THE APPLICATION OF GEEMPA FOR WRITING IN EFL

"THE EFFECT OF GEEMPA ON WRITING WITH THIRD GRADERS IN AN EFL SETTING."

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Linguistics and Languages Department

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May 2014

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"Las ideas y conclusiones aportadas en este trabajo son de responsabilidad exclusiva del

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DEDICATORY

This research work is dedicated to my parents who have been always there to support me despite the difficult circumstances. For all their effort, patience, immense love and for letting me make my own decisions. To those angels who have become a great part of my life and have given me the inspiration and courage to do my best. To my family, boyfriend, friends, and classmates who have believed in me and my dreams. Last but not least, to Angie for letting me take part of a great team and being able to achieve this significant goal together. May the universe carry on blessing our ways. There is still a long way to go after this huge step and I promise I will not let you down.
Thanks to all from the bottom of my heart.

Aura Cristina Tobar H.

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RESUMEN

Este estudio estuvo enfocado en aplicar la metodología GEEMPA para desarrollar la escritura en la lengua extranjera con estudiantes de tercer grado del Liceo de la Universidad de Nariño.

Para lograr los objetivos propuestos, fue necesario diseñar las clases de inglés, adaptar las actividades basadas en esta metodología y usar juegos, cuentos e imágenes con el fin de incrementar la pasión, la motivación y la confianza a la hora de escribir en inglés para así mejorar el uso de las palabras, frases, oraciones y párrafos cortos. De la misma manera, se observó la actitud, disciplina, comportamiento y motivación de los estudiantes durante esta investigación. Además, se determinó si otras habilidades además de la escritura se beneficiaron.

Así mismo, este estudio ofrece a los profesores de la lengua extranjera un antecedente importante relacionado con las estrategias basadas en GEEMPA para la enseñanza y el aprendizaje de la lengua inglesa.

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ABSTRACT

This research focused on applying GEEMPA methodology to develop writing in an EFL setting with third grade students at Liceo de la Universidad de Nariño.

To achieve the objectives of this study, it was necessary to design English lessons, adapt activities based on GEEMPA principles and to enhance writing skill through the application of games, tales and pictures in order to increase passion, motivation and confidence when writing in English by using single words, phrases, sentences and short paragraphs.

In the same way, aspects such as attitude, discipline and motivation were observed during the research process as a complement of this methodology. Besides, this research project aimed to determine if other skills besides writing were benefited from the application of GEEMPA.

This study offers EFL teachers an important background with strategies related to the application of GEEMPA methodology for language teaching and learning.

Key words: GEEMPA methodology, writing skill, motivation, EFL setting, language teaching.

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CHAPTER I: THE RESEARCH PROBLEM

Introduction

Some schools in Colombia need more attention in terms of increasing love, motivation and passion to learn any subject-matter not only a second language. For this reason, the first step is to train teachers the correct way to teach a topic. That is why this research is mainly focused on the application of a new methodology in order to help students to enjoy how to write texts in English. In addition, it gives an idea for teachers to understand the importance to guide their students in the learning process, mostly in foreign languages explaining them the importance to know a second language because it is the key towards success.

Consequently, this monograph focuses on providing readers with information about a recent, creative and modern methodology that has been successful since it has revolutionized public education in Brazil. Furthermore, GEEMPA was actually recognized by UNESCO (The United Nations Educational, Scientific and Cultural Organization) in 1997 concerned with a way to teach in schools with significant results.

For the reasons mentioned above, this work is divided in three parts. The first part describes the problem statement about the importance and the main purpose of "The effect of GEEMPA on Writing with third graders in an EFL setting". Besides, it gives a brief description about the problem, the specific objectives and some limitations that the research had.

The second chapter deals with some really important theories that have influenced on the application of this methodology such as "Constructivism" and some "Post-Piagetian theories". It is advisable to highlight that these theories are the basis of GEEMPA

methodology because its main objective is that students are able to be autonomous and critical in the learning process. Also, it includes other authors that explain the importance of motivation when students write texts in English.

The third chapter deals with the methodology used for the development of the study. In this case, this research was a combination of the two kinds of research. It means that it was qualitative because it explained all the processes of the methodology and descriptive quantitative because the research showed the results comparing students' writing level at the beginning and at the end of the study. In addition, it is necessary to highlight that the methodology used to develop this study was action research. Even more, it shows the population, the sample and the instruments needed.

Justification

Teaching a second language might not be an easy process because of the different situations, aspects and also methodologies used. For this reason, according to Borich (2000), the responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate. Therefore, there is the need for teachers to use new methodologies and procedures that facilitate the way to teach something in order to increase motivation and passion to learn a second language.

This study entitled "The effect of GEEMPA on Writing with third graders in an EFL setting" is mainly focused on applying a new active methodology that has never been used at the Linguistics and languages Department at the University of Nariño.

Besides, it is necessary to know that this methodology was proposed in Brazil in 1970. It has had a successful application in the world because it proposes didactic, active and useful

ways to teach any subject-matter based on games, tales, and stories among others. So, the main reason to apply this methodology is because students need to be encouraged since childhood to develop writing skills through those practical tools. It is also really important because students need suitable environment in which they feel self-confidence, motivation and interest for learning how to write a word, a phrase, later a sentence and read it in a second language. So, this environment needs to have many written materials where children make contact with all the books, pictures and some words, simultaneously learning from interaction with others and the richness of the exchanges.

At the same time, this work pretends to highlight the importance of this creative and modern methodology because students will be able to develop a critical thinking in order to solve problems and be autonomous.

Problem description

One of the main problems in our society is the methodology used to teach without giving enough importance to the students' needs. Therefore, it is very common to see that learners lose the interest and the passion to learn a foreign language, especially in writing skills in schools since early stages.

Besides, it is necessary to understand that if students are not motivated since childhood, they will have academic problems because of the lack of interest, motivation and passion to learn a FL. Moreover, it is basic to highlight that this problem limits the students' knowledge because some teachers use some traditional methods and only focus on teaching a topic without knowing if students learn or not.

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Also, it is necessary to know that a country like Colombia needs a lot of information about how to motivate and encourage students because this is the first step to increase the passion to learn a FL, especially the writing skill. In this way, Colombia needs to apply those kinds of methodologies such as the one stated in this document because this allows teachers to bring a comfortable environment for learners when they are learning the target language. Consequently, there is the need to exchange ideas and provide new opportunities for teachers to use all these new and creative methodologies such as GEEMPA that will contribute to the development of children and all they need. Also, it is necessary to point out that Colombia requires more attention from the Ministry of Education because English is required in all over the world and in most careers at the university. For that reason, the importance to adapt other useful methodologies from other countries in order to improve the English level of students by giving them the opportunity to know that a subject-matter like English is the key to success considered as a requirement for studying abroad.

Problem statement

What is the effect of applying GEEMPA methodology for the improvement of writing in EFL with children of third grade in Liceo de la Universidad de Nariño School?

Objectives

General objective

To determine the effectiveness of GEEMPA methodology for the improvement of writing in EFL with children of third grade in Liceo de la Universidad de Nariño School.

Specific Objectives

- To adapt GEEMPA methodology for the development of writing in EFL.

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- To apply the new material in the development of writing in EFL.

- To observe the students' attitude towards the application of GEEMPA methodology.

- To determine if other skills besides writing are benefited from the application of GEEMPA.

Research questions

General question

How effective can be the application of GEEMPA methodology for the improvement of writing in EFL with children of third grade in Liceo de la Universidad de Nariño School?

Specific questions

- How can GEEMPA methodology be adapted for the development of writing in EFL?

- How can the new material be applied in the development of writing in EFL?

- What is the students' attitude towards the application of GEEMPA methodology?

- Are there other skills besides writing benefited from the application of GEEMPA methodology?

Definition of terms

-**Constructivism** is defined by Brainer (1999) as "the construction of learners own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs"(p.2).

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-Didactic according to Hockly (2004) deals with theories, ideas, principles and instructions directed at successful condition of educational process.

-Foreign language according to Gunderson (2009) is the language a person knows because h/she is learning or is acquiring in addition to their native language.

-**GEEMPA** *(Grupo de Estudos sobre Educação, Metodologia de Pesquisa e Ação)*. It is defined by Grossi (2009) as "a methodology which implements play activities for improving the quality of teaching and learning." (2009, p. 1).

-**Literacy** can be defined as "the ability to read and write a simple message in any language" (Heath, 1986, p. 15).

-**Methodology** can be defined as "a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools to enhance the process of teaching English by empowering and facilitating teachers to work proficiently." (Lunsford, 1989, p.106)

-**Motivation** is defined by Williams and Burden (1998) as "a state of temporary or prolonged goal-oriented behavior which individuals actively choose to engage in". (p.94)

-**Writing** can be defined as "a communicational system that secures a series of phonetic sequences (singles sounds, syllables or words) of an individual language on an established space utilizing more or less permanent marks." (Daniels, 1996, p. 3)

<p align="center">**Limitations**</p>

As far as research is concerned, it has not been possible to find any other research work on this topic because it has not been applied in Pasto yet. For this reason, it is obvious that one of the limitations could be the difficult access to the original materials related to GEEMPA

because they are not easy to find. However, there are other people who have worked with this methodology around the country and they have some books that could contribute to this field work.

Another limitation could be that all the articles, magazines and books are written in Portuguese because of the origin of this methodology. So, it would be difficult to understand them. However, a practical solution will be attend to online Portuguese class or ask for help in the language center at the University of Nariño.

CHAPTER II: LITERATURE REVIEW

In Colombia there are some problems related to education and the way some teachers explain any subject-matter (Jurado, 2004). For that reason, it is advisable trying to search different alternatives to bring new opportunities to students who are learning English. Taking into account that GEEMPA methodology has been used on the development of literacy in L1, (Reading and Writing). For this, it is essential to emphasize that this study will be adapted to the EFL teaching to prove the effectiveness of it on the writing skill.

Consequently, the literature review will be mainly focused on the importance of writing skill, facts about GEEMPA methodology and theories that can support this research.

What is GEEMPA?

According to Grossi (1970), GEEMPA (Grupo de Estudios sobre Educación, Metodología, Pesquisa y Acción) translated in English as a group of studies on education, research, methodology and action. This group concerned about how to teach people and bring new opportunities to learn, created a new methodology called GEEMPA. The main objective of this methodology is to give an appropriate academic environment in which students can feel confidence, pleasure and will to learn any subject-matter. In addition, this is a successful methodology because it is based on creative and didactic tools to increase motivation and passion.

So, it is interesting to know that other methodologies applied in other countries can be really useful in our country to help children to learn another language in order to develop all the skills. Then, the importance to know more about all the projects developed based on

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GEEMPA methodology in order to know the purpose of this methodology which is to literate

older people in Brazil and children as well.

Objectives of GEEMPA

Grossi (1998) argues that this methodology called "GEEMPA" is focused on the way

people learn to write and read because the goal is to provide a good place and an appropriate

academic environment to learn whatever they want, that is why GEEMPA has been successful

in Brazil thanks to the methodology applied to teach any subject-matter, the application of

feedback and the planning of the class. Also, Grossi (1998) concludes that the most important

fact is that students are able to propose new things during their learning process.

Thus, the idea of Grossi with this methodology called GEEMPA is to try to break all

the difficult situations in order to improve everybody's knowledge. So, this methodology

attempts to increase the interest and passion to read and write something in public schools

with different subject-matters. As a result, GEEMPA requires an intensive research that

proposes ideas based on post-Piagetian theories and not only in Constructivist ideas. In

addition, it is considerable to highlight the importance of teaching because, as Grossi (1996)

argues, teaching is to put into practice all the strategies that students need in order to solve the

doubts students have in relation to the knowledge of the world. This process implies a lot of

information as well as a connection between the academic environment and the student. In this

way, GEEMPA focuses on applying didactic activities to increase motivation for learning

instead of continuing with some traditional activities which do not contribute to the

intellectual development of the student but it pressures students just to have a grade.

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Important aspects for the application of GEEMPA methodology

For this methodology it is very important to observe literacy students' level in order to help them to improve their skills and see a progress on them. Therefore, the application of a previous class interview is relevant to identify students' weaknesses and strengths. The class interview is applied to individual students because it reduces anxiety and it provides self-confidence. Later, students are categorized in certain levels of literacy according to students' abilities because Ferreiro (1979) states that children go through different phases before being able to read and write. In this way, she proposes a scale to categorize students called in Spanish as "Escalera de psicogénesis" *(See Appendix A)* taking into account the four stages such as "presilábico, silábico, alfabético and alfabetizado". Besides, it is essential to take into account cooperative and collaborative work because Grossi (1970) argues that students build knowledge and learning through interaction with other students to cooperate and help one another. For this, groups of students are formed to work together during classes. The organization of the groups starts by selecting people who are the leaders of each group. They are selected by the class according to their responsibility, respect and leadership. Then, the leaders select people they want to belong to the group. After this, groups are identified by posters with their group names, number, color and members of the group placed in specific places in the classroom to provide prearrangement before each class. Moreover, students are provided with ID cards to identify themselves from other members of the group. In this way, this organization provides them motivation and responsibility to belong to a specific group. Also, it is relevant to create a good environment for students as well as teachers from the beginning. For this, this methodology implements an interactive class in which teacher takes

time to know students, their expectations by bringing a piece of cake or things related to what they are going to learn in classes as a representation of sharing knowledge. Later, students have to sign an agreement called in GEEMPA "Contrato didáctico" in order to involve students in their own learning process and participation during the lessons. This contract is also signed by teachers who compromise to be creative, punctual and responsible during the process.

What theories are important for GEEMPA?

As it is known, GEEMPA is a methodology that focuses on writing and reading skills. For this reason, it is important to cite Krashen's theory of the Natural Approach because according to Krashen &Terrel (1983), this approach is based on building competence through exposure to comprehensible input, indicating the value of reading. He states that reading may contribute significantly to competence in a second language. So, there is good reason; in fact, to hypothesize that reading makes a contribution to overall competence, in all four skills. Due to the importance of this approach for GEEMPA, learners' confidence and competence can be benefited to develop reading skill.

In the same way, it is really important to know the importance of Constructivism which according to Vigotsky (1978) this learning theory argues that people produce knowledge and form meaning based upon their experiences. In this way, it has influenced a lot in terms of education with different meanings. So, according to Sjøberg (2007), this theory has a great influence in educational literature, in academic papers as well as in books used for teacher training, curriculum development and assessment. For this reason, the constructivist approach has a lot of importance to teach how to write.

So, according to Huang (2009), Constructivism shows how it empowers readers to pose themselves as participants in making meaning together with the text and its authors. Besides, he explains the meaning of Constructivism in the sense that it provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices. Then, Mittchell & Myles (1988) propose "Constructivism emphasizes that learning takes place in a socio cultural environment and views learners as "active constructors of their own learning environment" (p.90). Students do not learn as isolated individuals, but as active members of society. What they learn, and how they make sense of knowledge, depends on where and when they are learning. That is very important for improving writing skills.

On the other hand, the father of Constructivism claimed that learning occurs through dialogue (Vygotsky 1978). This dialogue is initially internalized because it takes place between teacher and student; between students; or even between text and reader (Wilson 1999). However, the learner makes sense of what it is said or written through internal dialogue (Vygotsky, 1978). Thus learning is interactive in the sense that learners must interact with sources of ideas or knowledge in social settings, as well as in the sense that they must take an active part in reconstructing ideas or knowledge within their own minds. Further, Vygotsky points out that learning depends on the purpose or motivation for learning called "activity theory" (Lantolf, 2000). As learners, what they select to focus on in their learning, and how well they perform depends on the social purposes of the activity (Huang 2009). In addition, it is necessary to explain the Constructivist point of view of reading in which reading, writing

and learning are social practice. The social context affects when you read, what you read, where you read, who you read with, and of course why and how you read.

Here, it is the opportunity to highlight the importance to literate children because they need encouragement to learn something new. Thus, Grossi (1998) argues that teachers have all the tools to be good examples for students because teachers have to know that knowledge requires a combination of four aspects such as: the intelligence (Piaget), the social subject (Vygotsky), the subject that wants something (Wallon) and the culture (Freire). All these aspects are important in the learning process because each one has an important role in the classroom and the integration of knowledge. Therefore, it is relevant to know that the influence of the Constructivist theory is stronger than others because considering the point of view of this theory; children are able to be autonomous and critical. Besides, it is important to take into account Piaget's theory cognitive development because children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment. Moreover, Piaget claimed the idea that cognitive development is at the center of human organism, and language is contingent on cognitive development. Thus, those stages are significant for GEEMPA because they allow knowing the stages students go through when learning depending on maturity and cognitive development.

In conclusion, the aforementioned authors allowed us to understand all the factors that influenced this process, the tools teachers should use and the needs students have in order to develop and increase the development of writing in foreign language.

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What is the importance of developing literacy in L1?

According to Goodman (1970) reading is a "guessing game" in which the reader has the opportunity to construct a message that will be internalized by the reader. In addition, Goodman (1970) proposes that here "there is an active process of comprehending in which students need to be taught strategies to read more efficiently. Those are related to guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc." (1991, p. 377).

However, according to Zhang (1993) there is a difference between comprehension process to hypothesis testing (or draft-and-revision) because the reader gets at the main idea after revising the initial hypothesis providing the reader an adequate background knowledge. Also, we can find Grabe's point of view (1991) who lists the five most important areas of current research which are still prominent: "schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations" (p. 375).

For that reason, it is necessary to talk about the cognitive tasks involved in reading as well as the various activities teachers use in teaching reading comprehension. Carrell and Eisterhold (1893) argue that there are some processes which involve both bottom-up and top-down in reading. "First, the data is needed to fill out, then schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners or readers will be sensitive to information that is original or that does not fit their current hypotheses about the content or structure of the text. Besides, top-down

processing helps the listeners or readers to resolve ambiguities or to select between possible alternative interpretations of the incoming data." (p. 557).

Consequently, according to Chavez (2001) the importance of reading is considered like a process in which children construct their own knowledge based on looking for information, thinking about the world around them, exploring and formulating hypothesis and answers. Besides, it is necessary to take into account that children are able to develop many skills in order to improve their knowledge without any kind of help because since they are 6 years old, they comprehend everything and they realize what they want to do. An obvious point is that reading is a means to knowledge, not only about the target language but perhaps more importantly about the world. Students should be encouraged to use the target language as a tool in their wider learning.

On the other hand, it is essential to say that the process of writing is also important in learning a foreign language because "how to write a coherent and effective text is a difficult and extended achievement of cognitive development that contrasts deeply with the acquisition of speech" (Kellogg, 2004 p.102). Even more, this process called writing involves other processes such as memory and thinking. Writers can put to use virtually everything they have learned and stored away in long-term memory. But they can only do so if their knowledge is accessible, either by rapidly retrieving it from long-term memory or by actively maintaining it in short-term working memory. Thinking is so closely linked to writing, at least in mature adults, that the two are practically twins. Additionally, this process needs strong motivation and passion because learners can feel bored with this kind of subject-matter.

Then, according to Ericsson, Krampe &Tesch-Römer (1993) learning how to compose an effective extended text should be conceived as a task similar to acquiring knowledge in related culturally acquired domains. It is not just an extension of our apparent biological predisposition to acquire spoken language. Rather, it is more similar to learn how to type which is in fact one aspect of composition, as a common means of motor output. Or, it is similar to learning how to play chess which is another planning intensive task similar to composition in its demands on thinking and memory. Or, it is similar to learning how to play musical instrument which demands mastery of both mechanical skills and creative production. Becoming an expert typist, chess player, or, violinist, requires a minimum of 10 years of intensive learning and strong motivation to improve. The very best violinists, for example, have accumulated more than 10,000 hours in solitary practice, whereas lesser experts (7,500 hours), least accomplished experts (5,000), and amateurs (1,500) have devoted proportionally less time to self-improvement. Then, the importance of loving to do something and the interest learners put in everything they want, in this case writing process. According to Santoyo and Morales (2000) it requires some relevant aspects such as teamwork, motivation, vocabulary and the practice of writing down ideas before speaking. All of them applied in teaching of reading and writing will be necessary to have good results when students are reading a book or they just want to write in English.

