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Implementation of imagery as a learning strategy to promote writing

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**Degree work to obtain the title of
Bachelor in teaching English**

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ACCEPTANCE NOTE

The title research Project IMPLEMENTATION OF IMAGES AS LEARNING STRATEGY TO PROMOTE WRITING IN SEVENTH AT JOSE CELESTINO MUTIS HIGH SCHOOL, IN IBAGUE (TOLIMA) present by LUIS ENRIQUE ROMERO VILLAMIL as a requirement to obtain the title of Bachelor in Teaching English as a Foreign Language was approved.

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DEDICATORY

To my beloved parents who gave me all the integral love and dedication from childhood. To my God who gave me the strength and wisdom to get to the end of my career. My spiritual Advisor Regina Betancourt for her moral support and discipline, to my godchild, Roman Adolfo Segura for his unconditional support throughout this process.

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RESUMEN

El objetivo principal de la investigación fue describir cómo, el uso de imágenes influye en la producción escrita de los estudiantes para mejorar esta habilidad, ayudándoles a activar sus conocimientos previos para hacer posible una descripción en el aula de forma agradable, y producir resultados significativos en la escritura. Las imágenes como estrategia contribuyen a motivar a los estudiantes para el desarrollo de procesos escriturales y por ende el proceso de aprendizaje de la lengua. Cabe mencionar que de acuerdo con sus necesidades y preferencias los estudiantes, centran su atención en los temas a tratar mejorando la habilidad escrita.

Este estudio fue realizado con 23 estudiantes de grado 7-2 en el Colegio José Celestino Mutis, en Ibagué (Tolima), de agosto a octubre de 2015.

El método de investigación seleccionado, en este caso, se trata de investigación-acción que está concebido en cuatro etapas: La primera, es la planificación de las clases basándose en las necesidades e intereses de los estudiantes; la segunda, es la ejecución del plan mediante la aplicación de guías de aprendizaje; la tercera es la observación directa, que es un instrumento importante para conocer y documentar las reacciones de los estudiantes usando las imágenes; y la última es la reflexión, todos estos elementos son objeto de análisis e interpretación en forma cualitativa.

La enseñanza de textos descriptivos en el aula mediante, la aplicación de imágenes se realiza en tres etapas; pre-escritura, borradores y edición. La implementación de la estrategia de imágenes permite motivar a los estudiantes a describir una situación que puede ser real o imaginaria. Así mismo, se avanzó en el uso de vocabulario, gramática, contenido, diseño, ortografía y puntuación para producir oraciones completas siguiendo estructuras legibles; los

estudiantes activaron sus conocimientos previos asociándolos con los temas de: la familia, los animales y la casa. Los estudiantes con mayor desempeño en la escritura del contenido organizaron el texto correctamente, siguiendo las instrucciones indicadas al momento de describir. Los alumnos con bajo desempeño, presentaron inconvenientes de ortografía en las tres implementaciones durante el proceso, se identificó que la razón de esto se relacionaba con falta de claridad a la hora de escribir palabras en inglés.

Palabras Claves: Escritura, Imágenes, Estrategia y Descripción escrita.

ABSTRACT

The main objective of the research was to describe how the use of imagery positively influences and improves students writing production. By promoting writing skills, students activate their background knowledge to make an enjoyable description in a classroom and make meaningful writing possible. The images used contribute to develop the process of the students' language learning. The images oblige the students to pay attention to the topics that they, then can select and organize according to their individual needs and preferences.

This study was conducted with 23 students 7-2 grade at José Celestino Mutis High School, in Ibagué (Tolima) from August to October, 2015.

The selected research method in this case is Action Research that is implemented in four stages: The first one is about a plan that is elaborated based on students' needs and interests; the second one is the implementation of the plan which applies writing sequence activities; the third is direct observation which is an important instrument to get to know students' reactions when using images; finally the last one is reflection, which involves data analysis and interpretation in a qualitative way.

Teaching descriptive writing in the classroom by using imagery strategy was done in three stages; pre-writing, the actual writing task and post-writing. The aim was to have students describe a situation that can be real or imaginary. They were also expected to advance in their use of vocabulary, grammar structure, layout, spelling and punctuation to produce complete sentences by following readable structures; they were encouraged to activate their background knowledge associated with family, animals and the house. The students' results showed they organized the texts properly, following the given instructions. This is easily explained because

the challenges of spelling produce the lowest score in all three writing sequence activities. The reason for this was of the fact that they still lack clarity in spelling English words.

Keywords: Writing, Images, Strategy, Descriptive Text

INTRODUCTION

Nowadays, according to the Colombian Law of Education, it is necessary for students to develop the four skills: listening, speaking, reading and writing in English class. One of the most surprising aspects about the writing skill is that teachers hardly oblige their students to write in English. After discussing with the teachers in the afternoon shift, who are in charge of English language teaching, we concluded that the main reason for an absence of writing exercises is due to the focus on the “PRUEBAS SABER 11” where the students are only evaluated on reading comprehension and grammar. By providing tools and a road-map to secondary school English Language teachers, it is hoped that this investigation gives them more confidence and a reliable structure to assign more writing task in spite of rest being of Pruebas Saber 11.

It is important to highlight that writing is a complex process that forces students to use three different preparation stages such as: (1) pre-writing, in which students think, take notes, talk to others, outline and get information to write a text. (2) The actual writing task, where they elaborate a draft, put ideas into sentences and paragraphs, then revise to check ideas, sentences and paragraph structures. (3) Editing consists of checking spelling, grammar and punctuation. However, it is highly significant to note that one of the most common activities in writing exercises is simply copying some texts by following a pattern and then writing a few more complex sentences that are the result of student knowledge about their world, culture and customs.

The main aim of this study is to describe how the use of imagery influences students’ writing production. By utilizing instruments to collect data the researcher will establish aspects related to learners’ attitudes, strengths, weaknesses, and the knowledge they have to write a descriptive

text. The students are exposed to three topics (the Family, Animals and the House) in a didactic sequence. These were developed to facilitate the retrieval of their background knowledge by using some pictures. This study, which took the whole academic year 2015 during the Academic Research Project I and II, is applied to all seventh (7-02) grade students composed of 13 boys and 10 girls.

Some studies (Coffin, 2003) have shown that approaches to teaching writing are focused on different theories that are concerned mainly with text, writers and readers. These researchers have suggested better ideas to improve the teaching of writing skills. According to Raimes (1983), “pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, graphs, paintings, charts, and maps) can be valuable resources for enhancing writing skills”. A picture provides a shared experience for students in the class, a common base that leads to a variety of language activities.

This document develops the following chapters: First, the justification, for “why” the research project is important to do (the research project). Second, the problem statement that establishes and spells out the common difficulties about writing at school. It also describes some aspects about the context. Third, a literature review where the main theoretical constructs about the research project are presented. Fourth, the research design which explains the type of research where the qualitative methodology is taken into consideration. Fifth is the Instructional Pedagogical Design where the general objective of the pedagogical proposal is to motivate students to improve their writing of a descriptive text in the English Language through the use of imagery as a strategy. Sixth, data analysis that consists of the collection instruments (direct observation, writing sequence activities, and questionnaire), and the analysis that had a rubric as a reference point to determine how well the students wrote sentences to describe a situation using

imagery strategy. Finally, the conclusions, which reveal the main findings of the research during the process of implementing the strategy.

1. JUSTIFICATION

During four classroom observation sessions, the teacher applied the basic classroom activities. After such activities, it was detected that 7th grade students had poor writing production: They didn't have enough vocabulary or grammar structures to produce a coherent text. According to government policies it is mandatory to teach all four skills in the classroom, and for that reason fostering students' writing is very valuable and should be unavoidable.

The Ministry of Education incorporates the Common European Framework of Reference for language learning, teaching and evaluating in the schemes of A1-A2 and B1 in high school. Therefore, the National Bilingual Program elaborated the development of communicative competences (Linguistic, Pragmatics and Sociolinguistic) in the English Language. The aim is to orient and even compel the citizens to communicate in English, under pedagogic conditions.

The “Ministerio de Educación Nacional”, (2006) states : “helps students to achieve a comprehensive and productive ability in discursive competence which refer to the students' capacity to organize sentence sequences to produce a textual fragment”. Thus, the process of writing a text is linked to the students' abilities to communicate their ideas about real situations.

To teach the skill in context, it is necessary to be aware of individual students' needs, interests, and attitudes. It is relevant to say that writing assignments require the students to create a mental design utilizing their ideas, vocabulary, grammar and their capacity to express what they know. It is significant to mention that successful writing demands the organization of ideas to convey a message and activate the background. This can be achieved using imagery as a strategy that help students to have a concrete reference to develop an idea, which is connected to a particular topic.

By doing this research not only do the students learn about how to use the strategy related to images, but the teachers can also apply a basic process in order to follow students throughout the writing exercise. Moreover, the teachers should think about the possibility of incorporating other strategies to improve the writing process on a case-by-case basis.

Consequently, when EFL students use images to start their own writing composition process, they discover it is necessary to have an appropriate context to turn brainstorming ideas into a tangible paper. This should always include setting the context, finding the main idea, adding details and editing. By faithfully completing these three crucial stages (pre-writing, drafting and editing) the writing process should be able to produce an acceptable final version of the students' effort.

2. PROBLEM STATEMENT AND RESEARCH QUESTION

It is important to acknowledge that, a priori, the Colombian government has designed some policies related to bilingualism, so as to teach productive and receptive skills in schools and give students the opportunity to communicate in a foreign language. Nonetheless, most of the schools and specifically in our case at Jose Celestino Mutis, the program mainly focuses on the reading comprehension process and grammar aspects that will be evaluated by Government when students take “Pruebas Saber Once”.

Talking about the school where the project took place it is valuable to mention that it is a co-ed public high school named “Jose Celestino Mutis” in Ibagué, the capital of Tolima (known as the Musical City of Colombia). This school is located in the Kennedy neighborhood, in the south of the city. This school was founded in 1983. The majority of the students at J.C.M are from the local area in close proximity to the school.

In this part of Ibagué, most of the families belong to a lower class and it is common for parents not to live together. They have to do odd jobs to be able to support their families. For example, being a door-to-door sales person, domestic house keepers, internet café assistants or stationary store workers. Some students’ parents did not complete their high school studies and the majority of these parents cannot help their children do the activities related to the English language homework that teachers assign.

Based on the institutional PEI of the school, the researcher took notes and drew the following conclusion: Because parents cannot help students do their homework (because parents lack knowledge and time) the students are frustrated and not very motivated. The little bit of parents’ help such as suggesting the use of the internet and dictionaries is actually not so helpful.

To carry out this research the selected group was a seventh-grade class with an average age of 10-12. At this stage of pre-adolescence, they still stick to infant-like behaviors such as jumping, playing games and chatting online.

This study looked at one of three 7th grade classes where there were 13 boys and 10 girls. Their school day started at 12:30 pm and ended at 6:00 pm five days a week, Monday to Friday. It started in August and ended in November, 2015 of the approximately 30 hours of instructions per week, only 3 hours were dedicated to English.

Regarding the students' writing, it can be said that most of the exercises were related to multiple choice, gap-fill exercises and chart completion based on stories. After the activity was over, the lack of interest of the students towards the task was so obvious as manifested by their poor writing production, vocabulary and grammar knowledge. This discovery prompted the idea of the present research. That is to say, the process to produce a written text from students' ideas about one of the topics that they had studied during the course was not evident in their English classes.

The research was focused on improving the writing process. The researcher gave students three writing sequential activities related to common daily topics (the Family, Animals and House). The pictures selected for each writing sequence activity intended to illustrate each topic and the students had to describe what the photos suggested to them. The students used their imagination, ideas, and experiences to further develop their writing skills in a personal, storytelling process.

After having done a preliminary revision of the literature, it was found that writing is one of the skills that students should develop to express the vision of the world based on their own

experiences. To accomplish this goal, it was necessary to develop several strategies to encourage them to improve their writing performance. Ruswinarsih (2015) affirms

(...) pictures are often used to present situations to help the students work with grammar and vocabulary. Pictures do not only help the students to get ideas more realistic in understanding the procedure text but also in constructing ideas to create it. Ruswinarsih (2015)

Thus, pictures are powerful tools to advance the students writing because the drawings or photos activate their creativity. Keeping in mind the aforementioned, the research question for this project is:

How does the use of imagery influence students' writing production?

Main general objective:

To describe how the use of imagery influenced students' writing production at Jose Celestino Mutis High School in Ibagué, Tolima.

Specific research objectives:

- To describe students' reactions to the use of imagery strategy in order to produce a descriptive text.
- To understand how the use of images influence the writing of descriptive text.
- To evaluate the use of imagery as a strategy to improve students' writing.

3. LITERATURE REVIEW

The process of writing on EFL text depends on the students' abilities, interests, language knowledge and their life experiences. These factors help to provide an outline that let them organize their ideas and purposes to write a text. Students need to be able to write in a variety of ways such as to persuade, narrate, or compare and contrast. According to Bromley (2003) they must also be able to write for a variety of audiences such as their peers, parents, teachers, and the general public. And now, more than ever, official exams such as TOFEL, University of Cambridge, etc, all demand that the students sitting the exam complete a write paper.

3.1 Some theories about writing

Writing is not an isolated activity but a social one, because writers and readers have the chance to share the information about a particular text. This makes it possible to see what others think about the world, their ideological positions and the way of accepting or rejecting the views of their peers. According to Tompkins (2001), "writing encourages reading development by building "literacy concepts and procedures" and "intellectual strategies". By learning to organize, monitor, question, and revise their thoughts in writing, students also learn to perform these tasks when they read the writing of others. "Better writers are better readers", concludes one review of fifty years of reading and writing research (Stosky, 1983).

The process of transforming thoughts into written symbols includes spelling, handwriting, and typing. In other words, the essential skills that are increasingly overlooked in the classroom. "Mastery of transcription skills is important because their execution can consume a great deal of a writer's attention when they are not carried out fluently and efficiently" (Johnson, 2003). For

example, if the students want to write a text, they need to know the basic vocabulary related to the topic they want to develop.

From Richards' (2012) perspective, learning vocabulary is linked to the four skills listening, speaking, reading and writing. Furthermore, it is important for students to establish contact with different information sources like newspapers, the internet, movies, among others. To review vocabulary, it is essential to use the new words in different contexts and to improve background knowledge. Building vocabulary is a significant issue that should not be ignored. English language levels are roughly defined as Elementary (2000 words 200-300 hours of study), Intermediate (4000 words 400- 600 hours study), Advance (6000 words 800- 900 of the study). To learn a foreign language, teachers emphasize the basic words that students need so as to communicate their ideas. The author recommends revising the words that were used in each unit to consolidate the information.

In writing, it is less important for students to produce perfect compositions than to develop confidence and ease-of-use. This view is supported by Allen (2003) who states "In writing instruction, the emphasis should first be on fluency – the seamless transmission of ideas from thought to paper – and then on improving grammar, spelling, and mechanics as opportunities arise". The first exercises should be ones that allow the student to write freely, without concerns about mechanical errors.

When students write for the sake of writing, they still should and must understand the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how different writers are involved in the writing process suggests that we do all

of these things albeit, sometimes in a chaotic order. Thus, it is valuable to plan, draft, re-plan, draft, edit, re-edit, before producing the final version. Teachers need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, EFL instructors will help them to be better writers both in exams, for example, and in their post-class English life.

3.2 Approach to teaching writing

Approaches to teaching writing have a lot to do with expressions that drives students to use certain terms in order to describe their surroundings in turn, enabling them to create their own text in social and cultural context. Writing is known to be a way of communicating with other people making it one of the characteristics of educated people. Junior high school students are expected to correctly master this skill because this determines the students' academic standard. Quoting, Heard & Tucker (2000:135), writing is a continuous process of thinking, organizing, re-thinking and re-organizing. It is not a finished product".

There are different views about the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing Tribble (1996:39). The writing process refers to everything a writer does from the moment they start thinking about what to write until the final copy is completed. This requires ideas to be noted down as well as the manner in which these ideas are noted down. The sequence of this process is not separated, but might occur, simultaneously. As the term suggests, the teaching of writing focuses on what occurs when students write and what teachers can and should do to help them achieve a good descriptive writing text.

The steps to my writing approach incorporated pre-writing activities, drafting and editing for the different previously mentioned topics: family members, wild animals and parts of the house.

In the process approach a typical pre-writing activity was for students to brainstorm the topics, forcing them to generate their own ideas. This is the stage where students explore given topic ideas, gather information and then begin to organize their descriptive text.

At the drafting stage students selected and structured the result of the brainstorming session results. The aim was to provide a plan of a descriptive writing draft capturing the rapid flow of ideas and thereby generations more ideas as they write. This helps the students in laying out their thoughts on the page because they know that drafting will motivate their best final stage product. By writing down key words, those will later be used in complete sentences in the final draft.

