to present to teachers in a new and appealing way, some elemental strategies to use the ads for writing abilities in all students' learning levels. Moreover, those strategies can be adapted to the class or they can be the starting point of new activities depending on the work context.

### *Justification*

Although, there is a variety of materials to teach a second or foreign language, most of English teachers in public high schools only use a textbook, dictionary, marker and board. That fact and the application of a traditional method in class are the main factors for



students to feel discouraged to learn English (Why we don't, n.d.) and specially, writing ability which is a complex process of expressing messages (Olshtain et al., 1970).

This document is carried out in order to propose the use of different materials from the current tools implemented in language classes. Sources as image advertisements (ads) taken from different kinds of magazines that can be used to create a big range of activities and learn not only writing skills, but also speaking, reading and listening abilities.

Making use of image ads, students can learn to write in a real way, because they can express via writing their feelings, ideas or thoughts related to the ads. Moreover, students are going to find ads easy and cheap to get because they can obtain them in old magazines, which are not already in use.

#### *General Objective*

To propose some activities with image ads for teaching writing skills.

#### *Specific Objectives*

To teach different grammar points involving students in real world.

To present new vocabulary in a fun way through the images that the ads provide.

#### *Materials*

The previous and others objectives can be gotten using different ads taken from magazines or perhaps, newspapers in the following way, clothes, shoes, perfume bottles, candies, snacks, trips, jewels, makeup, toys, cars, music, movies, recipes, beverages, and food. They

can be found in magazines as T.V novelas, CARAS, EBEL, CROMOS, SEMANA, VANIDADES and TÚ.

And other specialized magazines such as CASA, DECORE SU HOGAR, where people can find everything about furniture and handicrafts.

Besides, the use of worksheets, the overhead projector, and marker and board to clarify some aspects that need a special attention are required to carry out these activities

#### *Writing Activities*

The majority of the following writing activities are proposed by Tracy Gardner and Alejandro Martinez in their articles about authentic materials, some of them were reformed in the treatment of the research called application of advertisements for teaching writing skills. Moreover, others were born when starting that experience.

For language teachers, these activities are tools to teach writing abilities and they are also a starting point for instructors to create others, making some variations to each one of them taking into account the students' level and the topic to teach, in this case, the following activities are proposed for beginners (i.e., the level of the sample students of the research). Therefore, they are also focused on a specific grammar point which is present simple with different verbs from be.

For better results, it is a good idea that teachers use an overhead projector to show the ads. Mainly, when just an ad is used for all the students.

*List of Activities**1. Describing the image or images of the ad.*

This is an appealing activity where students develop a grammar point through the description of what they see on the ad. Teacher shows ad number four through the overhead projector about a blond woman wearing VERSACE clothes (See Appendix G) and asks students these questions regarding the image (they must be written on the board and then, they must be read aloud by the instructor to have an appropriate pronunciation of the requests). Learners have to answer the questions by writing, using the grammar point and read them to the class in order to check mistakes.

1. What does the woman do?
2. What does she look like?
3. Does the girl have a pet? What kind of pet?
4. Where does she live?
5. Why does the lady wear a pair of glasses?

Once the description is made, apprentices must write a ten lines paragraph individually about the point of view of the VERSACE mark, implementing the learnt vocabulary (i.e., clothes and some house parts) based on the ad.

*2. Detect grammar mistakes*

In this activity, affirmative and negative sentences are trained. The below statements are presented on a sheet of paper.

1. Nobody wear the watch
2. Nobody wears the watch

3. The watch do not have numbers
4. The watch doesn't have numbers
5. It show a mark
6. It shows a mark
7. It gives the time
8. It give the time
9. The watches does not marks 12: 10
10. The watch doesn't mark 12: 10

Also, a copy of the ad is given to each student. They must read these sentences, and look very carefully ad number two (See Appendix D) about ALTEREGO watches for a better apprehension. Once the image is presented, students must check what sentences are right or wrong, according to the sense of the ad and to the grammar, they also have to write the appropriate sentences in a short paragraph individually. With this activity pupils implement their grammatical analysis and coherence.

*3. Detect the correct and wrong characteristics.*

It is a variation of the last activity because here, the attention is based on grammar and vocabulary. Here, affirmative and negative sentences in present simple are going to be taught. Students are given a sheet of paper contained characteristics of ad number one (See Appendix C) expressed in the following sentences,

1. The woman touches a pot of liquor

2. The woman touches a cup of liquor
3. She has red lips
4. She has brown lips
5. She does not look angry
6. She looks angry
7. The lady wears a black dress
8. The lady wears a blue dress
9. She drinks an orange beverage
10. She drinks a white beverage

Apprentices have to check the wrong characteristics expressing in the sentences, and correct them with the required vocabulary. Later, they have to write a paragraph focused on the right sentences expressing ideas about the liquor consumption.

#### *4. Replacing activity.*

This work is implemented in 5 group works. They must replace the noun by a pronoun. Each group is given one ad (See Appendixes C, I, M, O, and P). They have to write down ten affirmative and negative sentences with singular and plural nouns using regular and irregular verbs, in which learners have to add *es* to them. Then, Learners must change the noun by the appropriate pronoun and the teacher revises the work.

*5. Interesting topic activity.*

This is a nice assignment for pupils to write about different and appealing topics; this activity can be centred on a determined grammar topic with beginners or it can be for free writing with high level students.

For beginners, in present simple, with the 7<sup>th</sup> and 10<sup>th</sup> ad (See Appendixes L and P), students must write about the topic depicted on the image. In this case, sports.

Each learner has to create a paragraph based on the subsequent parameters, comparing the sports, writing the advantages and disadvantages of them in ten lines. The comparison must include affirmative and negative sentences in order to make a contrast.

Also, they have to add information about the people who are involved in these sports. And the precautions to keep in mind if required.

*6. Verbs activity.*

This activity focused on present simple which includes affirmative, negative and interrogative sentences. First, students are exposed to a list of verbs. Therefore, the 6<sup>th</sup> ad (See Appendix J) is displayed through the overhead projector. They make ten sentences individually in which affirmative negative and interrogative forms with answers are involved. They must be based on the image of the ad. Later, the writings are checked by a partner and the teacher.

*7. Request activity.*

This is developed to practice questions in any tense. Present simple with the interrogative form take place. An ad is presented to the students. They look at advertisement number ten (See Appendix P) very carefully. Then, pupils must write as much questions as possible related to image ad. They have to take into account the relationship between the auxiliary and the noun or pronoun, besides placing the verb in the infinitive way. As well, pupils have to answer them in a complete form. Once the task is made, apprentices write the questions on the board, their classmates answer them and they alongside with the teacher correct the mistakes.

*8. Tale activity.*

This is a task for beginners or advanced learners focused on a specific topic in a free way. For beginners; each student must get an image ad at home and take it to the class. Later, they write a short tale based on present simple; thereby they express their feelings, thoughts and ideas that the image ad can produce them. The ad is the starting point to do that. This activity is for handling to the teacher.

*9. Behind the ad activity.*

This is a good assignment; the main goal is for the students to develop an analytical criterion about the things around the ad. For students to practice present simple, they find four ads (See Appendixes C, E, I, and M,) displayed through the overhead projector, in groups, they must analyze all of them based on these questions:

In your opinion,

1. Who makes the ad?
2. Why does this person make the ad?
3. How does this person make the ad?
4. Where does this person create the ad?
5. When does this person elaborate the ad?

Later, they must put in writing their conclusions and give it to the teacher.

*10. Interesting word activity.*

The 3<sup>rd</sup> ad (See Appendix E) is required for this task. Teacher chooses the word perfume that finds attractive. It must be related to the chosen ad. So students can search for more information about that word (e.g., kinds of perfumes, the way they are elaborated, who has perfumes in your house, how many perfumes your family has, what kind of perfumes they use, and where they buy these perfumes) at home and take it to the class. After that, with that information and based on the image ad, they must make a short writing using the different forms of the present simple.

*11. Completion activity.*

This is a variation of the last activity. To do this assignment an ad that contains a short text is required (i.e., ad number one, See Appendix C). Teacher shows the ad to the class through the overhead projector. Then, the instructor cuts that text dividing in each word that composes that text. So, small groups about three or two students are given a word (e.g.



orange, with, attitude, are, you, type, BACARDI, ron, original, rum, natural or flavor). It could be a verb, pronoun, noun, preposition or adjective. After identifying the meaning of the given word, the group must create the appropriate sentences based on the image ad. Finally, they must write a ten sentences paragraph applying specific vocabulary about beverages and the use of present simple, this writing has to be inspired on the first sentence students make. This activity is presented to the teacher for grading it.

#### *12. Guessing activity.*

Teacher hides the name of product being advertised (See Appendix G), showing just a part of it, and presents it little by little through the overhead projector to see if they can guess the product. Teacher gives learners three or four options orally. So, in groups, they write the vocabulary guessed in order to make sentences. Here, the use of verbs in present simple is practiced. Students write on the board the sentences for the rest of the class to correct them.

#### *13. Ad creation activity.*

In small groups of students, three ads are employed. They are to imagine they are working for an advertising agency and they must compare those ads taking into account the text and the photographs. Learners are to decide which the best is and which is not so good. Then, they redesign the ad that is not so good. They use affirmative, negative and interrogative sentences in present simple.

*Time*

The time employed for each assignment depends on the number of students in the class and on the group level. Even though, the teacher can plan some tasks to develop in a short time. These activities encourage learners to work and participate in class. The learning depends on the purpose rather than on the available time.

*Evaluation*

The evaluation of the last activities and the instrument used to do that. They will be made according to the teacher criterion. Furthermore, this assessment can be elaborated in the following manner, individually, in groups, through the presentation of the topic, the production of ones' ideas, true and false tests, peer feedback, and multiple choice.

*Costs*

After a correct selection of the materials and making a pedagogical study of them, the same advertisement can be used in several writing activities; words, phrases, sentences, and paragraphs can be taught regarding pupils' level.

The variety of pedagogical employs of the same material reduces the costs and generates grammatical and writing knowledge.

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Table 1

*Gender and Age of the Population*

Age Gender	Experimental Group		Control Group		Total
	Female	Male	Female	Male	
12	1	4	6	2	13
13	12	19	10	16	57
14	0	5	5	6	16
15	0	3	0	0	3
		44		45	89

Table 2

Data Matrix Survey Question 1. (Do you like English?)

Options	a. So much		b. A little		c. Nothing		Total
	E.G.	C.G.	E.G.	C.G.	E.G.	C.G.	
Number students	17	21	25	19	2	5	89

Tabla 3

Relative Frequencies Survey Question 1. (Do you like English?)

Options	a. So much			b. A little			c. Nothing						
	E.G	%	C.G	E.G	%	C.G	E.G	%	C.G				
Number students	17	19,1	21	23,6	25	28,09	19	21,35	2	2,25	5	5,62	89

Table 4

Data Matrix Survey Question 2. (What would you like to learn?)