Besides, not only those tools are important to increase the passion of students because there are other requirements; one of them is the presence of teachers in those processes because they act as guides in which they offer students a variety of activities and resources in order to help them. Therefore, drawing ideas, reviewing them and providing feedback are

necessary in order to give more importance to students so they can feel more self-confident and are able to develop any activity that requires knowledge in writing. In the same way, it is necessary to create a positive and collaborative atmosphere for students to write in order to give importance to the learners' needs, interests and problems by making the student the center of the process. It requires real or authentic context and successful readers. Moreover, Ruíz (1994) argues that it is important to know the environment in which children are learning something because it has to be adequate and comfortable. Besides, it should help to enhance the passion of learning to write something based on daily situations.

As for the reading skill, it should be enjoyable and learners will feel motivated to read more if they feel they read well. If the reading texts are carefully selected and therefore contribute to motivation, the process of language learning will be greatly helped. "Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen & Terrell, 1983, p.53).

So, taking into account reading and writing processes, it is required to notice that writing is particularly a rich area for the objectives of this research because there are so many reasons for engaging in these activities, and because of the essentially social nature of literacy. On the other hand as a literacy process, "reading can be a source of pleasure, a source of information, a classroom task, or a context for social interaction. It can be seen as a means to gaining knowledge or status or as an enjoyable activity in itself". (Guthrie et al, 1996, p.65).

What is the importance of developing writing skill in L2?

Writing might be one of the most difficult skills that L2 learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural

competences. Also, teaching L2 writing might be a challenging task for teachers since it requires going through different processes and it might also take longer to acquire this skill. Even though, it takes time to learn how to write it is important to say that writing has a big influence for L2 learners because they will be able to understand different types of written information in real context such as books, readings, tales, articles etc. Also, some other skills such as reading might be benefited from writing development. In addition, students might be involved in bilingualism programs and second language learning by developing certain abilities needed to write. As a result, Murphy et al. (2002) list five major behaviors that L2 writers need to acquire:

> The ability to manage complex mental representations, the ability to construct rhetorical and organizational goals and hold them in mind while composing, the efficient use   of problem-solving procedures in order to formulate their texts, the ability to distinguish between editing and revision as two different operations distributed in different stages of the composition process and the adoption of a flexible attitude toward the use of   rhetorical devices. (p. 27).

The developmental writing scale in L2

Taking into account that this work was applied by using GEEMPA methodology in an EFL context it was necessary to look for a scale that best resembles to the characteristics when writing in L2 *(See Appendix B).* In this way, according to Gentry (2006) students writing can be categorized in 5 different levels: Non-alphabetic, pre-alphabetic, partial alphabetic, full alphabetic and consolidated alphabetic writing.

Non-alphabetic writing

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In this stage, children are elementary writers. For this reason, it is comprehensible that students have many mistakes in the writing process because they are just acquiring writing and learning the basics in English. Some of the characteristics of this stage are: they do not use letters but scribbles, wavy lines and loopy writing are presented. Also, learners are not able to write their own name.

Pre-alphabetic writing

In this stage, children start with writing and are able to write complete words by making mistakes. Some of the characteristics of this stage are: there is no evident correspondence in letter-sound, the alphabetic knowledge may be minimal or substantial ranging from a few known letters to substantial production of many letters, interspersed lower and uppercase letters is presented, students use letter-like forms and/or random letter strings, they may invent the spelling of some words but these may represent specific words or entire messages.

Partial alphabetic writing

In this stage, children start with writing and are able to write complete words by making some mistakes. Some of the characteristics of this stage are: students awareness that letters represent sounds, their **c**oncept of word begins to materialize, they can spell some high-frequency words correctly in sentences, includes some vowels (often not correct ones), they write at least one sentence partially correct and partial but not full representation of sounds.

Full alphabetic writing

In this stage, children start with writing and are able to write complete words by still making mistakes. Some of the characteristics of this stage are: students have a more stabilized

concept of word, the alphabetic knowledge may be complete, phonemic awareness is presented, children correctly spell many high frequency words in sentences, they begin to use simple punctuation (periods, questions marks-may not be correct) and they are able to write more than one sentence and letter represents each sound.

Consolidated alphabetic writing

In this stage children start with writing and are able to write complete words by still making a few mistakes. Some of the characteristics of this stage are: there are more words spelled conventionally than invented in more lengthy pieces of writing, learners have potential for more elaborate and extended pieces of writing, they use more complex and varied sentence structure by capitalizing beginning word in sentence and using lower case appropriately. Besides, their spellings may appear in mixed-up letter order (HUOSE for *house*) but they are able to spell words by replacing sound spellings better. Finally, numerous spelling principles remain to be learned, such as double consonants and diphthongs.

CHAPTER III: METHODOLOGY

In this chapter readers are provided with all the information related to the research method such as the design, participants, sample, procedure, and instruments applied to collect the data.

Design

The study was carried out with a large group of students who were learning to write in the Mother Tongue and who were taught English as a foreign language at school. So, students already had a previous knowledge of the foreign language. For this, it was intended to apply a pre-test in which it was identified the level of literacy (writing) of the students. Then, after the application of GEEMPA was made, a post- test was applied in order to determine the improvement in students' writing ability and the effectiveness of the application of GEEMPA methodology.

Type of research

The research paradigm

This research had a relation between qualitative and quantitative research in which qualitative research was based on the explanation of all the processes in the application of the GEEMPA methodology; and quantitative research was applied for gathering the results of the comparison between the level of students' knowledge at the beginning and at the end of the study based on writing skill.

Research type

The methodology focused on a special kind of research called Action Research because the teachers' practice in the classroom was questioned by taking into account that this topic is

based on the application of a different methodology in which it was necessary to make the process of planning, acting, observing and reflecting in order to get all the information needed and take into account aspects that might affect the application of the treatment. In this way, the information was collected by using interviews and observation guides in order to know students' knowledge and to detect the effectiveness of the methodology that was applied. Besides, by means of the use of the action research, different kinds of evidence were applied, so there were more options to make this project valid and objective. Besides, this methodology had all the necessary steps for the process of the research that were needed to be carried out.

Data collection techniques

The main instruments used to determine the data collection were focused on the improvement of writing by applying a new methodology. Besides, the main purpose of this was to measure students' knowledge from the beginning until the end of the application of this methodology and carry out class observations in order to get feedback. For these reasons the instruments used were:

A pre-test: It allowed knowing how much students knew about writing in English at the beginning of the study.

A post-test: It was useful to measure how much students learned at the end of the study.

Observation guides: This guide contained a list of categories based on classroom management.

Population, setting and sample

Population

The population considered in this research was composed by children who are studying at school. The study was carried out inside the classroom with students that were considered beginners. They attended class on Tuesday from 8:15 a.m. to 9:00 a.m. during a period of ten weeks. This group of students was chosen because they represent one part of the students who are learning to develop English skills at the school as part of an academic subject.

Setting

The research took place in the Liceo de la Universidad de Nariño High School located in the Panamericana Avenue in Pasto, Nariño. This was a coeducational high school. Students attended classes in the morning. The classroom had a limited space in relation to the number of students. It had good lighting, a small teacher's desk, fifty three chairs, a shelf for students' materials, posters with messages related to education and a big white board.

Sample

The sample had a group of 53 students from Liceo de la Universidad de Nariño High School in San Juan de Pasto. They belong to third grade of primary school. They are girls and boys with previous English training in their school and their ages range from 8 to 9 years old.

Procedure

This study took into account a type of research called Action Research which includes a cyclical process such as: to identify the problem, to gather the information, to design and adapt English lessons, activities and materials based on GEEMPA methodology to implement the treatment, and to analyze the data.

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Taking into account the statements above to carry out this research, these steps were followed:

First, Liceo de la Universidad de Nariño high school was visited to get authorization to do this study so the foreign language classes currently taught were directed by the application of GEEMPA methodology. Second, there was an agreement with the English teacher on the schedule for applying the methodology mentioned before in order to collect and organize the data. Third, principles of GEEMPA methodology were used to the English topics during ten weeks.

The first lesson started with the teachers and students' personal presentations such as the name, age and expectation for the English course.

The second lesson focused on having some interaction with students and sharing with them a piece of cake as a symbol of sharing knowledge, based on GEEMPA principles. Later, rules for the class were stated and agreed with them. Those rules were explained with clear directions for them to understand the importance to respect and being respected in the class.

Third, the organization of students groups was made by selecting the leaders according to the English record. Then, they were allowed to select who they wanted to work with. For this, eleven groups were formed; nine groups of five students, and two groups of four students. Then, they chose the names of their groups and selected a color to be identified from others.

Fourth, a contract was designed taking into account GEEMPA principles to increase students and teachers' commitment to the English course. The contract was signed by both.

Fifth, for the next class identification cards including information of each group were designed and given to each one of the students. They accepted to use them in each English lesson.

Sixth, the classes were designed by applying GEEMPA methodology with different activities taking into account the topics of the academic year. Besides, observation guides were used to observe classroom management for the first and last class of the treatment.

Seventh, the pos-test was applied at the end of the research to be compared to the pre-test results to gather information needed for the analysis of data.

 Finally, the analysis of data was made to compare the results of the pre and post-test and determine if the application of GEEMPA was successful.

Ethical Issues

To carry out this study, it was necessary to ask for permission to Liceo de la Universidad de Nariño in order to guarantee the voluntary participation of the students and English teacher. For this reason, students' and teacher's names were not mentioned to ensure their identity and integrity protection. It is also necessary to say that the application of this research did not generate any consequence or damage to the participants of the study. We really appreciate the participants' collaboration from Liceo de la Universidad de Nariño High School.

CHAPTER IV: ANALYSIS AND RESULTS

In this chapter, we report and analyze all the results that were gotten through qualitative and quantitative research in which qualitative research is based on the categorization of different aspects in the classroom such as classroom management and the following subcategories: discipline, attitude, interest, motivation and foreign language proficiency of the students. On the other hand, quantitative research was applied for gathering the results of the comparison between students' level in writing skill at the beginning and at the end of the application of GEEMPA methodology.

Qualitative Research

For qualitative research, it was designed a format which consisted of an observation of classroom management and subcategories as discipline, attitude, interest, motivation and foreign language proficiency of the students at the beginning and at the end of the treatment described below.

Classroom management

Brophy (1986) describes classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning since it includes how teachers deal with issues of supervision, facilitation, manipulation of the environment, class activities and it has to do with students' actions, maintenance of discipline and general dynamics of the class.

In the initial classes with third graders it can be said that lessons varied a lot. All of this with the goal of applying a different methodology to English teaching and creating a good atmosphere for learners. In addition, supervision was a relevant aspect when working with

students since they were being monitored by teachers all at time in order to help them understand and help them follow the process. On the contrary, students' discipline was a key factor since the application of the treatment consisted of a cooperative work. Therefore, there was difficulty to handle different groups of students. On the other hand, at the end of the research, the situation did not change. Students were provided different activities and lessons. Besides, indiscipline continued being the same due to the large class of the size. However, students were supervised by teachers.

Discipline

Discipline can be defined as a state in which both teacher and learners accept and consistently observe a set of rules about behavior in class whose function is to facilitate teaching and learning (Ur, 2006). It is necessary to say at the beginning of the classes, students were enthusiastic to the proposal of a different methodology and English activities. In addition, there were a lot of students (53) and it created some indiscipline when students worked together as well as when they participated in class. Regarding the end of the study, the same number of students continued and it required being attentive to students' process as well as their behavior in class.

Attitude

According to Gardner (1985) positive attitude brings out greater effort on the part of language learners and successful results in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing. He states that a positive attitude also helps learners maintain their language skills after classroom instruction is over. For this, students' attitude at the beginning of the lessons was very positive

since they have high expectations and were very enthusiastic because the classes were different and they certainly learned more. They showed interest in the lessons, they asked about what they were going to do and learn the next classes. On the other side, this attitude kept being the same at the end of the application of GEEMPA since students had still the same expectations as the beginning and they showed a great interest when working in groups and doing activities to learn English.

Interest

According to Duffy et al. (1989), the factor of interest has the potential to enhance the learning of essential information. For this reason, it is very important for teachers to motivate students to learn something new by using new and creative materials for them. Because of this, it was evident that before applying GEEMPA methodology students did not show interest because they were used to be taught with the traditional methodology, so they think that the English lessons were going to be the same way. However, during the application of GEEMPA methodology, it could be observed that they showed interest in the activities they had to develop during each English lesson because they brought their materials, they organized their groups some minutes before starting and they were ready for participating in class.

Motivation

Brown (1987) argues that motivation is like an impulse, desire or emotion that pushes someone to do a particular action. In this way, motivation is one of the most important factors that influence the success in language learning. As a result, it is necessary to say that students' motivation at the beginning of the treatment was good because children were engaged to the class, taking into account the participation, their high expectations to learn English using a

different methodology based on useful games, tales and pictures for their learning. Finally, after the application of the treatment the students' motivation was higher than before because according to Ur (1991) there are some characteristics associated with motivation such as goal orientation, perseverance, need for achievement, positive task orientation and ego-involvement. So, it can be said that students had all those requirements stated above due to they were always motivated when listening the tales, practicing vocabulary, developing activities and working in groups.

Foreign language proficiency

Taking into account the activities done based on GEEMPA methodology and all important aspects for it, it can be said that the FL proficiency at the beginning was lower than after the treatment because students were taught by using traditional materials and strategies not really useful for them. However, at the end of this study, it could be observed that there was an increase of FL proficiency because it was shown the improvement of their performance, fluency and language competence.

Quantitative Research

For quantitative research, it was designed a test used as a pre-test based on the topics third graders were taught during the last academic year and it was also used as a post-test after having applied GEEMPA methodology for ten weeks to observe if the treatment had positive or negative results.

This study was developed with only one research group in third grade. This field work was carried out in a forty-five minute class during ten weeks. Then, to carry out this procedure, the first step was to decide what grade to choose for the application of the

treatment since GEEMPA methodology pretends to literate people from children to adults by focusing on the development of reading and writing in L1. Therefore, we decided to apply it to a population which was already literate in L1 and was learning English at school. In this way, according to Hyltenstam (1992) around the age of six or seven seemed to be a cut-off point for bilinguals to achieve native-like proficiency because after that age, L2 learners could get near-native-like-ness while consisting of few actual errors and having enough errors to set them apart from the L1 group. That is why we chose as the population third graders whose age ranged from 8 to 9 years. The next step was to ask for permission to the Principal of the school *(See Appendix C)* and then, we talked to the English teacher to know about the syllabus and the topics that students were being taught during the academic year to design the activities based on GEEMPA methodology. Once the syllabus was organized, it was designed each lesson plan with the corresponding activities along with a format divided in category and subcategories to observe classroom management in the first and last class. *(See Appendix D)*

Later, the next step was to apply the pilot study (class-interview) *(See AppendixE)* by using some pictures *(See AppendixF)* to 6 students and it that took around 20 minutes. Moreover, the test was designed taking into account reading and writing skills because according to Grossi (1970) the goal of GEEMPA is to literate people from all ages exploding reading and writing skills at the same time. As a result of this, we realized that the application of the pre-test could have taken too much time if it had been done with each student so we decided to apply it with the whole group at the same time and not in a personalized way. Besides, this test was modified because the writing skill facilitated to get evidences more precise. That is why the reading skill was left out. Once the modifications were done, the

students took the pre-test. *(See Appendix G)* The first results were collected and students were placed in different levels, taking into account that GEEMPA methodology uses a scale of literacy called in Spanish "la escalera de psicogénesis" *(See Appendix A)* which locates students according to their literacy level. However, due to the application of this methodology in an EFL setting which is focused on a specific English skill; in this case writing, it was necessary to look for a scale for the development of writing related to our FL context. *(See Appendix B)* As a result, it was found a classification of writers which permitted us to place students in different stages of writing in accordance with the use of vocabulary, single words, spelling and sounds. In this way, according to Gentry (2006) there are some levels of writing in a scale called the developmental stages of writing which consists of 5 stages named level 0 – non-alphabetic, level 1 – pre-alphabetic writing, level 2 – partial alphabetic writing, level 3 – full alphabetic writing and level 4 – consolidated alphabetic writing. Those stages were taken into account for the classification of students in GEEMPA methodology, except the stage non-alphabetic considering that third grade students went already through that initial stage when they started primary school and they were able to accomplish the characteristics described in this stage.

To start with the application of the treatment we started by introducing ourselves and the methodology for the English lessons. Besides, students were allowed to introduce themselves and talk about their expectations for the English course. In addition a cake was brought to the class as a representation of English knowledge so we shared it with students as we explained the importance of FL in our setting, each piece of cake had some symbols related to English language. The same day the rules for the class were explained in order to

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involved students to cooperate with their own learning during the lessons. For instance, the rules were being respectful with the teachers and classmates, paying attention to the class, being quiet and listening to their partners and teachers when they are talking.

Next class, as GEEMPA is a cooperative methodology we started to organize the class in groups. First, there was a selection of leaders who were chosen according to their record grades. Then, each leader was allowed to choose the classmates to organize their own groups. After that, each group had to choose a name and a color for the group to be identified from others. Next, posters were designed for each group by taking into account the members of the group, their color, their group's name and they were also given a number and they were put on the specific places around the classroom where the group had to be located each lesson.
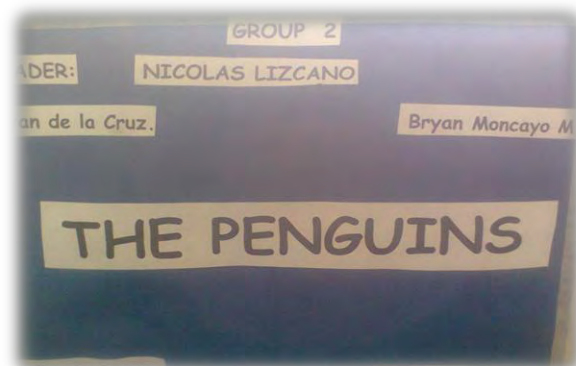
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Based on the principles of GEEMPA students and teachers had to be committed to the class so a didactic contract was designed for them to have a clear notion of what their role in the classroom was. For this, the agreements for students were the following: Being punctual, attendance 100%, bringing the materials for the class, working in groups, studying what it is taught and participating in the class. Regarding the teachers' agreements they were being punctual, prepare their lessons, being active teachers, answering students' questions, being creative and resourceful. Moreover, identification cards with the group's name, a color and a number were given to each student and they agreed to bring them each class.

The first class students arranged their seats and organized the groups according to the specific organization in the classroom shown in the map mentioned previously. Taking into consideration GEEMPA principles, lessons need the use of readings and pictures to support and give students a semantic context to involve them in learning activities. For this, the class

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was based on teaching students the numbers by using a short tale with a modified input for students to comprehend it better. *(See Appendix H)*. In addition, pictures *(See Appendix I)* were used as the tale was being read for students to make associations. The lesson also focused on writing the numbers from letters to numbers and vice versa. The teacher as a guide answers students' questions and provides them with further explanation if necessary. After that, an activity based on GEEMPA was applied and they were asked to match numbers to pictures and pictures to the number written in letters. *(See Appendix J)*.

The second class, students were aware of the group's arrangement and the use of their identification cards. This class was focused on the description of nouns such as fruits (apple, orange, grapes, and pineapple), animals (dog, cats) and others (sun, day, morning, books, house). Also, adjectives (beautiful, happy, sad, angry, strong, nice, and good) and the basic

colors such as red, blue, green, yellow and black were taught. In the same way, this class

focused on writing as well as other skills such as listening and speaking because students had

to pronounce those words in a correct way. Those were used as part of the vocabulary in the

design of the tale read in this class, which consisted of a story in where nouns were described.

(See Appendix K). In the same way, pictures were used to allow students understand better.

After that, other activity based on GEEMPA was applied and they were asked to identify a list

of words and classify it into a respective category (nouns, adjectives and colors). *(See*

Appendix L).

The third class, students were already organized in groups with their identification

cards. This class focused on the family members (grandmother, grandfather, mother, father,

sister, brother, uncle, aunt, cousin, son, daughter, husband, wife, parents, children) and the use

of the verb to be in the affirmative form (am, is, are). For this, a short reading based on

GEEMPA was used in order to show a description of the family while the other teacher

showed images related to the family members. *(See Appendix M).* Then, as an activity,

students had to write a short description writing basic sentences by using family members and

verb to be.