Finally, students edited the text by proof reading to cross-check their grammar, vocabulary, spelling, punctuation and layout errors. When editing, the researcher made sure that students paid a lot of attention to their writing mistakes. It is recommended that student exchange their draft with other students to get a “second opinion”.

A good descriptive writing creates and helps to recall words & pictures of the Family, Wild Animals and different Parts of the house from students’ own personal experiences. This includes carefully choosing the details which appeal to the students at different stages of the descriptive writing process after having employed the strategy of imagery.

Elbow (1973) and Murray (1999) and many others consider that this approach encourages students to freely and spontaneously discover their own words in descriptive writing production. That is to say, thinking and visualizing precedes writing. Free expression of ideas to encourage word encounters and cognition. The use of imagery stimulates the students and they become motivated to create written text.

Some processes should be framed to get the students' interested. With descriptive images, it possible to arouse their curiosity allowing them to recall what they have read or observed in a specific situation previously. There are some aspects related to the writing process that should be taken into account, based on Brown Cohen & O' Day, (1991):

1. Incorporate practices of "good writers". As you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if your technique includes some of these practices.

2. Balance process and product. Because writing is a composing process and usually requires multiple drafts before a polished product is created, make sure that students are carefully led through appropriate stages in the process of composing.

3. Account for cultural literacy backgrounds. Make sure that your techniques do not assume that your students are experts at English rhetorical conventions but, that they simply understand the images and their use fullness at the moment of composing.

4. Connect reading and writing. Clearly, students learn to write in part by carefully observing what is already written, so this shows that including some readings to help increase their creative ideas will definitely help out a lot.

5. Provide as much authentic writing as possible. Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is intent to convey meaning.

6. Frame your techniques in terms of prewriting, drafting, and revising stages.

Writing skill is the ability to express ideas, opinions or feelings in a written form using the language appropriately. The process starts with (1) brainstorming as a useful technique that permits students to approach a topic with an open mind, (2) leading to free writing designed to help students with fresh ideas that they may not know that they even have. Therefore, students begin to freely explore this flow of ideas knowing that this also helps to generate new ideas.

3.3 Use of Imagery

Thornbury (2002:25) states that pictures spark memory, easily permitting learners to evoke situations that are aid in the creation of mental images based on a real situation. Using imagery help learners start with key words in the first draft that are later transformed into sentences for final version.

Hence, the use of imagery as strategy is important to activate students' past and background in order to eventually write a text. The possibility of seeing a picture that has been chosen as the reference point to promote writing facilitates students' performance since they will all have different perspectives in understanding and interpreting what the images suggest in a specific cultural context.

In the same line, selected picture stories are used as tools to stimulate the learners' ability to think appropriately and provide a context for writing, while story writing is the narration of places or imaginary characters. (Y. Nirmala, 2013). Writing is a skill which requires language

production rather than language reception. Consequently, the students have a wide range of scenarios to communicate messages in written way.

Moreover, photography plays an important role for student writing. Students can describe them by using their own interpretation and focus their attention on the details they wish to talk about. Presik (2010) states:

The use of photography, auto photography when improving students' writing skills, and it also increases their interest in free-style and creative writing based on his/her own experience as a teacher and college instructor, and their belief is that there are no limitations as to one's capacity in using this method to improve their writing skills and to generate their interest in writing. (Presik, 2010)

It concludes that motivated students can bring the outside world inside; this also generates interests and a whole classroom discussion that leads to students writing production, and giving lots of opportunities to demonstrate improved language abilities.

Furthermore, pictures will provide a powerful combination of writing skills and artistic creativity in classroom writing. These images can be used as a model to help students develop their writing production. For example, Drolet (2002), argues that "Using comic strips in the teaching of writing in the language art classroom should be supported as a useful tool to improve literacy and teaching. Even beginning writers some of the different grammatical forms typically used in other forms of written text".

In the same vein, Homstad (1996) concluded that their study was based on students writing a title, description, a story-based cartoon, comic strip or other picture. Students wrote simple descriptions about themselves, their classmates, their families and homes, their daily activities through creative writing which enables students to expand and consolidate this linguistic stage.

Moreover, since it makes them think about foreign languages in a new way the students enjoy being creative. Following this prospective, it provided a rich source of knowledge about writing and how the use of effective writing strategies promotes learning while using pictures and other images. This helped my students to freely put down their original ideas in their own ways.

The author Burns (2013) clearly states that:

By reading and writing information in charts, graphs, and diagrams, the learners can comprehend that information at a higher level. With the massive usage of visuals every day, images and graphics have revolutionized the way we process information, in and out of the classroom.” Some students are more visual than others. They can process the information which is presented visually. In addition, they can understand the issues better that have been organized in familiar categories that are easily identified by learners. (Burns, 2013)

Riesland (2005) consider that: “Drawing upon images and graphs can reinforce our writing as well”. Experiences in writing papers also shows that graphs can help the writers organize the paper's structure and can stimulate the appearance of flow state in writing.

Checking the information about images it was found that there are various ways to visually depict data. According to Metros (2008), these ways are presented below,

- a. Icon: Image, picture, symbol, or mark that signifies or represents an object or concept.
- b. Drawing/ painting: Two-dimensional, artistic representation created using artist tools such as pencil, ink, crayons, paint, charcoals, pastels, and/or digital software.
- c. Illustration: Visualization, such as a drawing, painting, or photograph, created to elucidate or embellish something described in text. The Educators Role in Preparing Visually Literate Learners.

Picture /images

This is a singular image or reality as portrayed in an account of description or visual representative of a person, objects, places through drawings, painting and or photograph, since it's going to motivate them through the help of colors and images in contact with English as a language. (Saeed, 2008)

Based on this theory my pedagogical proposal was successful with the use of colorful images of members of the family, wild animals and parts of the house. Undoubtedly, this motivated the students to be creative about the life surrounding them.

It is reasonable to assume that pictures are a popular way of teaching and learning the English language.

For his part (Harmer, 2001, p. 134) states that “Teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning”. As an English teacher gains experience it is common to feel that using pictures and new words make the writing process enjoyable and memorable. However, it is important to use colorful images in real contexts that let students remember what they have previously lived, seen, felt and heard in their own life experiences. This allows them to make a true connection to the aims of the task.

Moreover, Harmer (2001) asserts that, “pictures should be appropriate not only for the language to be learned but also for the classes they are being used for; if pictures are too childish students may not like them and if they are culturally inappropriate, they can offend people”. Pictures also need to be very visible – especially if they are being shown to the whole class, they need to be big enough for everyone to see. And it also helps if pictures are durable – that is, strong enough to be used several times class after class, year after year.

Regarding to Ibraheem and Sharqiya (2001, p. 132) they used different kinds of pictures such as posters, flash cards, drawings on cards (made by pupils), drawings on the board (made by the teacher), pictures in the class books and reality. Teachers feel that pictures can make a positive contribution to teaching and learning how to write while learners also appreciate the role that pictures can play in helping them to learn English.

According to Wielinga (2004), “Images help to manifest how pictures influence students’ moods of writings”. This has been widely utilized to facilitate the teaching process and to enhance learning outcomes in the application of picture/images to help student to improve their flow of ideas in writing production.

Pictures/ drawings play several vital roles: In visual stimulus to attract learner’s attention, to increase their motivation as well as to aid them in the development of analytical thinking skills, it also helps to accelerate students’ abilities to generate original ideas. Moreover, the uses of pictures activate students’ background which is a fundamental part of the internal process in producing a written descriptive text.

Likewise, “Teachers used videos of the lessons to help identify specific examples of vocabulary teaching using pictures from their work to introduce new words and reflect on teachers and pupils’ attitudes towards using pictures in the process of teaching and learning new vocabulary”. (Saeed Al Ibraheem - Ja’afari, 2008). In addition, pictures can make a positive contribution to text description and compositions by helping the writer to give a vivid description, to organize his/her ideas and to recall the basic vocabulary that will be needed to make a coherent and meaningful description.

“Pictures stories which involves the use of cartoons, magazines, adverts, diagrams, graphs, table charts and reading cards, and picture cards will be used as learning material in the course of

the study” (Chandra, 2013) Since pictures provide a shared experience for students (and everyone loves to look at pictures), the importance of using images in the development of writing skill it’s convincing.

To sum up, images or pictures influence students’ writing moods. When they are exposed to visual material, they can take advantage of their skills to describe different social situations, related to their own life experiences and expectations. Images have their own meaning and features that should coherently support the teacher’s communicative purpose.

3.4 Visual literacy

The concept by visual literacy according to Ralph Wileman Bleed, R. (1993) is “the ability to ‘read,’ interprets, and understands information presented in pictorial or graphic images. Associated with visual literacy is visual thinking, which is characterized as the ability to turn information of all types into pictures, graphics, or forms that help communicating the information”.

The concept of visual literacy is important. Teachers and students need to learn how to use dynamic materials that can be freely downloaded from the Internet. Learners have tablets, mobile phones and laptops that are useful to access apps, videos, audios, photos, and sending chat texts, which all aid English learning. The students need to develop skills to use images to communicate social and familiar information in more than one mode. For instance, a printed image with specific characteristics can help students to activate their background reality before putting the pen to the paper.

Roswell & Walsh (2011), by considering literacy within educational boundaries, they think that there are new believes and views about what literacy means (based on scholarly works) which can be characterized as follows:

- There is more emphasis on cultural practices than cognitive development.
- Home and community is more involved in educational work.
- Wider emphasis on screen textual structure than book textual structure.
- Individuals who are achieving skills to become literate in terms of multimedia are observed carefully.
- Expansion of literal abilities to foster learners to evaluate and redesign what they do in terms of English activities.

The virtual world, social networks, innovative apps on the internet motivate teachers and researchers to analyze the way English classes can be developed and to employ new ways of teaching. The notion of community and culture is permeated by contemporary young people who have been born and grown up under realities that overcome the traditional way of communicating and interacting.

In the field of new literacy studies, the New London Group (1996), says that the literacy perspective has to do not only with the idea of mastering reading and writing abilities but multimedia technological texts. So that, learners should be seen as multiliterate that are able to deal with a paper based text, and also computer based on digital text. Therefore, the conception of reading and writing breaks the common perspective of thinking of a reader as a person holding a book and turning the pages or school writer holding a pencil to write down words and phrases.

Wileman (1993 p. 114) defines visual literacy as “the ability to read, interpret, and understand information presented in pictorial or graphic images” because, visual literacy goes beyond this strategy and it covers issues related to complex students’ processes that happen in their brains to organize the information that come from different type of tools like charts, graphs, drawings, paintings, signals, symbols and so on,”. Likewise, Morgan and Bowen (1994: 5) recommend

some considerations that must be emphasized in selecting a picture: The size of the picture should captivate the students' interest. Size plays a vital role in the comprehension of images, rather than an overcrowded picture which can lose its relevance in the strong outlines and contrasts. Colors can also contribute to having a friendly motivating context in the writing process.

3.5 Use of imagery to promote writing

Having a clear concept about learning strategies is not easy because different words, for instance; tools, skills, techniques, capacities or methods, are used to provide definitions about them. This leads to the identification of a good definition for imagery as a strategy to enhance writing is crucial: "Using imagery is a strategy which focuses on creating mental or visual images of new words and represents something very useful for learners in many ways" (Oxford 2008, p. 13).

This strategy attracts students' attention in the learning process because they were encouraged to first create a mental picture in their mind about the topic that was described in their writing text. The activity improved writing processes regardless of the language level of the participants. By introducing various images the experiences of the learners, led to the use of new vocabulary in the layout of their descriptive writing text. Students became active upon seeing of colorful pictures which drew their attention to the activity and inspiring them to use new words in their descriptive writing. As the excitement provoked by the pictures increased, they were ready to learn new vocabulary about the context. It is common knowledge that pictures can cue more questions that, then, the students want to answer with new vocabulary.

In support of this view, by Reiss (2012, p. 56) says that “activating background knowledge not only makes learning easier, it also makes learning meaningful, awakens interest in the topic, and increases motivation”. Based on this point of view, the researcher started the lesson by activating the background knowledge of the students because it encouraged students’ motivation in the teacher-learner process. By first, showing the new vocabulary and demonstrating pictures, this strategy was very helpful for students. Secondly, the use of imagery helped students to transform abstract words into concrete ones. Finally, this imagery was helpful for learners who preferred visual learning styles, which helped them to recall words provoked by the pictures. This realization supports the idea of why this strategy was used in order to stimulate students’ minds in developing ideas and creativity.

The direct strategies have a variety of aims and they are classified into memory. This category belongs the use of imagery, which focuses on creating mental or visual images of new words, and thereby providing a greater possibility of using the information to produce a written descriptive text.

As Fitria and Rusdi (2014), recommends in the advantages of imagery strategy in teaching writing a descriptive text, (a) It can attract students’ attention. Furthermore, it raises the possibility to use more than one picture at the beginning of the lesson, which should in turn, improve their intensity to want to learn the writing subject. (b) The students have the opportunity to practice the strategy more, and they can start describing an object and then add the details to the sentences. (c) Researchers applied imagery strategy as one of the alternative strategies in teaching and the learning process, because it can significantly improve the students’ writing skill. The teacher must give interesting topics related to the material to be learned, It also indicates that

its implementation of images requires teacher's feedback to enhance students' knowledge, so as to make the for students the experience valuable to the student.

4. RESEARCH DESIGN

4.1 Type of study

The research proposal is incorporate into Action Research which is defined as the combination and interaction of two ways of activity involving action located within the ongoing social process of a specific context in the society. Patton (1990, p. 157), defines Action Research as aiming to solve “specific problems within a program, organization or community”. Field (1995, p. 192), says “The term action research ‘was adopted to describe a small-scale investigation undertaken by a class teacher”. The researcher can intervene in their students’ reality by implementing imagery strategy to promote writing production and students can say how they feel when they are asked to write in a singular context. This research could be found among the systematic observation and analysis of how the students react in front of the use of images to produce a descriptive text. According to (Ellis, 2013), “A descriptive research is aimed to produce qualitative and quantitative accounts of classroom processes”.

Taking into consideration that our students’ main problem is the lack of writing production, the Action Research intends to resolve it. That is to say, the project is more than just collecting and analyzing data; it involves reflecting on unexpected categories that emerge from the interaction between teacher-students, students-students, and the pedagogical proposal of the institution. This is a qualitative research which determines and explains analytical interpretation or understanding patterns of a real-life event.

Some important features of any instrument (Validity and reliability) that measures the concept being studied in an unwavering and consistent way; have to be connected with the steps that took place and the way they were conducted to achieve the purpose. This is especially true when the

perspective research takes into account social factors, such as, abiding by the rules and/or principles and supports in the classroom interactions that can then be connected to students' performance when writing a descriptive text.

4.2 Stages of the research process

This research takes into account four stages to use imagery strategy to promote students' writing, based on Burns, (2013, p. 245):

The Development of a Plan: This will be designed according to the identification of the research problem based on the students' poor writing production, lack of vocabulary and weak grammar knowledge. This is, of course, what prompted the idea of the present research.

The Implementation of the plan: This step consists of the implementation of three writing sequence activities related to the family, wild animals and the house. In each session the students activate their background, the experiences they have had with each topic, and they do the planned exercises in a didactic sequence

Observation: This is a crucial step to see what is going on in the classroom, taking notes and interviewing, while remembering that all note-taking must be based on the vivid images or captions in question where detailed proof of the students' interests is generated from the images.

Reflection: It involves analysis and interpretation of the data, which is done through a rubric that contains these aspects: language, grammar, vocabulary, capitalization, punctuation, spelling and text focus layout. The main objective is to visualize the students' progress in writing a descriptive text.

As Claire Taylor stated in planning, starting the research can always be the hardest stage to handle, since the success of a project depends on a positive starting point. She says "there has to

be a conviction that you have all the relevant resources needed to take your project to a successful finishing, as in action, observing and reflecting, this is the stage you decide the sort of action to begin with and how to capture data related to these actions”. For example, the involvement of a range of tools like checklist, observation, and using a camera to make photos and document analysis fit for the purpose. It is worth mentioning that Action Research is a more qualitative descriptive and reflective approach, and the researcher must constantly assesses the process in order to improve the further lessons or stages of the pedagogical intervention.

4.3 Context and participants

The researcher was fortunate to be able to use a mixed public academic school called Jose Celestino Mutis in Ibagué city (capital of Tolima region). The school is located in the Kennedy neighborhood, south of the city. It was founded in 1983. The selected group to carry out this research was the seventh grade with an average age of 10/12. Students at this age face crucial physical and mental changes. Their interests, expectations and likes are changeable, and their needs are basically; affection, economic resources, entertainment and educational assessment strategies to help students to discover their weaknesses and develop their strengths, thereby triggering their confidence in areas where most of them might feel challenged.

Based on PEI (Mutis, 2015) some social factors were established that influence the process of learning and teaching at school. For example, in families that belong to lower economic classes, forcing some parents to do odd jobs to be able to support their families. Even worse, some students’ parents cannot help their children because they don’t have sufficient academic knowledge to do that.