Options	Yes		No		No answer		Total
	E.G	C.G	E.G	C.G	E.G	C.G	
a. To write	36	37	4	5	4	3	89
b. To speak	40	41	2	2	2	2	89
c. To listen	25	29	15	12	4	4	89
d. To read	36	35	4	6	4	4	89

Table 5

Relative Frequencies Survey Question 2. (Do you like English?)

Options	Yes				No				No answer				Total
	E.G	%	C.G	%	E.G	%	C.G	%	E.G	%	C.G	%	
a. To write	36	40,45	37	41,57	4	4,49	5	5,62	4	4,49	3	3,37	89
b. To speak	40	44,94	41	46,07	2	2,25	2	2,25	2	2,25	2	2,25	89
c. To listen	25	28,09	29	32,58	15	16,85	12	13,48	4	4,49	4	4,49	89
d. To read	36	40,45	33	39,33	4	4,49	6	6,74	4	4,49	4	4,49	89



Table 6

Data Matrix Survey Question 3. (Why do you like to learn English?)

Options	Yes		No		No answer		Total
	E.G	C.G	E.G	C.G	E.G	C.G	
Number students							
a. To travel	41	39	0	3	3	3	89
b. To study languages abroad	13	14	21	19	10	12	89
c. To get a scholarship	31	28	6	9	7	8	89
d. To read magazines in English	18	30	11	8	15	7	89
e. To get a job abroad	35	29	4	8	5	8	89

Table 7

Relative Frequencies Survey Question 3. (Why do you like to learn English?)

Options	Yes			No			No answer			Total			
	E.G	%	C.G	E.G	%	C.G	E.G	%	C.G		%		
a.To travel	41	46,1	39	43,8	0	0	3	3,37	3	3,37	3	3,37	89
b.To study languages abroad	13	14,6	14	15,7	21	23,6	19	21,3	10	11,2	12	13,5	89
c.To get a scholarship	31	34,8	28	31,5	6	6,74	9	10,1	7	7,87	8	8,99	89
d.To read magazines in English.	18	20,2	30	33,7	11	12,4	8	8,99	15	16,9	7	7,87	89
e.To get a job abroad	35	39,3	29	32,6	4	4,49	8	8,99	5	5,62	8	8,99	89

Table 8

Data Matrix Survey Question 4. (What kind of materials did your English teacher use to give..?)

Options	a.Always		b.Sometimes		c.Never		Total
	E.G	C.G	E.G	C.G	E.G	C.G	
Number students							
a. Marker and board	42	43	2	1	0	1	89
b. Tape recorder	6	5	34	36	4	4	89
c. Pictures	3	2	10	14	31	29	89
d. Videos	1	2	6	7	37	36	89
e. Cassettes	5	7	27	29	12	9	89
f. T.V.	2	0	3	4	39	41	89
g. Book	33	39	8	3	3	3	89
h. Magazines	6	5	16	18	22	22	89
i. Ads	2	0	5	8	37	37	89
j. Other s? Tales	0	0	1	2	0	0	3
j.1. Dictionary	3	0	0	0	0	0	3
j2. Dialogues	1	0	0	0	0	0	1

Table 10

Data Matrix Survey Question 5. (How did your English teacher give her/his classes?)

Options	Always		Sometimes		Never		Total
	EG	CG	EG	CG	EG	CG	
Number Students	38	38	6	5	0	2	89
a.Traditional classes	6	8	26	23	12	14	89
b.Presentations	14	10	30	32	0	3	89
c.Group work	29	32	15	10	0	3	89
d.Individual work	5	9	35	31	4	5	89
e.Role-plays	1	0	0	0	0	0	1
f.Others. Gain points	1	0	0	0	0	0	1
fl. Oral answers	1	0	0	0	0	0	1
f2. Participation	1	0	0	0	0	0	1
f3. Go to board	0	0	1	0	0	0	1

Table 11  
*Relative Frequencies Survey Question 5. (How did your English teacher give classes?)*

Options	Always				Sometimes				Never				Total
	EG	%	CG	%	EG	%	CG	%	EG	%	CG	%	
Number students	38	42,7	38	42,7	6	6,74	5	5,62	0	0	2	2,25	89
a.Traditional classes	6	6,74	8	8,99	26	29,21	23	25,84	12	13,48	14	15,73	89
b.Presentations	14	15,73	10	11,24	30	33,71	32	35,96	0	0	3	3,37	89
c.Group work	29	32,38	32	35,96	15	16,85	10	11,24	0	0	3	3,37	89
d.Individual work	5	5,62	9	10,11	35	39,33	31	34,83	4	4,49	5	5,62	89
e.Role-plays	1	1,12	0	0	0	0	0	0	0	0	0	0	1
f.Others. Gain point	1	1,12	0	0	0	0	0	0	0	0	0	0	1
fl.Oral answers	1	1,12	0	0	0	0	0	0	0	0	0	0	1
f2.Participation	1	1,12	0	0	0	0	0	0	0	0	0	0	1
f3.Go to board	0	0	0	0	1	1,12	0	0	0	0	0	0	1

Table 12

Data Matrix (Comparison between Experimental and Control Groups) (Pre-test)

Image Ad.	a		b		c		d		TOTAL
	E.G	C.G	E.G	C.G	E.G	C.G	E.G	C.G	
1	26	32	16	1	2	5	0	7	89
2	3	5	5	5	28	23	8	12	89
3	6	9	9	3	27	33	2	0	89
4	8	11	30	24	4	4	2	6	89
5	37	27	3	2	1	5	3	11	89
6	1	5	26	18	11	20	6	2	89
7	33	14	6	15	3	9	2	7	89
8	33	16	3	7	5	7	4	15	90
9	5	6	21	25	11	8	7	6	89
10	17	13	4	11	20	12	3	9	89

Table 13

*Relative Frequencies (Comparison between Experimental and Control Groups) (Pre-test)*

Image Ad.	a		b		c		d		TOTAL								
	E.G	%	E.G	%	E.G	%	E.G	%									
1	26	29,21	32	35,96	16	17,98	1	1,12	2	2,25	5	5,62	0	0,00	7	7,87	89
2	3	3,37	5	5,618	5	5,62	5	5,62	28	31,46	23	25,84	8	8,99	12	13,48	89
3	6	6,74	9	10,11	9	10,11	3	3,37	27	30,34	33	37,08	2	2,25	0	0,00	89
4	8	8,99	11	12,36	30	33,71	24	26,97	4	4,49	4	4,49	2	2,25	6	6,74	89
5	37	41,57	27	30,34	3	3,37	2	2,25	1	1,12	5	5,62	3	3,37	11	12,36	89
6	1	1,12	5	5,618	26	29,21	18	20,22	11	12,36	20	22,47	6	6,74	2	2,25	89
7	33	37,08	14	15,73	6	6,74	15	16,85	3	3,37	9	10,11	2	2,25	7	7,87	89
8	33	36,67	16	17,78	3	3,33	7	7,78	5	5,56	7	7,78	4	4,44	15	16,67	90
9	5	5,62	6	6,742	21	23,60	25	28,09	11	12,36	8	8,99	7	7,87	6	6,74	89
10	17	19,10	13	14,61	4	4,49	11	12,36	20	22,47	12	13,48	3	3,37	9	10,11	89

Table 14

*Data Matrix (Comparison between Experimental and Control Groups) (Post-test)*

Image Ad	a		b		c		d		TOTAL
	E.G	C.G	E.G	C.G	E.G	C.G	E.G	C.G	
1	2	23	1	4	40	17	0	1	88
2	7	8	30	11	0	7	6	19	88
3	30	23	13	21	0	0	0	1	88
4	38	23	5	14	0	4	0	4	88
5	2	6	40	25	1	9	0	5	88
6	5	1	0	3	37	39	1	2	88
7	2	4	40	33	1	2	0	6	88
8	4	9	1	3	38	32	0	1	88
9	8	5	1	1	33	35	1	4	88
10	35	27	1	0	7	18	0	0	88

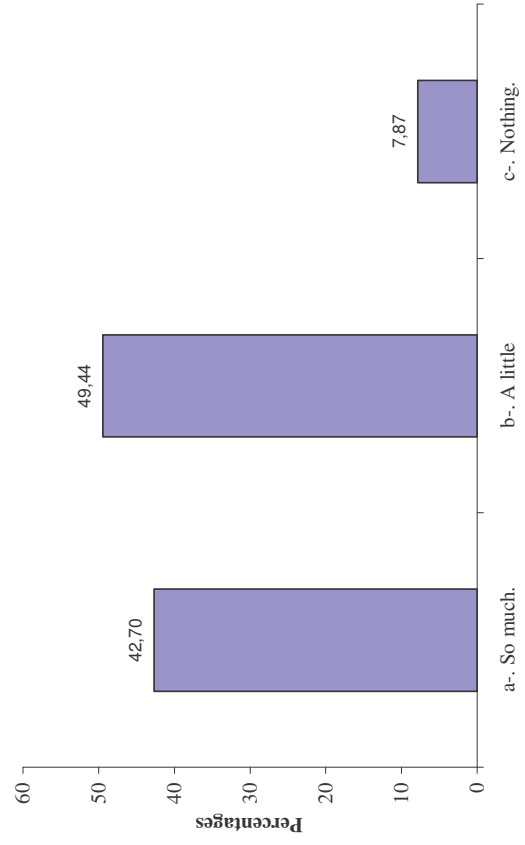


Table 15

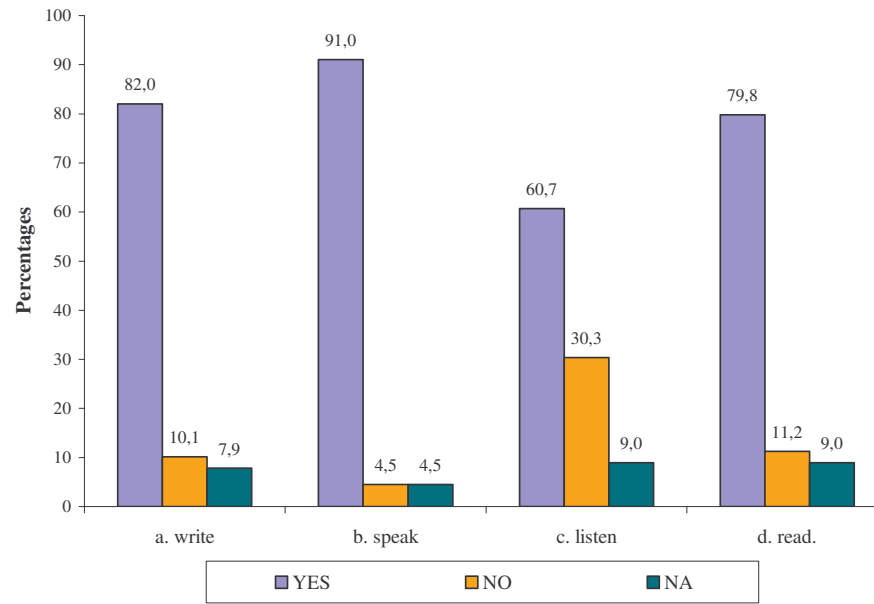
Relative Frequencies (Comparison between Experimental and Control Groups) (Post-test)