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The fourth class, students were aware of the group's arrangement and the use of their

identification cards. This class focused on teaching the Anglo-Saxon possessive ('s) by using

again the members of the family taught last class. In this way, the lesson was prepared based

on principles of GEEMPA taking into account a tale in which someone describe other's family

using the Anglo-Saxon possessive. *(See Appendix N).*   While the tale was being read, students

were listening to it carefully and at the same time observing the family tree shown on the

board. Then, it was explained the activity in which they had to use three different groups of

pictures (family members), words (family members) and the initial letters of them. After that,

they had a worksheet with a chart divided in 4 parts. In the first part, they had to stick all the

pictures. In the second part, they had to stick the word related to the family members in front

of each picture. In the third part, they had to associate the word with its initial letter. Finally, in

the fourth part they had some incomplete sentences, for instance: This is Annie's: _____.

So, they had to put the correct family member taking into account the explanation of the

Anglo-Saxon possessive and the family tree shown on the board. *(See Appendix Ñ).*

The fifth class, students were already organized in groups and they used their

identification cards. This class focused on explaining jobs (lawyer, nurse, vet, driver, pilot,

fireman, police officer and singer). So, the lesson was based on GEEMPA methodology by

using a tale in which a person describes her/his friends and their professions. At the same time

the tale was being read and the pictures with the jobs were shown to help students to

comprehend better the meaning of them. *(See Appendix O).*   Later, it was used a game of

GEEMPA methodology called "pairs game" in which students had to find the correct pair of

each job. *(See Appendix P).*   In this way, students were motivated to participate and they

could remember each job easily. Later, they were asked to develop a worksheet with three sections. In the first section, they had three groups. The first with the written name of each job, the second with the picture of the jobs and finally the initial letter of the jobs. So, students had to match the name to the picture and the initial letter. After that, there was a second section in which they also had three groups. The first with numbers, the second with the jobs and finally with the initial letters of each job. The idea of this was to match the number of letters each job had and then match these jobs to its initial letters. The third section had a list of jobs and five circles. Each one for a vowel (A, E, I, O U). In this way, students had to identify the vowels each job had. Later, they had to write the word in the correct circle. *(See Appendix Q).*

The sixth class, students were organized in groups and they all had their identification card. This class focused on WH questions and they learned the following WH words (what, who, when, where, how). For this, a short tale was designed and it consisted of a conversation between two people, one teacher had to ask the WH questions and the other teacher answered. Also, printed WH words were used as the teachers performed the conversation for students to see the correct spelling and associate meaning. . *(See Appendix R).* Then, an activity was taken from GEEMPA. This was divided in two sections. In the first section, there were 5 circles in which there were scrambled WH words. Then, in front of these circles they had two blanks. So, students had to write in a correct way the scrambled word in the first space. Then, in the second space they had to write the meaning of the WH word. On the other section of the worksheet, there were twenty questions related to personal information with WH words missing. Besides, in front of each question there were some spaces to answer them. Thus,

students had to complete the questions with the correct WH word and answer them with their own personal information. *(See Appendix S).*

The seventh class, students were organized in groups with their identification cards. This class was designed to make a review of the vocabulary based on the lessons and application of GEEMPA methodology. It was designed a glossary which had the alphabet written in it from A to Z. In this way, students were given turns and they had to write one word they learned through the English course that was related to a letter of the alphabet. The objective of this activity was to make sure students learned the vocabulary and were able to write each word correctly. Besides, it was useful to increase motivation and participation because the whole class was an active participant in this process.
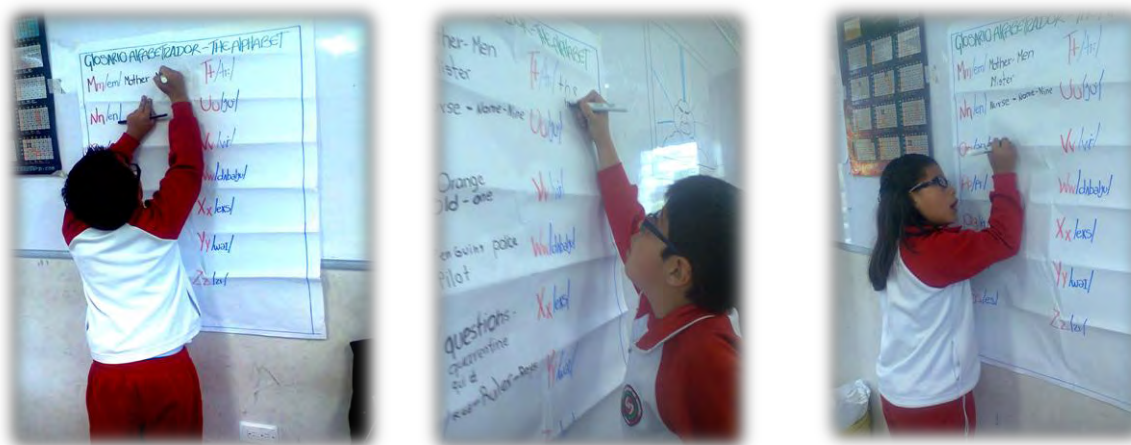
Finally, the test taken by students for the pre-test at the beginning of the study was taken for the post-test in order to place students in a scale called the developmental stages of writing adapted from the scale used in GEEMPA called "la escalera de psicogénesis" to compare the results and observing if the treatment was successful.

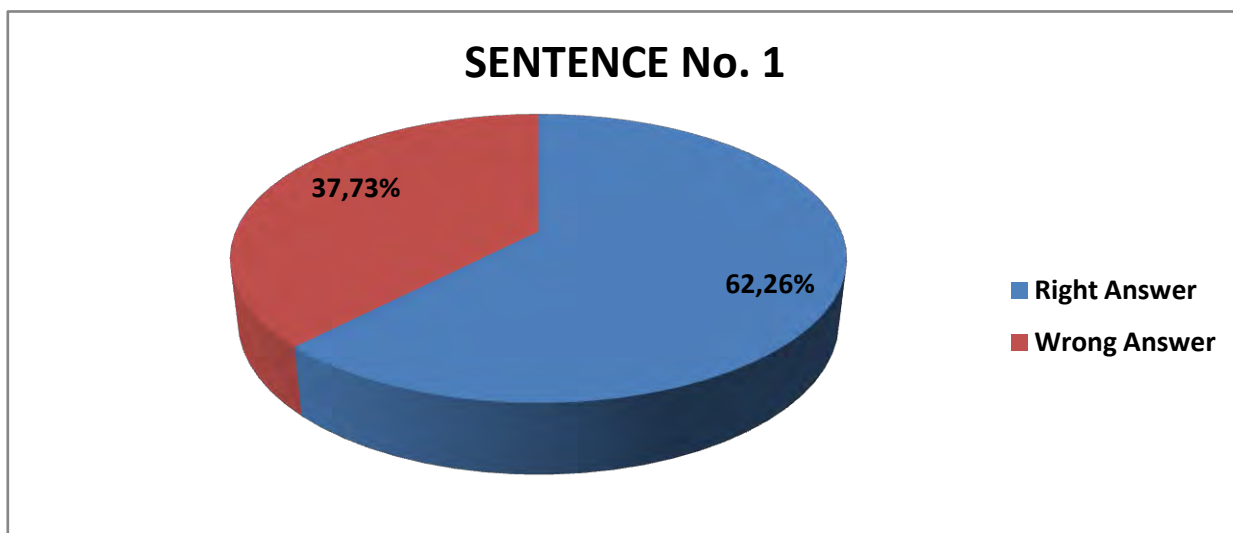**THE APPLICATION OF GEEMPA FOR WRITING IN EFL**
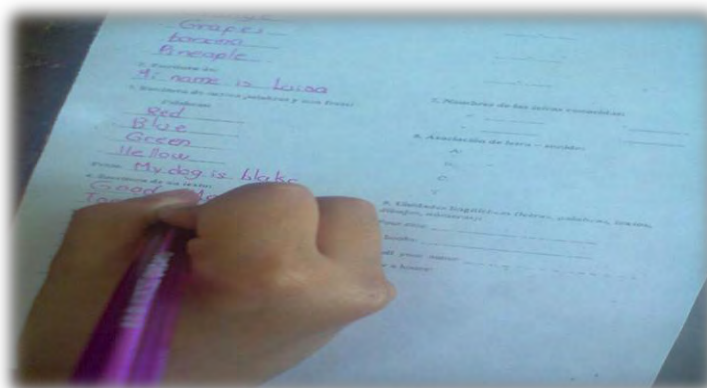
Pre-test results

After having applied the pre-test the results were obtained from a test which consisted of 9 principal sections divided in a definite number of points: fruits (5 points in total), writing of their names (1 point in total), writing of colors (4 points in total) and 1 sentence using colors (1 point in total), writing of a short paragraph divided in 3 sentences (3 points in total), writing of adjectives (4 points in total), letter recognition (4 points in total), letter writing (4 points in total), spelling (4 points in total) and finally linguistic units section. (4 points in total). Considering the application of the pre-test the results obtained were the following:
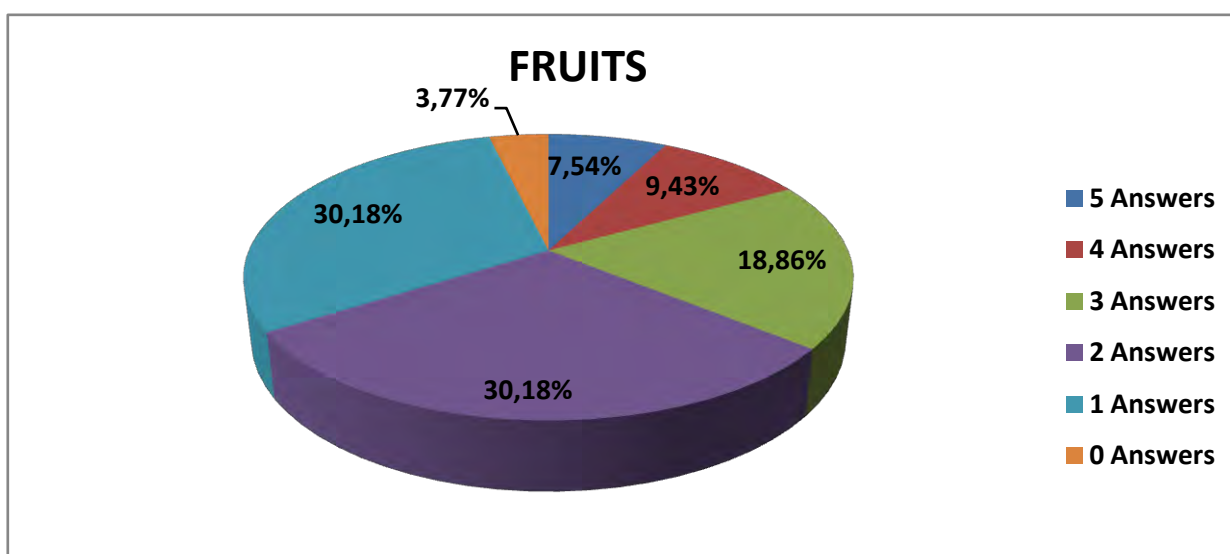
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Taking into account this graphic and the results, 30,18% percent of the students had 1 right answer. In this way, it is shown that there was a same percentage for 2 right answers. On the contrary, an 18,86% of students had 3 right answers, 9,43% for 4 correct answers and a7,54% for 5 right answers in total. Finally, the least percentage for students who did not have any correct answer was 3,77%.
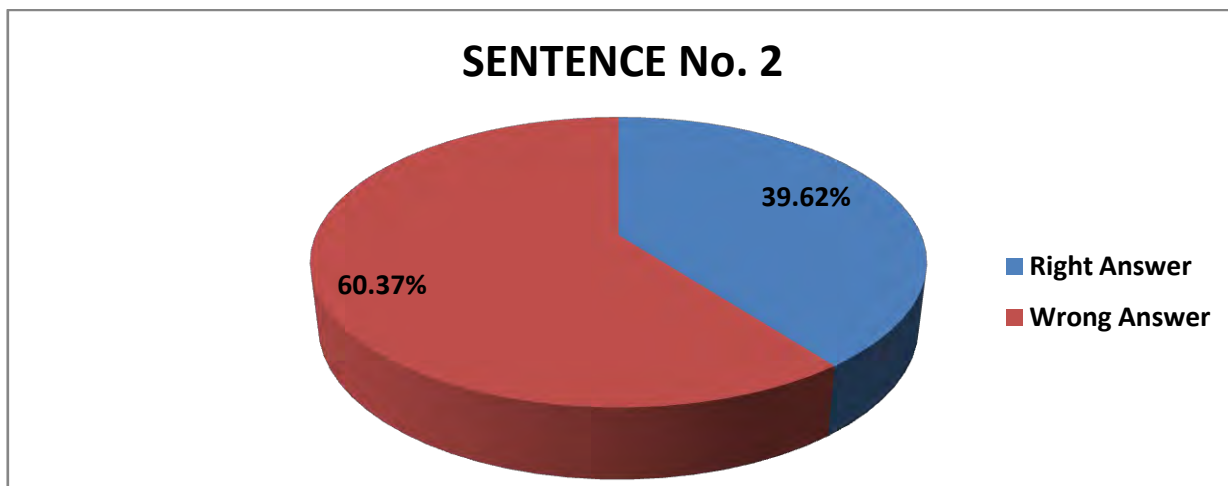

Taking into account the results in this graphic, most students wrote the sentence correctly with an average of 62,26%. On the contrary a 37,73% of students wrote the sentence incorrectly.
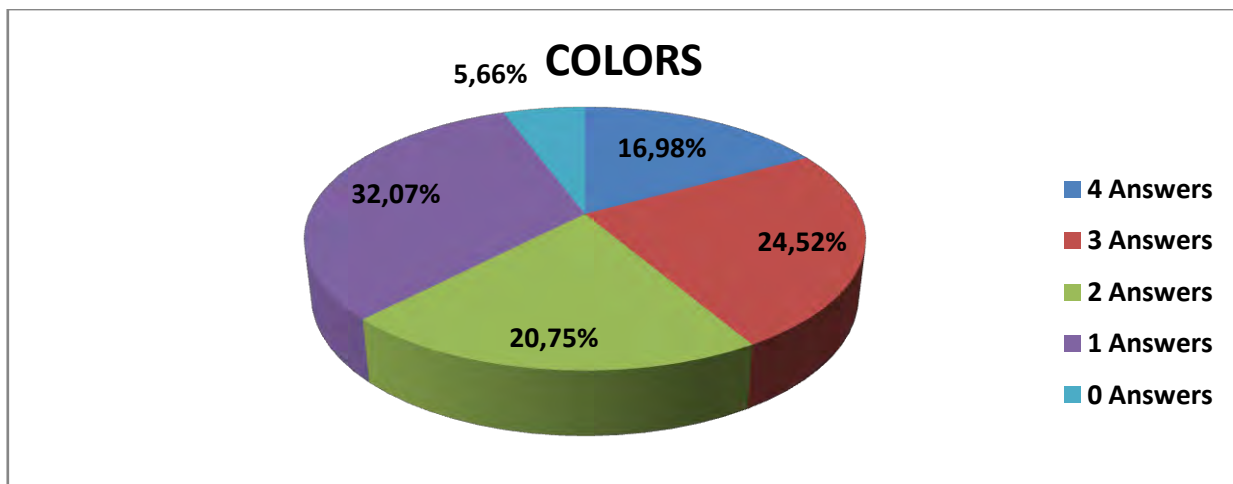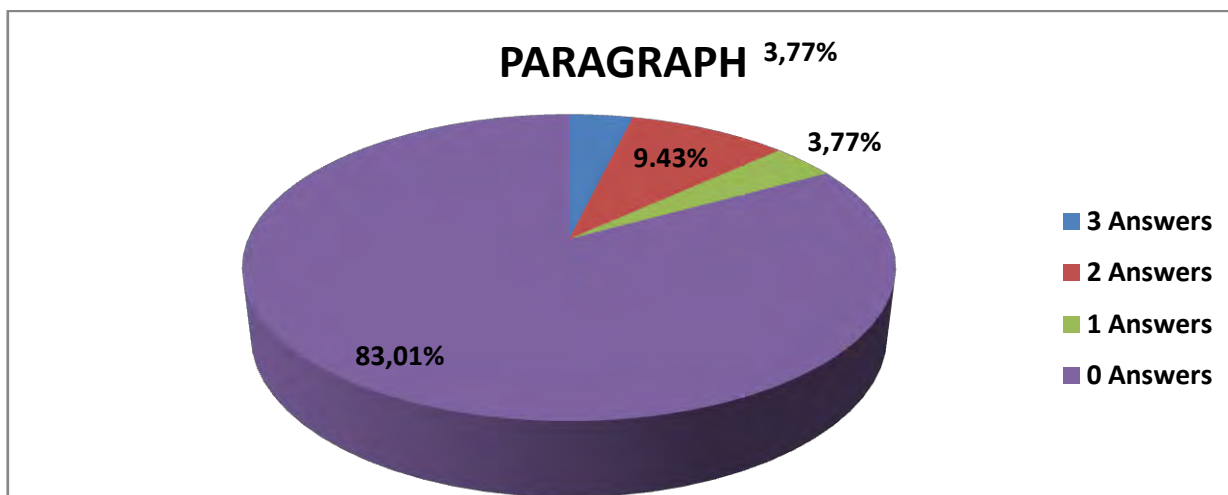
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As it is shown in the graphic most students had 1 right answer with a percentage of 32,07%. The one that follows are 3 right answers with an average of 24,52%. Then, there is a 20,75% for 2 right answers, 16,98% for 4 right answers which is the total and only a 5,66% of students who did not right the colors correctly.
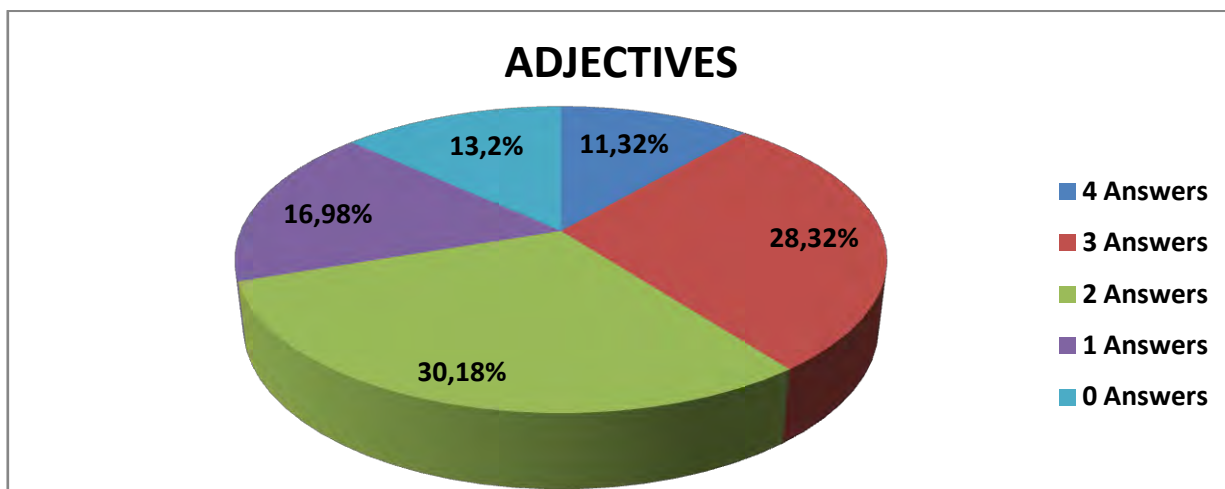

Taking into account the results in this graphic, a 60,37% of students wrote the sentence incorrectly. On the contrary a 39,62% had the sentence right.