It is meaningful to say that the implementation of this research project took into consideration the steps proposed by Burns (2013) and they were presented in the cycles. Once data was collected, the results of the writing sequence activities were analyzed and reported by narratives that allowed the process of theorizing to systematize the research experience. Finally, some observations and reflections of the results obtained through the research were presented.

4.4 Research participants

This study took the whole academic year 2015 during the Academic Research Project I and II. It was applied to all group population of seventh (7-02) grade where there were 13 boys and 10 girls. The classes began at 12:30 pm and ended at 6:00pm five days a week. (from Monday to Friday).

The 7th grade group was made up of 23 students. It was a large class. In general, they had a basic level. Although, they did not show much enthusiasm for English classes, they tried their best to pass to the next course.

Talking about the students' profiles, they have a basic level, but there were strong differences among them. Not surprisingly, they were very active during class. Some students with an average level understood some of the instructions and participated in the class, especially when they were asked to. On the other hand, most of the students had a basic level, which didn't allow them to activity participate at all.

4.5 My role as researcher

Based on Stewart (2006), my role was a teacher researcher. I'm the one who took notes and wrote down the students' performance during the process of the implementation of the images to

produce a descriptive text with the researcher's permanent guide. The idea was to highlight the most relevant students' attitudes, the way they use the writing strategies, their strengths and weaknesses in terms of the abilities so as to have consistent information to be further analyzed according to the purposes of this research. The action plan to be implemented was based on my own experience and knowledge. I selected and designed the appropriate materials for the writing sequences with printed digital images and activities throughout the lessons. My choices were not only based on some authors that have investigated this matter plus, their findings and recommendations, but also keeping in mind and respecting the program that was developed by the seventh-grade teacher.

Reflection on students' activity is basically the starting point to see how students use the images, by giving some details or making associations based on their vocabulary or previous experiences with these types of pictures. They could recall social aspects that have to do with the images. For example, if they have seen a wild animal video, they might remember the animals, the way they look and their physical appearance in the new picture that is being used to ask students to write a descriptive text

4.6 Data collection instruments

The current research Project implemented several qualitative sources to collect the data which was expected to provide answers to the stated research question. The instruments used to collect the information were: Classroom observation, writing sequences and a questionnaire.

4.6.1 Classroom Observation.

When a researcher decides to conduct an enquiry one of the most common data techniques is observation which is used to collect the information related to students attitudes, the context in which they are involved, how the language is used, and the development of their relationships.

(Mack, 2005) considers that “observation is useful for gaining an understanding of the physical, social, cultural, and economic contexts in which study participants live; the relationships among and between people, contexts, ideas, norms, and events; and people’s behaviors and activities – what they do, how frequently, and with whom”.

As observation is a useful qualitative procedure it is important to decide an effective procedure that helps the researcher to gather the information. (Richards, 2005) presents a set of procedures that favors this technique, like narrative summary or story telling that tries to capture the main things that happened.

4.6.2 Questionnaire.

Questionnaires can have closed answers like multiple choice or they can have open-ended questions to write answers. I used open ended questions so that the students could freely express themselves. This helped me to get more information to determine students’ perception on the implementation of images as a learning strategy to promote descriptive writing text. And it was less limiting because there were no parameters with A, B, C, D, possibilities.

This Action Research questionnaire was elaborated to explore what the students think about the images, if they were useful to write a descriptive text, measure the vocabulary they had and if the teachers should continue to use images as didactic material to promote writing.

4.6.3 Writing sequences Activities.

Other instrument is students' writing sequence activities in the classroom which consists of a sheet of paper which contains writing exercises to be completed by a student. Some writing sequence activities about skill writing with images were downloaded, adapted, designed and applied to students. In each writing sequence activity, the strategy about imagery was applied to students where they had to write their own descriptive text about family, animals and parts of the house.

Writing sequence activity 1 This was about "The Family". The warm-up was the use of vocabulary on the physical characteristics, feeling and attitudes, based on the given picture of a typical nuclear family (it was downloaded from the internet). They had to write a forty word minimum paragraph describing each member of the family.

Writing sequence activity 2 This was about "wild animals". The warm-up vocabulary on these animals, characteristics, habitat, size, colors, and degrees or aggressive behavior. Students were given images of these animals to write a descriptive paragraph.

Writing sequence activity 3 was about "The House". The warm-up activity was to name the different parts of the house which in the image was a three-story building. In this way, they have to write a descriptive paragraph following the instructions.

4.7 Methodology phases

Taking into consideration the specific objectives that were fostered in this research, some steps were followed which explains how to reach them through the use of various instruments. The instruments used were, classroom observations, writing sequences activities and questionnaire.

Step 1

The classroom observations' phase played a fundamental role in this enquiry since they helped the researcher to keep in mind some aspects related to students' reactions (body language, facial expressions, and interactions).

Step 2

In accordance with the lesson plan (warm-up, prewriting, the actual writing of text and post writing), a sequence of activities were applied to facilitate students' writing process by using the imagery strategy to produce a descriptive text.

To see students' performance during the process of writing a descriptive text, a rubric was designed with key writing categories namely – language grammar and language vocabulary; linguistic conventions: punctuation, capitalization and spelling. Text focus: layout. Likewise, a rating scale was used to evaluate how well the student wrote within the parameters: excellent, good, fair, and poor – See table below.

Table 1. *Rubric to access a descriptive text*

ITEMS/SCORE	EXCELLENT	GOOD	FAIR	POOR
LANGUAGE: GRAMMAR.	Students use very appropriate and varied adjectives to refer to the person, animal or object being described. There is a great variety of correct	Students use some appropriate adjectives to refer to the person, animal or object being described. Sometimes, they include correct	Students use a few appropriate adjectives to refer to the person, animal or object being described. Sentences are simple and,	Students do not know what adjectives to use to refer to the subject of description. Sentences are simple and contain many

	complex sentences.	complex sentences.	sometimes, they contain grammar mistakes.	grammar mistakes.
LANGUAGE: VOCABULARY	Students use very appropriate and varied vocabulary to refer to the person, animal or object being described.	Students use some appropriate vocabulary to refer to the person, animal or object being described.	Students use a few appropriate vocabularies to refer to the person, animal or object being described.	Students do not know what vocabulary to use to refer to the subject of description.
LINGUISTIC CONVENTIONS PUNCTUATION AND CAPITALIZATION	Correct use of punctuation and capitalization.	There are a few minor errors in punctuation, and/or capitalization	The text contains several errors in punctuation, and/or capitalization.	There are many errors in punctuation, and capitalization.
LINGUISTIC CONVENTIONS SPELLING	Correct use of spelling and capitalization.	There are a few minor errors in spelling, and/or capitalization	The text contains several errors in spelling, and/or capitalization.	There are many errors in spelling, and capitalization.
TEXT FOCUS: LAYOUT	Students demonstrate full understanding of the topic and develop the text in a way that is clear for the reader's understanding	Students address the topic appropriately and maintain a clear focus. Students show understanding of the text topic	Students address the topic in an appropriately way, but they sometimes wander off. Students demonstrate limited understanding of	There is not a clear focus in the text because students do not understand the topic or the points to be followed

			the topic.	
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Quantitative rubric: A rubric was elaborated in order to be applied to the student's compositions in each topic and to have a detailed description of the students' writing production by giving in each category: grammar, vocabulary, layout, spelling and punctuation.

- **Grammar:** The study or use of the rules about how words change their form and combine with other words to make sentences
- **Vocabulary:** All the words known that are known and used by a particular person and exists in particular language or subject.
- **Layout:** The way something is arranged or designed.
- **Spelling:** The ability to form words with the correct letters in the correct order, i.e., the way a particular word is spelled.
- **Punctuation:** The use of special symbols that you add to writing.
to separate phrases and sentences to show that something is a question, etc.

Likewise, through the field notes instrument, the researcher wrote down relevant aspects that took place during the implementation of the writing sequence activities to see the way they reacted towards the writing activity: motivation, understanding, acceptance, difficulties in having a clear idea about the use of pictures to describe a contextual situation.

Step 3

At the end of the third-writing sequence activity, a questionnaire was used to discover the relevance of using this strategy. The advanced students took in the whole application process till the end, (Pre-writing, drafting and the final version).

5. INSTRUCTIONAL PEDAGOGICAL DESIGN

5.1 Brief description of the educational context

Seventh graders aged from 10 and 12, were the chosen group that the research was applied to. This is a pre-juvenile age where they still cling-on to childish conduct. They are facing crucial physical and mental changes that manifest themselves in self-defense and aggressive behavior. Their interests, expectations and likes are mutable, and their basic needs are: affection, economic resources and entertainment. According to the English Area for the Academic year 2015, the characteristic from the learning point of view varies in respect to their mother tongue e, g., Spanish. The students are focused as follows:

- The integral development of abilities from listening to speaking is advanced towards reading and the production of written text.
- Types of speeches used in different contexts, comprehending the speech like oral or written expressions undermining its extension.
- Students' motivations towards written text in English.
- Steps that help involve students in reading and writing text production.

5.2 Brief description of the pedagogical proposal

To reiterate, the research question for this project is: How does the use of imagery influence students writing production? The general objective of the pedagogical proposal was to encourage students to write a descriptive text in English, through the use of images as a strategy to improve writing and produce acceptable text in accordance to the program presented by the school.

After careful review of the basic goals for the Academic Year 2015, the researcher proposed the incorporation of imagery strategy as a learning tool promote and subsequently, improve their writing. This is relevant since writing assignments can stimulate students' mental design in terms of their ideas and their use of vocabulary, grammar and their capacity to express what they know about the context in a written format.

By doing this research, not only did students learn about how to use the strategy related to images, during the writing exercise, but also the students worked on other strategies to improve the writing process.

5.3 Pedagogical objectives of the proposal

5.3.1 Goal.

Primary aim:

By the end of the lesson students will be able to:

- Produce their own ideas to write a descriptive text using the imagery strategy.

Secondary aims:

By the end of the lesson Students will be able to:

- Apply the vocabulary connected to the family, the animal's kingdom and the house/home.

- Generate ideas using the given pictures to write a draft.

- Rewrite the text under the teacher's supervision.

Teachers' purposes:

- To promote the use of imagery strategy to write a descriptive text.

- To make use of images to help students to overcome their descriptive writing difficulties.
- To assess student's use of vocabulary and grammar with digital pictures.

To evaluate students' writing production: vocabulary, layout, spelling, paragraphing and punctuation.

5.4 Materials

5.4.1 Materials required for implementation.

The researcher designed different writing sequence activities during the planned classes. The general objective for carrying out this activity was to promote descriptive writing skill in 7th grade English students. By involving the students with the use of images they had the chance to present a descriptive writing text and apply what they had learnt.

For the first session, related to the family, the teacher presented a picture in order for the students to create a mental image of it. Then, they were to associate the words in relation to their own family and activate their background to describe the scene from the image based on their own reality. This was the students' first draft. The full color picture consisted of a traditional family (grandfather, mother, father, four children and a housemaid). They look happy, united and well-dressed. They look like a middle-class family. They are in the living room and they are standing up.

For the second session, there was a picture about wild animals: It too was also colorful, a kind of collage where there were different types of animals like a huge elephant with big ears and a long trunk, a fierce good looking male lion, an exotic parrot, a well-defined black and white striped zebra, a long-necked giraffe, a hungry leopard, a lovely pink flamingo, a strong beaked tucan and a random bird in an African jungle. It could be noticed in the image that it was

a very sunny afternoon. The students had the chance to relate vocabulary with image and activate new words they had previously learnt to compose a creative descriptive writing text.

The final session used drawings of different parts of the house with furniture in their various settings. In this photo the house had three floors and an attic. On the first floor was the laundry room, a study and some stairs that led to the second floor where you saw three rooms, an integral kitchen with a refrigerator, a stove, an oven, a microwave oven, cupboards and a sink. Next was the dinning room which had a table and chairs for meals with an overhead lamp. After, this you could see a traditional living room with a sofa, a picture on the wall, a reading lamp, a TV and two ceiling fans. Finally, on the third floor there were two bedrooms: one was a master bedroom which had a double-size bed with a chest of drawer's with a vase with flowers on it and a window with blue curtains. The children's' bedroom had a dorm-bed. Next to that was bathroom with a tub, a mirror, a toilet and a towel hanger. The students were instructed to use this as an opportunity to make a mental connection to their own house and use new words to reflect on their own reality in producing sentences for the descriptive text based on the image.

5.4.2 Syllabus design.

The approach to my syllabus design is based on Riley (1988) who says:

The syllabus of the skill-based language teaching is a collection of specific abilities that may play a part in using language. Skill-based syllabus group linguistic competencies like vocabulary, grammar and writing well-formed paragraphs, language learning is teacher-directed and fact-oriented, where students' mistakes should be completely eradicated for the students' improvement.

The school syllabus had to be taken into consideration which permitted me to integrate the language teaching / learning strategy. Attached is the syllabus for the seventh grade at Jose Celestino Mutis for the Academic year of 2015.

Table 2. *The distribution of the syllabus*

WEEKS	WEEK 1	WEEK 2	WEEK 3-4
	Diagnostic Writing	Middle Writing	Post Writing
GOALS	Write about family descriptions. That was selected according to the program.	Write a descriptive text about animals.	Write a descriptive text about parts of the house.
TOPICS	Family Description	Wild Animals.	Parts of the house
GRAMMAR	Present simple Verb to Be	Present simple Verb to Be	Present Simple Verb to Be
IMAGERY RESOURCES	The image is about a traditional American family. Family members Adjectives	The image is about typical wild jungle animals. Wild Animals Verbs	The image is about different parts of a huge house with its furniture. Parts of the House Verbs
VOCABULARY	Greetings Nouns	Nouns Connectors Adjectives	Adjectives Nouns Connectors

BASIC QUESTIONS	What adjectives can SS remember according to the family picture?	What kind of animal is it?	Do you know the parts of the house?
	Can students classify the kind of adjectives in the cloud?	Do you know these animals?	Which is your favorite part of the house?
	Is this a small family?	Do you have a pet?	Is there a garage in your house?
	Does the grandfather have a happy face?	Have you visited the Zoo?	

Note: Jose Celestino Mutis High School (2015)

5.4.3 Lesson planning.

According to The Communicative Approach writing should be taught as a real communicative act, where the writer intentionally writes for a real audience. Chang (2011) states “this approach makes communicative competence as the goal of language teaching and the development of procedures which stresses the importance of providing learners with the opportunities to use the language” This approach involves the setting of purposeful, meaningful tasks. Classroom materials and activities were authentic, reflecting real life situations and demands.

My role as a researcher was primarily to facilitate communication by assessing and monitoring the students’ work during the writing process, guiding them on comprehending each adjective and grammatical structure they were going to use in their descriptive writing text. The students were constantly being encourage to select among a variety of possible words, ultimately choosing the words that favor their personal experience in their writing. For instance, by checking with the students where they went wrong (spelling, grammar, vocabulary, punctuation,

and layout), and by taking into account that the research had to do with a diagnostic writing process, the teacher should expect the students to improve their writing step by step. It means that they can take advantage of the teacher's suggestions to introduce changes in each class intervention with the goal of having better descriptive sentences as a result of using imagery strategy.

It is worth noting that the schools' English Area Planning was strictly adhered to with the topics provided for four (4) weeks: 1st week introduction and presentation, 2nd week the family, 3rd week animals and 4th week the house.

Dave Willis (1990, page 57) says, "Some classroom activities have a more elaborate similarity with acts of communication. When, for example, students are asked to write an essay on 'The Happiest Day of My Life' most of them know very well that the purpose of this activity is not to inform, amuse or entertain the teacher". In this way, the teacher collaborates by guiding students with a sufficient warm up to model their writing process and participation. In the end, the teacher responsibility is to evaluate and provide feedback.

DIDACTIC UNIT: Descriptive writing text.

TEACHER: LUIS ENRIQUE ROMERO VILLAMIL.

DATE: From September 15th to October 23rd / 2015.

TIME: 10 hours.

SCHOOL: Institución Educativa Jose Celestino Mutis.

GRADE: Seventh.

TOPICS TO TEACH: Family Descriptions, Vocabulary related to Animals and House.

SKILLS TO BE DEVELOPED: Writing (sentences structure and spelling) and Speaking (pronunciation and intonation)

Standards Addressed:

- Students should follow instructions given by teacher.
- Students should comprehend basic information using imagery related to Family, Wild Animals and Houses.
- Students should keep in mind the writing stages.
- Students should express their ideas in written text about Family, Animals and House description.
- Students have to create a realistic first draft and subsequent final version.

Aim:

By the end of the lesson learners will be able to:

- Use the writing strategy using their own ideas from the images.
- Express ideas about the description of family members, wild animals and parts of the house in clearer way.
- Identify new vocabulary: isolated words and words collocations.
- Use new language for descriptive writing.
- Use punctuations and spell words correctly.

