



**UNIVERSIDAD SANTO TOMÁS**  
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA  
EDUCACIÓN ABIERTA Y A DISTANCIA

**USING THE "WRITING FOR LEARNING" APPROACH TO REINFORCE WRITING  
IN ENGLISH IN FIFTH GRADERS AT GLENN DOMAN SCHOOL"**

**AUTOR(S): ADRIANA HERNANDEZ ROMERO**

**VICERRECTORIA DE UNIVERSIDAD ABIERTA Y A DISTANCIA  
FACULTY OF EDUCATION  
DISTANCE LEARNING BED IN EFL TEACHING  
RESEARCH PROPOSAL OF DEGREE WORK  
2016**



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President of the Jury

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Jury

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Jury

Bogotá., D.C. September 2016



## **Dedication**

I dedicate this important work degree, first to God, my family, my best friends, acquaintances, teachers, for their carefully and ongoing support, through this long-awaited work.



### **Gratefulness**

My sincere thanks to the Almighty for being by my side, to my son Juan Andres Hernandez who was my motivation to finish my research, my mom Gloria Amparo Romero, my lovely sister Paola Cardona and my friend Maria Paula, who were with me in this process and supported me through the development of the present degree work; thanks to their advises and encouragement words I finally could finish it. On the other hand thanks to my teachers, especially to Carmen Enciso for her management and excellent academic guidance.



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## Chapter I

### Introduction

“The success of education is in our hands, we should not stay behind, it is a responsibility to take advantage of all the resources we have and keep researching and working in order to strengthen students’ abilities only that manner we will be able to feel fulfilled as teachers”.

-Hernandez, A

“Education may be stressful to most children. On the contrary learning is not, especially when presented in a fun and loving way.

-Glenn Doman

Writing is a complex process, which takes time and effort to achieve, and is difficult to master it in a foreign language (Reilly, page 17), children can easily become discourage. In order to keep children motivated, they need appropriate tasks for the level they are with attainable goals and activities that encourage them to write.

Nowadays students have to present different written exams that prove their skills in a second language in order to travel abroad, to study in a foreign country, to pass an academic year, to pass an English module or level etc. Oxford is one of the language institutes that has offered its services to Glenn Doman School giving it tests to test the English level of the students. Learners take those exams every two months and are essential part at this institution for language teachers

and the principal of Glenn Doman School to notice if students are learning the proper grammar and if they know how to apply it correctly.

Having in mind what was mentioned previously, and the observations the researcher did during her teaching experience at the moment of applying those kinds of exams to learners and taking into account the bad results students had in the Oxford tests, she decided to analyze them and realized that those exams were based on the writing skill then she opted to work on how to reinforce the writing microskills (the use of acceptable grammar systems, patterns and rules, appropriate word order patterns and the production of an acceptable core of words) in a specific group of fifth graders and to do a pedagogical project implementation using an appropriate teaching procedure and approach.

The present research is divided in four chapters, the first two are related to the introduction, objectives, justification, theoretical framework, literature review; the third is about the methodology, action research based on participant observation which is the type of research used; the research context and participants, the pedagogical design and proposal.

Finally the fourth chapter, where you will find the data analysis, the pedagogical design and proposal, the content analysis as a method for the data analysis, the systematizing of the information and categories.



## 1. Problem statement

During researcher's experience in teaching at Glenn Doman school, she realized most of students had bad results on their final tests, they put the verb in the wrong place, or sometimes they did not use a subject; it was a common situation that she faced throughout the years; those exams are design by Oxford and pretend to test learners in the grammar of English; At Glenn Doman School the students' results on these tests are valuable to notice if they are improving and are available to present the "pruebas saber" in 3<sup>rd</sup>, 5<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup>.

On the other hand, the researcher considered it was hard for them to write and it was necessary to prepare students to use some conventions of writing such as the order of the words in a sentence (word order patterns), that is to say the use of acceptable grammar systems, patterns and rules and the production of a core of words; two of the writing microskills, fundamental in any writing process.

Looking information about writing process and reading some books about writing in children, the researcher found that there are different approaches to the practice of writing skills: process and product, genre, creative writing, writing as a cooperative activity, writing habit, writing for writing and writing for learning, the last two contribute to build the writing habit which is important in helping students to develop an interest in writing and thus promoting learning writing as a useful skill mastering the target language. Harmer (2011). But the most useful approach to work with fifth graders is "writing for learning" because it is based on students learn the language or to test them on that language. In other words it is more focused on student's grammar structures than their ability to write as a whole process.

Having the approach “writing for learning” to work on and the population “fifth graders”, it is necessary to give a brief description about the institution this research is carrying on, Glenn Doman School attends students with special needs; learners have different language and cognitive problems like dyslexia, dyscalculia, language delays, attention deficit disorder and hyperactivity, autism, dysgraphia, Down syndrome among others. The school works the inclusion in the classrooms with the pupils that present learning problems not cognitive damage; those pupils are in special classrooms with special teachers prepared to attend that kind of population.

In fifth grade, the researcher worked with 24 students, 3 of them with attention’s deficit disorder and hyperactivity, 3 with deficit disorder, and 1 with hypertonia. Those students required different forms of teaching that stimulated and engaged their interest and for long periods of time, some resources that could help were the ones related to digital media.

In this new age there are pedagogical tools teachers must use in their classes in order to teach any language such as online educational videos, and educative software, those materials help teachers engage students in learning and improve any language skill.