Image Ad.	a		b		c		d		TOTAL								
	E.G	%	C.G	%	E.G	%	C.G	%									
1	2	2,27	23	26,14	1	1,14	4	4,55	40	45,45	17	19,32	0	0,00	1	1,14	88
2	7	7,95	8	9,091	30	34,09	11	12,50	0	0,00	7	7,95	6	6,82	19	21,59	88
3	30	34,09	23	26,14	13	14,77	21	23,86	0	0,00	0	0,00	0	0,00	1	1,14	88
4	38	43,18	23	26,14	5	5,68	14	15,91	0	0,00	4	4,55	0	0,00	4	4,55	88
5	2	2,27	6	6,818	40	45,45	25	28,41	1	1,14	9	10,23	0	0,00	5	5,68	88
6	5	5,68	1	1,136	0	0,00	3	3,41	37	42,05	39	44,32	1	1,14	2	2,27	88
7	2	2,27	4	4,55	40	45,45	33	37,50	1	1,14	2	2,27	0	0,00	6	6,82	88
8	4	4,55	9	10,23	1	1,14	3	3,41	38	43,18	32	36,36	0	0,00	1	1,14	88
9	8	9,09	5	5,68	1	1,14	1	1,14	33	37,50	35	39,77	1	1,14	4	4,55	88
10	35	39,77	27	30,68	1	1,14	0	0,00	7	7,95	18	20,45	0	0,00	0	0,00	88

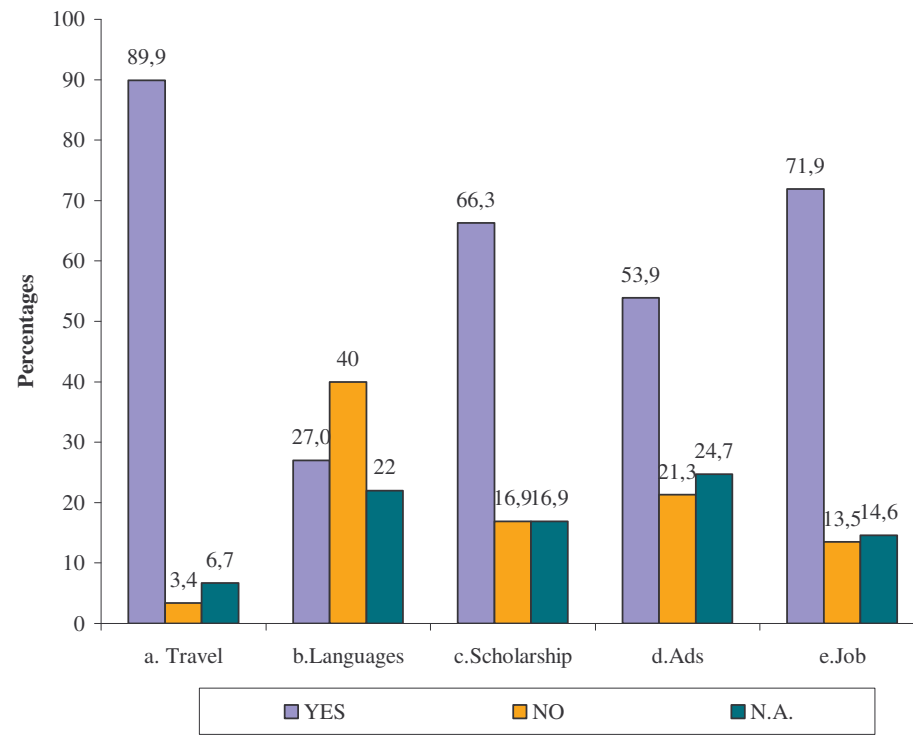
Question 1. Do you like English?



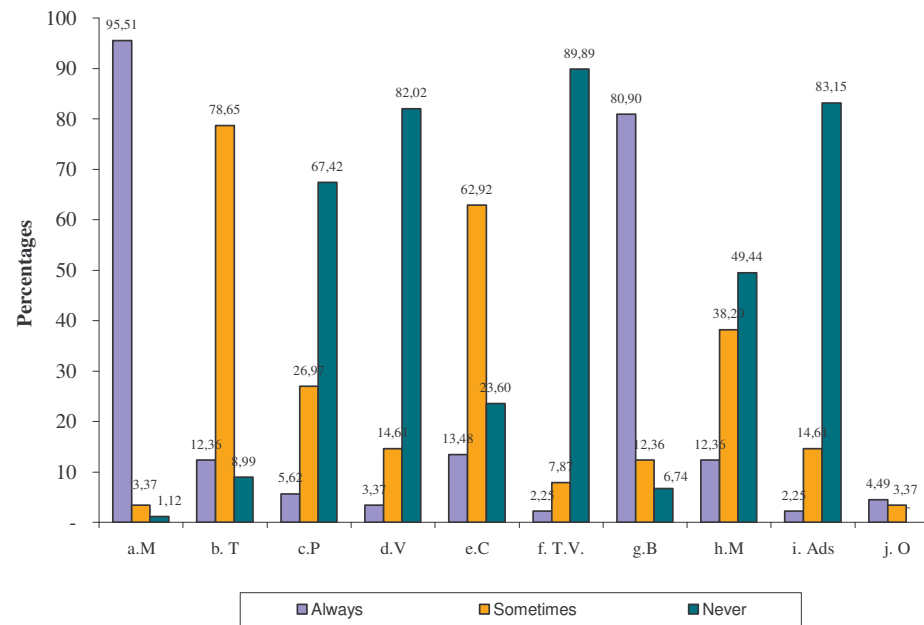
Question 2. What would you like to learn ?



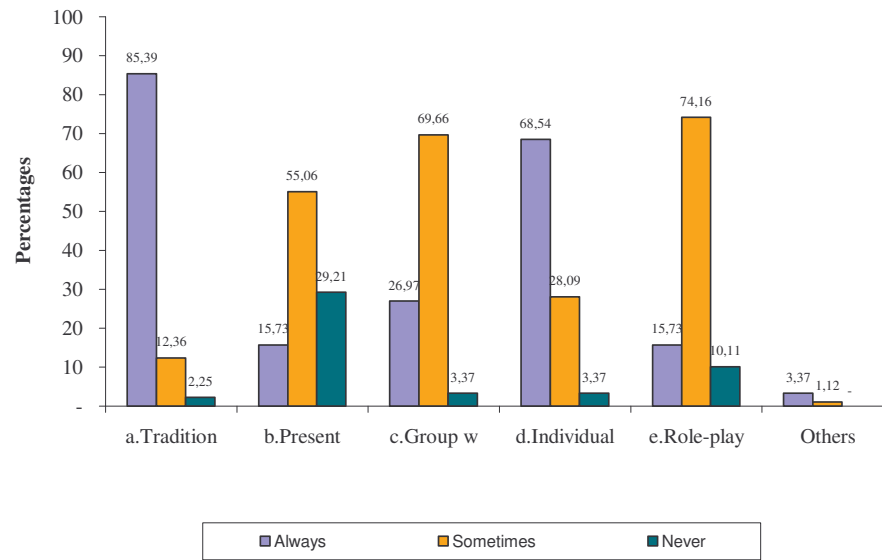
Question 3. Why would you like to learn English?



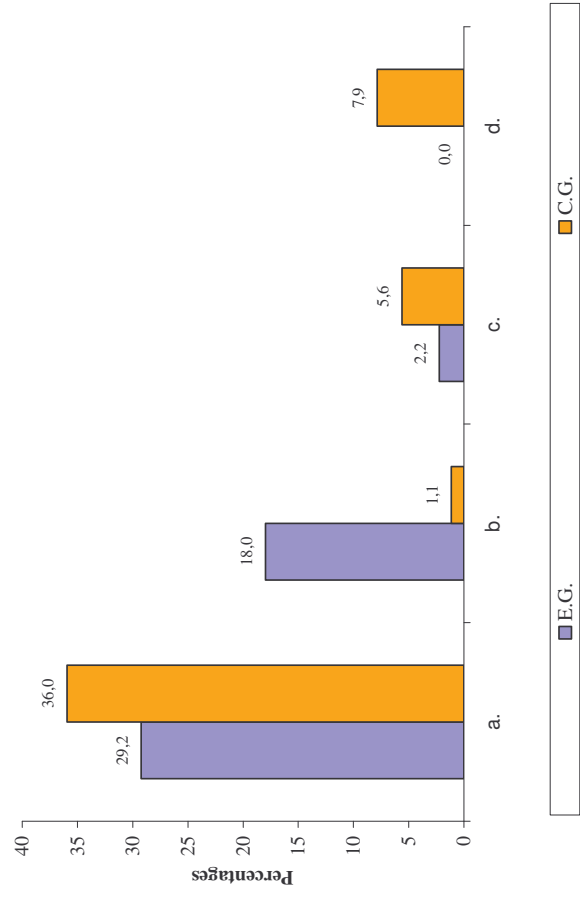
**Question 4. What kind of materials did your English teacher use to give classes?**



Question 5. How did your English teacher give his/her classes?