Anticipated problems and possible solutions:

Students could have difficulties with the use of the verb To Be, the Present Simple, punctuation and connectors. It is important to recycle connectors and punctuation. Students should show an improved descriptive writing level.

It is believed that the students will overcome any reticence to writing something creative because they personalize the activity.

STAGES

Below, there is a table which shows a detailed description of the stages of the intervention, related to writing sequence activity through communicative lessons. This table is based on Legutke & Thomas (1991, p. 169).

Table 3. *Didactic Unit of the writing sequence activities*

STAGE	AIM	LEARNING ACTIVITY
Stage 1 OPENING	-To introduce the topic	-To introduce and contextualize the topic. -Teacher will hand out writing sequence activities about the topic - Through a brainstorming session, students will remember and enrich the vocabulary to be used.
Stage 2 TOPIC ORIENTATION	-To contextualize the topic. -To introduce images with vocabulary about family members, animals and the house. -To practice writing exercises using basic vocabulary and grammar.	-Teacher will elicit students' answers by asking different questions. -Teacher will encourage students to describe the images. - Students will use the given images to personally select the appropriate vocabulary.

Stage 3 THE ACTUAL WRITING TASK	-To motivate learners to expand their vocabulary and knowledge related to the topic in the image. - To practice vocabulary, to write a paragraph describing each image given provided. -Student will practice exercises to improve their writing skill	-A writing sequence activity will be given to learners by the teacher. -Students will practice how to use connectors, punctuation, the verb To Be, adjectives and the simple present tense. Moreover, how to use grammar forms in some exercises. -The teacher will monitor the students' work in order to personalize the support on and individual basis.
Stage 4 POST WRITING	To analyze the whole process in order to correctly consider aspects of grammar, spelling, punctuation, etc.	-Teacher will socialize the activity and invite students to use the internet to improve and increase vocabulary. -Students will practice what they have learnt using the writing sequence activity to improve their descriptive text.
Stage 5 EVALUATION	- To highlight positive aspects about their writing skill and make suggestions. For next writing opportunity.	- The teacher will first ask the students to perform a self-evaluation and after the teacher will give feedback based on the Institutional Evaluation System and Score writing.

Note: Author

To review the lesson plans that were actually used for each session, please see the appendices A, C, E.

The development of each lesson plan includes the following stages:

a. Building Background Knowledge (Warm-up activity). Schwenzfeier(2012) “Show pictures of writing sequence activities labeled with their appropriate name or make it more personal and memorable by asking the students to guess what each item is and what it may have been used for before you assign a term of it”. During the implementation of the writing sequence activities, it was appropriate to use pictures to activate students’ background knowledge, which was related to the students’ previous ideas about the topics (the family, the animals, and the house). Likewise, the potential imagery situations that surface when the students were exposed to the digital images.

According to Sedillo (2015); “Descriptive writing is a literary device in which the author uses details to paint a picture with their words. This process will provide readers with descriptions of people, places, objects, and events through the use of suitable details”. Considering the purposes of the research, students were asked to write a descriptive text, using their imagination and creativity, thereby contributing to a better coherent and cohesive text.

b. Guided model (Pre-writing and while writing). While the lesson is taking place, the researcher had to go around the class checking and supporting the students that seemed to have any doubts. This fostered confidence in the students’ to ask questions about the topic and made students give some feedback recalling the previous brainstorming session. Didactic suggestion: (At this point the teacher might want to take notes about students’ performance).

5.5 Evaluation

The teacher went over the grammar used (simple present, adjectives, verbs, verb To Be, connectors, spellings and punctuation) and then evaluated the student’s level of comprehension.

The teacher gave them a score with respect to adjectives, connectors, spellings, the verb To BE, other verbs, the simple present and punctuation. Moreover, through the classroom observation, the teacher wrote down notes related to the students' attitudes towards the use of the strategy, the way they communicate their ideas before they started to write the text. For instance, students' collaborative work to activate their background knowledge related to the topic and the type of language they wanted to use to express their thoughts.

Keeping in mind the Institutional Evaluation System that deals with three fundamental aspects: Cognitive, Personal and social, an integral evaluation was realized as indicated below.

Oxford suggests (1990) using imagery to activate students' background to transform keywords into more concrete words, then to write sentences and later, a coherent paragraph. Based on visual links, this strategy is very useful especially in provoking the discovery of new and appropriate words. This is the reason why the teacher was supporting students throughout all the steps in writing a descriptive text.

Table 4 *Evaluation System*

Cognitive	Personal	Social	Writing Skills
• Use images as strategy in descriptive writing text. • Identifying strengths and weaknesses related to communicative abilities. • Strengthens the habit of writing in English.	• Use institutional resources and installations. • Emotional, sentimental, likes, interests, and motivational development.	• To interact with their classmates in a respectful and tolerant way thereby promoting an environment of solidarity. • Abide by the rules and principles in all classroom interactions.	• Writing: includes grammar, vocabulary, layout, spelling and punctuation.

Note: Jose Celestino Mutis High School and Author (2015).

According to the above rubric, this investigation takes into account the categories given by the institution to evaluate the students on cognitive, personal social aspects. However, it is necessary to add a new category. This additional category makes reference to the students' performance in writing a descriptive text by using imagery strategy where the students can recall what they have learnt in previous communicative visual experiences.

6. DATA ANALYSIS

This chapter presents the analysis of data that was collected by means of the following instruments: questionnaire, writing sequence activities and direct observation.

Collecting the information using the instruments mentioned took one semester from August to October 2015. Recall that the students receive 3 hours per week of English language instruction.

The researcher followed three steps: The first one (warm-up) was to present new vocabulary by handing out writing sequence activities related to the family, animals and the parts of the house. This activity was useful to familiarize students with the target vocabulary associated with each topic. The second one was about the implementation of the imagery strategy. Here the students started by freely writing some sentences using their grammatical structures but this was improved upon by the use of images to activate their imagination limited and new ideas. Finally, they focused their attention on writing a descriptive text (aprox. forty words) on Family members, Wild Animals and Parts of the House under the teacher's supervision.

Writing sequence activity about the family: The first activity is the diagnostic writing about the Family that begins with a warm up to help student remember vocabulary about Family members. Then, in pre-writing the teacher made students utilize the vocabulary about the image of the family. Then students wrote a paragraph using a minimum forty (40) words. Finally, the teacher tried to socialize the activity and invited students to use the internet to help them improve the use of their new vocabulary. (See appendix B).

Writing sequence activity about wild animals: The second writing sequence activity was a descriptive writing about wild animals, where students used the adequate vocabulary in the warm

up to remember different kinds of animals. In the pre-writing the teacher asked students to correctly use adjectives and identify the action that each animal represented. In the actual writing process, students used connectors, and good punctuation to outline their description and assure correct spelling. As a follow-up exercise, the teacher asked for the students to complete a homework assignment related to the theme of animals. In this task, the students had to write a minimum 40-word paragraph about their favorite pet (See appendix D).

Writing sequence activity about parts of the House: In the third writing sequence activity, the students used names of different parts of the house as warm up, recalling different vocabulary to describe each house. Then the teacher asked students questions about their favorite part of the house in the pre-writing where they had to make sentences using the layouts given by the teacher and self checking their own writing. During the main writing, spelling was scrutinized and the use of connectors, punctuation, verbs and the simple present tense. The objective was to write two paragraphs of forty (40) words.

To end this section, the teacher gave the students a list of the different parts of the house for them to choose from and write the two short paragraphs. (See appendix F). Digital images were related to the school's lesson plan program and activities that the students were working on. (see appendix C and E)

Table 5. *Summary of the objectives and categories*

MAIN RESEARCH QUESTION			
How does the use of imagery influence students' writing production at Jose Celestino Mutis High School in Ibague, (Tolima)?			
Specific objective	Instruments	Final categories	Explanation
To describe students' reactions using imagery strategy to produce a descriptive text.	Classroom Observation	Engagement of Students and their participation To express target vocabulary	To observe the students opening up so as to express themselves without holding back any apprehensive feeling during the writing process.
To understand how the use of images influence on students' writing descriptive text.	Writing sequence activities 1, 2 and 3	This is aimed to help students write a descriptive text prompted by the use of imagery as a strategy.	To see the students' descriptive writing elaborations based on the given images about Family, Wild Animals and Parts of the House.
To evaluate the use of imagery as a strategy to improve the students' writing	Questionnaire	Students' responses towards the activity.	Students use relevant information to determine their strengths and weaknesses in using images.

Note: Author

6.1 Data Description Qualitative Analyses

Table 6. *Summary of the instruments used to collect the information*

Research-Question How does the use of imagery influence students' writing production? Main Objective: To describe how the use of imagery influences students' writing production at Jose Celestino Mutis High School in Ibagu�, (Tolima).			
Workshops Implemented	Participants' Responses	Evidence of Participants' Written Responses	Participants' reflections about their writing as answered in the final questionnaire
Workshop/Lesson 1			
In this lesson students were introduced to the pedagogical warm up activity. The family was the topic dealt with. The purpose of the lesson was to describe the members of the family. The class was introduced with a big picture of the family which helped	The students showed a positive attitude towards the lesson. When they saw the picture of the family, they recalled the key vocabulary about the family. Some students did not know any words consequently, it was necessary to do a group choral mechanization of the vocabulary and how	After revision of the students' compositions the following patterns were seen: Students were not aware of : key writing components (grammar, punctuation, vocabulary, layout and spelling) Their writing made	

the students to recall the language required and recently learned new words. After that the students wrote their own compositions describing the members of the family in the Imagine. As a closing activity, the students exchanged their compositions and took turns reading the text out loud.	to do a description. Most students immediately focused on the topic of the lesson as soon as they saw the picture and this helped them produce a very good selection of vocabulary to start writing their descriptive text.	evident some common writing problems. Example: <i>Grammar- “My mother has eyes black.”</i> <i>“my grandfather has hair black”</i> Spelling-<i>“My father is write”.</i> <i>“ My sister lykesboxin ”</i> Punctuation- (capital letters) <i>“he has thin lips”</i> <i>“he has short black hair”</i> Students incorporated some key words in the family picture in their writings. Examples. <i>“My mother is beautiful”.</i> <i>“He is intelligent and attractive”.</i> <i>“she has a slim complexion”</i> Conclusion: Students
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used the printed image on the paper given to them by the teacher for their compositions to illustrate ideas.

Workshop/Lesson2.

In the second lesson, the students were introduced to the imagery strategy through a warm up activity about wild animals.

The lesson required students to describe different kinds of wild animals in the picture.

The teacher introduced useful vocabulary which helped the students to review the vocabulary needed and they learned new words to make the first draft. After, the students used the first draft as a basis to write their final

In the second workshop, students showed an enthusiastic attitude towards the lesson.

The teacher gave them the worksheet with the image of wild animals.

Then, they reviewed the key vocabulary about animals and remembered the

adequate words to use.

However, it was often the case that some students did not know any words. Therefore, it was necessary to go over the vocabulary and how to use it in their descriptive writing.

Most students immediately, settled

After revision of the students'

compositions the following patterns were discovered in the first writing exercise; the

students were not aware of capitalization and spellings.

key writing components (grammar, , punctuation, vocabulary, layout and spelling)

Their writing made evident common writing problems

Example:

Grammar- *"The zebra is stripes has teeth"*

compositions	down to start the task	<i>“the leopard is</i>
describing the wild	on the topic of the	<i>spots has tail.”</i>
animals in the	lesson. The photo	Spelling- <i>“the</i>
picture.	facilitated the recall of	<i>elephant is greis and</i>
As a closing activity,	many, words from the	<i>fat”</i>
the students	beginning of their	<i>“the leopard is</i>
exchanged their	descriptive writing text	<i>hellow and spoth</i>
compositions and	about wild animals.	<i>black”</i>
read the texts a loud.		Punctuation and capitalization <i>“the</i> <i>flamenco has</i> <i>feathers and long</i> <i>legs”</i> <i>“giraffe is tall and it</i> <i>is herbovire”</i> Students incorporated some key words in the picture of wild animals in their writings. Examples. Fierce, herbivore, stripes, spots, etc. Conclusion: Students used the image provided to them by the teacher for their compositions to give form to their ideas.

In this lesson students were introduced with the imagery in the warm up activity. In this exercise, the topic was the house. The aim of the lesson was to describe the parts of the House in the picture given to them. The class was introduced with a big picture of a house with furniture in different rooms of the same house. This helped the students to think about the necessary vocabulary and learned new words for their draft before writing their final compositions. The important grammar structure was to learn the difference between “There is...”and	The third workshop was to describe the different parts of the house. The teacher gave the students the worksheet with the picture of a house with some furniture. They responded with a lot of enthusiasm because now they were very familiar with the strategy of what they had to do. They also remembered some of the vocabulary, reviewed and how to use it properly. As in Workshop 2, it was normal that some students did not know all of the words, making it necessary to do a group choral production of the vocabulary. Most students immediately settled down to start the task on the topic of the	After revision of the students’ compositions the following patterns were emphasized in capitalization: Students were not aware of : key writing components (grammar, punctuation, vocabulary, layout and spelling) Their description made evident common writing problems Example: Grammar- “<i>the dining room has a chairs</i>” “<i>there is a tv en the living room</i>” Spelling-“<i>the dinig room has a table</i>” “<i>the kitlh has a window</i>” Punctuation- “<i>there is a Bed in the Bed room</i>” “<i>the kitchen has a</i>	Student 1 “<i>Pienso que las imágenes representan una situación o una cosa esta queriendo decir o transmitir algo</i>”. Student 2 “<i>Pienso que sirven para transmitir y hacernos entender que es, cada cosa y que actividad estamos aprendiendo</i>” . Student 3 “<i>Observando lo que representa la imagen y la situación que da a entender.</i>” Student4: “<i>Porque en la imagen se expresa los hechos o los sucesos y es más fácil entender.</i> Student 5. “<i>Los animals porque me parecen que son chéveres además, uno ya sabe diferencial los animals y me gustan</i>”. Student 6. “<i>El nivel de vocabulario en ingles me parece bien</i>
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“There are...”	lesson as soon as they	<i>stove”</i>	<i>apropiado porque</i>
As a closing activity,	saw the picture which,	Students	<i>además con la ayuda de</i>
the students	in turn, helped them to	incorporated some	<i>las imágenes lo</i>
exchanged their	remember many of the	key words in the	<i>entendemos”.</i>
compositions and	words from the	house picture in their	
read the texts to	beginning of their	writings. Examples.	
practice their	descriptive writing	“The washing room	
pronunciation.	texts.	has a packet	
		detergent” ,	
		“The bed room has	
		some curtains” .	
		“There is a	
		computer in the	
		basement”	
		Students used the	
		image given to them	
		by the teacher for	
		their compositions to	
		communicate in	
		writing their ideas.	

6.2 Students’ write performance analysis – Examples.

Table 7. *Systematization and Analysis of Data from Writing Sequence Activities*

GRAMMAR			
RUBRIC ASPECTS	TOPICS		
	FAMILY	ANIMALS	HOUSE

EXCELLENT Students used very appropriate and varied adjectives to refer to the person, animal or object being described. There was a great variety of correct complex sentences.	Student 1- “My father has short black hair”. Student 2- “My grandfather is old age”. Student 3- “He is tall and well built”. Student 4- “My aunt has straight nose”.	Student 1- “The Lion has big mane”. Student 2- “The Elephant is big and fat”. Student 3- “The Flamingo is big and tall”.	Student 1- “The bedroom has a bed”. Student 2- “The kitchen has a stove”. Student 3- “The living room has a tv”. Student 4- “There is a computer in the garage”.
GOOD Students used some appropriate adjectives to refer to the person, animal or object being described. Sometimes, they included correct complex sentences.	Student 1- “My sister lyks (is) boring”. Student 2- “My mother like (has) straight nose”. Student 3- “My brother is handsome [connector needed] (and) intelligent, her (his) face is round”. Student 4- “I am is intelligent and hard working”(NO “IS”)	Student 1- “The birds has(have) feathers (and) claws” Student 2- “The parrot has wings (connector) has claws”.(lacks “and” as a connector) Student 3- The parrot has wings, (subject) has claws	Student 1- “The bathroom has a small packet (of)[preposition] detergent” Student 2- “The Dining room has a (some) chairs”(determiner) Student 3- “The bedroom has two pillow” (pillows) [plural]

FAIR Students used few appropriate adjectives to refer to the person, animal or object being described. Sentences are simple and, sometimes, they contained grammar mistakes	Student 1- <i>“Mi grand-father I (why two subjects) like (likes) the (no article “the” necessary) beer”.</i> Student 2- <i>“My brother lik (likes) boxing”.</i> Student 3- <i>“My father is the (article NOT needed) stupid”.</i>	Student 1- <i>“The elephant has horns(a trunk) and eyes small (small eyes)”</i> Student 2- <i>“The flamingo has feathers (connector)has legs (wrongly structured) long” [long legs]</i> Student 3- <i>“The Zebra is long black animals (wrongly structured)”</i>	Student 1- <i>“The lamp (is in the) bedroom”.</i> Student 1- <i>“there is (are) [plural verb form] a (some) forks (and)[connector] spoons in the kitchen”</i> Student 2- <i>“Camera diving room (The camera is in the living room)”</i>
POOR Students do not know what adjectives to use to refer to the subject being described. Sentences are simple and contain many grammar mistakes.	Student 1- <i>“My aun (aunt is) happy”.</i> [spelling +verbs] Student 2- <i>“My grandfather ---- (is) old”.</i> [lacks verbs]	Student 1- <i>“The elephant is(has) [Lacks non defining article] trunk has[connector] big ears” [no full stop]</i>	

Findings:

Based on the table above, we have a better understanding of what the students wanted to express in contrast to what they actually could express. It is noticeable that some of the students did use the correct tenses of the verb To-Be, the present simple, there is/are, also the use of pronouns and grammar.