Online educational Videos and educative software like “I tools” can effectively communicate complex information to a student in an easy way, also stimulates and engages students creating interest and maintaining that interest for longer periods of time; they also are important for students who present attention hyperactivity and deficit disorders, because they use sight and sound (Zane education 2001); “I tools” software from the English text “lets go” offers different activities like readings, listening, and vocabulary flash cards; this program allows the teacher to use the book in a different way and catches students attention more easily. It is essential to



precise that students are not going to write or get better results in their tests because of the videos or the “I tools” software, they are just useful resources for us as English teachers.

Glenn Doman School, a private school located at La Soledad neighborhood was the institution that the researcher chose to develop this action research because she works there and as a participant of students learning she can watch a problem in the classroom and try to give it a solution.

She worked with the population of Fifth graders, they were 24 in total, the majority of these were ten years old, and their level of language proficiency was beginning, most of them have studied in that school all the elementary, they have English classes 6 hours per week since 2 years.

In order to reinforce the use of acceptable grammar systems, patterns and rules in writing and the order of the words in English in fifth graders at Glenn Doman School based on the “writing for learning” approach proposed by Harmer (2007, page 330) which focuses mainly on grammar and considering what Schleppegrell (1998) states, “Without grammar, students cannot speak or write effectively”, and having in mind Davis, (1996) opinion “grammar instruction improves students written and oral language proficiency” the researcher tried to answer the following question:

### **1.1. Research question**

How to reinforce writing micro skills in EFL fifth graders at Glenn Doman School by using the “writing for learning” approach?



## 2. Objectives

### 2.1. General objective

To determine how writing micro skills are reinforced when implementing “writing for learning” approach in the English lessons.

### 2.2. Specific objectives:

- To determine how writing micro skills are reinforced when implementing digital resources in the English lessons.

## 3. Justification

The world is moving constantly and as teachers we must advance as well, using as many technology resources as we can with our learners; that is the real world now, teachers that do not know anything about technology are outdated, if we want to do our best effort to encourage students to learn, we must be in their world not in ours, if a pupil cannot learn the way we teach, for sure we should teach the way they learn.

Having in mind how important is technology now, the main role that it plays in the education field, as a teacher, I will apply a project, which pretends to reinforce some of the writing microskills using the “writing for learning” approach employing some digital resources. The main idea is to help students retain more information, understand concepts more rapidly and be



more enthusiastic about what they are learning. I consider it is important to use the proper material to work with students in that way learners practice grammar in meaningful contexts.

The initial idea is to reinforce some writing microskills and in that way prepare fifth graders to present the bimonthly Oxford exams which test students mechanics of writing; moreover learners during their whole life will be faced to present those kinds of exams which test all the language skills, and one of the most important is the writing evidenced in all the exam. One example is the Test of English as a Foreign Language or is a *standardized test of English language* proficiency for non-native English language, TOEFL is one of the two major English-language tests in the world that most students take in order for them to study in a foreign country, to apply for a scholar ship or to test students English language proficiency.

We all know how difficult is to engage the children in learning. However they enjoy the process when the teacher uses technology in order to make classes more interactive and interesting, It is not a secret that the involvement technology in the educational process makes education more enjoyable both for the teachers and the learners.



## Chapter II

In this chapter you will find aspects related to different concepts about writing, teaching writing, grammar, new tendencies to teach writing and researches that has to do with the present investigation.

### 4. Theoretical framework

This research project seeks for the importance of reinforce the use of acceptable grammar systems, patterns and rules and the production of a core of words and word order patterns in writing in English in fifth graders at Glenn Doman School based on the “writing for learning” approach proposed by Harmer (2007, page 330). In this theoretical framework aspects such as grammar, writing for Learning approach, writing microskills, teaching writing to children, categories of classroom writing performance, the importance of teaching grammar, the use of digital tools and engage, study and activate method will be taken into account to support the present investigation.

#### 4.1 Writing skill

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. (English club)



## 4.2 Writing skill in English as a foreign language

The developing of the language skills has always been a very hard and an interesting task. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling. One of the effective ways to do this is to motivate the students and make them aware of the steps involved in effective writing.

When we talk about writing is necessary to remember that there are three inseparable aspects when teaching it; Writing as a channel of a Foreign Language (FL) is the use of it alongside listening, speaking and reading in the process of learning important elements of the language; Writing as a goal of a FL learning , is the development of writing skills to fulfil such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations and Writing with cohesion , is the employment of various linguistic means by which the parts of a written text are related to one another, with continuity and organization (Teaching English as a second or foreign language)

In our times, there is an increasing tendency of showing communication rather than the mere practice of linguistic forms. But we have to be careful because texts are made of sentences putting together for communicative purposes. That is, you cannot make bricks without straw and you cannot build houses without bricks. So, to begin writing it is important to know the function of it. (Teaching English as a second or foreign language). The writing activities should be geared to their needs and interests. They should be linked to the real life whenever possible.

### 4.3 Writing micro skills

Each of the four areas of language proficiency involves a variety of microskills. These skills are often overlooked by teachers as an area of instructional focus; however, ELLs may not have had opportunities to acquire these skills. They may need direct instruction and time to use the skills in order to fully participate in the classroom lessons. Examples of microskills in each area are provided below (Brown 2001). The micro skills taken in the present research were the first two.

- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems.
- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative function of written texts according

to form and purpose.

- Convey links and connections between events and communicate relations such as main idea, supporting details, new and given information, generalizations, and exemplification.

In Brown's terms, these micro- and macroskills can become testing criteria. Also according to Richards and Schmidt (2002, 2010), micro-skills are a set of subskills or enabling skills or part skills (in language teaching).



#### **4.4 How is EFL writing learnt**

Most EFL students will have some writing skills when you get them and they will often have an idea that their writing is quite good. Unfortunately, it will very often be quite poor, in fact, they often will have quite poor writing skills even at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

The more basic you get with your writing students, the better. Once a good foundation is built, you can move on to basic paragraph writing and on to essays. These skills take time to develop though and you will find that most textbooks will move your students forward too quickly.

#### **4.5 Tendencies in the learning teaching of writing**

The process of writing—and teaching writing—is in the midst of a tectonic change; Yancey, K (2004). Students still compose with pencil and paper, in traditional writing classrooms which is not bad, but we as teachers have to take advantage of the new digital resources like educative software and videos, and recognize how useful they are in teaching; children nowadays are not learning as we learnt before, technology is providing them other tools which they use to learn faster, easily a more enjoyable.

In today's dynamic classrooms, the teaching and learning process is different. Here's a look at current trends in teaching and learning. (TEFL educator) the collaborative, high tech and the blended which consists of combining computers with traditional teaching. Teachers use this technique in different ways, some use computer time in class like the researcher in her

pedagogical implementation with the "itools" the educative software and the videos during her lessons.

A qualitative case study made in South Arabi "utilizing the writing process approach with English as a second language writers" with some students from fifth grade, intended to gain a deeper understanding of the role of ESL teachers when using the writing process approach in teaching writing in English as a second language to five students in Arab Saudi; strategies and techniques were incorporated with the approach proposed by Williams and it helped students writing. Najwa the researcher of that work, used some aspects related with the teaching of writing which were helpful for the present research.

On the other hand an article wrote by Mozayan, M. (2015).talks about materials to develop micro skills and macros kills. This paper introduces the concepts of micro skills and macro skills mostly used in materials development and language teaching. The paper holds that it is essential to determine in details the kind of things our learners need to learn and perform. It later attempts to address the principles mostly inspired from SLA as well as teaching and learning theories which are needed to be taken into consideration while developing materials.

A good material developer should be able to → select materials from what is available, be creative, modify activities according to the learner' needs, and → supplement materials by providing extra activities. That theory helped the researcher to create and develop proper material according to students' needs, hyperactivity and deficit attentional kids need material that catches their attention because those pupils do not maintain their attention for longer periods.

#### 4.6 Teaching writing

In teaching of writing in second language contexts we must look through over the past few decades of researches related on teaching writing to second language learners, some of the most relevant aspects found in those researches we can see are: Composing versus writing which mentions that the process of writing requires an entirely different set of competences and is different from other language skills, it is culturally specific, learned behavior, we learn to write if we are members of a literate society, and usually only if someone teaches us. Brown (2007, page 390).

According to Chen (2005), written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally, to have a final product writer must go through the process of pre writing, drafting, revising, and editing. Process is not the end; it is the ways to the end. (Brown, 2007, pág. 393)

Second the process versus product, which consider that is necessary more than have a product, guide students in their process of writing, and process approaches do most of the following: focus on the process of writing, help students to understand their own composing process, help them to build strategies for pre writing, drafting, and re writing, give students time to write, place importance on the process of revision, give them a feedback and individual conferences between teacher and student during the process of composition.

Third, the contrastive rhetoric and differences between first and second language writing, as teachers we must have in mind those differences, learners of English bring with them certain predispositions, which come from their native languages, about how they organize their writing, as Robert Kaplan states (1966) the different languages have different patterns of written

discourse, years after Tony Silva (1993) agree and demonstrated that second language writers did less planning, and that they were less fluent (used fewer words), less accurate (made more mistakes), and the use of appropriate grammatical, rhetorical conventions and lexical variety was totally different.

Fourth, the authenticity, why do we want students to write? In the present research the writing for learning is the main approach, in schools writing is a way of life, at Glenn Doman school, students must present the test and pass it in order to show if they understood the topic and are available to pass the year, if they don't pass the four exams, they have to present a remedial at the end of the year in order to reach all the academic goals and In that way work on their weaknesses and turn them into fortresses.

It is not a secret that across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter. In English for academic purposes (EAP), writing ranges from short phrases (fill in the blank tests), to brief paragraphs and so on. (Brown, 2007). In English for academic purposes writing programs the major goal for students is to write acceptable academic text in their respective subject matter fields.

Having in mind that the present research focuses in "writing for learning" approach, it is necessary to define the concept and have a look of some concepts related to that approach.

#### **4.7. "Writing for Learning" Approach**

First of all we need to precise that there are a number of different approaches to the practice of writing skills inside or outside the classroom Harmer (2007, page 325), one of them is the "writing for learning", which is the kind of writing we do to help students learn language or to



test them on that language, Harmer (2007, page 330), this approach proposes three writing stages:

1. The emphasis is put on grammar and vocabulary, in other words students write predominantly to spread their learning of grammar and vocabulary of the language.
2. The practice of writing has a key to reinforce grammar patterns and structures, if you ask a student to write three sentences in past, your aim is not to train the student to write, but help him/her to remember or review the simple past use.
3. The reinforcement through writing activities, you can find one of the most common exercises in the tests or exams that teachers do in order to know if the pupil reaches the goal.