Advertisement 1. Comparison Experimental and Control Groups (Pre - Test)

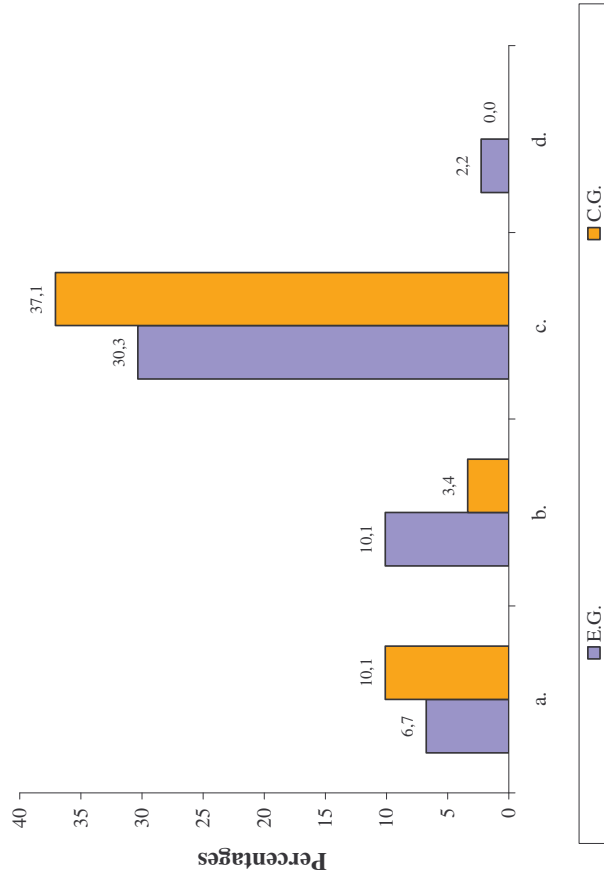


Advertisement 2. Comparison Experimental and Control Groups (Pre - Test)





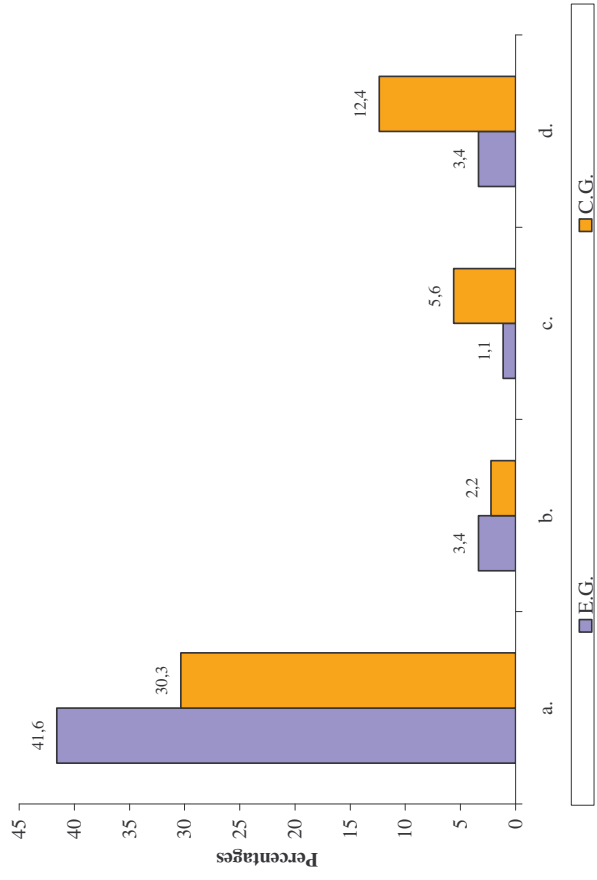
Advertisement 3. Comparison Experimental and Control Groups (Pre - Test)



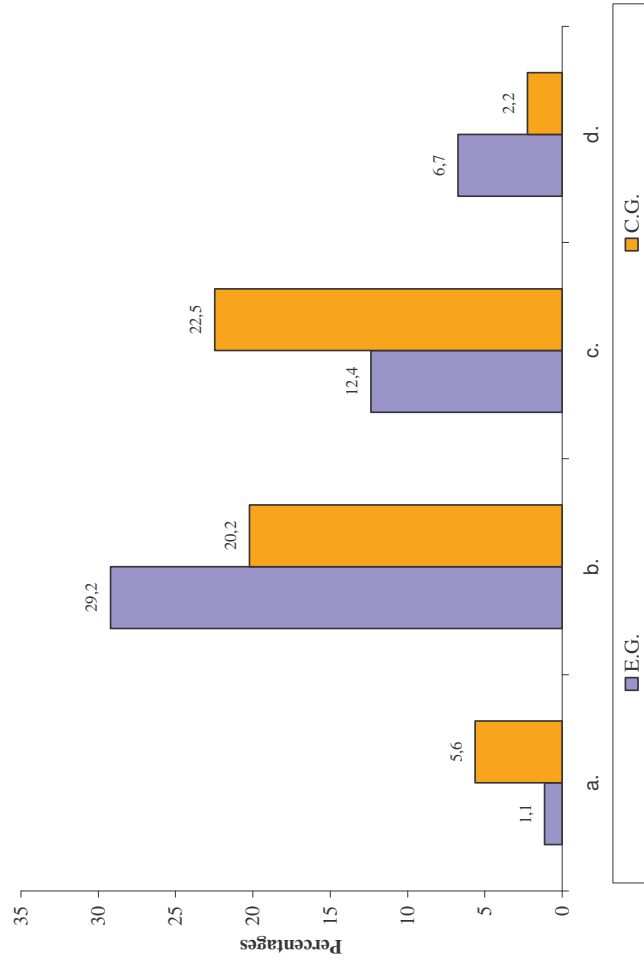
Advertisement 4. Comparison Experimental and Control Groups (Pre - Test)



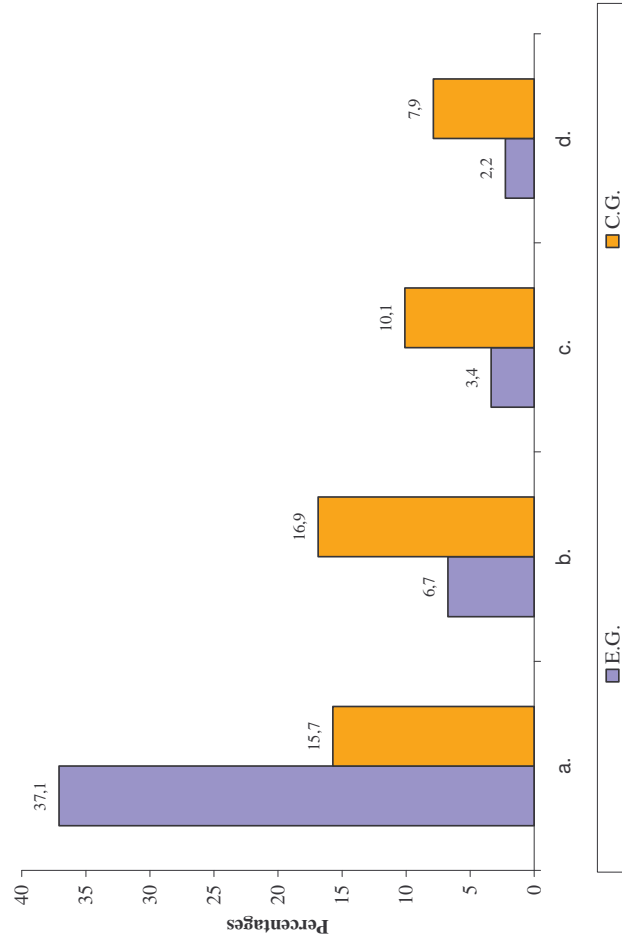
Advertisement 5. Comparison Experimental Group and Control Group (Pre - Test)



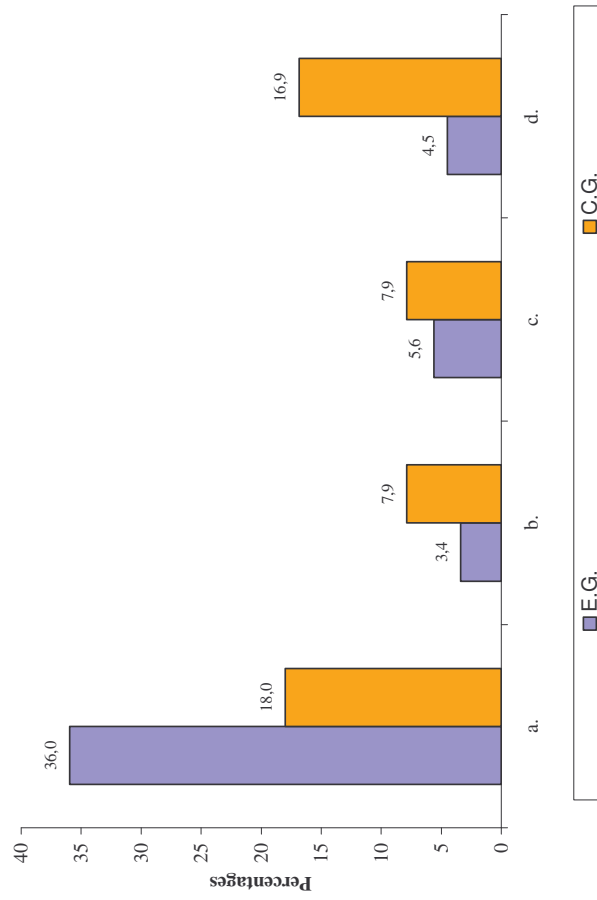
Advertisement 6. Comparison Experimental and Control Groups (Pre - Test)



Advertisement 7. Comparison Experimental and Control Groups (Pre - Test)



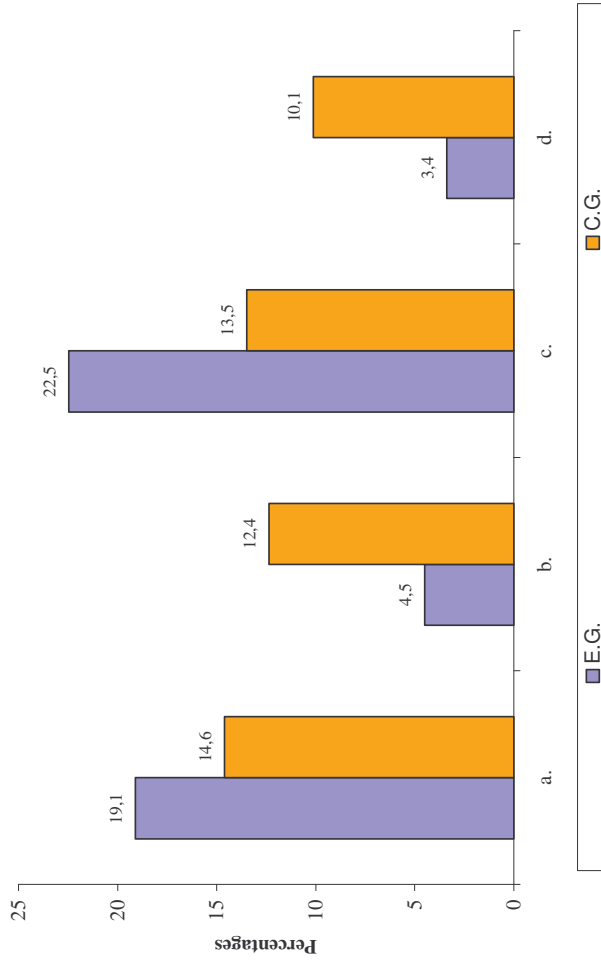
Advertisement 8. Comparison Experimental and Control Groups (Pre - Test)



Advertisement 9. Comparison Experimental and Control Groups (Pre - Test)