Table 8. *Vocabulary*

VOCABULARY			
RUBRIC	TOPICS		
ASPECTS	FAMILY	ANIMALS	HOUSE
EXCELENT Students use very appropriate and varied adjectives to refer to the person/animal/room of the house being described.	Student 1- <i>“My father has short black hair”.</i> Student 2- <i>“She is hardworking and friendly”.</i> Student 3- <i>“He is hardworking happy and friendly”.</i> Student 4- <i>“She has small brown eyes”.</i>	Student 1- <i>“The elephant has small trunk”</i> Student 2- <i>“The parrot is short and has long blue feathers.”</i> Student 3- <i>“The Lion is big and wild. Also, It is carnivorous”</i>	student 1: <i>“The washing room has a detergent”.</i> Student 2: <i>“the living room is green, and has a TV, a sofa, a lamp, a mirror and a fan”</i>
-GOOD Students use some appropriate vocabulary to refer to the person, animal or object being described.	Student 1- <i>“My uncle is tall and muscular”.</i> Student 2- <i>“My uncle is white and intelligent”.</i> Student 3- <i>“My father is happy, handsome and his face is square”.</i>	Student 1- <i>“The elephant is an herbivore and is big”</i> Student 2- <i>“The Guacamaya is yellow”</i> Student 3- <i>“The lion has an oval</i>	Student 1- <i>“There is a car in the garage”.</i> Student 2- <i>“There is a potted plant in the hall”.</i>

	Student 4- “My <i>face</i> ” <i>grandfather has</i> <i>white hair</i> ”		
FAIR Students use little appropriate vocabulary to refer to the person, animal or object being described.	Student 1- “Mi <i>grand-father is short</i> ”.	Student 1- “ <i>The macw is short and has long black and yellow feather</i> ”	Student 1- “ <i>The bedroom has a door</i> ”. Student 2- “ <i>the bedroom has a flower</i> ”.
	Student 2- “My <i>father is tall</i> ”.	Student 2 <i>“the(capitalization) giraffe has longs</i>	
	Student 3- “My <i>cousin is model</i> ”.	<i>legs and spots”-</i>	
	Student 4- “My <i>mother is average</i> ”.		
POOR Students do not know what vocabulary to use to refer to the subject in their description.	Student 1- “My <i>house es lo mas bonito</i> ”. Student 2- “My <i>father</i> . [no more info]	Students do not know what adjectives to use to refer to the subject of description	Student 1- esp. living room

Findings:

There was a significant improvement in the use of vocabulary that was evident by the new words they introduced in each topic during the process of intervention. It is likely that the warm-up helped the students to remember the necessary words enabling them to write coherent sentences as suggested by the use of imagery strategy.

Table 9. *Puntuaction*

PUNCTUATION			
RUBRIC ASPECTS	TOPICS		
	FAMILY	ANIMALS	HOUSE
EXCELENT	Student 1: “My sister	Student 1: “The bird	Student 1: “The kitchen has

Correct use of punctuation and capitalization	<i>has thin lips</i> ".	<i>is small and noisy.</i> <i>Also, its omnivorous.</i> <i>It has blue wings. It has big claws. It lives in Brazil</i> ".	<i>windows, curtains, plants, a stove, a fridge and micro-wave oven</i> ".
	Student 2: "She is intelligent and pretty".	Student 2: "The Elephant is vegetarian. Also, it is quiet".	
GOOD			
There are only few minor errors in punctuation, and/or capitalization	Student 1: "My Uncle is tall and muscular" (no full stop) Student 2: "My father is tall" (no full stop) Student 3: "my sister is short". (no capitalization)	Student 1: "the elephants eat plants and also grass" (no capitalization nor full stop) Student 2: (Capitalization)"the flamingo is Pink (small letter) and tall" Student 3: (Capitalization) "the giraffe is tall and orange."	Student 1: "the cellar has a lamp" (capitalization). Student 2: "there are some flowers" (capitalization and full stop)
FAIR			
The text contains several errors in punctuation, and/or capitalization.	Student 1: "he has big nose" (no capitalization nor full stop) Student 2: "he has slim complexion" (no capitalization nor full stop)	Student 1: "The Zebra lives in the jungle and in the zoo" (no full stop) Student 2: "The bird is small and Domestic" (small	Student 1: "the Living Room has a sofa" (small letter no capitalization and full stop). Student 2: "there is a Fridge in the kitchen" (small letter no capitalization nor full stop)

letter and no full stop)

POOR

There are many errors in punctuation, and capitalization.

Student 1. “*my sister is the short*” (no capitalization nor full stop and wrong use of vocabulary)

Student 1. “*the zebra is medium(height) and eats plant*” (No capitalization nor full stop and a lack of necessary words because in English adjectives are not also used as nouns as in Spanish)

Student 2- “*the elephants live in india*” (no capitalization nor full stop)

Student 1: “*there is a Computer in the Garage*” (capitalization, small letters and full stop)

Findings:

The most complicated part was that the students did not use capital letters to begin their sentences or when they referred to proper names. They did not use commas correctly nor did they use full stop at the end of a sentence. But, as the process continued, little by little, they ended up using capital letters. However, they did not use connectors in many instances and, when they did; they were not always used correctly.

Table 10. *Spelling*

SPELLING			
RUBRIC ASPECTS	TOPICS		
	FAMILY	ANIMALS	HOUSE
EXCELLENT Correct spelling.	Student 1. <i>“My uncle has a square face”.</i> Student 2. <i>“She has short brown hair”.</i>	Student 1- <i>“The Zebra has small stripes”.</i>	Student 1- <i>“The bedroom has two beds, and a closet”.</i> Student 2: <i>“The bathroom has a towel”</i>
GOOD There are a few minor errors in spelling.	Student 1. <i>“My mother has straiht nose”.</i> (straight) Student 2. <i>“My cousin is shin”</i> (thin) Student 3. <i>“My fnater is tall”</i> (father).	Student 1. <i>“The elephant is greis(gray) and fat”.</i> Student 2- <i>“The zebra is whyte (white) and black”</i> Student 3- <i>“The Zebra has stripeed (striped) skin”.</i>	Student 1- <i>“The Attic has a (some) Chrismas (Christmas)things”</i> Student 2- <i>“The basin (basement) is big has table, computer and lamp”.</i>
FAIR The text contains several errors in spelling.	Student 1. <i>“My sixter lyks Barbie”</i> (sister-likes)	Student 1- <i>“The elephant is neauvy”</i> (heavy)	Student 1- <i>“the bathroom has a small pocket”</i> (bucket)

Student 2. “*My
father is write*”
(white)

Student 2- “*The
Leoparde has small
stripes*” (spots)

Student 3. “*He is
tall and wwell built*”
(well)

POOR

**There are many
errors in spelling-**

Student 1. “*my son
tien eyes greem*”
(has green eyes).

Student 2. “*Mi
mother has hair
black*” (my-black
hair).

Findings:

There was a lot of difficulty spelling words correctly; this is likely to be attributed to the students’ mother tongue, (Spanish) because it is purely phonetic and English rarely is. They wrote some words by using similar forms. For instance, greiss/gray or they omitted letters in a word: Chrismas/Christmas. They had a general idea about how the words are written but they could not remember the pre-teaching of the words. However, these types of mistakes did not affect dramatically what they wanted to express; they did not provoke confusion.

Table 11. *Text focus*

TEXT FOCUS	
RUBRIC ASPECT	EXCLNT: Students demonstrate full understanding of the topic and develop the text in a way that is clear for the reader's understanding
FAMILY	INSTRUCTIONS: Write a paragraph about the family, describe each member, using minimum forty (40) words My aunt has straight nose she has round face she has short hair she is intelligent and pretty My father has oval face He has long nose He has thin lips He is tall and well built
ANIMALS	INSTRUCTIONS: Write a paragraph describing the image of the animals, using minimum forty (40) words. The Leopard is medium and has spots Also, It is carnivorous and It lives in Africa The Leopard is fierce The bird is small and domestic Also, It has short colorful tail and It is omnivorous It lives in Brazil The zebra is tall and quiet Also, It has black stripes and long hooves It is vegetarian It lives in Africa

HOUSE

Write a descriptive paragraph with the image of the house given above using adjectives, connectors, prepositions, verb to be, nouns and the structure there is/are. Minimum fifty (50) words in total.

1. There are some lamp.
2. The bedroom has a bed.
3. The living room has a sofa.
4. There are some trees.
5. The dining room has a table.
6. The bedroom has a flower.
7. There is a computer in the garage.
8. The living has a Pot Plant.
9. The Bathroom has a small packet of detergent.

RUBRIC ASPECT**GOOD**

Students address the topic appropriately and maintain a clear focus. Students show understanding of the text topic

FAMILY**INSTRUCTIONS:**

Write a paragraph about the family, describe each member, using minimum forty (40) words

- my Father is tall
 He has Black hair.
 my Mother has Brown eyes.
 my brother is Older
 my aunt has short hair.
 the aunt is thin.
 my grandfather has Pink shirt.
 He grandfather is strong.
 my sister is short

ANIMALS**INSTRUCTIONS:**

Write a paragraph describing the image of the animals, using minimum forty (40) words.

- the giraffe has long neck.
- the zebra has small eyes and stripes black.
- the lion has eyes small eyes.
- the elephant has long trunk
- the guacamaya is white
- the flamenco is pink
- the leopard is color yellow

HOUSE

connectors, prepositions, verb to be, nouns and the structure there is/are. Minimum fifty (50) words in total.

^{house}
The ^{house} has Attic, Bedroom, Bathroom, Two Bedrooms, kitchen, dining room, Living room, ^{basin} and washing room.
The Attic is (empty) empty.
The Bedroom has Two Bed and closet.
The Bedroom is green and white, has one ^{ladder} window spots and night table.
There is cat in the bedroom. ^{flower pot}
There are some (pot plants) in the Two Bedrooms, dining room, and ^{basement} living room.
The kitchen has window, curtains, plates, stove, fridge and mirror ^{oven}.
The dining room has table, two lamps.
The living room is green and has TV, sofa, lamp, mirror and ^{can}.
The ^{basement} ^{basement} is Big has Table, computer and lamp.
The washing room has "packet detergent and washing machine".

RUBRIC ASPECTS

FAIR: Students address the topic in an appropriate way, but they sometimes wander off. Students demonstrate limited understanding of the topic

FAMILY**INSTRUCTIONS:**

Write a paragraph about the family, describe each member, using minimum forty (40) words

- My mother is short.
- My mother has ^{black} hair black hair.
- My mother has ^{brown} eyes brown eyes.
- My uncle is tall.
- My uncle has ^{blue} eyes blue eyes.
- My uncle ^{likes} the chicken.
- My grand-father is short.
- My grand-father has ^{black} hair black hair.
- My grand-father ^{likes} the beef.

ANIMALS**INSTRUCTIONS:**

Write a paragraph describing the image of the animals, using minimum forty (40) words.

- the lion is ^{mane} has Paws.
- The elephant ^{is} trunk, has big ears.
- the zebra ^{is} has ^{trunk} and stripes.
- the leopard ^{is} spots has ^{and} tail.
- the giraffe has legs and spots.
- the Flamingo has feathers and long legs.
- The Parrot has wings ^{and} has Claws.
- the macaw has wings ^{and} has feet.
- The Bird has wings ^{and} has feet.
- The Bird has wings ^{and} has feet.

HOUSE

INSTRUCTIONS:

Write a descriptive paragraph with the image of the house given above using adjectives, connectors, prepositions, verb to be, nouns and the structure there is/are. Minimum fifty (50) words in total.

1 there is a Bed in the Bed room.
 2 there is a fork and spoon in the kitchen.
 3 there is a car in the garage.
 4 there is a stereo (living room en) in the living room.
 5 there is a stove (en) in the kitchen.
 6 there is a tv (en) in the living room.
 7 there is a sofa (en) in the living room.
 8 there is a window (en) in the Bed room.
 9 there is a closet (en) in the Bed room.
 10 there is a lamp (en) in the dining room.
 11 there is a carpet (en) in the Bed room.
 12 there is a fridge (en) in the kitchen.
 13

RUBRIC ASPECTS

POOR There is not a clear focus in the text because students do not understand the topic or the points to be followed

FAMILY

INSTRUCTIONS:

Write a paragraph about the family, describe each member, using minimum forty (40) words

My mother (9/10)
 My House (2) (10) was happy
 My father (2) (10) was happy
 My brother (2) (10) was happy
 My aunt (2) (10) was happy
 My aunt happy
 My aunt happy
 My aunt happy
 My aunt happy

ANIMALS

INSTRUCTIONS:

Write a paragraph describing the image of the animals, using minimum forty (40) words.

The lion is male has paws
 The elephant (15) trunk has big ears
 The zebra (15) has stripes
 The leopard (15) spots has tail
 The jaguar has legs hands spots
 The flamingo has feathers and long legs
 The peacock has wings and claws
 The macaw has wings and feet
 The bird has wings and feet
 The bird has wings and feet

Findings:

Though students did not write paragraphs, they could describe the pictures through a set of sentences, which were written one after another. They understood the topics that were chosen during the process of intervention. Some use the preposition *with* and the conjunction *and* to join two sentences or to give a complement.

Quoting from Content Analysis by Kimberly A Neuendorf, (2017, p.10). “For this historically revered technique, properties of the text (both words and images) are crucial. The analyst engages in a reconstruction of characteristics of text or image or both, such as the message’s construction, form, argumentation structure, and choices. The analysis involves breaking the text down into parts, by understanding how the different parts operate. The analyst developed insights into the overall persuasive strategies used”. This method was used in this research where systematic factual information was made easier to comprehend. The researcher used the implementation of images to encourage and stimulate the writing process and then evaluated the students’ improvement over three different exercises.

This is a classroom action research using images to improve students’ descriptive writing process from their drafting till the final stage which includes five aspects on writing skills mainly grammar, vocabulary, layout, spelling and pronunciations. (See appendix Table 1...). Students were evaluated based on the three descriptive writing sequence activities: family members, wild animals and parts of the house handed out to 7th grade students. A writing skill rubric was used with four levels to see students’ performance (excellent, good, fair, and poor). The findings showed that some students were capable of reaching the excellent mark (aspect layout), but in general, most of students received a poor grade in spelling.

The goal of this research was to test, describe and verify how the use of imagery can positively influence students’ writing production. Based on students’ writing their descriptive

text, it was evident that students remembered words that were related to the picture and they were able to write basic sentences by using the basic English language structure of subject, verb and complement. However, they did not do well with punctuation. With respect to spelling they made some mistakes. Here you can see some examples:

Vocabulary

Student 1: “My mother is average”.

Student 2: “leopard has spotted skin”.

Student 3: “The washing room has a detergent”.

Students remembered and used new words that were not commonly used. They were able to associate pictures and words. Afterwards, they expressed themselves as they desired.

Grammar

Student 1: “My aunt has straight nose”.

Student 2: “The Zebra is tall and quiet”.

Student 3: “There is a bed in the bedroom”.

Students used the grammatical structure well in accordance with their basic English level.

Punctuation

Student 1: “my aunt is beautiful”.

Student 2: “the giraffe is tall and orange”.

Student 3: “the bathroom has a towel”.

Despite being given feedback where the teacher highlighted the importance of using these tools to make the text clear and socially accepted, students did not always use capital letters to start their sentences or a full stop at the end.

Spelling

Student 1: “my causin is shin”.

Student 2: “the elephant is greis and fat”.

Student 3: “there is a computer in the basic”.

Students had more errors in writing their words since they were basically writing the way it sounded to them.

6.3 Results from Writing Sequences Activities:

Classroom Observation No. 1 (Lesson plan No.1 Members of the Family)

It was carried out in September, 2015. On the first day, the researcher offered greetings, explained the instructions on what language pattern was going to be followed. During the teaching of the learning activity, the images were also explained. Brainstorming was also used to remind students of the vocabulary to be employed. This first writing sequence activity lasted fifty (50) minutes. The students were curious with the presence of a new teacher, having surprised faces. When they saw the writing sequence activities, worksheets and were told to write a minimum of forty (40) words, they were a little astonished and, at the same time, motivated to participate in the activity. The researcher took notes beginning with the warm-up where students’ participation was very active. They raised their hands to suggest adjectives and vocabulary related to the description of the family portrait.