As it is clearly shown in the graphic, most students were not able to write the paragraph correctly, so they have 0 answers. The result is for 9,43% of students who wrote 2

sentences correctly. Then, there is the same average of 3,77% for those who had 3 and 1 sentence written correctly.
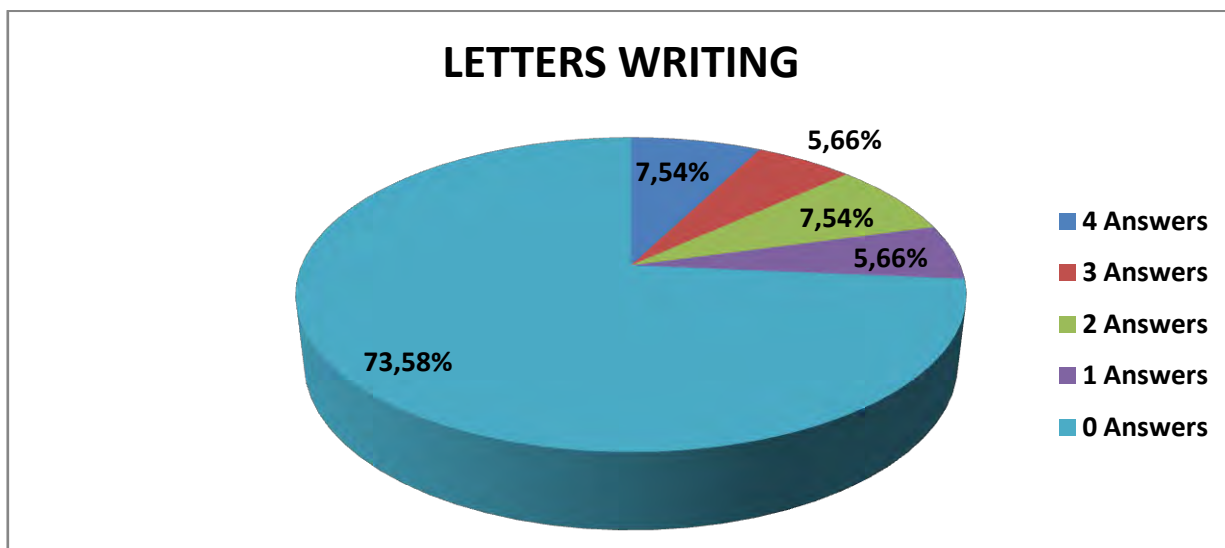

Taking into account this graphic and the results, we can say that most of students had 2 right answers with a percentage of 30,18%; it was followed by a 13,2% of incorrect answers and a percentage of 11,32% for people who had the 4 answers correctly.
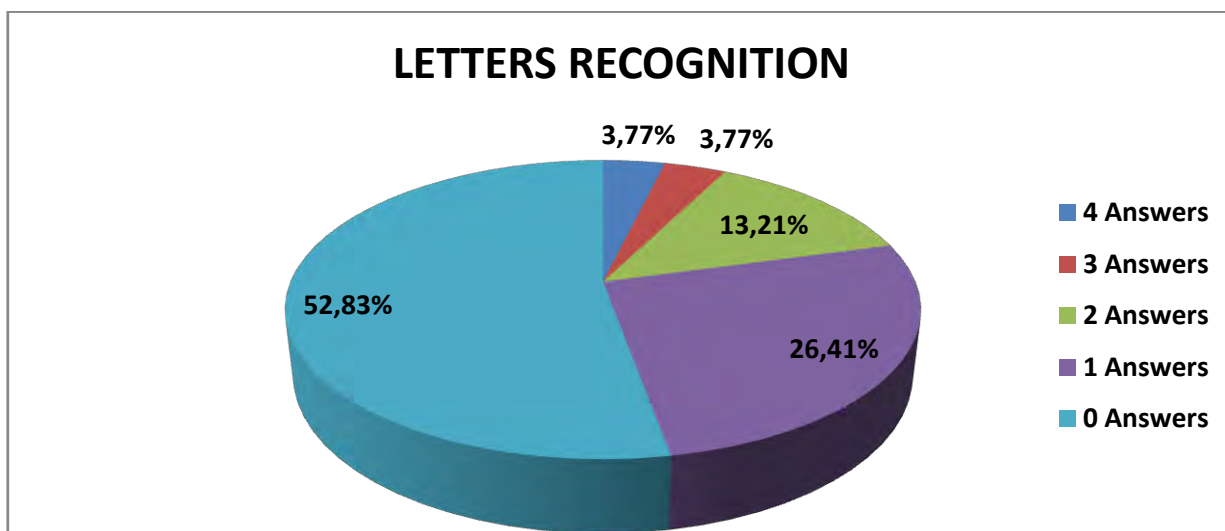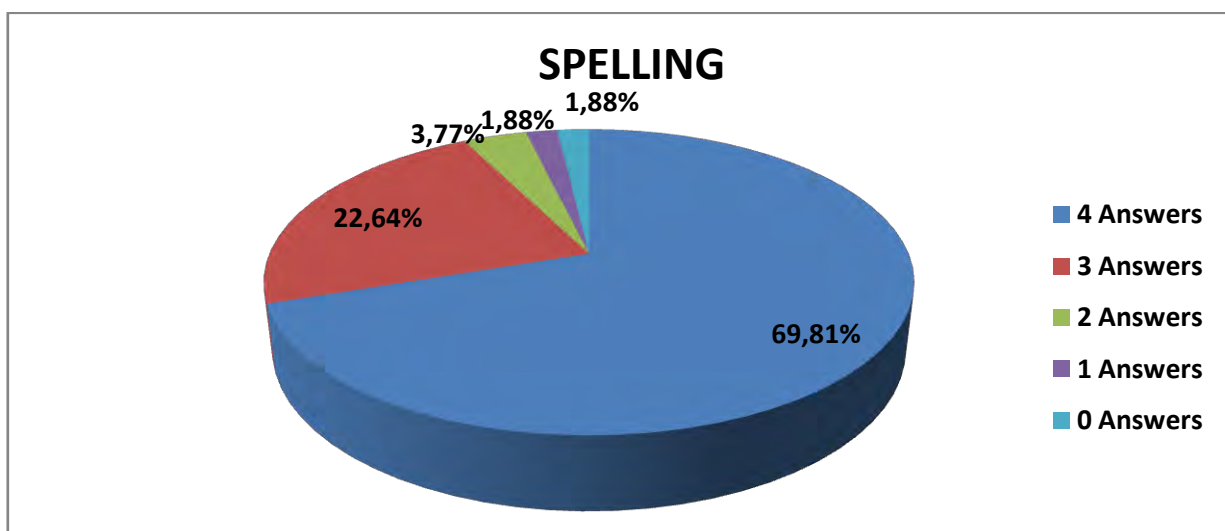

Taking into account the results shown in this graphic, we can say that most students did not have any correct answer. Then, there is a 26,41% of students who had 1 right answer, a

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13,21% for 2 right answers and there is the same result in the average of 3 and 4 right answers which is a 3,77%.


As it is shown in this graphic, 73,58% of students had no right answers. Also, it presents a balance of 7,54% for students who had 4 and 2 right answers and a 5,66% for 3 right answers and 5,66% for 1 right answer.

Taking into account this graphic and the results, the results with the higher percentage is 4 right answers with a 69,81%. It was followed by a 22,64% for 3 right answers. Then, it is

a 3,77% for 2 right answers and there is a repeated percentage of 1,88% for students who had 1 right answer and those wrote all the answers in an incorrect way.
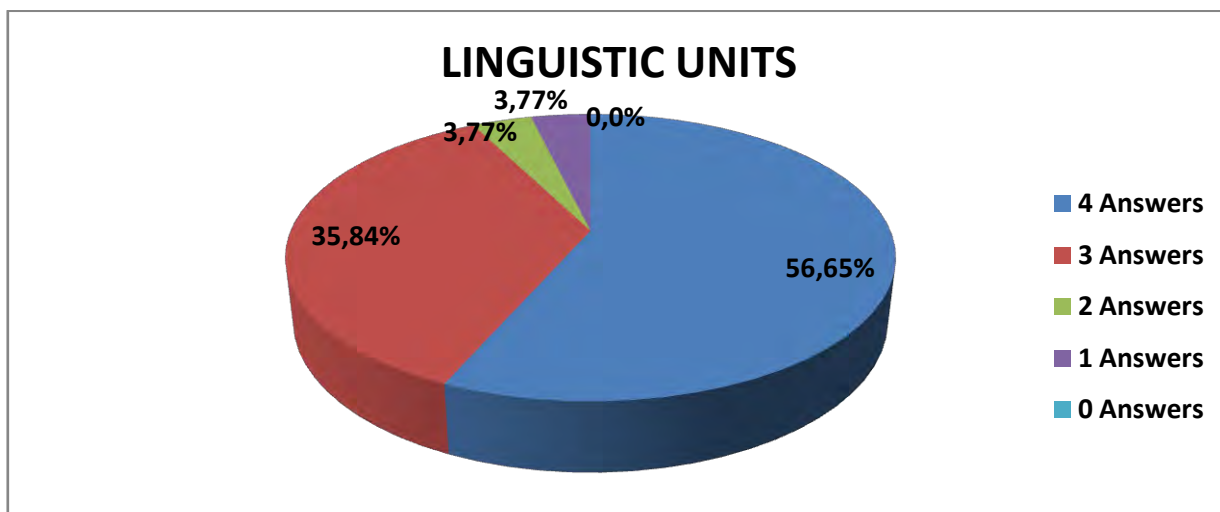
Taking into account this graphic and the results, we can say that most students had 4 right answers with a percentage of 56,65%. Also, the 35,84% had 3 right answers. Then, there is a similar average of 3,77% for students who wrote 2 and 1 correct answers. On the contrary, there is a 0% of students who did not have any incorrect answer.

Pre-test results in the developmental stages of writing scale

Having analyzed the results in the pre-test, it was necessary to place the students in the developmental stages of writing scale in order to identify their level of writing in L2.
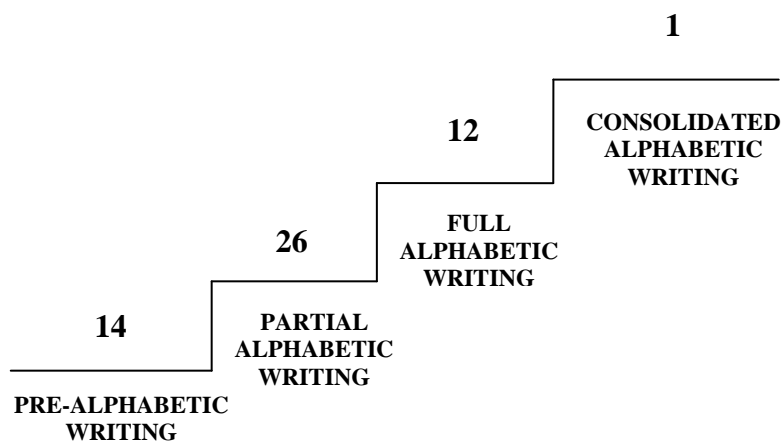
Therefore, students were classified in different levels of the developmental writing scale in L2 according to their performance in the pre-test. As a result, it was found that 14 students were in the pre-alphabetic writing level because students wrote what they heard, interspersed lower and uppercase letters was presented, students used letter-like forms, the alphabetic knowledge was minimal, and they also invented the spelling of some words even though they intended to represent specific words or message. For instance, some students wrote as follows:

The sun is nice - *"De son is nais"* **Grapes** – *"Greits"* **My name is Diana** – *"My ney is Diana"*   **"Pineapple** – *"Pay aple"*   **Yellow** – *"llelou"*

Later, it was found that only 26 students were in the partial alphabetic writing level because students had problems with spelling in English, they wrote at least one sentence partially correct and partial, but they were not able to fully represent letter in sounds or vice versa. For instance, some students' writing was the following:

Good morning. Today, I'm happy – *"God morny thudey a I am hapi it vivrity day"*

Orange – *"Oransh"*

B-D-C-K – *"By-dy-cy-key"*   **Yellow** – *"yelloy"*

Then, 12 students were in the full alphabetic writing level because students managed to write almost all the words correctly. They had a more stabilized concept of word, the alphabetic knowledge was almost complete, phonemic awareness was presented, they also correctly spell many high frequency words in sentences, they began to use simple punctuation, they represented letters in sounds and vice versa and they were able to write more than one sentence. For instance, some students writing' it is shown:

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Happy – *"Hapy"*   **Two** – *"Twc"* **My name is** – *"Name is Jannin"*   **Blue** – *"Blu"*

Yellow – *"yellou"*

Finally, there was only one student placed in the consolidated alphabetic writing level. Due to there were more words spelled conventionally than invented, this student had potential for more elaborated and short piece of writing, he used more complex and varied sentence structure by capitalizing beginning word in sentence and using lower case appropriately. Besides, his spellings appeared in mixed-up letter order (HUOSE for *house*) but he was able to spell words by replacing sound spellings better. However, numerous spelling principles such as double consonants and diphthongs remained to be learned. For instance, this student's wrote as follows:
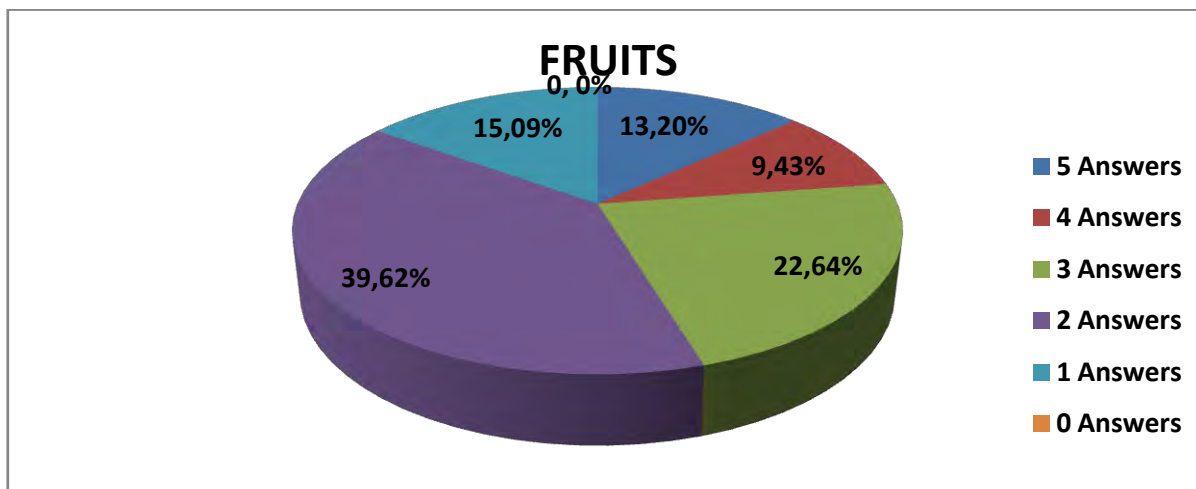
The sun is nice – *"The san is nice"*

Good morning. Today I am happy. It is a beautiful day – *"Good morning. to day I am happy. its is a beautiful day"*

Post-test results

After the application of GEEMPA methodology, it was applied the post-test that was the same pre-test applied at the beginning of the study. Considering the application of the post-test the results obtained were the following:

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FRUITS

- 5 Answers
- 4 Answers
- 3 Answers
- 2 Answers
- 1 Answers
- 0 Answers

0, 0%
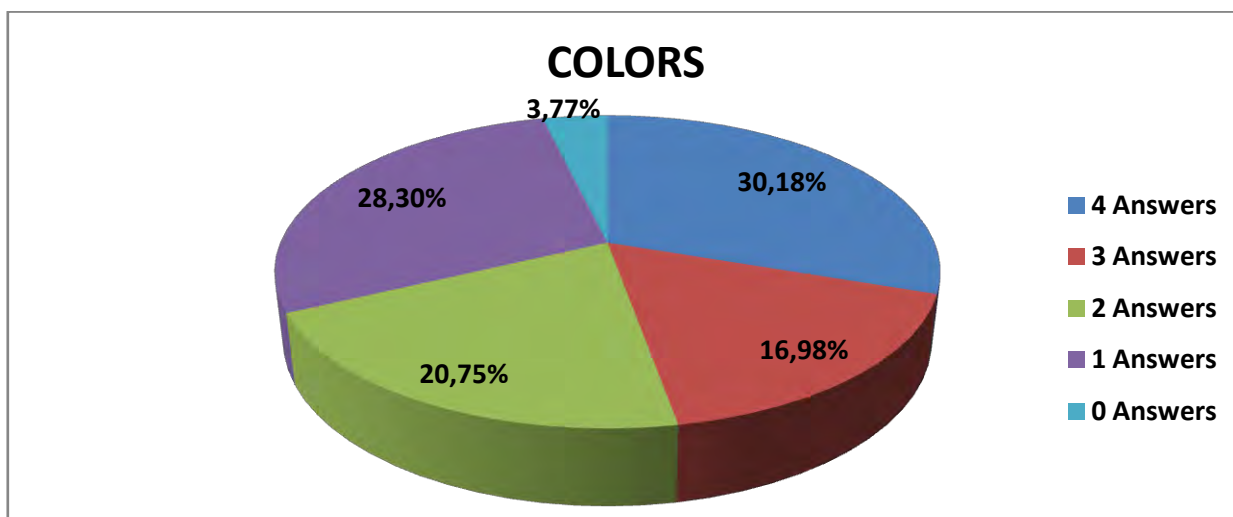15,09%
13,20%
9,43%
22,64%
39,62%

Taking into account this graphic and the results, we can say that most students had 2 right answers with a percentage of 39,62%. Also, the 22,64% had 3 right answers. Then, the 15,09% had 1 right answer. Next, the 13,02% had the 5 five answers. Continuing, the 9,43% had 4 right answers and finally the 0% did not have any incorrect answer.
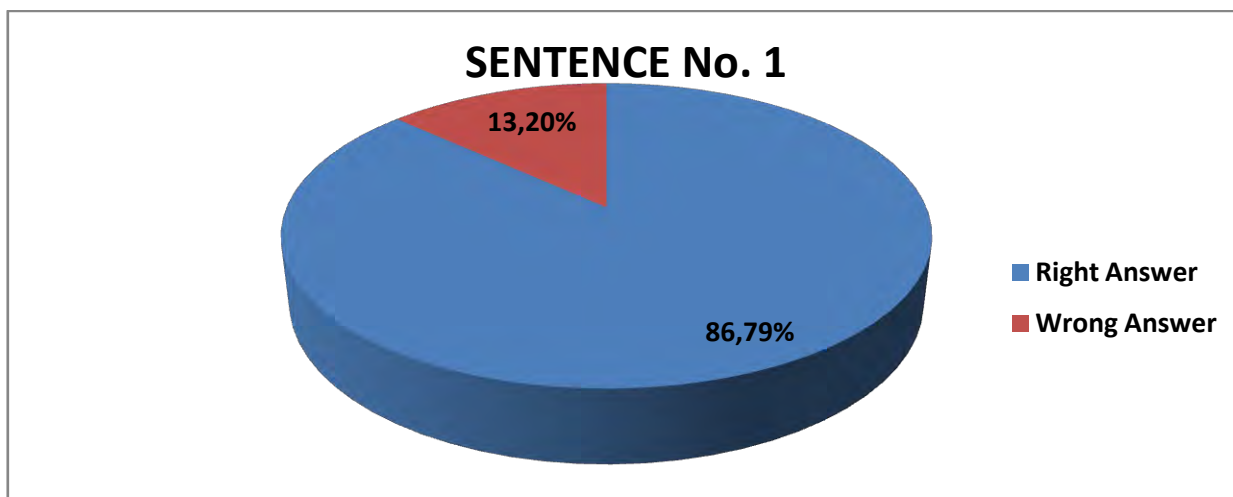
SENTENCE No. 1
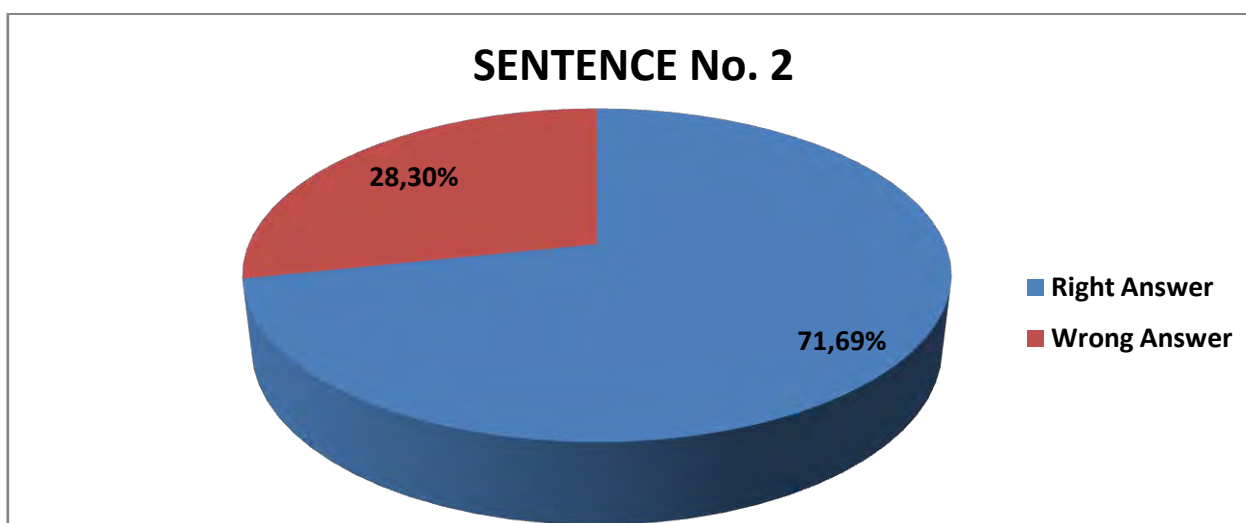
- Right Answer
- Wrong Answer

13,20%
86,79%

Taking into account this graphic and the results, we can say that most students wrote the sentence in a correct way with an average of 86,79%. Then, only the 13,20% wrote the sentence in a wrong way.