Harmer (2004) divides "writing for learning" into reinforcement writing, preparation writing and activity writing, researcher will explain all of them but she will only take the first for the present research.

#### a. Reinforcement writing

It is a simple form where students are asked to write sentences using grammar they have recently learnt, write paragraphs or longer compositions to practice recently focused-on aspects of language. Students also can be asked to write a story about something that happened in the past (to practice past tenses), or to write a description of someone they know to use the character and physical description vocabulary.



The aim of this phase is to give students opportunity to practice and remember new language they have learnt better. The act of writing these exercises makes them think about the new vocabulary and grammar.

#### b. Preparation writing

When learning foreign language sometimes it is more useful to use writing as preparation for some other activities. J. Harmer suggests using preparation writing for example when students are asked to prepare discussion. Writing sentences gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward. Harmer, (2004, page 33).

#### c. Activity writing

Writing is frequently used with activities that focus on something else such as language practice, acting out or speaking. Activity writing is used with activities in which students are asked to write their dialogue before they act it out. It is helpful for students to plan and write the dialogue before they act it out.

Groups of students design a questionnaire and then they circulate around the class asking their colleagues the questions they have prepared. They write down the answers and later students report what they have found out. The aim of activity writing is to use writing to help students to perform other activity.

On the other hand in "Writing for writing" students are able to study written texts to become better writers. Writing for writing includes activities such as writing stories or poems, journals or creating dramatic scenarios. In writing for writing we look at the whole text, not just appropriate language use, but also text construction, layout, style and effectiveness, Harmer (2007, page 112), in this approach if we as teachers get them to write a narrative, it is their ability to write a story that counts, not just their use of past.

Having clear the difference between both approaches, and considering that I want to work on helping students to write in a second language for academic purposes, in order to prepare them for the four different tests they have to face during the four terms at school, and knowing what I expect as the English teacher in that institution, I will consider the reinforcement of some of the writing micro skills described by Brown. Those microskills are the most suitable because are more appropriately to imitative and intensive types of writing performance in which they have to do with the mechanical of writing. (Produce an acceptable core of words and use appropriate word order patterns and use acceptable grammar systems, patterns and rules). Writing micro-skills Brown (2007)

1. Produce graphemes and orthographic patterns of English
2. Produce writing at an efficient rate of speed to suit our purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammar systems, patterns and rules.
5. Express a particular meaning in different grammatical forms.

The first micro skill I will work on refers to a set of words that students are expected to be able to read and spell depending on their level and the word order has to do with a group of words containing a subject and a predicate and expressing a complete thought in a sentence. Word order arranges separate words into sentences in a certain way and indicates where to find the subject, the predicate, and the other parts of the sentence. Word order and context help to identify the meanings of individual words (Galina 2007)

English sentences are divided into declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands, requests), and exclamatory sentences. Declarative sentences are the most common type of sentences. Word order in declarative sentences serves as a basis for word order in the other types of sentences. The main minimal pattern of basic word order in English declarative sentences is subject + predicate. Examples: Maria works or subject + verb + object (SVO) Example: Tom writes stories.

On the other hand the second micro skill I pretend to reinforce has to do with the grammar systems, rules and patterns, sentences are not only formed by words, but also by structural units known as constituents. In order to fully understand how sentences are formed and organized, an understanding is essential of how the parts of a sentence function. An analysis of sentence constituency begins at the largest units of grammar and then breaks the larger units down into smaller and smaller units.

The largest constituents of sentences can be illustrated by looking at complex and coordinate sentences, noun phrases contain a noun and can contain determiners, adjectives, and prepositional phrases; verb phrases contain a verb and can contain noun phrases and so on.



#### 4.8. Types of classroom writing performance

Brown consider five categories of classroom writing performance: Imitative or writing down, intensive or controlled, self-writing, display writing and real writing; the first two are strongly related with what I want to reinforce in my fifth graders students: Imitative is when at the beginning level of learning to write, students will simply write down English letters, words and possibly sentences in order to learn the conventions of the orthographic code.

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts, this type of writing appears in controlled written grammar exercises, such as the exercises provided by the Oxford tests, which fifth graders at Glenn Doman School have to present at the end of each academic term.

Controlled writing focuses on altering a given structure, for example, students may be presented a paragraph in which they have to change the tense or put the verb in the correct form, this controlled writing is evidenced in the exercises presented in Oxford test students.

Some of the controlled writing tasks that Brown mentions are:

- Dictation of phrases and simple sentences
- Dicto-comp (rewrite a story just heard)
- grammatical transformation exercises
- Picture description tasks
- Use vocabulary in a sentence
- Ordering tasks (re order a list of words in random order)
- Short answer tasks
- Sentence completion tasks.

The guided writing loosens the teacher's control but still offers a series of stimulators (Brown, 2007) I will implement it in my classes as well, when they watch the video I will ask students to answer some questions related to what they watch previously in the video.

Students learn to write in part by carefully observing what is already written, they learn by observing, or reading the written word (Brown, 2007), in case of educative videos students will have the opportunity to watch the video with subtitles, which maybe will help to write the sentences better by observing the structure.