The colors were very attractive so as to catch their attention and focus their concentration on doing the activity. Also, they learnt the basic vocabulary associated with the family members. They were asked to practice pronunciation to recall the necessary vocabulary to write a descriptive text based on the given picture. They could remember words like; ugly, shy, messy, angry, quiet, fur, bedroom, garage and stove. The teacher asked the students to repeat them chorally to practice the right pronunciation. After that, the teacher checked the spelling and corrected the erroneous words. Finally, they keeping in mind their previous grammar mistakes, of started to write the first draft.

Some of the comments that learners made were:

Student A: The activity was good

Student B: The image was very attractive,



Figure 1 Writing sequence activity Family 1

Note: Author

The image above shows the students' participation in the process of the writing sequence activity where the following aspects were evaluated: grammar, vocabulary, layout, spelling and punctuation.

Grammar: Generally, well with an average score level (owing to the fact that students used the correct tenses of the verb To Be).

Vocabulary: By using the appropriate types of vocabulary in question, the average score improved.

Layout: Most of students have their writing organized properly even though they didn't make complete sentences at this stage.

Spelling: There was a lot of difficulty in spelling words correctly. This could have been due to the students' mother tongue, where words are spelt according to strict phonetic rules.

Punctuation: This area was the most complicated part. Students did not always use capital letters to begin paragraphs, sentences and proper names, nor the use of commas or full stops.

As can be seen from the above rubric, after analyzing the students' first writing sequence activity, the result showed that the majority of the students obtained better results in the layout, that is defined by (Cali, 2003, p 78) as follows: "It is the logical progression and completeness of ideas in a text. Instructions focused on two areas: Text structures specific to a targeted genre and cohesive elements which bond sentences, clauses and paragraphs into a text".

While punctuation was "fair" the lowest grade "poor" was in spelling. In other words, punctuation was, for the student cohort actually slightly better than the worst area: spelling which was scored as poor. For instance, some wrote *my brother has eyes black - my cousin is shin - my aunt is beautiful*. So as to quote Brown (2007). "Poor spelling shows that the students are not sure of what to write or reasons, thereby not able to convey confidence in the text. Spelling is a matter of social written interaction since mistakes can affect what the students want to express, even so, they can lose confidence, to dare to write a text". (See appendix I). Good spellers are good readers.

6.3.1 Writing Sequences Activity Number One.

The writing sequence activities allowed the researcher to identify students' weaknesses. While the students were writing read time feedback was given to them by explaining the writing structure, (how to write a complete sentence), clarifying the necessity, of first making a draft before the actual writing in order to improve their descriptive writing production. This helped them to organize the text in a better way. The researcher insisted on the importance of images as a point of reference so as to write descriptive sentences linked to the topics. (See appendix B).

The students followed basic grammar structures to write the sentences that formed part of the text. They tried to copy the sentence example to write their own. Likewise, the teacher showed them the importance of having a general idea of what they wanted to write. Some could write complete sentences by using the vocabulary they knew and the pictures helped them to make associations to recall the words they needed to describe the situations in each session.

6.3.2 Results from the writing sequences activity number two.

Classroom Observation No. 2 (Lesson plan No.2 Wild Animals)

It was carried out in October, 2015. When class started the teacher greeted the students, and explained the task procedures. Students participated during the warm up activities. Next, students started with the descriptive writing activity in this second step it was observed that they showed more confidence and they participated actively during the class and kept in mind the words that were studied in the previous class. Through the procedure on descriptive writing text, (and after the feedback about grammar structure, wrong spelling, nouns, adjectives, punctuation, the use of capital letters at the beginning of a sentence as was discovered in the first step) the teacher

highlighted the importance of taking into account the feedback to avoid repeating the same mistakes from activity one. The activity second took about fifty (50) minutes.

Some of the more positive comments made by students were:

Student A: Es mas fácil recordar los animals domésticos o de la finca que los salvajes

Student B: La imagen de los wild animals es muy colorido e identificamos los animales



Figure 2. Writing sequence activity 2 Animals

Note: Author

The researcher analyzed the students' writing sequence activities and found that this time students demonstrated a better performance to describe the animals influenced by the image seen. Here, the findings were: students improved their pronunciation freely asked questions this time, though they were still writing sentences instead of paragraphing. Frustratingly, the majority wrote below the required number of words, which has the unintended effect of having less to correct and, in turn, less to learn.

Grammar: Really improved; there was much better use of present simple verb tense and the verb To Be.

Vocabulary: Was better than the previous exercise.

Layout: This time, in some cases paragraphing became clearly evident. The narrative is a lot more understandable.

Spelling: Greatly improved. The mixture of Spanish and English dropped which was a meaningful achievement.

Punctuations: Definitely improved. Students adopted the use of capital letters in nouns and pronouns, and more use of connectors surfaced too. For instance, “*the lion has a mane has paws*”, “*the flamingo is pink a tall*”, “*giraffe has long neck*”.

Writing sequence activity Two (2) Animals

After the feedback on the diagnostic writing sequence activity 2, the students were able to organize sentences better. However, they had difficulties in spelling. They omitted some letters or they spelled the words with wrong letters. For instance, in words like “giraffe, eray, smalla, also” due to the fact that here, there was more demand from the researcher in terms of paragraphing.

It can be observed that grammar and vocabulary have a steady development on this topic. Kurtus (2012) says; “a good vocabulary does not mean you know many long or difficult words. Instead, it means that you know how to express yourself so that the reader will understand you through the imagery used, but you still must make sure that it’s understood”. It is worth working on, since that shows improvement and builds their vocabulary library.

Beverly (Chin, 2015), states: “Students who are English writers must know English grammar and should be able to recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences”.

However, while students may be effective in writing they need guidance to become effective descriptive writers.

Moreover, they need to learn how to transfer their knowledge of grammatical concepts (use of verb To-Be and simple present) to the written language, using imagery strategy. The students have a basic idea of sentence construction to describe the pictures that show the animals.

Example Student 2: *the elephant is greis and fat - the zebra is whitte and black- the leopard is lleyow with spoth black.* Though the examples had some spelling and punctuation mistakes, it did not impede understanding of what they wanted to say. (See appendix D)

6.3.3 Results from writing sequences Activity Three (3).

Classroom Observation No. 3 (Lesson plan No.3 Parts of the House)

This was carried out on October 29th; 2015. In this last implementation class, the purpose was to evaluate the students' improvement in writing a descriptive text. They participated enthusiastically in all the activities. This session actually took a longer time in spite of the intervention of the researcher being less since the students were now familiar with the strategy and the procedure they should follow to do the task. The teacher insisted on the importance of using the given picture to activate their ideas about the target topic: *parts of the house*. The students could remember some type of houses and furniture to make their own description by using their nearest reality: that being the houses where they live.

The grammar and spelling feedback were tackled first. Here, students had the opportunity to correct themselves before their final writing.

By the end of this workshop, students made comparisons:

Student A: La imagen de la casa me permitió aprender vocabulario

Student B: Las correcciones me permitieron realizar el escrito más completo.



Figure 3. Writing sequence activity 3 House

Source: Author

Grammar: The grammar used in this step was quite specific. The students excelled. There was correct use of the present simple, the verb To Be and there is/are.

Vocabulary: There was significant improvement in the use of vocabulary; a lot of new words were brought in.

Layout: A few students worked on paragraphing while others maintained the same style by writing unconnected. Nevertheless, sentences the narrative was give understandable.

Spelling: Greatly improved. The mixture of Spanish and English was reduced dramatically.

Punctuation: Really improved. More students adopted the use of capital letters in nouns and pronouns. Students also used more basic connectors like: and, with, but, etc.

After analyzing and calculating, the result shows that the average students' final writing sequence activity produced the highest score in vocabulary but still the lowest in punctuation.

The group, in general, had a good average according to the variable. Quoting Singh, (2015), “Punctuation marks play very important role by giving meaning to the text. Use of wrong punctuation marks or placing them wrongly can change the meaning of the text completely and may even convert the text to become senseless”. The importance of correct punctuation showed constant, improvement thought out the three activities.

The significance of a outline is better appreciated when one fully comprehends the role and influence of an efficient “writing map” in a descriptive production: “it makes it smooth and efficient, clear, spacious and progression. Children are very visual, so they are influenced by the way things look, image in all context. How a text is arranged will help readers to comprehend it” (Parr, 2009).

In general there has been a vast betterment since the beginning until the end of the writing sequence activities. Hence, students showed their comprehension after each writing sequence activity by making fewer mistakes in the text (see appendix F).

Writing sequence - Activity -Describing the House.

Finally, it is important to say that students had the chance to use images as a dynamic strategy to produce a descriptive text. This experience goes beyond exercises like filling in the gaps, short sentences and matching activities. It was evident that students exposed to images achieved better results. Most students showed a gradual improvement in the three writing sequence activities. That is to say, showing enhanced knowledge of the topic, good vocabulary and word usage choice, thereby giving meaning to the situation. For example: “*attic, basin, closet, flower pot, fridge, packet detergent*”. With respect to grammar, the students progressively improved to finally write sentences that made sense.

The lowest score was noticed in spelling in all three writing sequence activities. The difficulty spelling provoked confusion about the meaning of the words. In punctuation, frequent mistakes with capital letters, punctuating and paragraphing, showed gradual improvement between the diagnostic writing sequence activity number 1 and the writing sequence activity number 3.

At the beginning, students only wrote statements, without following any rules of punctuation, structure or paragraphing. This occurred due to the fact that they had no prior knowledge about grammar rules. In the end and having a global perspective of the variables (grammar, vocabulary, layout, spelling and punctuation), the difference could be noticed between the diagnostic writing sequence activity number 1 and writing sequence activity number 3, this improvement was achieved because students followed a didactic procedure which contributed to organizing their ideas in a better way, through the use of imagery strategy.

All in all, the group had their weakness in spelling (mostly adjectives) and punctuation (in the use of capital letters at the beginning, in nouns and not using full stop) as significantly shown in the table above. The researchers' observation concluded that at the beginning students were shy and were slow to participate, did not pronounce very well, but, as time went by, students began to warm up to the activities by showing more interest and participating in the entire process. Student spelled words according to the picture in their mind, the image and the way they interpreted it.

Additionally, students remembered words and used them to describe the image as they thought suitable. Moreover, the phrases they wrote were associated with what they saw in the image. They elucidated it exactly in the manner in which they saw at it and wrote their description (line-by-line) in the writing production. During the draft, students had to keep in

mind not to repeat the uses of certain words, for instance, adjectives in their final descriptive written text.

6.4 Questionnaire

6.4.1 Participants` reflections about their writing in the final questionnaire

After the implementation of these writing sequence activities, an open- ended questionnaire was administrated to all twenty-three students (see Appendix F). The main purpose was to discover the students` reactions to the visual strategy.

The questionnaire was used as a tool to know what the learners were thinking throughout the process in the development of the imagery strategy to improve their descriptive writing in English in order to advance and overcome their weaknesses.

a. ¿Qué piensa de las imágenes?

The group found the images very attractive because of their colors. This feature obviously provoked the students` curiosity, as images represent a situation or something needed to be said or transmitted, thereby, helping the comprehension of the activities` purpose. Some students mentioned the following in their answers.

Example Student 1; “Pienso que las imágenes representan una situación o una cosa o está queriendo decir o transmitir algo”.

Example Student 2; “Pienso que sirven para transmitir y hacernos entender que es, cada cosa y que actividad estamos aprendiendo”.

b. ¿Cómo las imágenes le ayudaron a entender el significado de las palabras?

Most of the students said that, the images helped them to (1) easily identify the context used in expressing facts or situations drawn from each image and (2) to understand the meaning accordingly and help them to perceive what they want to transmit from within their minds.

Example Student 3: “Observando lo que representa la imagen y la situación que da a entender”.

Example Student 4: “Porque en la imagen se expresa los hechos o los sucesos y es más fácil entender”.

c. ¿Cuál ejercicio de las imágenes le gusto más?

The students expressed that they were able to differentiate wild animals from the domestic ones. [There was a little reference about the right pronunciation of the words when they were working in each writing sequence activity].

Example Student 5: “wild animals”: porque aprendemos como se llama cada uno de ellos y lo utilizamos comúnmente en todo y es práctica y pronunciar bien cada una”.

Example Student 6: “Animals”: “porque me parece que son chéveres además uno ya sabe diferencia los animales y me gustan”.

d. ¿Considera que el vocabulario trabajado desde las imágenes fue apropiado para su nivel de inglés?

The students said that the vocabulary was appropriate and they could understand it. They could describe the images since the situations they faced had to do with real-life scenes. For instance, their daily family life, familiarity with animals and the House. During the brainstorming activity, they were able to recap what they had learned previously.

Example Student 7: “El nivel de vocabulario en ingles me parece bien apropiado porque además con la ayuda de las imágenes lo entendemos”.

Example Student 8: “Fue apropiado porque son cosas que a uno le han enseñado el año pasado”

e. ¿Piensa usted qué el profesor debería usar imágenes en la clase de inglés?

Some students answered positively; they thought that it was easier to comprehend the lesson through images. It is probable that the homework reinforced students’ knowledge about the topics, together with the brainstorming session which activated their previous background information.

Example Student 9: “Si porque así sería más fácil entender la clase por medio de imágenes”.

Example Student 10: “Si, porque estas imágenes nos ayudan un poco más a entender y desarrollar el ejercicio”.

7. FINDINGS

This research project is based on the Implementation of imagery as a learning strategy to promote writing. The focus is on a specific guiding research question: How does the use of imagery influence students' writing production? The following conclusions make a synthesis of the main findings in this research activity.

The photographic images were relevant and helpful. They were very motivating in teaching descriptive writing texts. They were used to provide very concrete stimuli for igniting sparking their imagination which, in turn, would be manifest in a personal idea or image that the student could be the owner of and subsequently write about "the new mental image that they perceived". Using images from photos is thus, a useful strategy in the production of writing. Sinatra (1981) states "the use of images can help students to have more enjoyable, correlative and active background in descriptive writing individually in class". The colors of the images and the warm-up together were a joint motivating activity that was new and attractive to the students. The use of images can engage students in all the subordinate activities so as to not only help them but also make them understand the connections between the parts of the whole English assignment.

The results of the research demonstrated that the students improved their descriptive writing skills in all aspects such as grammar, vocabulary, layout, spelling and punctuation. The students remembered and spelled words through the given images and related them to the task by associating them with the new detailed images in their mind.

During the implementation of the three writing sequence activities it was observed how the participants could progressively write a better text as a result of employing the imagery strategy. The images contributed to activate students' memory, previous information, the recall of vocabulary, and experiences related to the topics: The Family, Animals and the House.

After following the teachers' explanation the students immediately started using the first vocabulary that came to their minds to describe the images in front of them. The students wrote a draft as a starting point, where it was then rewritten, so as to take into account the teacher's feedback regarding the use of punctuation, spelling, and sentence structuring. The degree or capacity of the student to concentrate on the image helped them to explore the learned words and integrate them into their writing text. Because they could verify the given parameters to write a text, their concentration capacity was useful in order to make the necessary changes to have a better final written version. This new and improved version 2.0 revealed appropriate vocabulary, clear ideas, coherent sentence structure so as to transmit and deliver what they wanted to express and communicate.

Students' first reaction was excitement, they obviously enjoyed having the opportunity to work with words that they could recall and the freedom to create their first very rough draft. This made the students happy because they could express their capacity to use words freely in the describing the colorful images. Students felt they were in charge of their learning because they got the chance to use their imaginative power, which helped them to overcome their writing weaknesses. Thornbury (2002) "Labels this strategy as imaging and points out that words which easily evoke pictures are well memorable and it is helpful for learners to associate also abstract words with some mental images" (p. 25). While the students became familiar with the images to carry out the activities, a positive change was noted simply because they succeeded in expressing their ideas with more liberty which contributed to help consolidate their writing production.

Writing a descriptive text using imagery strategy involved several stages: pre-writing activities, the entire writing process, and post writing feedback to build step-by-step what students wanted to express. The teacher's guidance played a salient role to support students'

progress. After the brainstorming activity they started the first draft enabling them to incorporate the new vocabulary which they had just learned. This served as a guide for their subsequent descriptive writing. A positive change was observed bearing in mind that this was their first real writing in English. Of course, it was expected that they would write simple sentences and not quite yet be paragraphing. Helping learners to visualize more of the details of what they were writing contributed to improving their writing production. After the drafting exercise and the demonstration of their comprehension of the image incorporating new relevant details, contributed to a better mental understanding of how the task were related to their daily lives. In their sentences they were able to confidently and freely describe ideas that they fully understood.