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COLORS

- 4 Answers
- 3 Answers
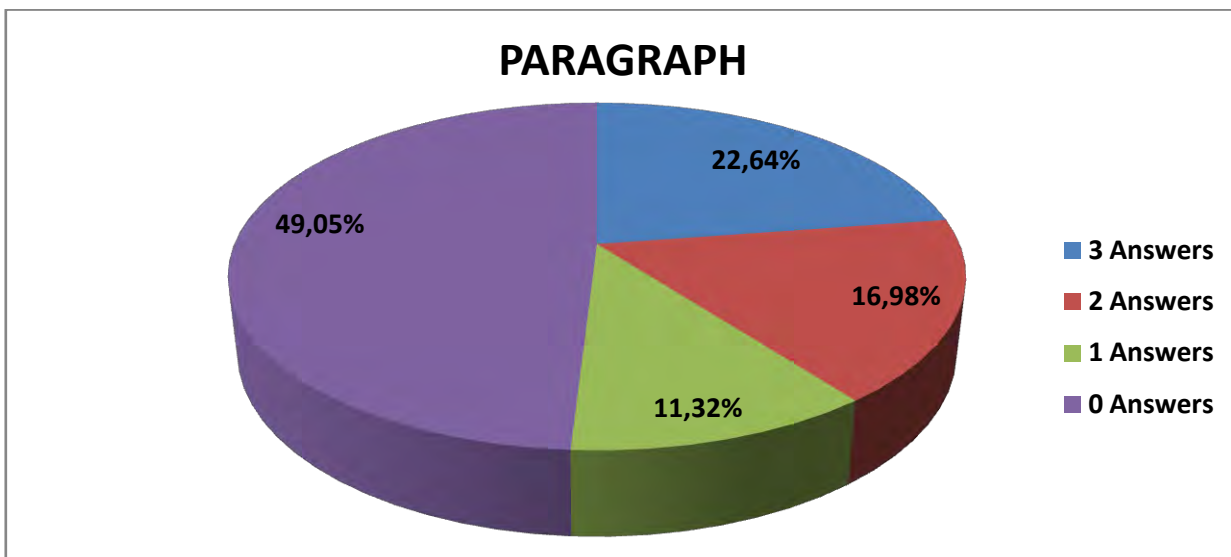- 2 Answers
- 1 Answers
- 0 Answers

Taking into account this graphic and the results we can say that most students had 4 right answers with a percentage of 30,18%. Also, the 28.30% had 1 right answer. Then, the 20,75% had 2 right answers. Next, the 16.98% had 3 right answers. Finally, only the 3.77% have incorrect answers.

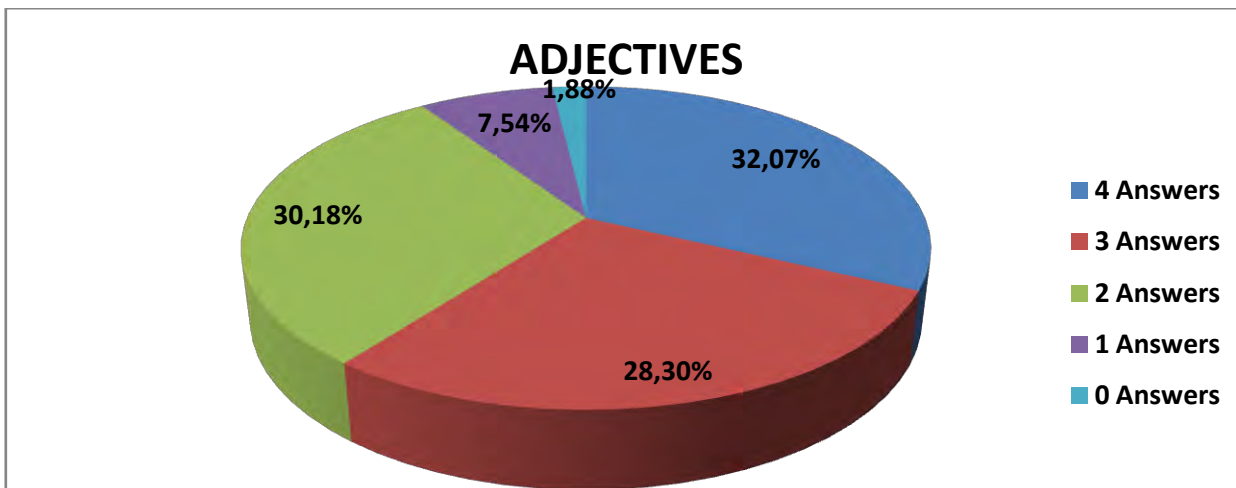
SENTENCE No. 2

- Right Answer
- Wrong Answer

Taking into account this graphic and the results, we can say that most students wrote the sentence in a correct way with an average of 71,69%. Then, only the 28,30% wrote the sentence in a wrong way.

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PARAGRAPH

22,64%

49,05%

16,98%

11,32%

- 3 Answers
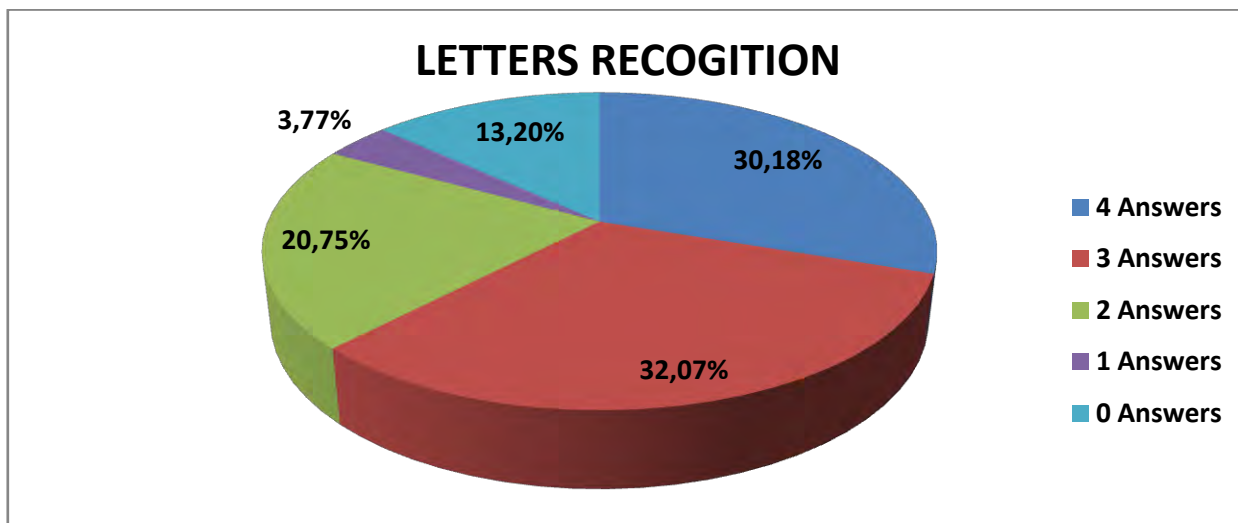- 2 Answers
- 1 Answers
- 0 Answers

As it is clearly shown in the graphic, the 22,64% had the paragraph well done because they had 3 right answers. The average of 2 answers was of 16,98%. Then, the 11,32% wrote just one right answer. Finally, the 49,05% did not have any correct answer.

ADJECTIVES

1,88%

7,54%

32,07%

30,18%

28,30%

- 4 Answers
- 3 Answers
- 2 Answers
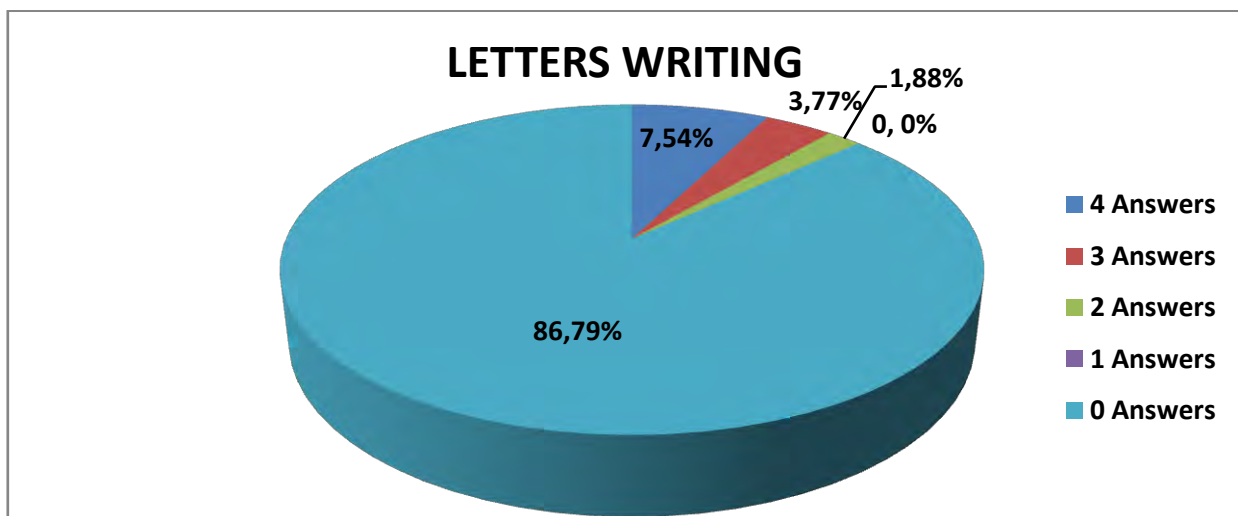- 1 Answers
- 0 Answers

Taking into account this graphic and the results, we can say that most students had 4 right answers with a percentage of 32,07%; it was followed by a 30,18% of students who had 2 right answers. Then, a 28,30% of the students had 4 correct answers. Besides, the 7,54% had only 1 right answer while the 1,88 did not have any right answer.

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Taking into account the results shown in this graphic, we can say that most students have 3 right answers. Then, there is a 30,18% of students who had 4 right answers, a 20,75% for 2 right answers and a 13,20% for any correct answer. Finally, only the 3,77% had 1 correct answer.
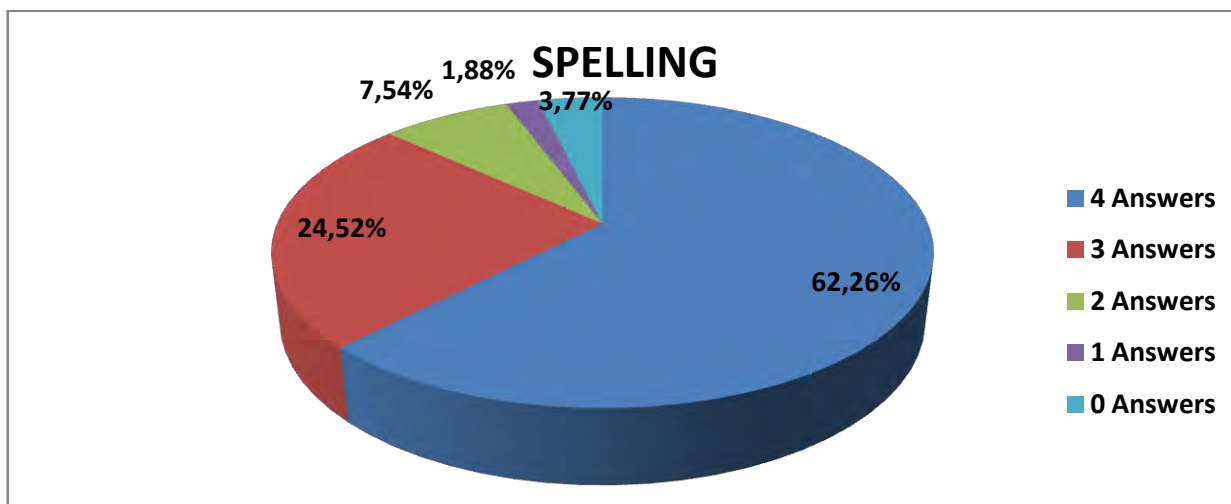

Taking into account the results shown in this graphic, we can say that most students did not have any correct answer with an average of 86,79%. Then, there is a 7,54% of students
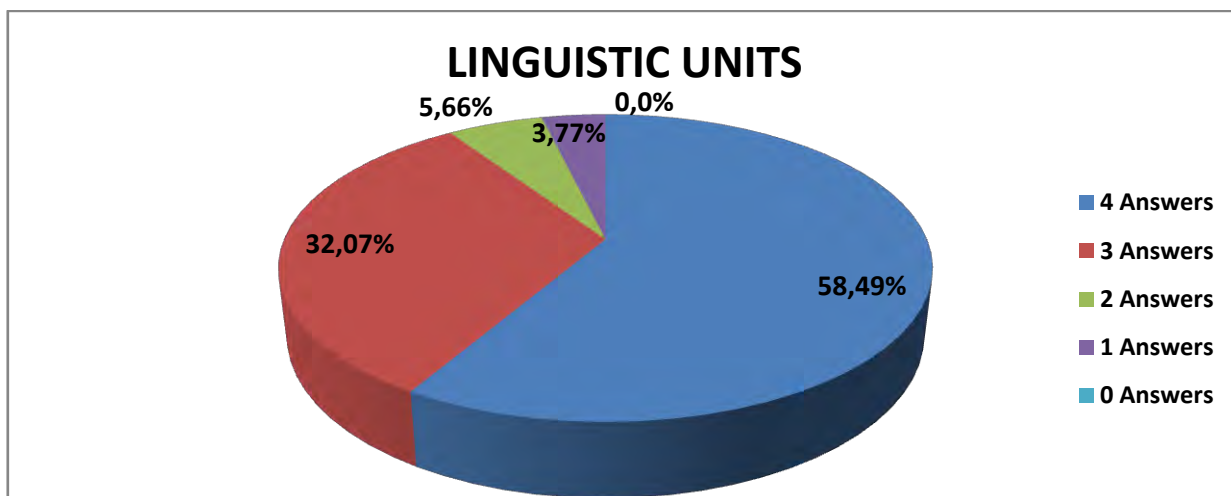
who had 4 right answers, a 3,77% for 3 right answers and a 1,88% who had 2 right answers.

Finally, the 0% had only one correct answer.

SPELLING

- 4 Answers — 62,26%
- 3 Answers — 24,52%
- 2 Answers — 7,54%
- 1 Answers — 1,88%
- 0 Answers — 3,77%

As it is shown in this graphic, 62,26% of students had the 4 right answers. Also, it has an average of 24,52% for students who had 3 correct answers. In the same way, the 7,54% had 2 right answers and the 3,77 for only any right answer. Finally, the 1,88% of students did not have any correct answer.
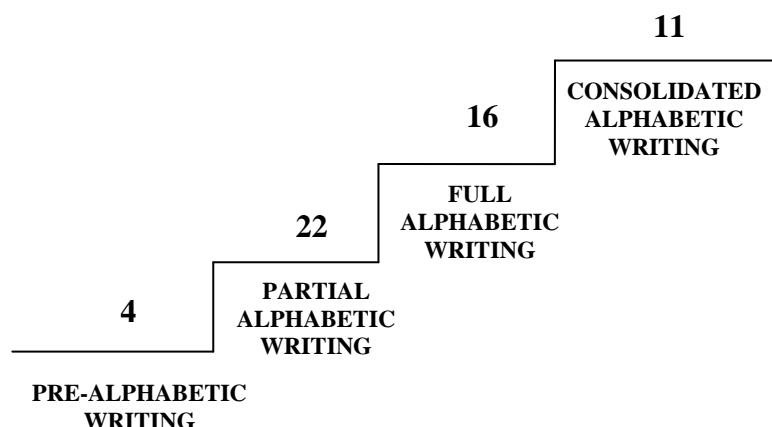
LINGUISTIC UNITS

- 4 Answers — 58,49%
- 3 Answers — 32,07%
- 2 Answers — 5,66%
- 1 Answers — 3,77%
- 0 Answers — 0,0%

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As it is shown in this graphic, 58,49% of students have the 4 right answers-. Also, the 32,07% had 3 right answers. Then, the 5,66% had 2 right answers and the average of 3,77% had only 1 correct answer. The average of 0% did not have any incorrect answer.

Post-test results in the developmental stages of writing scale

Having analyzed the results in the post-test and taking into account the application of GEEMPA methodology, it was necessary to place the students in the developmental stages of writing scale in order to identify their level of writing in L2.

11

CONSOLIDATED ALPHABETIC WRITING

16

FULL ALPHABETIC WRITING

22

PARTIAL ALPHABETIC WRITING

4

PRE-ALPHABETIC WRITING

Therefore, students were classified in different levels of the developmental writing scale in L2 according to their performance in the post-test. As a result, it was found that only 4 students were in the pre-alphabetic writing level because students still wrote what they heard, they still used interspersed lower and uppercase letters, students still used letter-like forms, their alphabetic knowledge was minimal, and they also invented the spelling of some words even though they intended to represent specific words or message. It means that the application of GEEMPA methodology has an effect because the difference of students was of 10 students compared to the pre-test. For instance, some students wrote as follows:

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The sun is nice – *"Te son is nais"*   **Orange** – *"Horanch"*   **My dog is black** – "May

dog is BlaK"   **Apple** – *"Appol"*   **Green** – *"Grin"*

Later, it was found that only 22 students were in the partial alphabetic writing level because students had problems with spelling in English, they wrote at least one sentence partially correct and partial but they were not able to fully represent letter in sounds or vice versa. It means that the application of GEEMPA methodology has an effect because the difference of students was of 4 students compared to the pre-test. For instance, some students' writing was the following:

Good morning. Today, I'm happy – *"Good mornig two day I am happy"*

Strong – "tronk"   **Yellow** – *"yelou"*

B-V: "*B-E"***/ A-E:** *"A-Y"***/ O-U:** *"O-U"* **S-C:** *"S-C"*

Then, 16 students were in the full alphabetic writing level because students managed to write almost all the words correctly. They had a more stabilized concept of word, the alphabetic knowledge was almost complete, phonemic awareness was presented, they also correctly spell many high frequency words in sentences, they began to use simple punctuation, they represented letters in sounds and vice versa and they were able to write more than one sentence. It means that the application of GEEMPA methodology has an effect because the difference of students was of 4 students compared to the pre-test. For instance, some students writing' it is shown:

Orange – *"Oranje"* **Two books** – *"Two book"*

B-V: "*B-E"***/ A-E:** *"A-I"*/ **O-U:***"O-U"*/ **S-C:** *"S-C"* **The sun is nice** – *"The sun is nine"*

Finally, 11 students were placed in the consolidated alphabetic writing level due to there were more words spelled conventionally than invented, this student had potential for more elaborated and short piece of writing, they used more complex and varied sentence structure by capitalizing beginning word in sentence and using lower case appropriately. Besides, his spellings appeared in mixed-up letter order (HUOSE for *house*) but he was able to spell words by replacing sound spellings better. However, numerous spelling principles such as double consonants and diphthongs remained to be learned. It means that the application of GEEMPA methodology has an effect because there was an increase of 10 students compared to the pre-test. For instance, some students' writing was the following:

It is a beautiful day, the sun is nice – "It is a beautiful day, the san is nice"