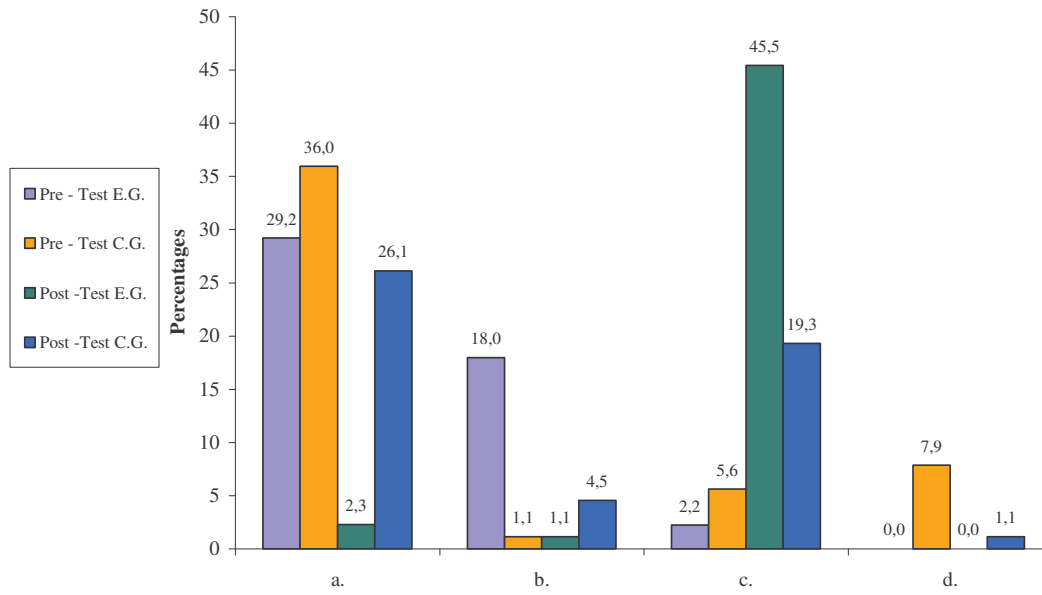


Advertisement 10. Comparison Experimental and Control Groups (Pre - Test)

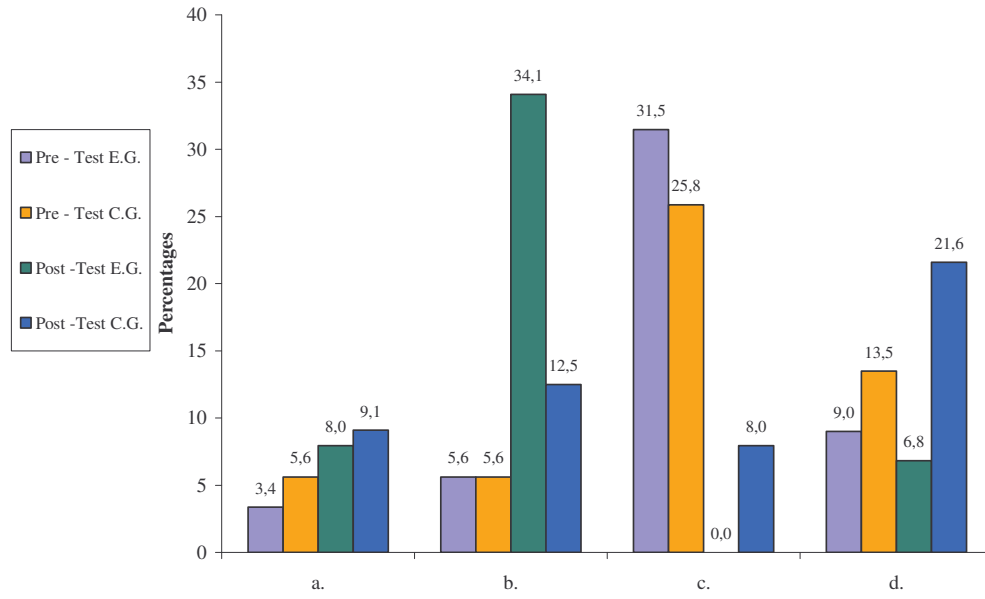




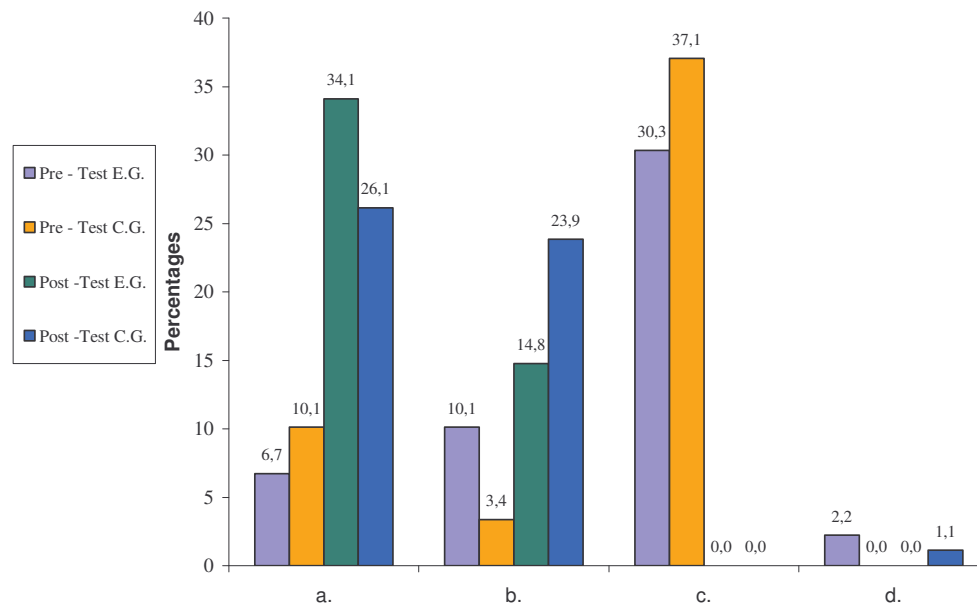
Advertisement 1. Comparison Experimental and Control Groups (Pre-Test Post - Test )



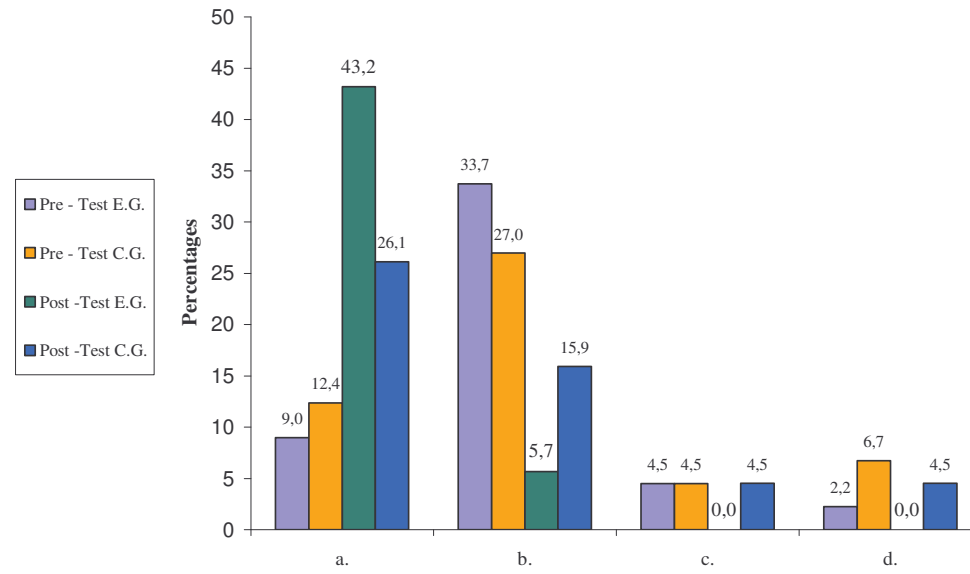
Advertisement 2. Comparison Experimental and Control Groups (Pre-Test Post-Test)



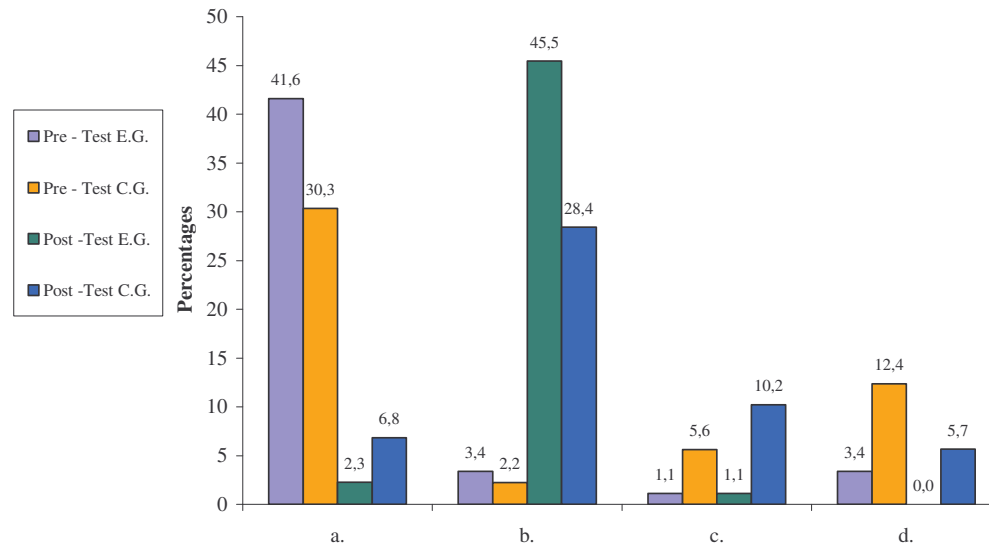
Advertisement 3. Comparison Experimental and Control Groups (Pre - Test Post Test)



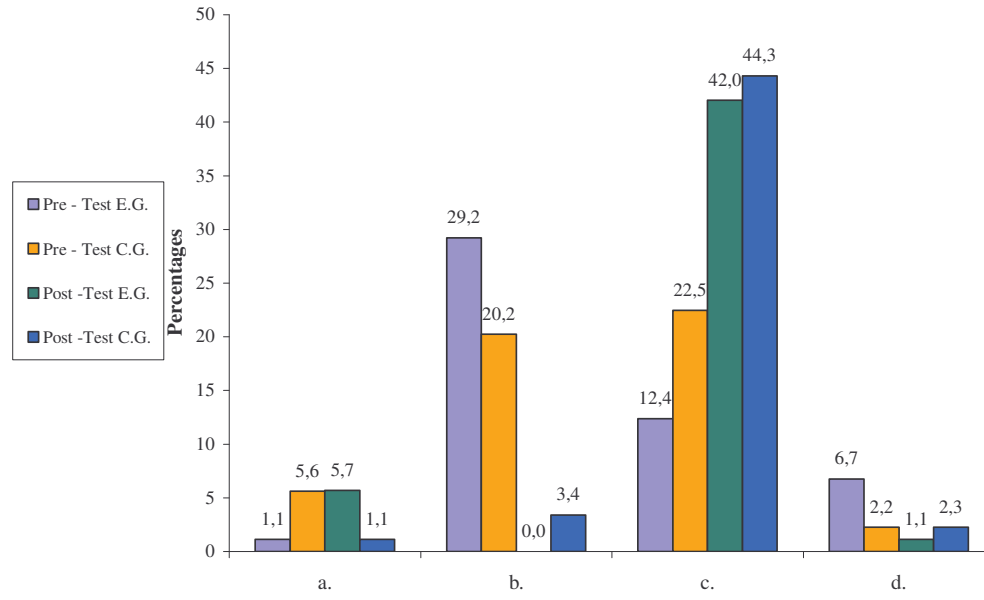
Advertisement 4. Comparison Experimental and Control Groups (Pre - Test Post Test)