#### **4.9. Teaching writing to children**

As teachers, we must guide our children through the stages of writing to become confident independent writers; for young learners whose first language is not English, the main debate is at what stage introduces writing. In some countries, English taught orally for several years before the children start writing, while others, writing in English is taught from the beginning. Reilly (2014)

Reilly (2014) states six levels, the pre writing, emergent and letter level, word level, sentence level, text level and writing poetry. The term level indicates the layers in the structure of development in writing. Children must learn that letters form words, words together make sentences and those sentences linked together make up a text.

The pre writing level refers to the period when the children are not expected to write in English but are developing basic skills. The emergent and letter writing level children learn that each letter has a shape and a name, and makes sounds. Learning the sound will help children to

spell those English words where the spelling corresponds with the sound (grapheme, phoneme, correspondence). (Reilly, 2014, p. 15)

On the other hand, at word level children need to practice the skills of writing and spelling the words to consolidate an awareness of the structure and make up of English words. Phonics play an important role because children learn the letter sounds, as well as the auditory and visual memory, which help children to distinguish the sounds of words and their shapes. Reilly (2014, page 15)

Work at sentence level is concerned with setting out writing according to certain patterns; it has to do with the conventions of writing, such as the order of words in a sentence, the use of capital letters and full stops, questions marks and inverted commas. The children learn simple ways of joining parts of a sentence with some conjunctions. Putting words together into a sentence requires some knowledge of grammar, it is the "nuts and bolts of a language, helping to give it structure and hold it together. (Reilly, 2014, p. 15)

In the present research, I will take special attention to the sentence level and the order of the words issue, because it has to do with the use of appropriate word order patterns, one of the writing microskills named by Brown.

#### **4.10. ESA: Engage, study and activate teaching procedure**

Engage-Study and Activate are elements which are present in a language classroom to help students to learn effectively, the teacher engages students by presenting a picture or a situation, or by drawing them in by some other means . At the study stage of the procedure, the meaning and form of the language are explained. The teacher then models the language and the students



repeat and practice it. Finally, they activate the new language by using it sentences on their own.  
(Harmer 2007)

This teaching procedure states that students must be emotionally engaged with what is going on, or their learning will be less effective, also stands that the study part is the focused on forms syllabus and the activate part on encourage students to use the language they know.

#### 4.10.1. ESA Stages

**Engage:** The point (activities) in a teaching sequence where teachers try to motivate students interest by involving their emotions. Some activities are: games, music, challenging discussions, stimulating pictures, dramatic stories, and anecdotes.

**Study:** The point (activities) in a teaching sequence where students are asked to focus in on language/information and how it is constructed. The range from macro to micro concentrations: Macro → studying a transcript for spoken style. Micro → studying a specific verb tense. It includes a variety of study styles: explanations, discovery through evidence, groups, whole-class, pairs, and individual. The main focus is the construction of language.

**Activate** the point (activities) in a teaching sequence where Students are meant to use the language as freely and communicatively as possible. The focus is not on construction, or practicing specific bits of language, it is for learners to use all and any language appropriate for a given situation. Some activities are: role-plays, advertisement design, debate, discussions, describe and draw, story and poem writing/reading/telling, and group writing.

Graph 1 ESA



Source: *Sequence Variations of the ESA Model* (from Harmer, 1998)

#### 4.11. Why teaching grammar is important?

Grammar is the backbone of a language and without it any single thing you know may be flux, grammar provides you with the structure you need in order to organize and put your messages and ideas across. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways, you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language. (Foppoli, 2015)

Now, when and how to teach grammar, Kern(2009) states Informal language study is best in the preschool years, formal English grammar should be taught very simply, systematically, and gradually beginning in second grade, children should be taught about verbs and nouns and some basic modifiers, but not so much with technical language. In the middle school years (fifth grade), every student should study grammar and composition intensively. There is just something about these "logic" stage years that makes kids pick up formal grammar (which is really a logical study) quite readily.

The idea is not to make the grammar a priority, it is important but as teacher we cannot teach only it because learners may be disappointed and in some way they can block their mind towards learning a second language. Grammar is boring but necessary in the classrooms, but it cannot be the principal focus on our English lessons, the communicative part is important as well.



#### 4.12. The Use of digital tools

Teaching is a tough task, and engage students in that adventure is harder, thanks to the recent advances in technology is not complicated to take students into a meaningful learning activities, now we can use the computer to show them videos, to use Microsoft applications like "Itools" among others.

Over the past three years, technology has gradually become a valuable part of my teaching. My essential teaching tool kit used to be a good course book, some pictures and a board but now it includes a computer. Using digital tools in the classroom was an advance for me and I started to notice changes in my students' faces, also they helped me a lot and made my work easier.

On my computer I have all the listening and videos I want to do in class as well as access to a range of pictures and the flash cards, this means I can appeal to a wide range of learning styles and bring variety to my lesson. Digital presentation tools are excellent materials to teach any language skill, to help teacher to make students learning more catchy and help pupils to learn in their way, the new era way.

"Itools" is an educative software which is one of the digital resources, I love working with them because it allows me to make new practice activities. I can use to the white pen to erase the words of a text. For example, I erase the words of a picture story, children look at the pictures only and in pairs/small groups they have to come up with a dialogue that matches the messages of the images, also I can show them the book pages we are working on and make the corrections, in that way all the students can look at the computer screen (in this case at the tv) and make the corresponding changes on their workbooks or books.