**A: (ei) B: (bi) C: (ci) T: (Ti)** : *« A: (ei) B: (bi) C: (ci) T: (Ti) »*

My name is Miguel: *"My name is Miguel"*

**Good morning. Today, I am happy:** *"Good morning. Today, I am happy"*

Pre-test results vs. post-test results

Based on the results from the pre and post-test it was necessary to compare them to observe if the application of GEEMPA methodology had positive or negative results. The results obtained were the following:
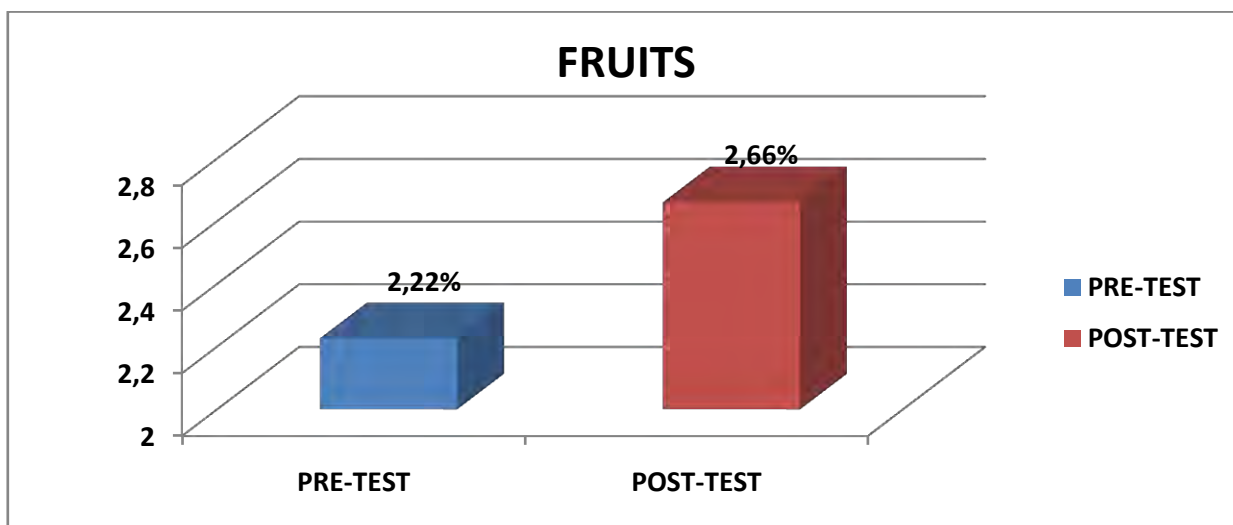
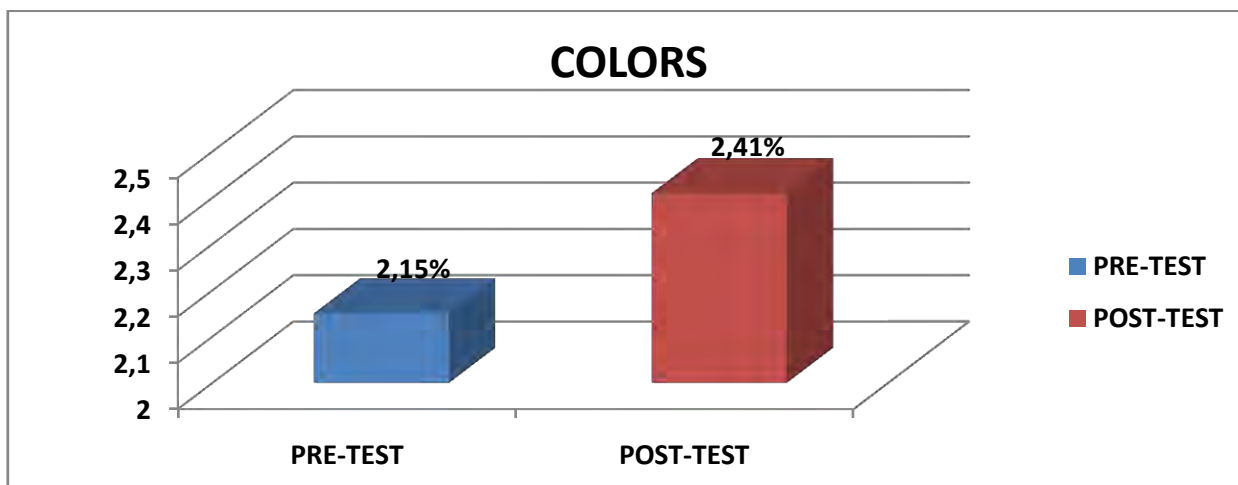**THE APPLICATION OF GEEMPA FOR WRITING IN EFL**

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 2,22% in the writing of 5 fruits. However, with the application of GEEMPA methodology the average of the post-test was 2,66%. It means that the treatment worked in a successful way giving as a result a considerable improvement of 0.44%.
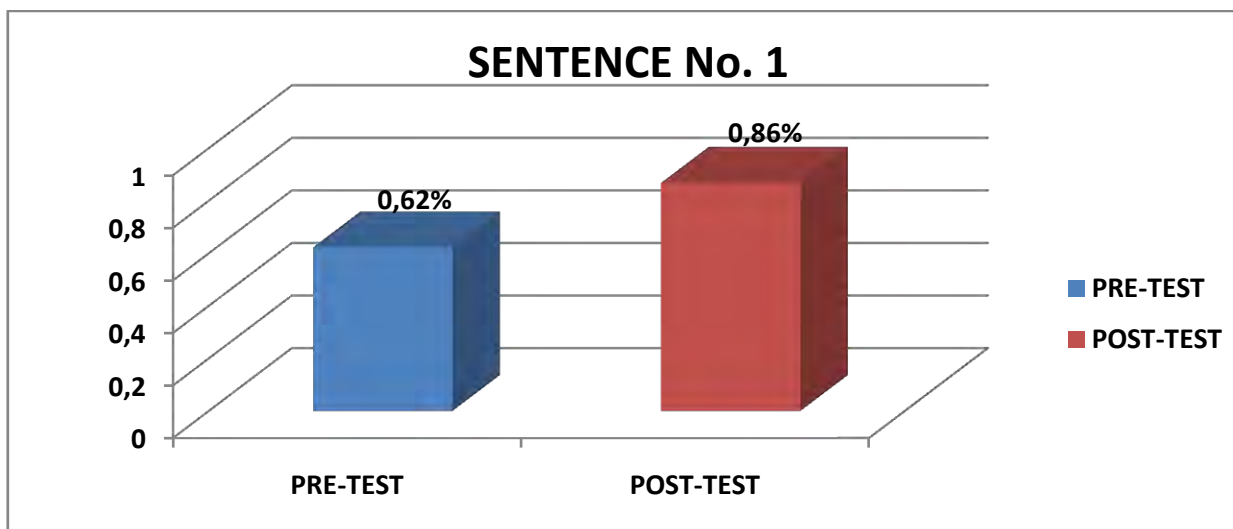
Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 0,62% in the writing of 1 sentence. However, with the application

of GEEMPA methodology the average of the post-test was 0,86%. It means that the treatment worked in a successful way giving as a result a considerable improvement of 0,24%.

COLORS

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 2,15% in the writing of 4 colors. However, with the application of GEEMPA methodology the average of the post-test was 2,41%. It means that the treatment worked in a successful way giving as a result a considerable improvement of 0.26%.
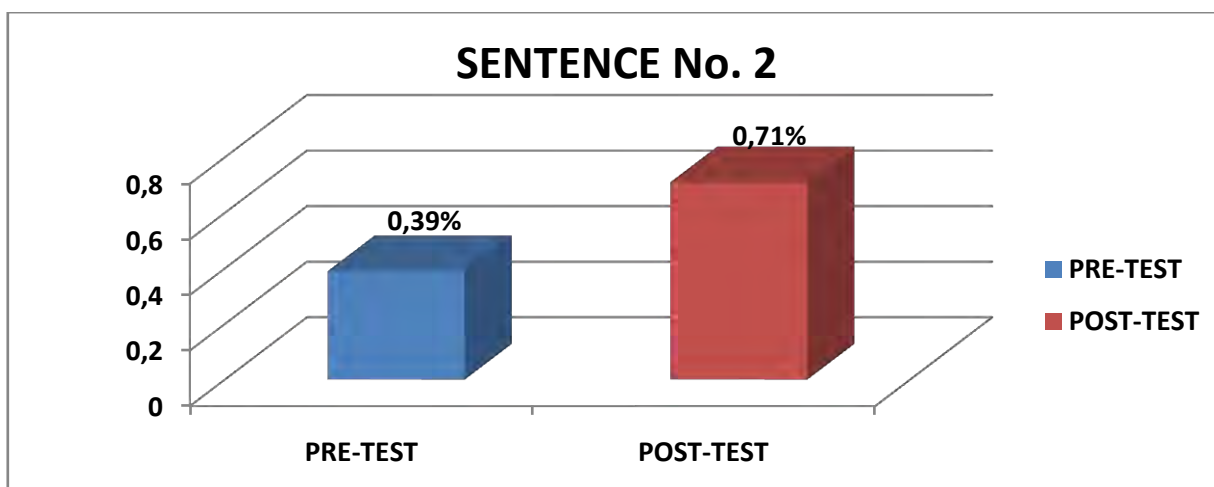
SENTENCE No. 2

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 0,39% in the writing of 1 sentence. However, with the application

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of GEEMPA methodology the average of the post-test was 0,71%. It means that the treatment

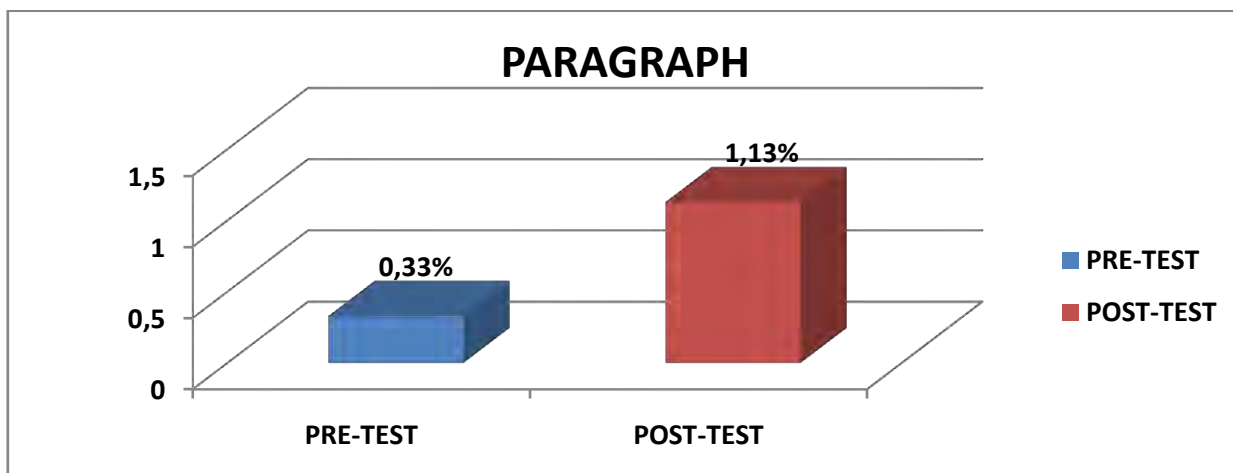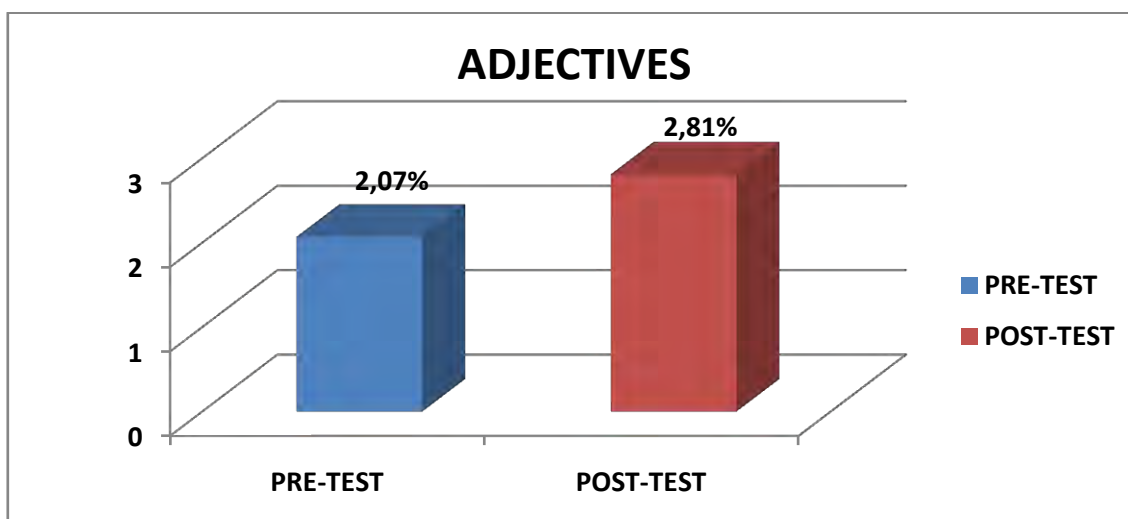worked in a successful way giving as a result a considerable improvement of 0.32%.

Taking into account this graphic and the results, we can say that the application of the

pre-test had an average of 0,33% in the writing of a paragraph. However, with the application

of GEEMPA methodology the average of the post-test was 1,13%. It means that the treatment

worked in a successful way giving as a result a considerable improvement of 0.8%.

Taking into account this graphic and the results, we can say that the application of the

pre-test had an average of 2.07% in the writing of 4 adjectives. However, with the application

of GEEMPA methodology the average of the post-test was 2.81%. It means that the treatment worked in a successful way giving as a result a considerable improvement of 0.74%.

LETTERS RECOGNITION

2,62%

0,79%

■ PRE-TEST
■ POST-TEST

PRE-TEST   POST-TEST

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 0.79% in the writing of 4 letters. However, with the application of GEEMPA methodology the average of the post-test was 2.62%. It means that the treatment worked in a successful way giving as a result a considerable improvement of 1.83%.
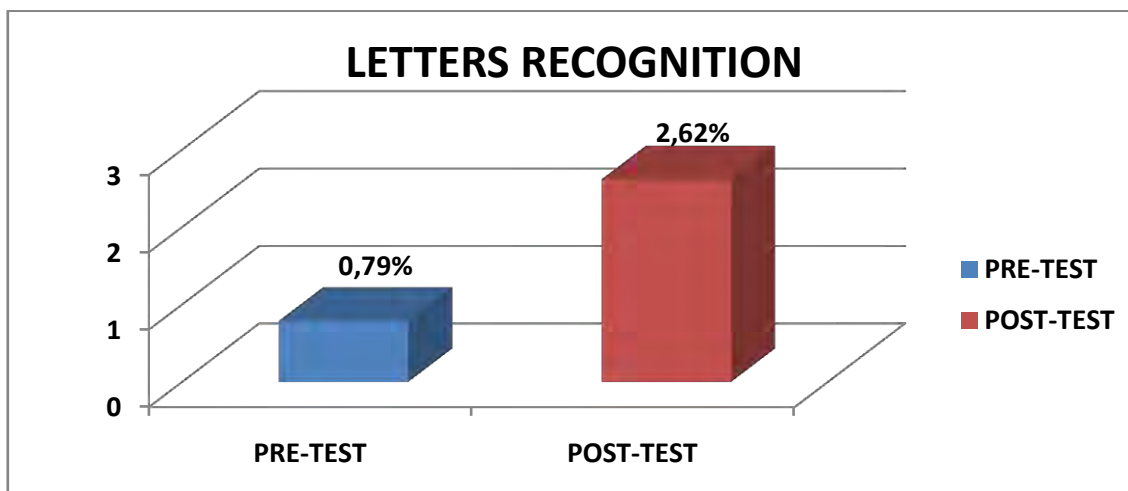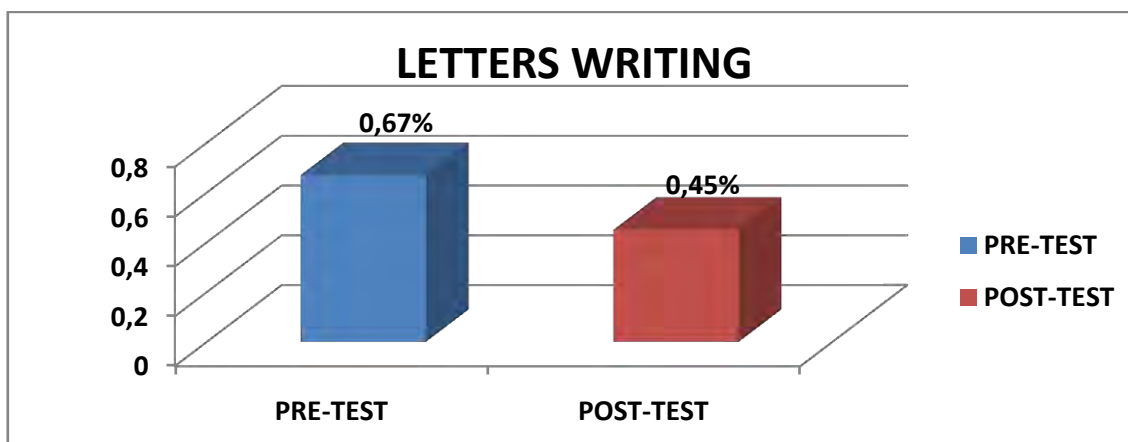
LETTERS WRITING

0,67%

0,45%

■ PRE-TEST
■ POST-TEST

PRE-TEST   POST-TEST

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 0.67% in the writing of 4 letters. However, with the application of

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GEEMPA methodology the average of the post-test was 0.45%. It means that there was a decrease of 0.22%.

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 3.56% in the writing of 4 letters. However, with the application of GEEMPA methodology the average of the post-test was 3.39%. It means that there was a decrease of 0.17%.
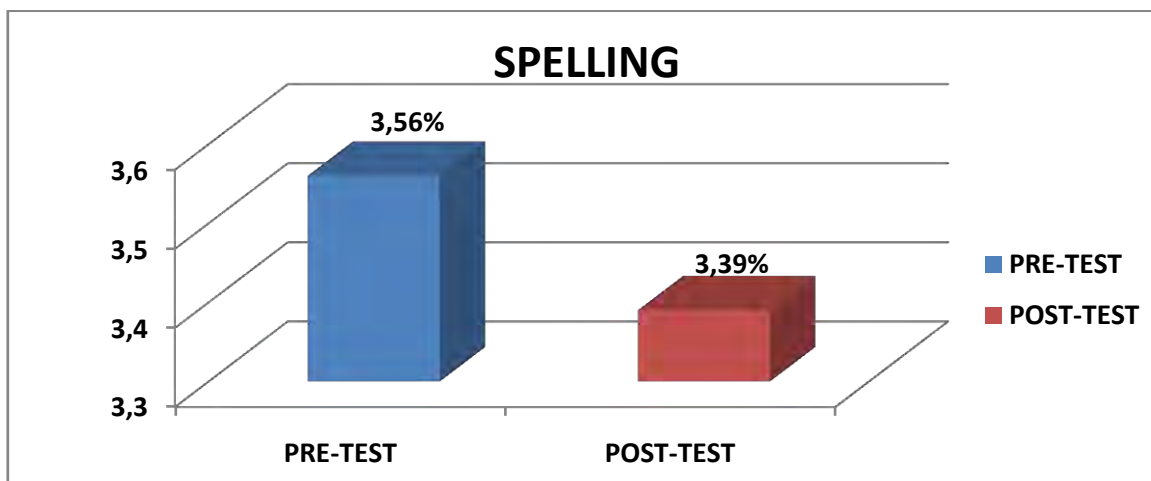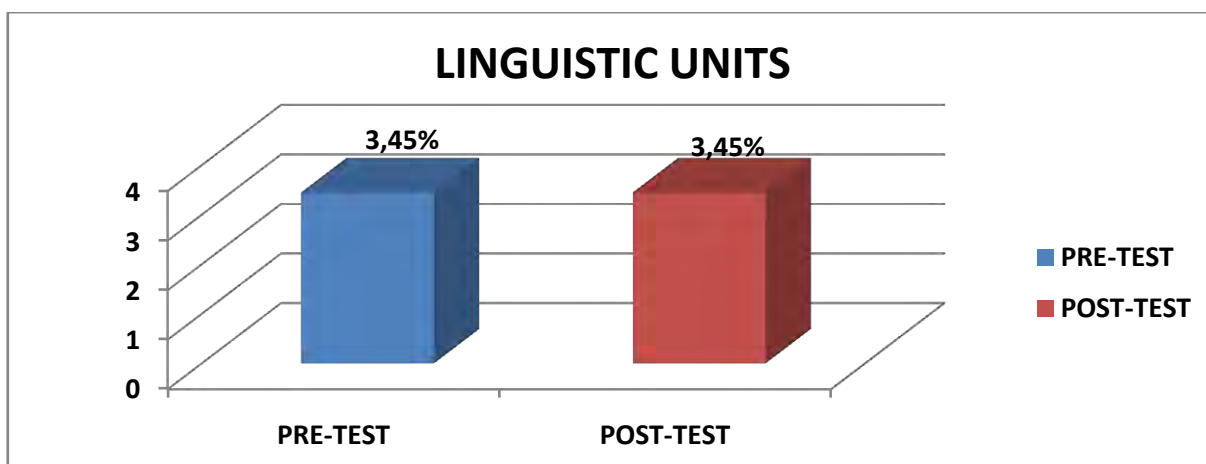

Taking into account this graphic and the results, we can say that the application of the pre-test had an average of 3.45% in the writing of 4 letters. However, with the application of

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GEEMPA methodology the average of the post-test was 3.45%. It means that there was a balance between these two test and students performed the same way.