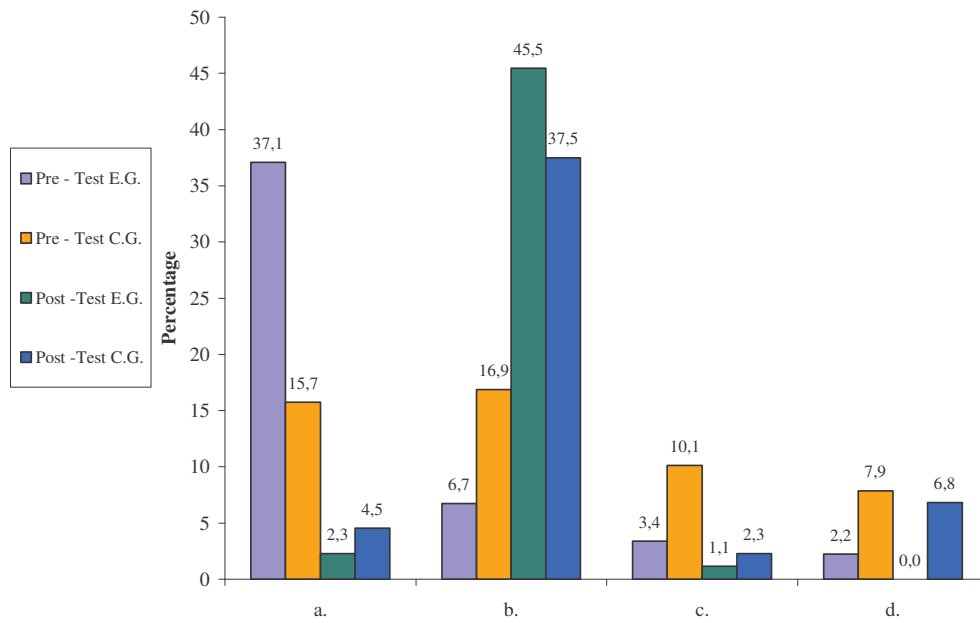
Advertisement 5. Comparison Experimental and Control Groups (Pre- Test Post - Test)



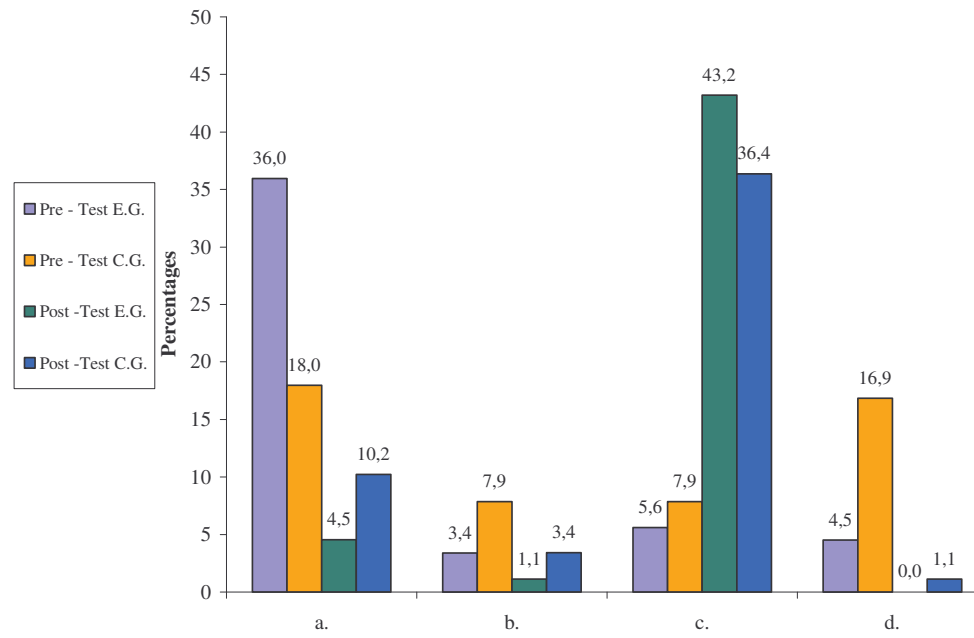
Advertisement 6. Comparison Experimental And Control Groups (Pre-Test Post-Test)



Advertisement 7. Comparison Experimental and Control Groups (Pre-Test Post - Test)

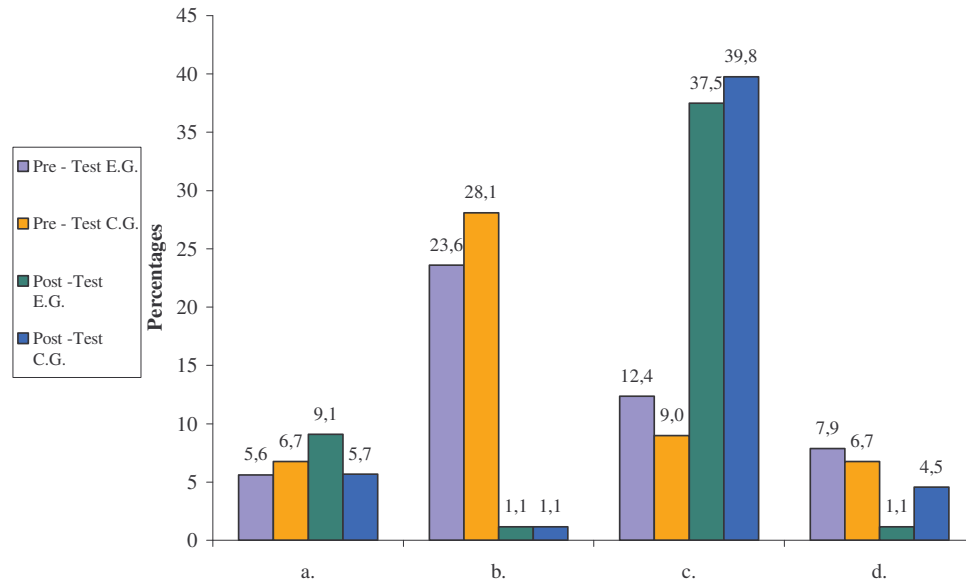


Advertisement 8. Comparison Experimental and Control Groups (Pre-Test Post Test)

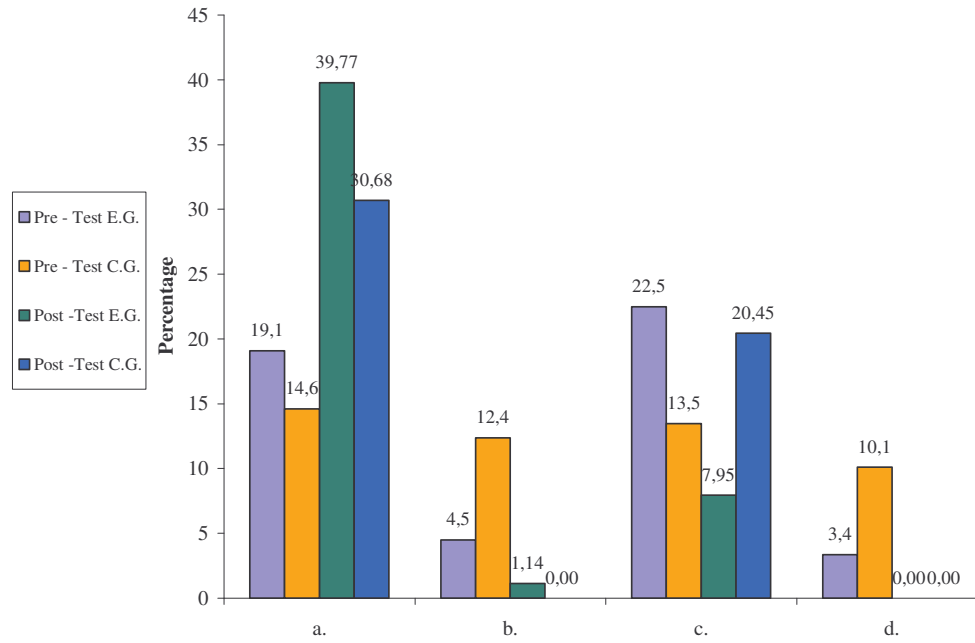




Advertisement 9. Comparison Experimental and control Groups (Pre-Test Post Test)



Advertisement 10. Comparison Experimental and Control Groups (Pre-Test Post-Test)



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**APPENDIX A: SURVEY**

UNIVERSIDAD DE NARIÑO  
FACULTAD DE CIENCIAS HUMANAS  
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
PROGRAMA INGLÉS-FRANCÉS

Estimado (a) estudiante:

Con el fin de mejorar los procesos de enseñanza y de aprendizaje del inglés, respetuosamente, solicitamos a usted dar una respuesta a las preguntas del cuestionario adjunto. Su participación es importante, anónima y confidencial.

Gracias por su colaboración.

IDENTIFICACIÓN

Llene los siguientes datos:

1. Sexo:             Masculino                       Femenino
2. Grado:            8-1                                       8-2
3. Edad: \_\_\_\_\_ (Años cumplidos)

CUESTIONARIO

Marque con una equis (x) su respuesta a las siguientes preguntas.

1. Le gusta el Inglés?

a. Mucho

b. Poco

c. Nada

2. le gustaría aprender a:

	Si	No	Sin Respuesta
a. Escribir en Inglés			
b. Hablar en Inglés			
c. Escuchar en Inglés			
d. Leer en Inglés			

3. Por qué quiere aprender Inglés? (Varias respuestas son posibles)

	Si	No	Sin Respuesta
a. Para viajar a un lugar donde se hable este idioma			
b. Para continuar estudiando idiomas			
c. Para conseguir una beca para el exterior			
d. Para comprender la publicidad de algunos productos (Lociones, cremas, dulces, videos, películas, música, etc. )			
e. Para obtener un trabajo en el exterior			

4. Que materiales de enseñanza utilizaba su profesor (a) de Inglés:

	Siempre	algunas veces	Nunca
a. Marcador y Tablero			
b. Grabador a			
c. Graficos			
d. Videos			
e. Cassettes			
f. Televisión			
g. Libro			
h. Revistas			
i. Anuncios de algunos productos (Cremas, lociones, dulces, videos, música, películas, etc.)			
j. Otros? Cuáles?			