During this process of the writing production, students did not make much use of paragraphing. Rather, they kept to writing simple sentences. The mistake was that since students were not given enough connectors to use in a descriptive writing process, they did not know what words to employ. It is worth noting that connectors are actually more important for paragraph organization and are not simply more vocabulary words for example the Cambridge university writing paper evaluation criteria for the first certificate/ B2 CEFR exam clearly states that linking words are considered part of the organization mark and not the language/ grammar/ punctuation grade. They serve to increased vocabulary and as a tool to better organize persuasive writing.

Student could hardly remember how to exactly say some of the words since they were not used to saying them in English, for example; grandson, cousin, feathers, claws, basement, attic, etc. Some of the students did not follow the instructions of first making a draft before writing it is well known that most of them are used to doing their own think and having their own way.

8. PEDAGOGICAL IMPLICATIONS

The use of imagery of a learning strategy to promote individual descriptive writing was experimented with at the seventh-grade class (7B) in Jose Celestino Mutis, High School. The use of images in teaching and learning strategy was new and innovative. Firstly, the brainstorming provided words which enriched students' learning process when they looked at the image and recalled and related vocabulary about their feelings. In developing their descriptive writing text, grammatical structure was better in terms of spelling, punctuation, word choice, clarity and originality. This led to effective ideas in writing short sentences. Some difficulties were noted in the use of capital letters, full stops and misspelling of words.

Through the imagery students' motivation was remarkable in the manner to which their interests were greatly displayed in their descriptive writing. Students were able to appreciate and realize that writing is a very important activity that needs to be practiced frequently because future writing assignments are bound to be more demanding. Think images to elaborate their own story pictures, writing a script about sequential scenes, completing cartoons, and even to develop improved pronunciation when they have to read their written texts out loud to other students.

The three writing stages: pre-writing, drafting and the final writing version can be employed by any and all high school teachers. It permits the development a logical sequence to build the ideas of a text, refine sentence structure, and decide what are the most appropriate words to express concepts, opinions, messages and points of view.

This research was applied with the aim of having a very effective strategy that could be implemented to other grades in the next academic year to improve students' descriptive writing. The use of imagery could help students to remember words and relate to them before writing

them down. Slowly but surely the students obtain a very coherent use of the vocabularies during the process of their detail sentence writing.

Pondering the future writing activities of the students in their remaining school years, the students will feel more comfortable in using because the image permits the widening of their thinking since teachers have to evaluate language, linguistic conventions and text focus.

Table 12. *Process implementation project*

COMMUNITY	ASPECTS TO BE IMPROVED	RESULTS ACHIEVED	PROJECTION
STUDENTS	At the beginning of the implementation, There is little participation, which seemed to be caused the result of the first contact with the new strategy.	The Students gained interest in writing production. They felt comfortable using the imagery strategy.	To create spaces where adolescents can participate actively and strengthen their motivation to continue developing writing skills in a cultural/ social context.

Note: Author

Furthermore, images could be used to promote speaking, by narrating what they see in an image which undoubtedly will help improve their ability for conversation, their fluency as well as their pronunciation, at the sometime; the other students improve their listening skills as they hear narrations.

Going further, by incorporating some audios related to the images students enhance their listening skill even more because they have to combine their visual focus of the image with the audio narrative about image details and peculiarities. After the audios, Individual interpretation of the new mental images construed should contribute to increasing the students vocabulary in a great way while at the sometime giving them confidence in speaking and comprehension.

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APPENDICES

Appendix A. Lesson Plan “Family”



Lesson Plan N° 1

TEACHER: LUIS ENRIQUE ROMERO VILLAMIL

INSTITUTION TUTOR: LILIANA MARTINEZ GRANADA

GRADE: 7TH

DATE OF CLASS: SEPTEMBER 22nd

SKILL TO BE DEVELOPED: Writing

FOREIGN LANGUAGE COMPETENCES: Students will obtain an adequate arsenal of grammatical patterns. Frequently used at beginner (A1 CEFR) level.

TOPIC TO TEACH: Family Description

Standard (s) Addressed:

- Students should follow instructions given by my teacher.
- Students should understand basic information related to Family description.
- Students should keep in mind the distinct writing stages.
- Students should express the ideas in written form about Family description.
- Students should create the draft related to the descriptive written text.

Main aim

By the end of the lesson Students will be able to:

- Write a short descriptive text about family keeping in mind the vocabulary that was worked on in class

Secondary Aim

By the end of the lesson Students will be able to:

- Use imagery strategy to write their own text.
- Express ideas about the description of family members in a clearer way.
- Use language for descriptive writing text.
- Identify unknown vocabulary.

Personal Aim

- To check understanding of vocabulary and instructions
- To help students in the use of the Simple Present/Adjectives during the English learning process.
- To motivate all students in descriptive writing in English.
- To get better results from students' descriptive writing

To make use of images to help students to overcome their descriptive writing difficulties.			
Anticipated Problems and Possible Solutions: - Students could have difficulties with correct use of the verb To Be and present simple tense. It is also paramount to recycle adjectives and review patterns of affirmative, interrogative and negative sentence construct. - Students could be afraid of writing. Teachers have to find creative ways to motivate students with implies personal and short question and answer with reticent students.			
Stage	Learning Teachers' Activity	Students Expected Activity	Time
Warm- up activity	-To introduce and contextualize the topic.	-Through the strategy of brainstorming student will remember and enrich the vocabulary to be used.	10 minutes
Pre-writing	-Teacher will handout sheets with some family images for SS to describe using adjectives. -Teacher will elicit students' answers by asking? ➤ What adjectives can SS remember according to the family image? ➤ Can students classify the kind of adjectives in the cloud?	-Students will use the images to identify the types of adjectives.	10 minutes

Whole Writing	-Teacher will encourage students to talk describe the family image. -Teacher will write on the board the following sentences: ➤ This is a small family ➤ The grandfather has a happy face ➤ The maid has an apron	-Students will rehearse the grammatical part to help the correct use in their descriptive writing using verb To Be and the Present Simple. -To practice family description, students will write a paragraph describing each member of the family.	30 minutes
Post Writing	-Teacher will organize the students in queues so that they can describe their family one after the other using the adjectives learned. - An writing sequence activity will be given to learners by the teacher. -Teacher will monitor the students' work in order to support them. - Teacher encourages students to freely use adjectives (as many as possible).	-Student will practice the exercise. -Students practice what they have learned, through the exercise. -Students will describe the family image and practice using adjectives. -Students will practice grammar form through some exercises using the Present Simple and verb	10 minutes

	- Teacher will socialize the activity and will invite students to use the internet to help improve and make their vocabulary grow.	To Be.	
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APPROACH:

My approach to teaching in this experiment was based on the communicative approach. According to Numan, (1989) "language is a system for the expression of meaning. Primary action, interaction and communication, some of the structures, themes, functions, and tasks were guided by the needs of the learners. Students are known to be negotiators, who interact by giving as well as taking, engaging students in communication, involving them in process such as information sharing, negotiation of meaning and interactions". My role was to facilitate their

writing communication process and students' tasks. Students were expected to interact with each other in pairs by working in teams.

METHODOLOGY:

The researcher used original materials during the classes (as much as possible). The idea of involving students in the classroom activities allow the investigator to plan activities in which students had the chance to present descriptive writing and apply what they had learned.

Some of the activities to be developed in the class were, brainstorming strategy to help them recall adjectives about colors and about family. Pre-writing activities like describe members of the family, followed by handing out sheets to the students with the images so they could use adjectives to describe the members, then, the actual writing itself. At that point, the students had to use vocabulary learned for their writing production. The students were also given assignment to do at home. This task required a paragraph to be writing with a specific minimum amount of words, aprox...40.

MATERIALS:

Writing sequence activity, digital family picture, board, video beam and camera.

EVALUATION:

Teacher will go over the grammar used (simple present, adjectives, verbs, verb To Be, connectors, spelling and punctuation) and then evaluate the students' level of comprehension; the teacher will give them a score taking into account layout, how the punctuation, adjectives, connectors, spellings, verb To BE, and how different verbs in the present tense were used.

Because the Institutional Evaluation System emphasizes three fundamental aspects: Cognitive, Personal and Social, an integral evaluation is realized as indicated for each area.

Appendix B. Writing sequence activity 1 Family

Santiago Alvarez Moreno 7-2 *Excellent*



**INSTITUCION EDUCATIVA
JOSE CELESTINO MUTIS**

PRE-WRITING					
SUBJECT	ENGLISH		TOPIC	THE FAMILY	
TEACHER	LUIS ENRIQUE ROMERO VILLAMIL				
TERM	THIRD	TIME	1 HOUR	DATE	
STUDENT	Santiago Alvarez M.			LEVEL	SEVENTH

PHYSICAL CHARACTERISTICS
 tall
 short
 Fat

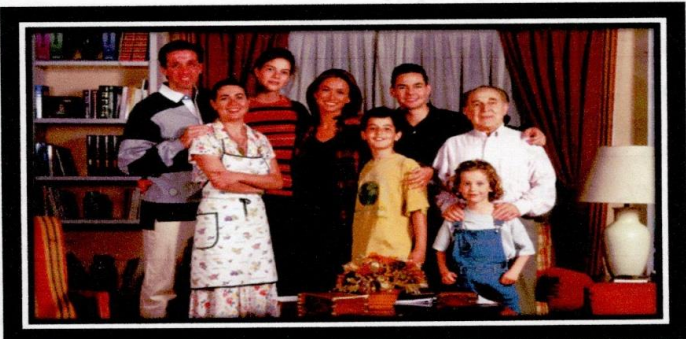
FEELINGS
 love
 friendly
 angry

COLOURS
 red
 brown
 white

ATTITUDES
 happy
 sad
 angry

HAIR
 curly
 long
 short

My family



INSTRUCTIONS:

Write a paragraph about the family, describe each member, using minimum forty (40) words

My aunt has straight nose
she has round face
she has short brown
she is intelligent and pretty
My father has oval face
He has long nose
He has thin lips
He is tall and well built

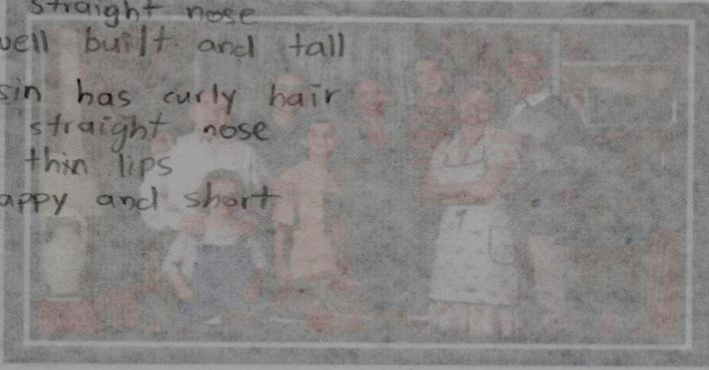
My grandfather has white hair
 he has round face
 he has small nose
 he is medium and old
 My mother has round face
 she has thick lips
 she has big nose
 she is hardworking and friendly

My brother has thin lips
 he has square face
 he has small brown eyes
 he is short and happy

My sister has straight nose
 she has round face
 she has thin lips
 she is tall and pretty

my uncle has square face
 he has short black hair
 he has straight nose
 he is well built and tall

my cousin has curly hair
 she has straight nose
 she has thin lips
 she is happy and short



INSTRUCTIONS:
 Write a paragraph about the family, describe each member, using minimum forty (40) words

Appendix C. Lesson Plan “Animals”

	Lesson Plan # 2
TEACHER: LUIS ENRIQUE ROMERO VILLAMIL INSTITUTION TUTOR: LILIANA MARTINEZ GRANADA GRADE: 7TH DATE OF CLASS: OCTOBER 1ST	
SKILL TO BE DEVELOPED: Writing FOREIGN LANGUAGE COMPETENCES: Students will obtain an adequate arsenal of grammatical patterns. Frequently used at beginner (A1 CEFR) level.	
TOPIC TO TEACH: Vocabulary about Animal	
Standard (s) Addressed: • Students should follow instructions given by my teacher. • Students should understand basic information about Wild Animals. • Students should keep in mind the distinct writing stages. • Students should express the ideas in written form about Animal descriptions • Students should create the draft related to the descriptive written text.	
Main aim By the end of the lesson Students will be able to:	

- Write a short descriptive text about wild animals keeping in mind the vocabulary that was worked on in class

Secondary aim

By the end of the lesson Students will be able to:

- Use imagery strategy to write their own text.
- Express ideas about description of type the animal in clearer way.
- Use language for descriptive writing text.
- Identify unknown vocabulary about animals.
- Use punctuations and spell words correctly.

Personal Aim

- To check understanding of vocabulary and instructions
- To help students in the use of the Simple Present/Adjectives/verbs during the English learning process.
- To motivate all students in descriptive writing in English.
- To get better results from students' descriptive writing
- To make use of images to help students to overcome their descriptive writing difficulties.

Anticipated Problems and Possible Solutions:

- Students could have difficulties with correct use of the verb To Be and present simple tense. It is also paramount to recycle adjectives and review patterns of affirmative, interrogative and negative sentence construct. - Students could be afraid of writing. Teachers have to find creative ways to motivate students with implies personal and short question and answer with reticent students.			
Stage	Teachers' Activity	Students Expected Performance	Time
			60 minutes
Worm- up activity	-To introduce and contextualize the topic. -Teacher will organize students in front of the screen to open the class.	-The use of the strategy of brainstorming student will remember and enrich the vocabulary to be used.	10 minutes
Prewriting	-Teacher will show a sheet with some different animals -Teacher will elicit students' answers by asking? ➤ What kind of animal is it? ➤ Do you know these animals?	Students will use the given images to identify the types of adjectives, connectors and punctuations. -Students will rehearse the grammatical part to help the correct use in their descriptive writing using verb To Be, adjectives, connections,	10 minutes

Whole Writing	-Teacher will encourage students to talk about the animals. -Teacher will write on the board the following sentences: ➤ I like animals ➤ I have a dog ➤ Does he have a pet?	punctuations and the Present Simple. -To practice vocabulary about animal description, students will write two paragraphs describing both wild animals.	30 minutes
Post Writing	-A writing sequence activity will be given to learners by the teacher -Teacher will individually support students during the class.	- Students will practice what they have learned using the writing sequence activity to write the description of their favorite pet using fifty (50) words. -Students will use	10 minutes

	- Teacher gives students homework to help students write about their favorite pet.	connectors like (and, but, with, while) and adjectives to describe the different animals. -Students will practice how to use the connectors, punctuation verbs to be, adjectives and simple present.	
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APPROACH:

My approach to teaching in this experiment was based on the communicative approach. According to Numan, (1989) "language is a system for the expression of meaning. Primary action, interaction and communication, some of the structures, themes, functions, and tasks were guided by the needs of the learners. Students are known to be negotiators, who interact by giving as well as taking, engaging students in communication, involving them in process such as information sharing, negotiation of meaning and interactions". My role was to facilitate their writing communication process and students' tasks. Students were expected to interact with each other in pairs by working in teams.

METHODOLOGY:

The researcher used original materials during the classes (as much as possible). The idea of involving students in the classroom activities allow the investigator to plan activities in which students had the chance to present descriptive writing and apply what they had learned.

Some of the activities to be developed in the class were, brainstorming strategy to help them recall adjectives about colors and about animal. Pre-writing activities like describe both wild animals, followed by handing out sheets to the students with the images they could use of wild animals with their characteristics, then, the actual writing itself. At that point, the students had to use vocabulary learned for their writing production. The students were also given assignment to do at home. This task required a paragraph to be writing with a specific minimum amount of words, aprox...40.

MATERIALS:

Writing sequence activity, digital wild animal picture, camera, board.

EVALUATION:

Teacher will go over the grammar used (simple present, adjectives, verbs, verb To Be, connectors, spelling and punctuation) and then evaluate the students' level of comprehension; the teacher will give them a score taking into account layout, how the punctuation, adjectives, connectors, spellings, verb To BE, and how different verbs in the present tense were used.

Because the Institutional Evaluation System emphasizes three fundamental aspects: Cognitive, Personal and Social, an integral evaluation is realized as indicated for each area.