On the other hand educative videos can be shown through the computer as well, they stimulate students in different ways, they include a much greater amount of interest and enjoyment than the more traditional printed material, when the videos have subtitles learners can watch, listen, or read at the same time. Video stimulates and engages students creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to reach the goals. (Zane education, 2013). Those resources are one of the most suitable with fifth graders at Glenn Doman school because most of them present different styles of learning due to the learning troubles that some of them present since they were born.



## Chapter III

### 5. Research design methodology

#### 5.1. Research design

Through the development of the different lessons, it was possible to observe the necessity of reinforce the use of some writing micro skills in students in order to accomplish with one of the goals which has to do with the proper use of grammar in the different tests applied by the teacher during the four terms and in that way to obtain good results in the Oxford and pre saber tests presented by third, fifth, ninth and eleventh graders.

In this regard The pedagogical intervention took place at Glenn Doman school with 24 fifth graders, It took many sessions where I had the opportunity to interact with students and notice the mistakes and different problems they had in the appropriate use of word order patterns, the grammar systems and rules in the use of present, past and future tenses. I carried out each lesson with ESA approach and Glenn Doman method, starting from expression routines. They have developed different activities using aids such as videos, flash cards, workshops, and tests. At the end of each term, students presented the Oxford final test which is mandatory at this institution.

It is relevant to point out that I am the English teacher at Glenn Doman School from fifth grade to eighth grade, I have classes with them every day, but I took specific classes to carry out my research following the statements that the principal ask me to follow in the curriculum. In other words I have observed my students advances during the whole year but in order to collect and analyze the data, I only have in mind the material of just six sessions, and the three Oxford



final tests at the end of each term and only those students handcrafts, photos, video recordings and tests were analyzed.

## **5.2. Type of research**

After the researcher identified the aspect to work, she would have to establish the kind of the research in which she needed to work, action research was the most appropriated because, it alludes to the identification of an issue to work which in this case was the weaknesses fifth graders have in some of the writing micro skills at Glenn Doman school; the information that she got through the diagnostic test and the action plan which is the pedagogical implementation that she made using some digital resources to try to find a solution to their weaknesses in writing for academic purposes, the collection of data through the different students performances in each lesson applied, and finally the data analysis to see if the method of the class, the approach and the resources were effectives, in other words if the implementation of them reinforced in fifth graders using the writing microskills.

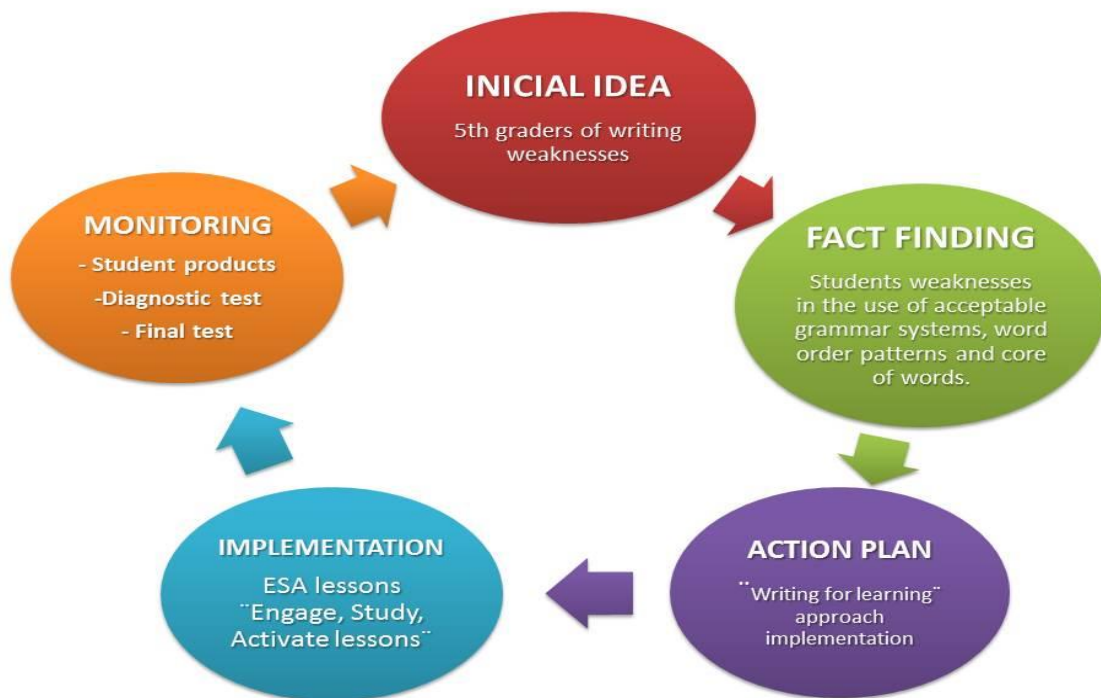
In action research, the researcher have to choose a specific group of learners to work with and experiment with some innovation in their classroom in order to seek a solution to the problem (Ellis, 2010). The features that states action research are: It is specific (1), it is practical (2), it is systemic (3), it is reflective (4), and it is cyclical (5). (Ellis, 2010)

## **5.3. Action research Phases**

1. Identifying an issue or a problem relevant to a specific instructional context.
2. Obtaining information relevant to the problem.(fact finding)

3. Working out as possible solution to this problem and devising ways of trying this out.  
(action plan)
4. Trying out the solution in the specific instructional context. (implementation)
5. Collecting data to investigate if the solution is effective. (monitoring)
6. If it's necessary, revising the action plan and proceeding through steps (4) and (5) again or alternatively identifying a new issue thrown up by the initial study.