5. Cómo dictaba las clases de Inglés su profesor (a):

	Siempre	Algunas veces	Nunca
a. Clase Magistral (Tablero y Marcador)			
b. Exposiciones			
c. Trabajo en Grupo			
d. Tareas individuales			
e. Dramatizaciones			
f. Otro? Cuál?			

## APPENDIX B: WRITTEN TEST

Observe el anuncio y señale la frase, oración o pregunta correcta que corresponda al sentido de la imagen.

1. Anuncio 1

- a. The woman touche the cup of liquor.
- b. The women touches the cup of liquor
- c. The woman touches the cup of liquor.
- d. The woman toucheds the cup of liquor.

2. Anuncio 2

- a. Does the watch has numbers?
- b. Does the watch have numbers?
- c. Do the watch have numbers?
- d. Does the watches have numbers?

3. Anuncio 3

- a. She doesn't have a small perfume.
- b. She doesn't has a small perfume.
- c. She don't have a small perfume.
- d. She don't has a small perfume.

4. Anuncio 4.

- a. The girl wears brown pants and a blue T-shirt.
- b. The girl wear brown pants and a blue T-shirt.
- c. The girls wears brown pants and a blue T-shirt.
- d. The girls wear brown pants and a blue T-shirt.

5. Anuncio 5.

- a. It dress a long scarf.
- b. It dresses a long scarf.
- c. Its dresses a long scarf.
- d. It dresse a long scarf.



6. Anuncio 6.

- a. They doesn't look happy.
- b. They do looks happy.
- c. They don't look happy.
- d. They no looks happy.

7. Anuncio 7.

- a. Do they sails on the sea?
- b. Do they sail on the sea?
- c. Does they sail on the sea?
- d. Does they sails on the sea?

8. Anuncio 8.

- a. Miss Katy carry a bag.
- b. Mr Katy carries a bag.
- c. Miss Katy carries a bag.
- d. Miss Katy carry a bags

9. Anuncio 9

- a. What does Joe does?
- b. What do Joe do?
- c. What does Joe do?
- d. What do Joe does?

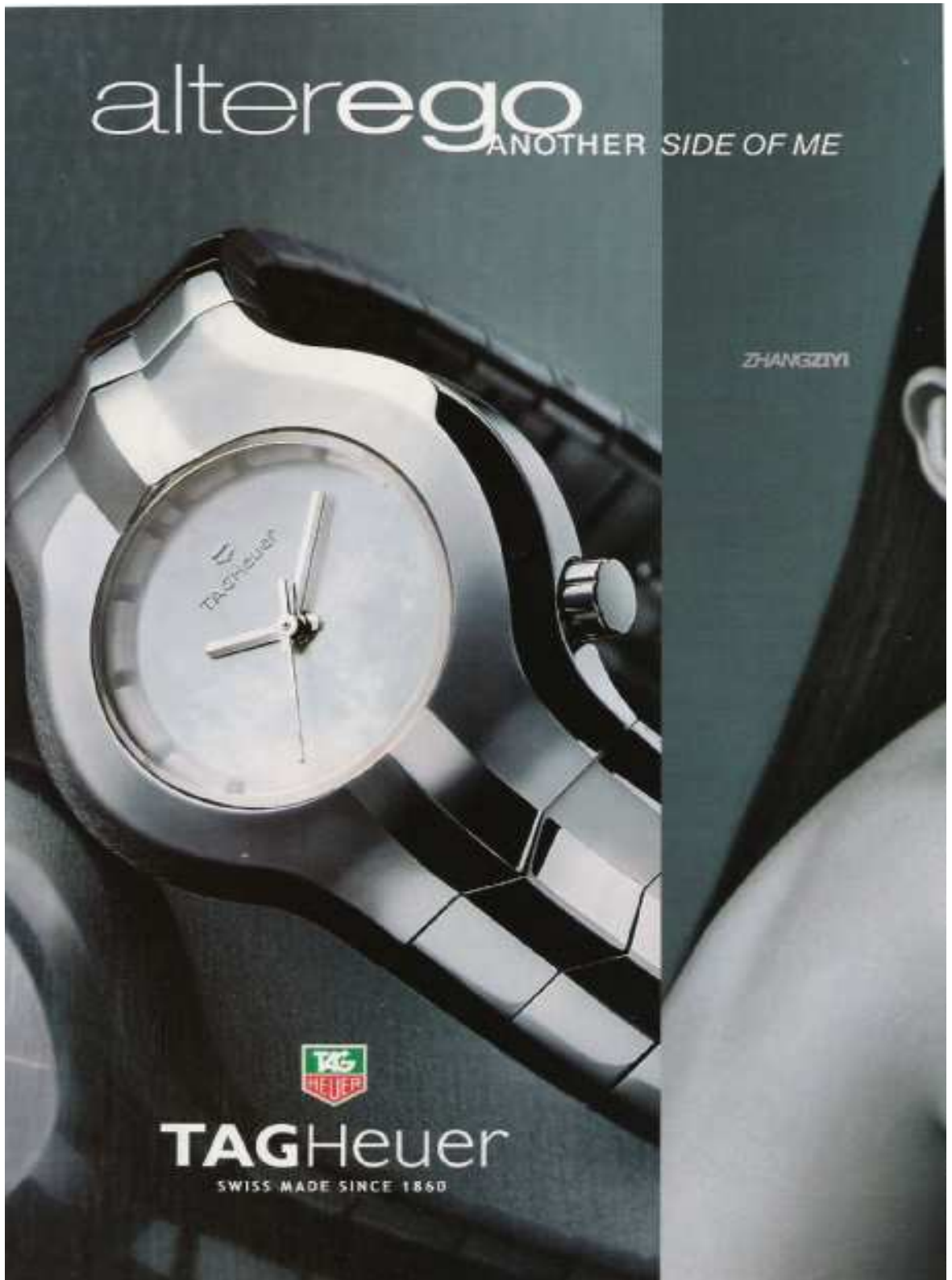
10. Anuncio 10

- a. Mr and Mrs Rogers walk on the beach in the morning .
- b. Mr and Mrs Rogers walk on the beach in the evening.
- c. Mr and Mrs Rogers walks on the beach in the morning.
- d. Mr and Mrs Rogers walks on the beach in the evening.

APPENDIX C: ADVERTISEMENT 1



APPENDIX D: ADVERTISEMENT 2



APPENDIX E: ADVERTISEMENT 3



MARC JACOBS  
PERFUME

**APPENDIX F**

NORMAL SUPERIOR DE PASTO

ADVERTISEMENT NUMBER THREE

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

a. According to the advertisement, choose the false statements that do not correspond to the image, and transform them into negative sentences. Then, add five more things that are not included in this ad.

1. The girl paints her house
2. She does not dance in a party
3. The woman doesn't have a small perfume
4. The lady takes care of her son
5. She lies on the bed

b. Once you have checked the wrong statements, write down the real affirmations about this picture.

APPENDIX G: ADVERTISEMENT 4



**APPENDIX H**

NORMAL SUPERIOR DE PASTO

ADVERTISEMENT NUMBER FOUR

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

a. Based on the ad, circle the incorrect statements and correct them. If there are grammar mistakes, rectify them as well.

1. The house have many colors and the girl eat inside it
2. The blond lady has a pair of dark green glasses and gets a sunburn
3. The brown dog stands next to the girl
4. She lives in the city, in a small apartment
5. The girl order her dog to go to the courtyard

b. Describe the image as a group and report each item separately. (6 sentences)