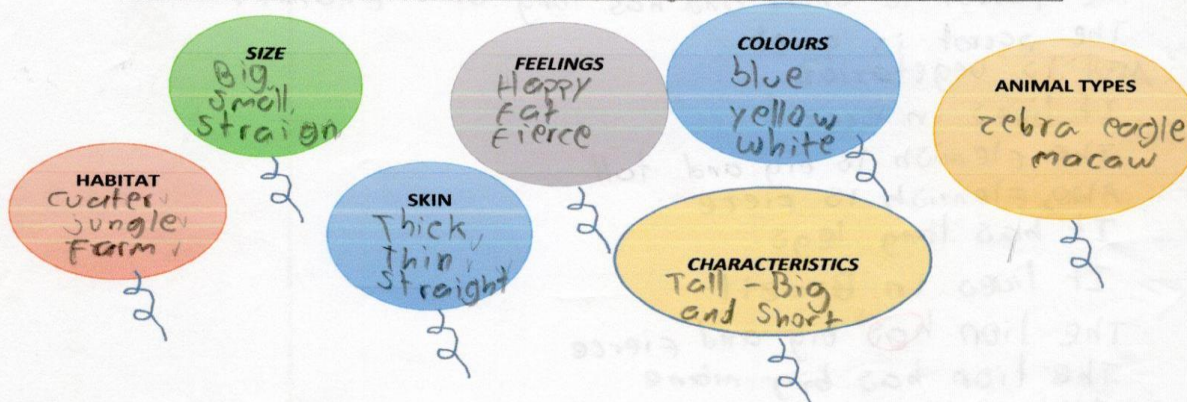
Appendix D. Writing sequence activity 2 Animals



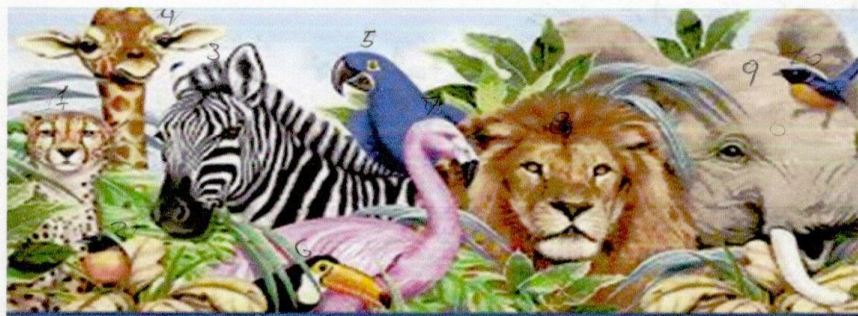
INSTITUCION EDUCATIVA JOSE CELESTINO MUTIS

Excellent

WORKSHOP N0.2					
SUBJECT	ENGLISH		TOPIC	THE ANIMALS	
TEACHER	LUIS ENRIQUE ROMERO VILLAMIL				
TERM	THIRD	TIME	1 HOUR	DATE	
STUDENT	oscar julian cabillas Bejorano			LEVEL	SEVENTH



WILD ANIMALS



INSTRUCTIONS:

Write a paragraph describing the image of the animals, using minimum forty (40) words.

The Leopard is medium and has spots
Also, It is carnivorous and It lives in Africa
The Leopard is fierce
The bird is small and domestic
Also, It has short colorful feathers and It is omnivorous
It lives in Brazil
The zebra is Tall and quiet
Also, It has sharp stripes and long hooves
It is vegetarian
It lives in Africa

The giraffe is tall and has ~~skin~~ straight spots ~~skin~~
 The giraffe is big and quiet
 Also, it's vegetarian
 It lives in Africa

The macaw is short and has long black and yellow feather

The macaw is quiet

Also, it's vegetarian

It lives in Brazil

The parrot is short and has long blue feather

The parrot is quiet

Also, it's vegetarian

It lives in Brazil

The Flemish is big and tall

Also, Flemish is fierce

It has long legs

It lives in Brazil

The lion ~~has~~ big and fierce

The lion has big mane

Also, it is carnivorous

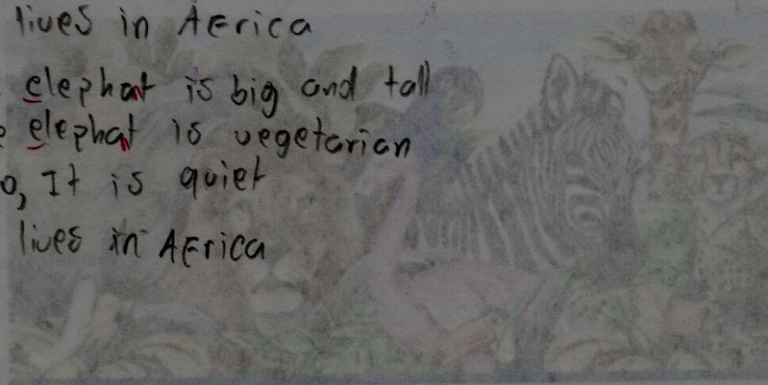
It lives in Africa

The elephant is big and tall

The elephant is vegetarian

Also, it is quiet

It lives in Africa



INSTRUCTIONS:

Write a paragraph describing the image of the animals, using minimum forty (40) words.

The lion is big and fierce. It has a big mane and is carnivorous. The zebra is tall and has long legs. It is vegetarian. The giraffe is tall and has long neck. It is vegetarian. The elephant is big and tall. It is vegetarian. They all live in Africa.

Appendix E. Lesson plan “Animals”

	INSTITUCION EDUCATIVA		
	<i>JOSE CELESTINO MUTIS</i>		

HOMEWORK N0.1					
SUBJECT	ENGLISH		TOPIC	THE ANIMALS	
TEACHER	LUIS ENRIQUE ROMERO VILLAMIL				
TERM	THIRD	TIME	1 HOUR	DATE	
STUDENT				LEVEL	SEVENTH

PETS**HOMEWORK:**

Describe your favorite pet with image in two short paragraphs minimum forty (40) words, using the simple present, the verb to BE, verbs, adjectives and punctuations.

Appendix F. Lesson Plan 3 House

 Lesson Plan N° 3
TEACHER: LUIS ENRIQUE ROMERO VILLAMIL INSTITUTION TUTOR: LILIANA MARTINEZ GRANADA GRADE: 7TH DATE OF CLASS: OCTOBER 1ST
SKILL TO BE DEVELOPED: Writing FOREIGN LANGUAGE COMPETENCES: Students will obtain an adequate arsenal of grammatical patterns. Frequently used at beginner (A1 CEFR) level.
TOPIC TO TEACH: Vocabulary related to House
Standard (s) Addressed: • Students should follow instructions given by my teacher • Students should understand basic information about houses • Students should keep in mind the stages to write • Students should express the ideas in written form about house descriptions • Students should create the draft related to the descriptive written text.

Main aim

By the end of the lesson Students will be able to:

- Write a short descriptive text about the house keeping in mind the vocabulary that were worked in the class

Secondary aim

By the end of the lesson Students will be able to:

- To use imagery strategy to write their own text
- To express parts of house in clearer way
- To use language for descriptive writing text
- To identify unknown vocabulary about houses
- To use punctuations and spell words correctly

Personal aim

- To check understanding of vocabulary and instructions
- To help students in the use of the Simple Present/Adjectives/verbs during the English learning process.
- To motivate all students in descriptive writing in English.
- To get better results from students 'descriptive writing

To make use of images to help students to overcome their descriptive writing difficulties.			
Anticipated problems and possible solutions: - Students could have difficulties with correct use of the verb To Be and present simple tense. It is also paramount to recycle adjectives and review patterns of affirmative, interrogative and negative sentence construct. - Students could be afraid of writing. Teachers have to find creative ways to motivate students with implies personal and short question and answer with reticent students.			
Stage	Teachers' Activity	Students' Expected Performance	Time
Warming up activity	-To introduce and contextualize the topic. -Teacher will organize students in front of the screen to open the class.	-The use the strategy of brainstorming student will remember and enrich the vocabulary to be used.	10minutes
Pre-writing	-Teacher will show a sheet with the image of a house. -Teacher will elicit students'	- Students will use the given images to identify the types of adjectives, connectors and punctuations. -Students will rehearse the grammatical part to	10 minutes

Whole Writing	answers by asking? ➤ How many bedrooms are there? ➤ Which is your favorite part of the house? -Teacher will encourage students to talk about the house. -Teacher will write on the board the following sentences: ➤ There is a kitchen ➤ She is in the Bathroom ➤ Do you like the dining table?	help the correct use in their descriptive writing using verb To Be, adjectives, connections, punctuations and the Present Simple. -To practice vocabulary about house description, students will write two paragraphs describing the house. - Students will practice what they have learned using the writing sequence activity to write the description of two of their favorite parts of the house using fifty (50) words. -Students will use connectors and adjectives to describe parts of the house.	30 minutes
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Post Writing	-A writing sequence activity will be given to learners by the teacher -Teacher will individually assist students during the class. - Teacher gives students homework to help them write about their favorite part of the house.	-Students will practice how to use the connectors, punctuation verbs To Be, adjectives and Simple Present.	10 minutes
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APPROACH:

My approach to teaching in this experiment was based on the communicative approach. According to Numan, (1989) "language is a system for the expression of meaning. Primary action, interaction and communication, some of the structures, themes, functions, and tasks were guided by the needs of the learners. Students are known to be negotiators, who interact by giving as well as taking, engaging students in communication, involving them in process such as information sharing, negotiation of meaning and interactions". My role was to facilitate their writing communication process and students' tasks. Students were expected to interact with each other in pairs by working in teams.

METHODOLOGY:

The researcher used original materials during the classes (as much as possible). The idea of involving students in the classroom activities allow the investigator to plan activities in which students had the chance to present descriptive writing and apply what they had learned.

Some of the activities to be developed in the class were, brainstorming strategy to help them recall adjectives about house, pre-writing activities like describing the house, followed by handing out sheets to the students could see the different parts of the house, then, the actual writing itself. At that point, the students had to use vocabulary learned for their writing production. The students were also given assignment to do at home. This task required a paragraph to be writing with a specific minimum amount of words, aprox...40.

MATERIALS:

Writing sequence activity, Digital house picture, Video Beam, Camera, Board.

EVALUATION:

Teacher will go over the grammar used (simple present, adjectives, verbs, verb To Be, connectors, spelling and punctuation) and then evaluate the students' level of comprehension; the teacher will give them a score taking into account layout, how the punctuation, adjectives, connectors, spellings, verb To BE, and how different verbs in the present tense were used.

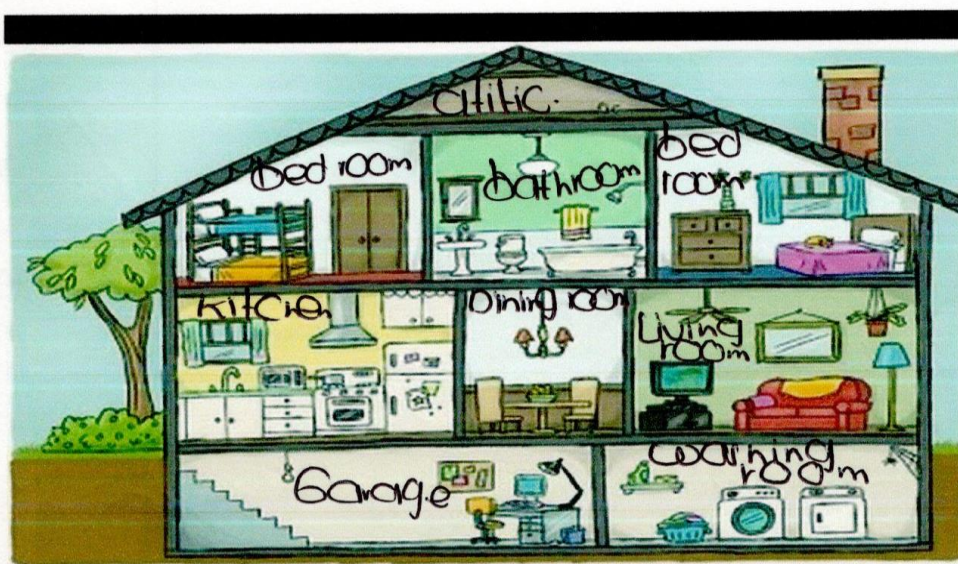
Because the Institutional Evaluation System emphasizes three fundamental aspects: Cognitive, Personal and Social, an integral evaluation is realized as indicated for each area.

Appendix G. Writing sequence activity 3 House

	INSTITUCION EDUCATIVA	
	JOSE CELESTINO MUTIS	

Good

WORKSHEET 2					
SUBJECT	ENGLISH		TOPIC	THE HOUSE	
TEACHER	LUIS ENRIQUE ROMERO VILLAMIL				
TERM	THIRD	TIME	1 HOUR	DATE	
STUDENT	JOLISA ALVADOR N.			LEVEL	SEVENTH

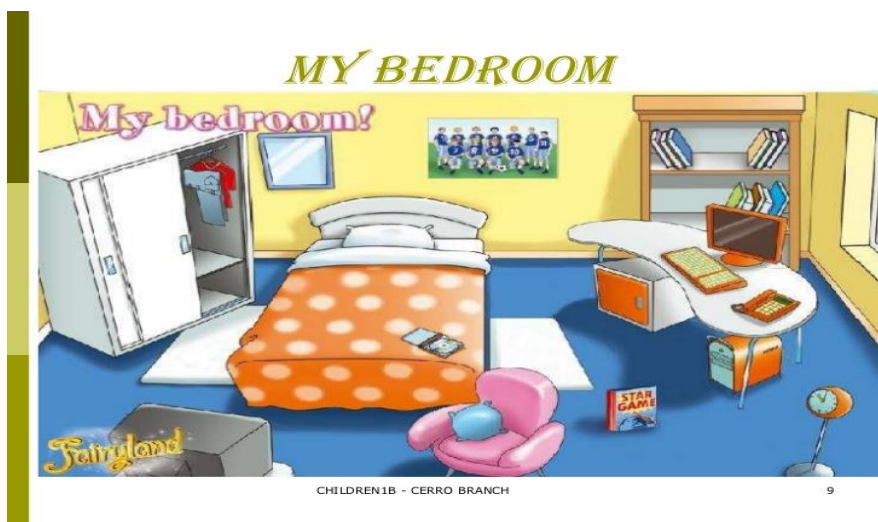


INSTRUCTIONS:

Write a descriptive paragraph with the image of the house given above using adjectives, connectors, prepositions, verb to be, nouns and the structure there is/are. Minimum fifty (50) words in total.

- the bed room has a roof.
- the bed room has two pillows.
- there is a towel in the bathroom.
- there is a mirror in the bathroom.
- the bed room has curtains.
- the bed room has a table.
- there is a fridger in the kitchen.
- there is a window in the kitchen.
- there are two lamps.
- there are two cars in the dining room.
- the living room has a plant.
- the living room has a TV.
- there is a computer in the garage.
- there are stairs in the garage.
- the washing room has a small packet of detergent.
- the washing room has a washing machine.

HOMEWORK 2					
SUBJECT	ENGLISH		TOPIC	THE HOUSE	
TEACHER	LUIS ENRIQUE ROMERO VILLAMIL				
TERM	THIRD	TIME	1 HOUR	DATE	
STUDENT				LEVEL	SEVENTH



INSTRUCTIONS:

Write a descriptive paragraph about your bedroom using adjectives, connectors, prepositions, verb to be, nouns and there is/are. Word count minimum forty (40) words in total.

Appendix H. Summarize Writing sequence activities

ITEMS	WRITING SEQUENCE ACTIVITIES	STUDENTS' ERROR ORIGINAL SENTENCE	THE CORRECT FORM
GRAMMAR	1	My father is intelligent, happy relaxed her face is round	My Father is intelligent, happy and relaxed, his face is round.
	2	The elephant is trunk has big ears	The Elephant has trunk and big ears.
	3	The Attic has a Christmas thins	The Attic has Christmas things
VOCABULARY	1	Very little vocabulary was used and straight to point.	
	2		Vocabularies used here were more expressive.
	3		This stage became very accurate and descriptive because of the 's familiarity

SPELLING	1	My mother has straiht nose	My mother has straight nose.
	2	The elephant is greis and fat	The Elephant is gray and fat.
	3	The kithh has a windwo	The Kitchen has a window.
PUNCTUATION	1	he is intelligent and attractive	1) He is intelligent and attractive.
	2	the lion has mane has paws is big and wild	The Lion has mane, paws, its big and wild.
	3	there is a forks spoons in the kitchen	There are forks and spoons in the Kitchen.

Appendix I. Questionnaire



INSTITUCION EDUCATIVA JOSE CELESTINO MUTIS

NAME Maria Alejandra trujillo Murillo GRADE Septimo "2"

Semi-Structured interview.

Objetivo. Determinar la percepción que tienen los estudiantes participantes en la investigación: "IMPLEMENTATION OF IMAGES AS A LEARNING STRATEGY TO PROMOTE WRITING IN SEVENTH GRADE, acerca del uso de las imágenes como herramienta pedagógica.

1. ¿Qué piensa de las imágenes?

Los Imágenes son bonitas y coloridas
son llamativas

2. ¿Cómo las imágenes le ayudaron a entender el significado de las palabras?

los colores de los animales son llamativos
se pueden ver las diferentes características
de cada uno de ellos

3. Cual ejercicio de las imágenes le gusto más?

los animales porque me recuerdan el zoo
que visitamos con mi mami y los programas de
TV de animales salvajes

4. Considera que el vocabulario trabajado desde las imágenes fueron apropiados para su nivel de inglés?

Si, las palabras fueron faciles de entender

5. Piensa usted que el profesor debería usar imágenes en la clase de inglés?

Si, porque seria una forma mas didactica,
seriamos mas alegres y no aburridos.

THANKS FOR YOUR TIME