*Graph 2 Mode for conducting action research for teachers (Ellis, 2010)*



*Source: Language Teaching Research and Pedagogy*

In the first phase "initial idea" the researcher identified a problem through the bad results students had in their Oxford tests during her experience as a teacher at Glenn Doman School. In the fact finding she obtained information relevant to the problem in the diagnostic test she made to fifth graders in order to determine which the weaknesses students had on their writings exams;



Glenn Doman School: is a private school located in the neighborhood "The Soledad" in Bogota D.C. Socioeconomic status 3 students living on class 3, 4, 5; the institution offers education for students with special needs, and early education too.

This school has a computer room, a science lab, an auditorium, a music room, a terrace where there is a place where students can play chess in order to develop their logic, in addition to other games. Students generally have different activities to do, the mission of the school is to create a good environment for students to learn activities that allow them to be creative, free and show their feelings.

Is to know that the school provide education for students with some special needs, so it includes a special curriculum that has to do with the Glen Doman method which is about showing students some flash cards three times a day about vocabulary in the different subjects, also the school counts with activities that include the day of dancing, arts day, the peace day, happiness day, mathematics day, science day, English day, among others.

#### **5.4.2. Research Participants.**

As presented previously, this project is carried out at Glenn Doman School with the group of fifth elementary grade. There were 24 children, who were 7 girls and 17 boys; they were between 10 and 11 years old. Their English level was pre-Intermediate. Some of the children have special needs, students with hyperactivity and five with attention's deficit, aspect that I consider is relevant, because those students need special resources to catch their attention during the class, those kinds of pupils do not keep their attention for long periods of time.



Students at Glenn Doman school only had three hours per week in English ten years ago, and since 2012 they have 6 hours per week, this year they are having three hours a science's week in English; their writing process had not been evaluated until the last year due to the implementation of the new Oxford program which is that learners must present an English test to see how much they are improving their learning in a second language.

### **5.5. Data analysis criteria**

In order to collect the data I used two types of sources collection based on participant observation data, diagnostic test, student written products, a final oxford test, and video recordings that provided the investigator with information watching student behaviors and helped her catch the specific times that he missed during practice, also allowed a general teaching techniques vision of her performance or for professional development.

First, the researcher applied a diagnostic test in order to see fifth graders weaknesses, then with the results, she designed some lessons taking into account "writing for learning" approach, after that she revised students written artifacts, she looked at them and made a content analysis because those sample of written language preserves misstatements, omissions, errors of spelling, and grammar as Smith says, then I identified he most common mistakes and planned more lessons to reinforce those writing micro skills using digital resources, finally she made her students do the first final oxford test to see if the lesson had worked and compared it with the results of the diagnostic test and noticed if there was a progress or a reinforcement in the use of grammar patterns, rules, and the production of a core of words and word order patterns: at the



end she showed results and made the conclusions of the implementation of her pedagogical design.

In other words, content Analysis as a method for data analysis allowed me to extract desired information from a body material by systematically and objectively identifying specified characteristics of the material (Smith, 2000). I used this method in order to determine which are the most common mistakes students had on the use of grammar systems, rules, and word order patterns taking into account their products and see their progress when implementing different digital resources in the different lessons, finally extract the most relevant information from the comparison between the diagnostic test and the first oxford test and identify if students reinforced the writing micro skills and if they obtained better results using Harmer's approach or if they improved on that aspect of the language.

## **6. Pedagogical Design and proposal**

### **6.1. Setting**

Glenn Doman School is a private school located in "la soledad" neighborhood, it is an institution which receives students with special and non-special needs, and they are 480 learners in total. This school has four different sections, the kinder garden, elementary, high school and " support classrooms" section. In the first three sections there are students with learning difficulties such as dyslexia, dysgraphia, dyscalculia, autism and behavioral problems, in the third section there are students with serious damage problems in their brain like Down syndrome, dysphasia, moderate delay, and mild cerebral palsy among others.



The type of population that was chosen for this project was fifth graders, they are 24 in total, 7 girls and 17 boys; some students have behavioral difficulties (hyperactivity and attention deficit) aspect that affect their learning process because their attention in class is minimum so as teacher I have to use different tools and try to catch their attention as much as I can. Fifth graders are between 11 and 12 years old and their English level is beginning high.

Those Oxford tests handle intensive and controlled writing performance; Harmer's "writing for learning" approach is the most indicated to apply with fifth graders as it fits in teaching English for academic purposes, my duty as the English teacher at Glenn Doman school is students succeed in those tests; therefore, knowing that writing is a complex process which demands time, and that fifth graders have some difficulties in grammar, the most suitable method in each lesson is the ESA (Engage, study and activate) proposed by Harmer (2007).

On the other hand noticing that grammar is the backbone of the language and the grammar provides you with the structure you need in order to organize and put your messages and ideas across; It is the railway through which your messages will be transported, you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language Foppoli (2015), the researcher worked on the following writing microskills: the use acceptable grammar systems, patterns and rules, produce an acceptable core of words and the use of appropriate word order patterns.