Students who failed and passed the pre-test and post-test

Having analyzed the results in the pre-test and post-test, it was necessary to grade them following the grading system used by public schools in Colombia which is a numeric scale from 0 to 5. 0 is the lowest and 5 the highest. Thus, the grades obtained were ranked in order to compare them and determine whether they were affected before and after the application of the treatment. The results obtained were the following:
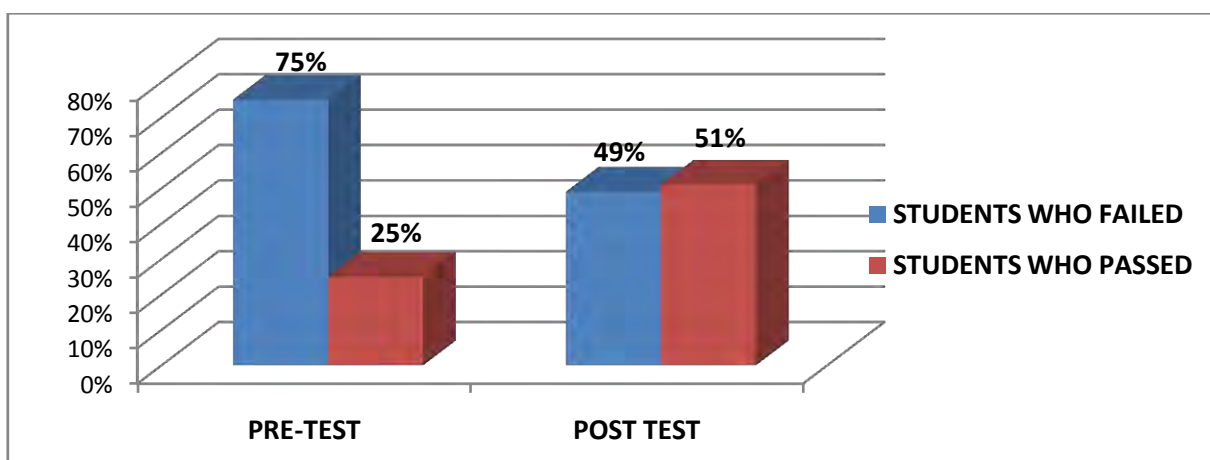
According to this graphic, we can say that the 75% of students failed the pre-test and only a 25% passed the pre-test. On the contrary, after the application of GEEMPA there was a decrease in the number of students who failed the post-test because they were the 49% and there was an increase in the average of students who passed it. They were the 51% of the students.

The average grade in the pre-test vs. the average grade in the post-test

According to the results obtained and after having analyzed them, the average grade of the whole class in the pre-test and post-test was the following:

PRE-TEST vs. POST-TEST
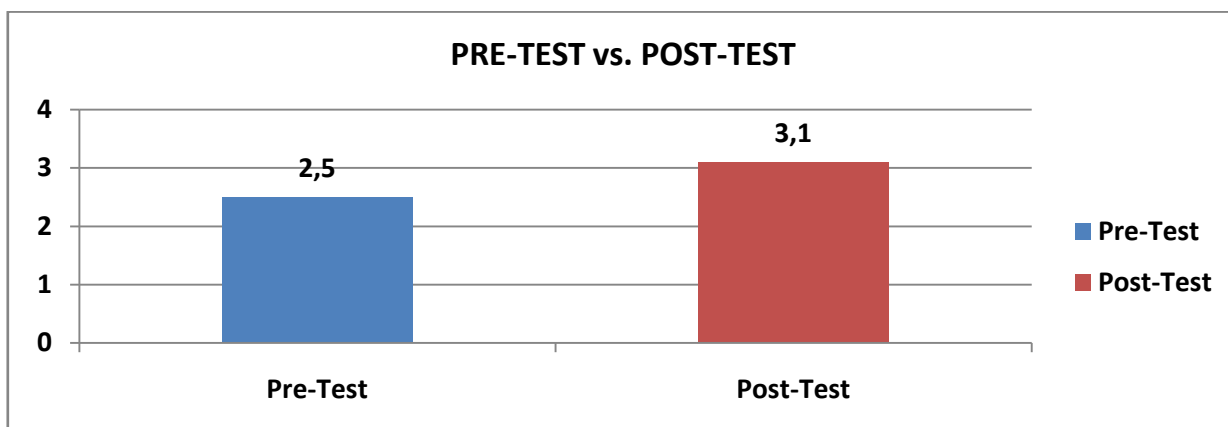
Taking into account this graphic and the results, we can say that the average grade in the pre-test was 2,5 before the treatment was applied. However, with the application of GEEMPA methodology the average grade in the post-test was 3,1 out of 5 which the maximum grade is. It means that the treatment worked in a successful way giving as a result an improvement of 5 decimal points. In this way, the activities based on GEEMPA methodology helped students to be more aware on writing in English since those were focused on developing spelling, vocabulary, grammar and accuracy when writing. This process started from writing single words correctly, and then writing short sentences to combine the use of different parts of a sentence and vocabulary learned through the course. Finally, they were able to join those sentences and write short paragraphs.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After a careful review of literature related to this topic, the application of activities based on GEEMPA methodology, and posterior analysis of the gathered data obtained from data collection techniques, some conclusions can be drawn. They are as follows:

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First, it can be said that GEEMPA methodology can provide an appropriate academic environment in which students can feel confidence, pleasure and will to learn English because it is based on creative and didactic tools to increase motivation and passion to provide every student, even those with special needs, with chances to succeed.

Having completed the research study and based on the general objective which was to determine the effectiveness of GEEMPA methodology for the improvement of writing in EFL, it can be concluded that GEEMPA was useful and had a positive effect on writing on third-graders in Liceo de la Universidad de Nariño School. This can be concluded due to the fact that students were able to write words, phrases, sentences and short paragraphs by focusing on a detailed process in which students took into account the recognition and writing of some letters, the spelling of words and the identification of linguistic units.

Regarding the adaptation of GEEMPA methodology to English teaching, it can be said indeed, it was possible to accomplish it, but it required designing lessons taking into account cooperative work, creative activities, the teacher's role, the use of a didactic contract to compromise students and teachers in the learning process, the use of semantic context and an appropriate environment to learn. Thus, adapting GEEMPA requires time, effort and a careful analysis of the context and the needs to be able to cater for those needs.

GEEMPA seeks to implement cooperative work; at the beginning of the study the organization of groups that allowed students to share their ideas so that they were able to reach a goal together and build knowledge was carefully organized by the two teachers following the theoretical background. This organization was useful since the leader was able to guide their classmates to work together and be aware they are part of the group so they had to cooperate.

A related conclusion about the organization in groups can be drawn. Due to the large size of the class (53 students), it was hard to organize them in groups. The participants in this study were not used to working cooperatively due to the methodology previously used by teachers, which was challenging for the researchers.

Another conclusion is that an important aspect of GEEMPA methodology is the materials, and teachers need to be willing to take the time to create or adapt them. In this case teachers designed creative activities such as short tales, pictures and game-like tasks to teach English topics in order to engage and motivate them in the English writing process. For instance, the designing of short tales provided students with a semantic context for them to interpret the information given. As for the pictures used with the reading of short tales those were helpful to make associations and create visual aids as an accompaniment of the semantic context. Finally, games used were convenient as a complement for the lessons because they allowed students to practice and reinforce what they learned in a non-threatening environment.

One more conclusion is related to the teacher's role in the class, which is learner-centered, not teacher-fronted. It can be said that the teacher was a guide because s/he gave students guidelines but allowing them to learn on their own. Also, the teacher was a facilitator because s/he provided a variety of resources and tools to promote English learning. Thus, the role of the teacher is more complex than in traditional methods for L2 teaching such as the grammar translation method, where teachers were one-dimensional and authoritarian. Teachers also have to learn to learn.

Taking into consideration the didactic contract for students and teachers, it was evident that having an agreement since the beginning of the study helped engage students in their

learning process to allowed them to put will, to make effort and to be committed to each class. Therefore, it was evident that students were attentive and had everything ready for the English lesson. For example they brought their materials (dictionary, notebook, pencil, their ID cards) and even by constantly reminded their classmates to do what they agreed at the beginning of the study which kept the group on track and showed a positive disposition towards English lessons.

Another conclusion related to the semantic context is that it was of great advantage to provide students with a tool which helped them associate and understand the explanation of a specific topic through the use of a short tale or story instead of using a traditional method in which the teacher only dictates the vocabulary and its translation without taking into account if students learn. In the same way, it allowed students to comprehend the general idea of the tale by listening to it and using their imagination.

Regarding the attitude students had towards the application of GEEMPA, it can be said that it was overall positive. The use of cooperative tasks and group work was motivating for them and they engaged in the activities based on GEEMPA methodology. They were enthusiastic about learning with and from their classmates since, apparently, they had not had the opportunity of carrying out cooperative learning activities in previous years in the foreign language class.

In relation to the skills benefited by the application of GEEMPA methodology it can be said that besides the improvement on writing skill, the reading of short tales helped students develop listening skills and be able to understand the main idea of the readings as well as sentences in EFL. On the contrary, speaking and reading did not take place in the process

since the number of students did not allow teachers to work on activities where they could listen to their students or provide feedback on their output.

It could be said that time was a key factor on the application of the treatment since English as a subject matter was only taught once a week with a 45-minute class. Therefore, time given for English class was used properly and it was possible to provide students with activities planned at the beginning. However, it can be concluded that in order to exploit materials adequately, provide enough feedback to learners and develop the tasks in the most interactive way more time is needed.

Another conclusion is related to classroom management. Despite of the adapted materials which required considerable time and effort, the large number of students, the size of the classroom and limited time for English lessons it was possible to apply GEEMPA methodology in an EFL setting, but these factors may have an influence on the extent to which learning takes place. It can be said then, that this methodology might work in other institutions where English is taught (especially those institutions with more materials and hours a week devoted to the L2) due to this application might enhance writing and listening skills as well as motivation, interest, confidence and passion towards English learning.

To conclude, the application of GEEMPA methodology proved to be effective with third grade children because they showed that were able to write single words and join them to a phrase, then to a sentence and finally in a paragraph. It means that GEEMPA motivated students to be autonomous and critical during the learning process in an EFL setting taking into account the importance of listening, comprehending the idea and then concluding through the process of writing.

Recommendations

The recommendations mentioned below were focused on the contribution of GEEMPA methodology to develop writing skills in English and help students to increase interest, confidence and motivation in an EFL setting. They might be taken into account for those interested in doing further research and teachers who desire to take this methodology as part of a new experience in their classes.

If researchers wish to continue working with this topic it would be advisable for teachers to work with small groups since the application of this methodology requires the organization of students in groups. In this way, it might be hard to handle students' discipline, behavior and attitude towards the English lesson in each class. Besides, this organization might take time to do it. Consequently, it is also important allow students to decide who they want to work with during the lessons because the idea of GEEMPA is to create an appropriate atmosphere for students to feel comfortable and not pressured when working with classmates. For this reason, it might be suitable to work with a class with no more than 30 students.

It is recommended to apply this methodology in an institution where materials are provided. Materials development is an important part of the methodology and they need to be appealing and well-built. Thus, this might mean a lot of expenses for teachers and this could be a limitation for the implementation of the strategies.

Teachers have to take into consideration a very important aspect as Classroom management because according to Brophy (1986) it is the teacher's effort to establish and maintain the classroom as an effective environment for teaching and learning. In this way, the teacher should be able to use different strategies to manage students in the classroom, to be

active with students as well as to design the lesson plans for each class in order to be prepared for unexpected situations.

GEEMPA methodology provided students with abundant creative activities for practice, and a lot of comprehension in a limited time -1 hour per week. However, this time was not sufficient and it was a limitation because of the organization of groups, development of activities and the improvement of other skills besides writing. For this, an important recommendation for teachers in an EFL setting like Pasto is that they should follow a strict and specific organization of time and activities to develop during class especially when they have to deal with limited time.

Before applying this methodology, it might be necessary to think about the resources and materials needed because they demand a lot of time, effort as well as money.

Sometimes, when working with beginners it is necessary to use the students' first language, in this case Spanish, because sometimes students were not able to understand what the L2 teacher explained. Nevertheless, its use should be avoided most of the time and use it only in necessary situations. So, for teachers it is necessary to use modified input instead. As a result, students might improve English skills and they will be given the opportunity to learn new vocabulary in the English class through exposure.

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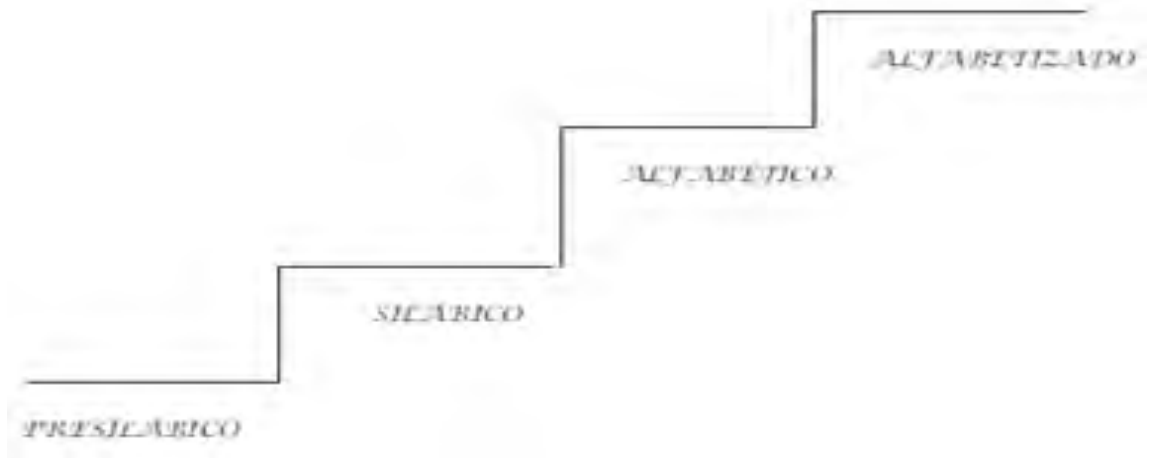Piaget, J., & Inhelder, B. (1973). *Memory and intelligence*. London: Routledge and Kegan Paul.

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APPENDICES

Appendix A (Escalera de Psicogénesis based on GEEMPA)

Escalera de psicogénesis

ALFABETIZADO

ALFABÉTICO

SILÁBICO

PRESILÁBICO

Appendix B (The developmental stages of writing scale in L2)

The developmental stages of writing scale

CONSOLIDATED
ALPHABETIC
WRITING

FULL ALPHABETIC
WRITING

PARTIAL ALPHABETIC
WRITING

PRE-ALPHABETIC
WRITING
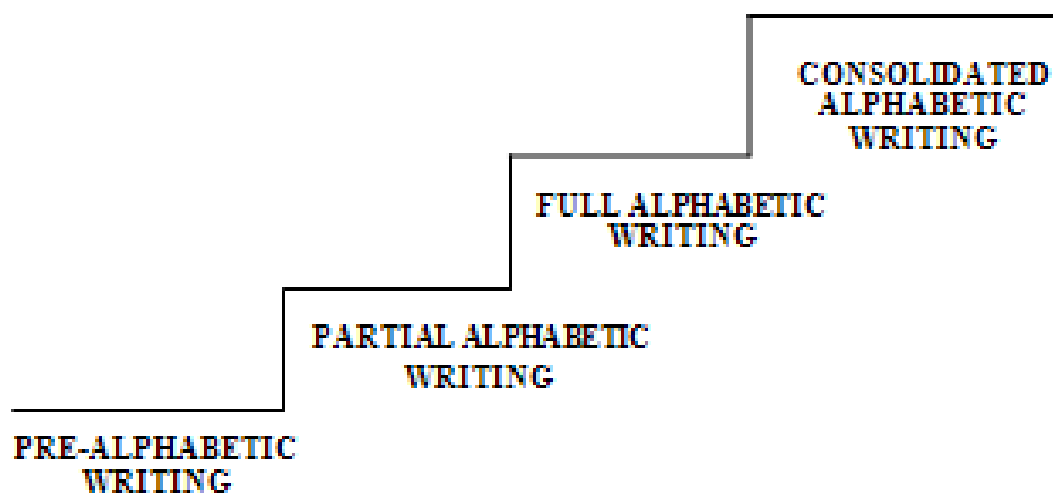
THE APPLICATION OF GEEMPA FOR WRITING IN EFL

Appendix C (Permission letter)

San Juan de Pasto, Febrero 26 de 2013

Señor
Braulio Emilio Díaz Arcos
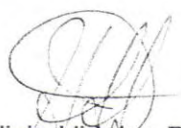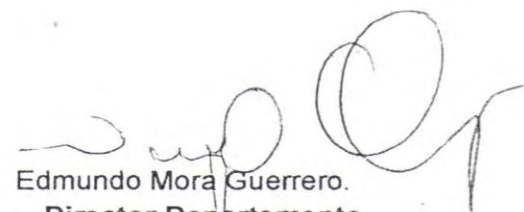**Director Liceo de la Universidad de Nariño**
Ciudad

Cordial saludo:

Muy respetuosamente nos dirigimos a usted, con el fin solicitar su autorización a las estudiantes de Octavo Semestre de Licenciatura en Inglés-Francés: **Angie Lizeth Medina Chamorro** con CC. 1085291181 expedida en Pasto, código estudiantil 29028241 y **Aura Cristina Tobar Hermosa** con CC. 1085299111 expedida en Pasto, código estudiantil 29028219, para desarrollar el proyecto de grado *"The application of GEEMPA methodology for the improvement of writing in EFL with children of third grade in Liceo de La Universidad de Nariño School."*

El proyecto consiste en aplicar una nueva e innovadora metodología, con el fin de mejorar la habilidad de la escritura en el idioma Inglés, lo cual permitirá que el alumno sea capaz de desenvolverse en un ambiente académico rico en materiales didácticos, fortaleciendo su autonomía y seguridad al escribir textos de cualquier tipo en Inglés. Cabe resaltar, que este proyecto se aplicaría, con los estudiantes de grado tercero en su institución, a partir del mes de Julio hasta Noviembre de 2013.

Agradecemos su valiosa colaboración.

Atentamente,

Helda Alicia Hidalgo Dávila.
Encargada Área de Investigación.

Edmundo Mora Guerrero.
**Director Departamento
de Lingüística e Idiomas.**

THE APPLICATION OF GEEMPA FOR WRITING IN EFL

Appendix D (Observation guides)

CLASSROOM MANAGEMENT

CLASS	DATE	DISCIPLINE	ATTITUDE	INTEREST	MOTIVATION
FIRST **(At the** **beginning)**	**20/08/13**				

CLASS	DATE	DISCIPLINE	ATTITUDE	INTEREST	MOTIVATION
FIRST **(At the** **beginning)**	**20/08/13**				

THE APPLICATION OF GEEMPA FOR WRITING IN EFL

Appendix E (Class-Interview, Pilot study)

NAME: _____

Escritura de un sustantivo

FRUITS

- _____

- _____

- _____

- _____

- _____

Escritura y lectura de:

_____

Escritura de cuatro palabras y una frase:

Palabras:

- _____

- _____

- _____

- _____

Frase: _____

Escritura y lectura de un texto:

_____

_____

_____

Escritura de letras:

_____-_____

_____-_____

_____-_____

_____-_____

Nombres de las letras conocidas:

- _____   - _____

- _____   - _____

Asociación de letra – sonido:

A:

B:

C:

T:

Unidades lingüísticas (letras, palabras, textos, dibujos, números):

-Four cats: _____

-2 books: _____

-Spell your name: _ _ _ _ _ _ _ _ _ _ _ _ _ _

-Draw a house:

THE EFFECT OF GEEMPA ON WRITING IN AN EFL SETTING

Appendix F (Class-Interview, Pilot study, pictures)

Appendix G (Class-Interview, Pre-test)

NAME:

_____

Escritura de un sustantivo:

FRUITS

- _____

- _____

- _____

- _____

- _____

Escritura de:

_____

Escritura de cuatro palabras y una frase:

Palabras:

- _____

- _____

- _____

- _____

Frase: _____

Escritura de un texto:

_____

_____

Escritura de letras:

_____-_____

_____-_____

_____-_____

_____-_____

Nombres de las letras conocidas:

- _____   - _____

- _____   - _____

Asociación de letra – sonido:

A:

B:

C:

T:

Unidades lingüísticas (letras, palabras,

textos, dibujos, números):

-Four cats: _____

-2 books: _____

-Spell your name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

-Draw a house:

Appendix H (Tale about the numbers)

Friends 1 one, 2 two, 3 three, 4 four, and 5 five are in the park. They play football. In the other team is number 6 six, 7seven, 8eight, 9nine and 10 ten. They were very strong, but number 20 twenty was bad, he lived in an old house with number 40 forty. They were angry. That day, they closed the park and the numbers could not play. All the numbers cried, and one number helped them. This number was 90 ninety.