APPENDIX I: ADVERTISEMENT 5





**APPENDIX J: ADVERTISEMENT 6**



**APPENDIX K**

NORMAL SUPERIOR DE PASTO

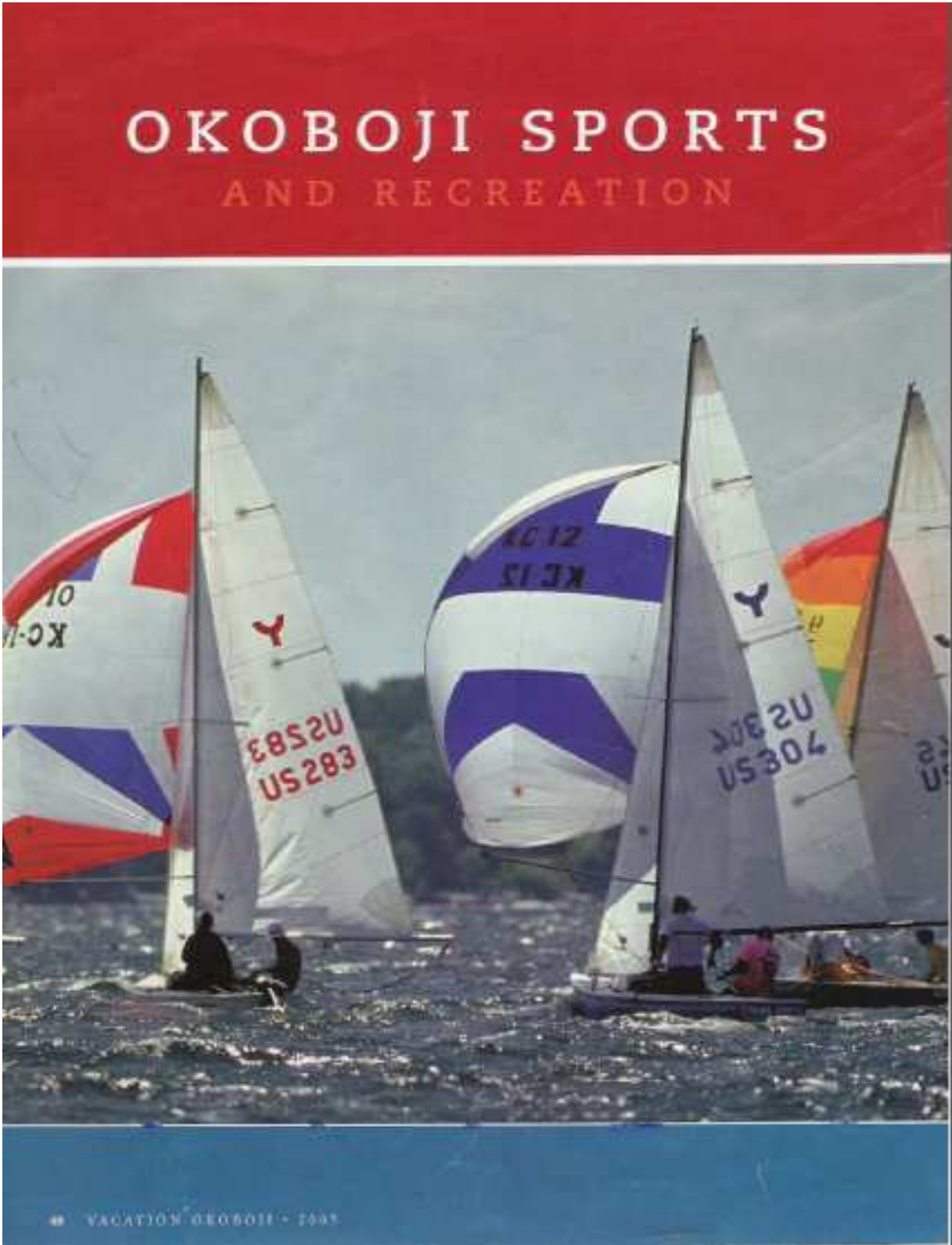
ADVERTISEMENT NUMBER SIX

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

- a. Look at the image carefully and choose the suitable statement that describes the mature women. Change the rest of the affirmations into negations
1. The two old women looks happy
  2. The girl on the left have blond hair
  3. The lady with the beauty point on her face wear a white dress
  4. The women reads a newspaper
  5. The lady on the right have green eyes
- b. According to the ad, answer the following questions
1. Do the girls work as salespersons? If not, what do they do?
  2. Do the lady on the left have curly hair?
  3. Do you know the name of the person who is on the right? If so, write her name.
  4. Do you think they seem comfortable in that place? Why?
  5. Do you believe this career is excellent for all the people? Why?

APPENDIX L: ADVERTISEMENT 7



APPENDIX M: ADVERTISEMENT 8



**APPENDIX N**

NORMAL SUPERIOR DE PASTO

ADVERTISEMENT NUMBER EIGHT

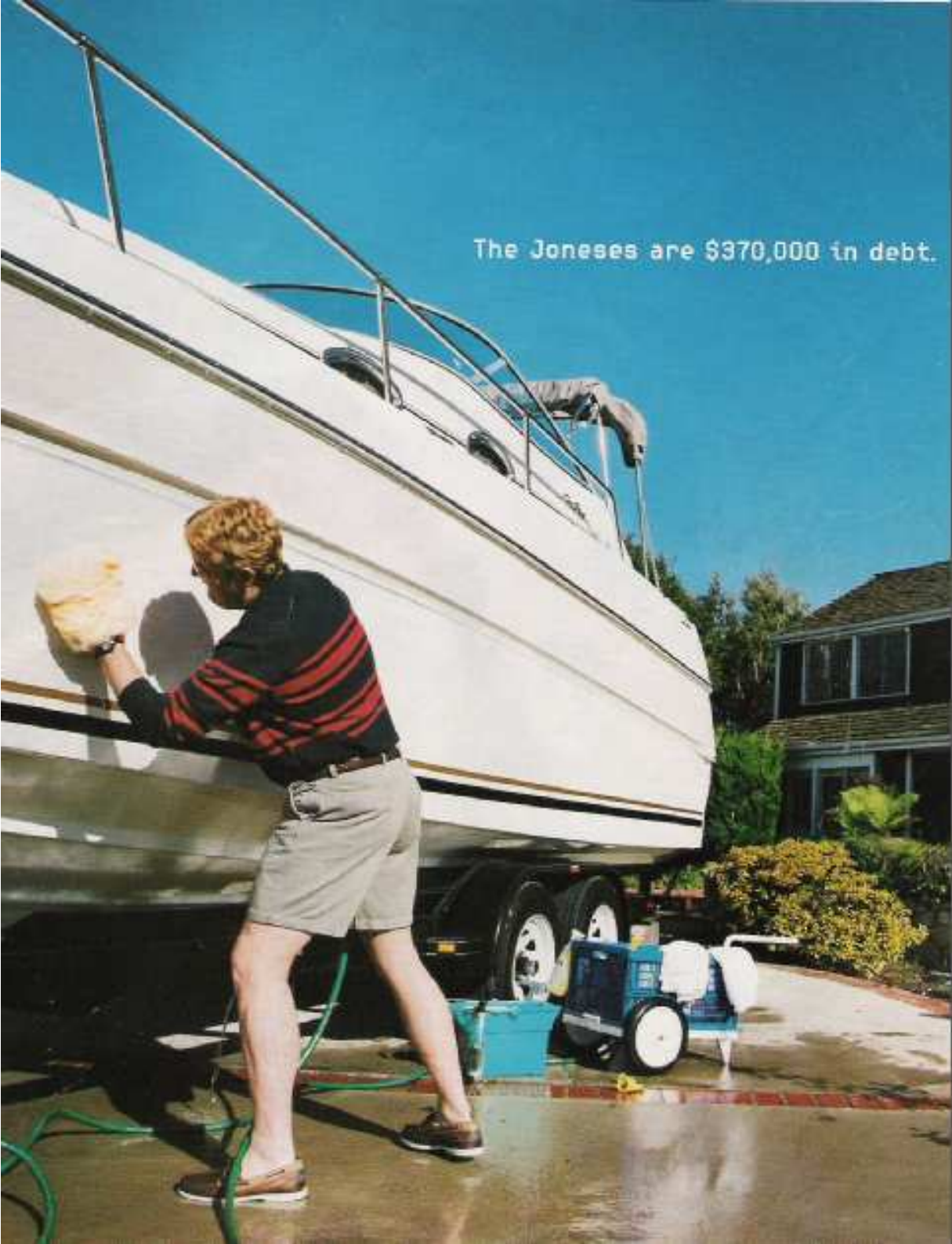
NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

With the following verbs, create ten sentences that best describe the image. You can make affirmative and negative sentences.

1. Work
2. Carry
3. Watch
4. Go
5. Have
6. Do
7. Mix
8. Look
9. Smile
10. Dress

APPENDIX O: ADVERTISEMENT 9



APPENDIX P: ADVERTISEMENT 10



## APPENDIX Q

### NORMAL SUPERIOR DE PASTO

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

#### ACTIVITY

a. Read the following dialogue and underline the WH questions.

Jason: Where do you work, Andrea?

Andrea: I work in that office.

Jason: What do you do there?

Andrea: I sell trips around the world. And, What do you do?

Jason: I'm a student. And I have a part-time job.

Andrea: It is great.

b. In pairs and based on the above conversation, write a dialogue telling what you and one of your relatives (your mother, father, brother or sister) do everyday.



**APPENDIX R**

**NORMAL SUPERIOR DE PASTO**

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

a. Write questions with DO using the following verbs.

See \_\_\_\_\_

Watch \_\_\_\_\_

Eat \_\_\_\_\_

Like \_\_\_\_\_

Wear \_\_\_\_\_

Walk \_\_\_\_\_

Play \_\_\_\_\_

Teach \_\_\_\_\_

Rush \_\_\_\_\_

Touch \_\_\_\_\_

b. Translate the following questions.

1. Trabajas en este lugar?

2. Ellos compran muchas cosas?

3. Nosotros pedimos eso?

4. Tu tienes un hijo?

5. Ellos van de paseo?

6. Ustedes comen pollo?

**APPENDIX S**

**NORMAL SUPERIOR DE PASTO**

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

a. Imagine that you are talking to someone. Ask questions using DOES. See the example.

I work hard. And your father? Does he work hard?

1. I play tennis. And Maria?

\_\_\_\_\_

2. I smoke. And your best friend?

\_\_\_\_\_

3. I do exercises everyday . And your sister?

\_\_\_\_\_

4. I speak English . And Rose?

\_\_\_\_\_

5. My dog runs very fast. And that dog?

\_\_\_\_\_

6. I live in London. And your grand mother?

b. Translate to English the questions.

1. Maria luce triste?

2. El navega su barco?

3. La señora Smith camina por la playa?

4. Mi mama compra lapiceros?

5. El reloj tiene números?

**APPENDIX T**

**NORMAL SUPERIOR DE PASTO**

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

Complete the following sentences using these verbs in a right way.

**Close cost go have like meet smoke teach wash speak**

1. Mery and Juan are very clever. They \_\_\_\_\_ four languages.
2. We \_\_\_\_\_ dinner at 6 p.m.
3. The banks \_\_\_\_\_ at 6 p.m.
4. My parents \_\_\_\_\_ ten cigarettes a day.
5. Their job is very interesting. They \_\_\_\_\_ a lot of people.
6. You \_\_\_\_\_ your car on weekend.
7. We \_\_\_\_\_ many friends.
8. My teacher \_\_\_\_\_ very well.
9. They \_\_\_\_\_ to the cinema.
10. Those shoes \_\_\_\_\_ \$15.

## APPENDIX U

### NORMAL SUPERIOR DE PASTO

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

#### ACTIVITY

a. Read the following text, and underline the verbs in present simple.

Lauren is a high school student. She works as cashier in a grocery store. The job pays well about \$6.75 an hour. She walks to her job everyday. She likes her job because with this money, she buys clothes.

b. Translate to English the following sentences.

1. Ella come pescado.
2. El corre muy rápido.
3. Ana habla cuatro idiomas.
4. Al perro le gusta la carne.
5. Juan fuma mucho.
6. El banco abre a las 8 a.m.
7. Ella bebe vino.
8. El escribe un poema.
9. El gato duerme mucho.
10. Ella lleva puesto un saco rojo.

## APPENDIX V

### NORMAL SUPERIOR DE PASTO

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

#### ACTIVITY

Translate and replace the noun by the appropriate pronoun in the following sentences.

1. Mi mama lava la ropa.
2. Juan enseña ingles.
3. Marta se apresura a comprar un regalo.
4. Luis ve televisión todas las noches.
5. Mi hermana termina la tarea en una hora.
6. Yuly viste un hermoso vestido.
7. Mi papa hace mis tareas.
8. Mi tío va a trabajo en bicicleta.
9. Alex estudia ingeniería.
10. El carpintero repara mis sillas.
11. El perro toca su pata.
12. Maria toca mi brazo.
13. Ricardo carga un maletín.
14. Paul tiene un carro negro.

**APPENDIX W**

**NORMAL SUPERIOR DE PASTO**

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

**ACTIVITY**

a. Translate to English the following sentences.

1. No voy de compras hoy

2. No conocemos nuestros vecinos

3. Mis padres no comen carne.

4. Ellos viven en el tercer piso.

5. No tenemos clase hoy.

6. No tengo lapicero

7. No lavamos el carro.

8. Tú no vistes muy bien.

9. Ellos no caminan por dos horas.

10. Yo no veo novelas.

b. Write 6 sentences telling what are the things you don't do.

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