Appendix I (Pictures about numbers)
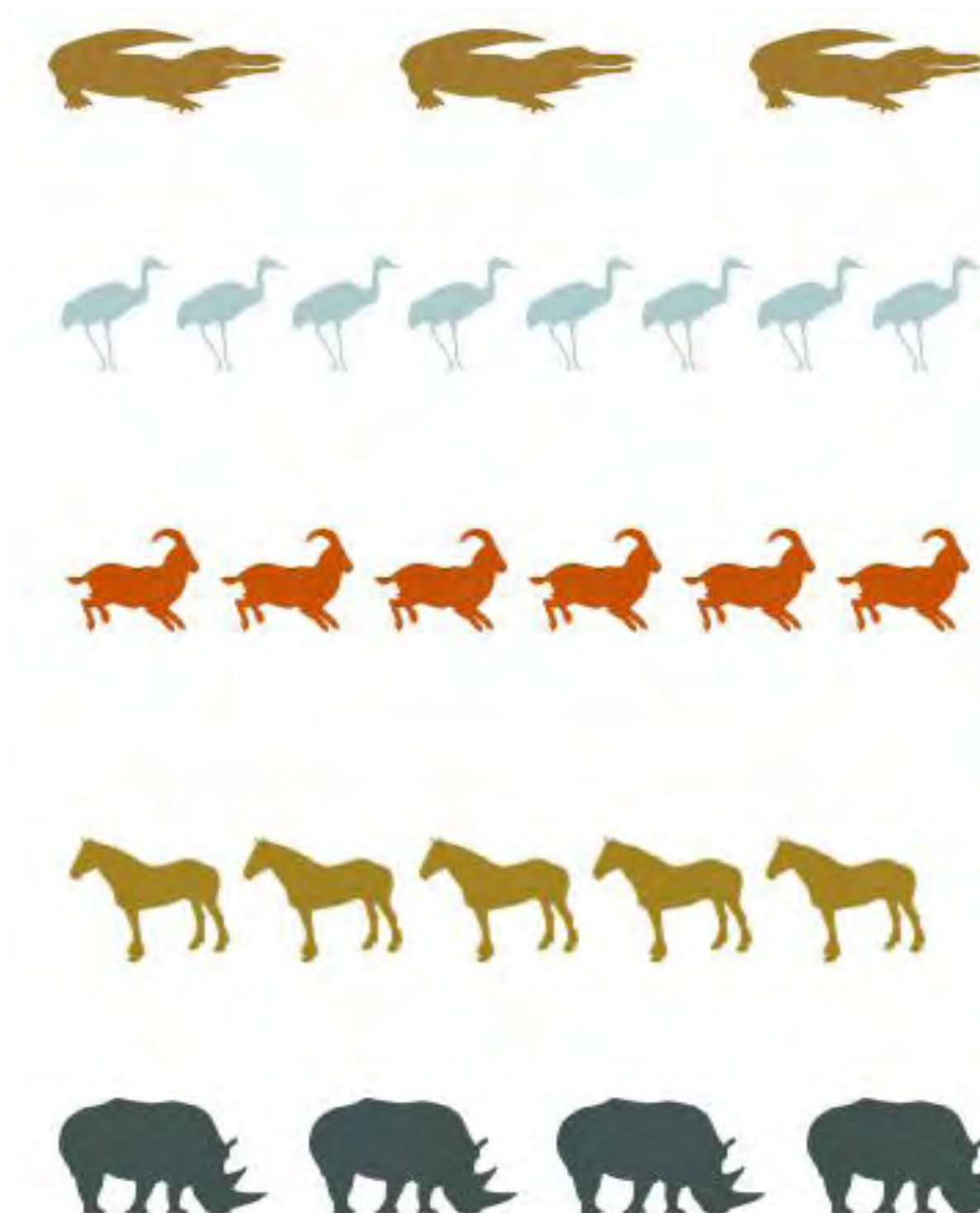
Appendix J (Activity for numbers)

GROUP NAME_____ GROUP # _____

NAME _____

Count and match the **PICTURES, NUMBERS IN LETTERS** and the **NUMBERS**. Use colors!

🐊 🐊 🐊	THREE	8
🦢 🦢 🦢 🦢 🦢 🦢 🦢	SIX	5
🐐 🐐 🐐 🐐 🐐 🐐	FOUR	3
🐎 🐎 🐎 🐎 🐎	NINE	6
🦏 🦏 🦏 🦏	EIGHT	9
🐧 🐧 🐧 🐧 🐧 🐧 🐧 🐧	FIVE	4

Appendix K (Tale about nouns)

Today! I am happy. I like the morning. It is a nice day. The sky is blue, there are green plants and the sun is yellow. I read a book in my house. Also, I am eating a salad fruit with red apples, banana, pineapple and grapes. My mother drinks orange juice. She is beautiful. My favorite pet is a dog. It is black and strong. He is angry now. I also have a cat. It is sad now but it is a good animal.

Appendix L (Activity of numbers)

GROUP NAME_____ GROUP #_____

NAME _____

Classify the words into **nouns**, **adjectives** and **colors** in the chart.

apple, angry, yellow, black strong, nice, , blue orange, grapes, and pineapple house,

beautiful, happy, dogs, cats, sun, day, morning, books, good, red, sad, green.

NOUNS	ADJECTIVES	COLORS

Appendix M (Tale about the family)

A long time ago, I lived in a castle with my family. I was very happy because of them. So, let me introduce myself. My name is Danna. This is my grandfather. He is Joseph and he is old. She is my grandmother, she is Annie and she is old too. He is my father, he is John and he is handsome. She is my mother. She is Carla and she is beautiful. They got married and they have 2 children: my brother and I. My brother is Tom and he is intelligent. This is Danna. I am short.

FAMILY TREE
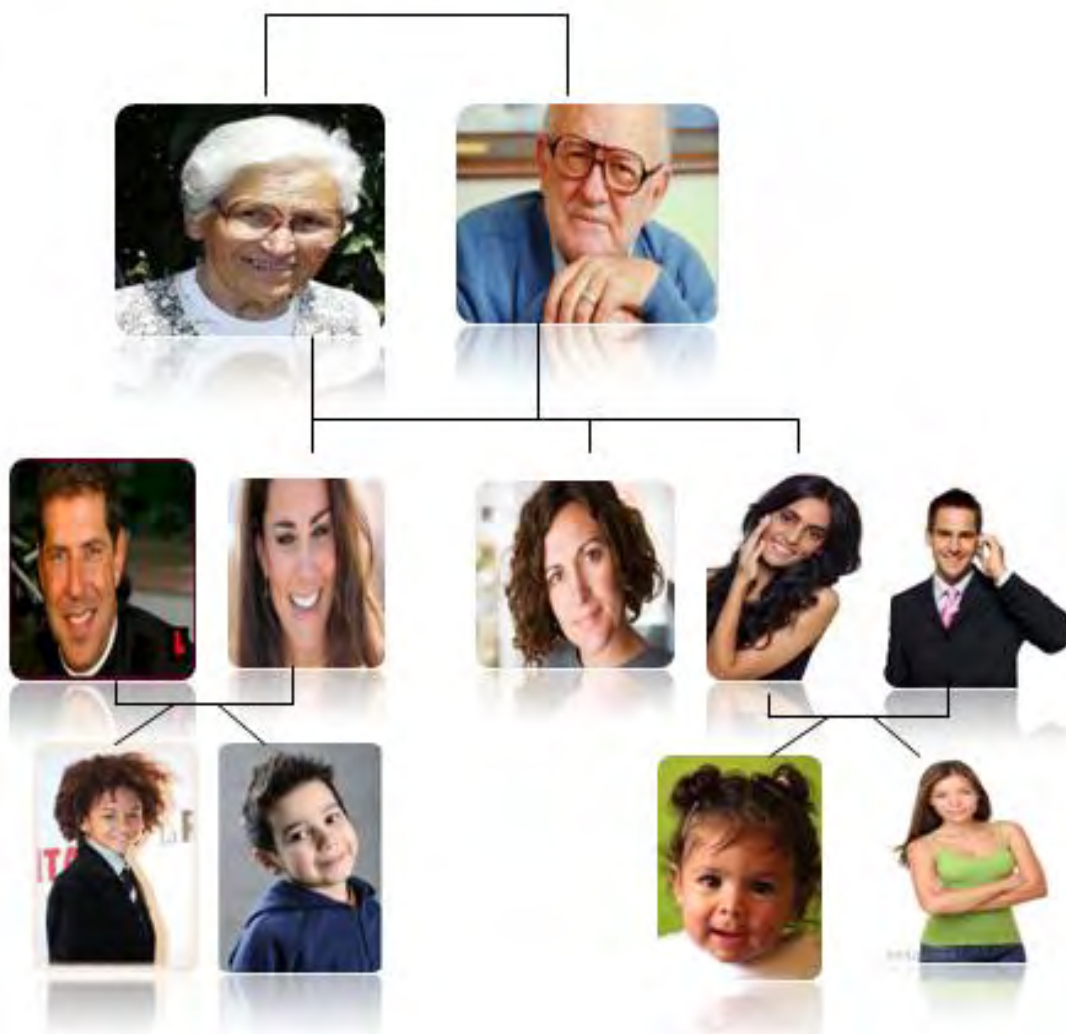
Appendix N (Tale about the family using the Anglo-Saxon possessive)

A long time ago, Danna's family lived in a castle. She was very happy because of them. This is Danna's Family. Danna's grandfather is Joseph and he is old. Danna's grandmother is Annie and she is old too. Danna's father is John and he is handsome. Danna's mother is Carla and she is beautiful. They got married and they have 2 children: Danna's brother and she. Danna's brother is Tom and he is intelligent. This is Danna and she is short.

Danna's mother has a sister. She is Sarah. She is Danna's aunt and she is beautiful. They have one brother. He is Danna's uncle. He is Joseph Jr. and he is elegant. Joseph Jr's wife is Kate. They have a child. He is David and he is Danna's cousin. They are a happy family.

Appendix ñ (Activity of the family members and use of the Anglo-Saxon possessive)

GROUP NAME_____ GROUP #_____

NAME _____

Put the pictures in front of each name, initial letter and the correct possessive.

PICTURE	FAMILY MEMBERS	INITIAL LETTER	POSSESIVE
			This is Danna's _____ Annie's _____ is Joseph. Joseph's _____ is Annie. Danna's _____ are: Carla and John Tom and Danna are Carla's _____ Joseph Jr is Sarah's and Carla's _____ Danna's _____ is Joseph. Joseph Jr is Tom's _____

Appendix O (Tale about the professions)

Hello! My name is Angie. I'm a TEACHER. I have 8 friends. She is Ana. She is a NURSE. He is John. He is a POLICE OFFICER. She is Lucy. She is a VET. He is Luis. He is a DRIVER. He is David. He is a LAWYER. She is Shakira. She is a SINGER. He is Steven. He is a PILOT. He is Carlos and he is a FIREMAN.

Appendix P (Pairs game about professions)

Appendix Q (Activity about professions)

Activity No. 3

NAME OF THE GROUP: _____ GROUP # _____

Match the names, the pictures and the initial letter with different colors.

-LAWYER•

-NURSE •

-VET •

-DRIVER•
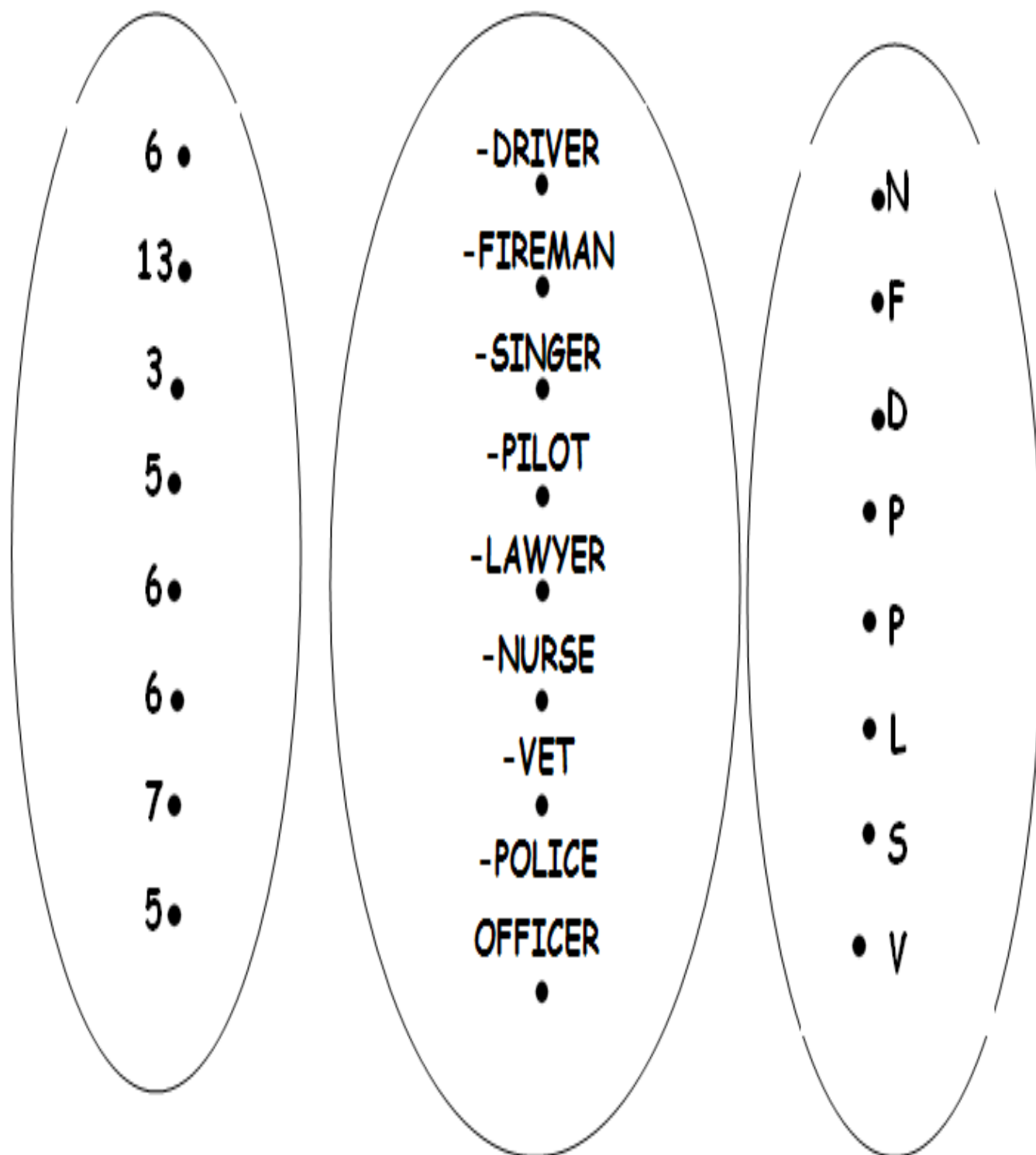
-PILOT•

-FIREMAN•

-POLICE
OFFICER•

-SINGER•

•S

•V

•D

•F

•P

•L

•N

•P

6 •	-DRIVER •	•N
13•	-FIREMAN •	•F
3 •	-SINGER •	•D
5•	-PILOT •	• P
6•	-LAWYER •	• P
6 •	-NURSE •	•L
7•	-VET •	•S
5•	-POLICE OFFICER •	• V

Activity No. 4
NAME OF THE GROUP: _____ GROUP # _____

Professions: Teacher, Police Officer, Nurse, Singer, Driver, Lawyer, Vet, Pilot, Fireman

-Escribe todas las palabras que tengan la letra A

A

-Escribe todas las palabras que tengan la letra E

E

-Escribe todas las palabras que tengan la letra I

I

-Escribe todas las palabras que tengan la letra O

O

-Escribe todas las palabras que tengan la letra U

U

Appendix R (Tale about WH questions)

(A)Hey, good morning! (C) Good morning. HOW ARE YOU today?

(A) I AM very well. (C) Excuse me, WHAT IS YOUR NAME? (A) MY NAME IS Angie and

you? (C) MY NAME IS CRISTINA. WHERE ARE YOU FROM? (A) I AM FROM

COLOMBIA and HOW OLD ARE YOU? (C) I AM 20 YEARS OLD. WHEN IS YOUR

BIRTHDAY? (A) My birthday IS on December. WHO IS HE? (C) HE IS PEPE. HE IS MY

DOG and HE IS BLACK.

HOW ARE YOU TODAY?

WHAT IS YOUR NAME?

WHERE ARE YOU FROM?

HOW OLD ARE YOU?
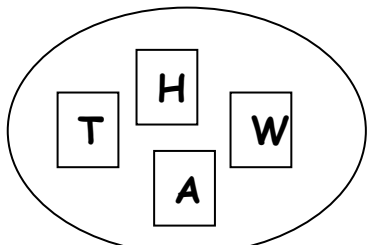
WHEN IS YOUR BIRTHDAY?

WHO IS HE?

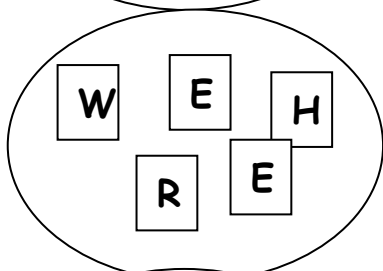*Appendix S* (Activity about WH questions)

Name: _____

Group's name:_____ **Number:** ___

A) Organize the WH questions and write the meaning in front:

1.

T H W A

_____   _____

2.

W E H R E

_____   _____

3.

W H O

_____   _____
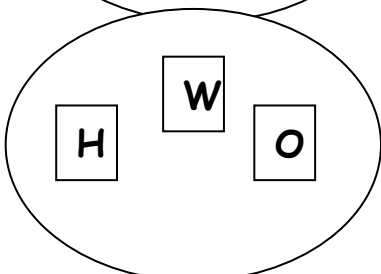
4.

N H W E

_____   _____

5.

O H W

_____   _____

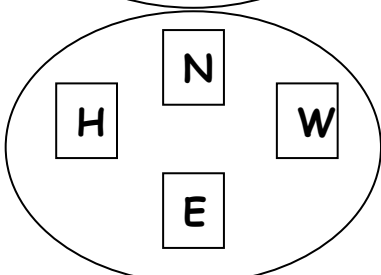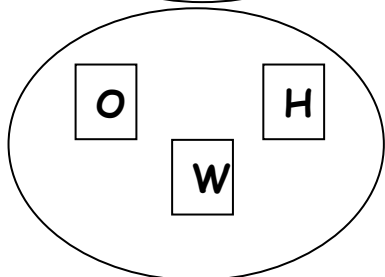**B) Write the correct WH question and answer the question**

6._____ is your name? _____

7._____ are you from? _____

8._____ are you today? _____

9._____ old are you? _____

10._____ is your birthday? _____

11. _____ is your occupation? _____

12. _____ is your mother? _____

13. _____ is your father? _____

14._____ is your mother's birthday? _____

15. _____ is your father's birthday? _____

16. _____ is your mother from? _____

17. _____ is your father from? _____

18. _____ is your mother's profession? _____

19. _____ is your father's profession? _____

20. _____ are your grandparents? _____