Fifth graders were exposed to different activities through lessons focused on "writing for learning" approach and ESA methodology proposed by Harmer (see page 70), where they could show how well they write sentences through their exercises having in mind the scope and sequence in "Let's go 5 Oxford text" the book which is used by fifth graders at Glenn Doman School. Taking into account the topics managed by the book with those students, as the English



teacher I started with the use of how many and how much, the use of **more** and **er** for the different adjectives to make comparisons, and the present, past and future tenses.

## **6.2. Pedagogical Objective**

To reinforce writing micro skills in a group of fifth graders at Glenn Doman School by implementing the "writing for learning" approach.

## **6.3 Writing for Learning Approach**

Taking into account that children in fifth grade some mistakes in the grammar diagnostic test when they wrote sentences in English, and they were lack of vocabulary, rules and patterns in general, I started to look information about writing and the researcher found a number of different approaches to the practice of writing skills inside and outside the classroom; one of them is the kind of writing teachers do to help students learn language or to test them on that language is the one purposed by Harmer "the writing for learning approach" where students write predominantly to spread their learning of grammar and vocabulary of the language; the researcher opted to work on that approach and see if she would obtain good results applying that theory to her English lessons.

Writing for learning approach, is the kind of writing we do to help students learn language or to test them on that language, Harmer (2007, page 330), in other words students write predominantly to spread their learning of grammar and vocabulary of the language, if you ask a student to write three sentences in past, your aim is not to train the student to write, but help him/her to remember or review the simple past use; writing activities like these, are designed to

give reinforcement to students; You can find one of the most common exercises in the tests or exams that teachers do in order to know if the pupil reach the language goal.

Further Harmer (2004) divides writing for learning into: Reinforcement writing, preparation writing and activity writing, the first was the most suitable in the present research project taking into account what it was intended to do with fifth graders at Glenn Doman School.

Reinforcement writing is a simple form where students are asked to write sentences using grammar they have recently learnt, write paragraphs or longer compositions to practice recently focused-on aspects of language. Students were asked to rewrite a story about what they saw in a video in the past drawing the events (to practice past tenses). The aim of this phase was to give students opportunity to practice and remember new language they had learnt; Harmer says that the act of writing these exercises makes them think about the new vocabulary or grammar.

Considering that I wanted to work on helping fifth graders to write in a second language for academic purposes, in order to prepare them for the different Oxford tests they had to face during the four terms at school, and knowing what I expected as the English teacher in that institution, I considered the development of at least three of the micro skills described next by Brown.

- Produce an acceptable core of words
- Use appropriate word order patterns
- Use acceptable grammatical systems, patterns and rules

#### **6.4. A teaching procedure to teach grammar**

As I said before the present pedagogical design will be focus on Jeremy Harmer's "writing for learning" approach which is based on learning a language having in mind the grammar and vocabulary, in other words students write predominantly to spread their learning of grammar and



vocabulary of the language, The researcher looked for the most appropriate method having in mind the school method, and she found that the model that fitted better was the ESA, thus she designed the lessons based on it.

ESA teaching procedure which has more emphasis on student-led grammar discovery, eliciting the grammar from students rather than giving a detailed teacher-led presentation and help students to learn effectively. First, the teacher engaged students by presenting the vocabulary flash cards then at the study stage, teacher explained the activities and asked pupils to focus on the construction of the language, studying a specific tense or developing different exercises (see annexes page 99), after, the teacher modeled the language and the students repeated and practiced it and finally, they activated the new language by using sentences on their own.

This model states that students must be emotionally engaged with what is going on, or their learning will be less effective, also stands that the study part is the focused on forms syllabus and the activate part on encourage students to use the language they know. Harmer (2007).

The role of the teacher according to Harmer is:

- Material provider
- Facilitator
- Giving the students a more active role in the learning
- monitor

During the development of the lessons with the ESA, and trying to accomplish the role of the teacher according to Harmer, the researcher found that digital resources and methods out there for teaching writing could make the process easier and more fun for both teachers and students.



As educators, our aim is to get students energized and engaged in the hands-on learning process, one of these tool was the video because is an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for students who are auditory or visual learners, also video stimulates and engages students creating interest and maintaining that interest for longer periods of time, (which is very relevant taking into account the kind of population that the researcher manage at Glenn Doman school, remember that there are 8 students with attention deficit and hyperactivity in fifth grade).

“I tools” ( educative software for managing files on special devices) is another useful digital resource in the classroom that help motivate students and help them learn and improve their language skills, these tool is the Oxford educative software where you can find information about different topics, games related to those topics, readings, listening exercises, the books students used in a virtual way, (text used by students in primary).

Let see one of the lesson developed based on ESA teaching procedure and the “writing for learning” approach:

Teacher showed students some flash cards about animals, each of them had an adjective under the animal, she passed the flashcards and fifth graders just will listened to the pronunciation, then she covered the flashcards and they had to say the order of the adjectives they had seen.(this was the engagement part)

After, the teacher asked students about the characteristics of each animal shown, she started comparing animals and asked learners questions : which animal is faster the wolf or the bear?

Which animal is larger cheetah or the rabbit?. Then she asked pupils to pay attention to "zoo who" story which was in the "itool" software, after seeing the video she made questions about what they watched and listened on it, some of the questions were which animals were in the story? Which were the main characteristics about the zebra, the gazelle, and cheetah? Which were the zebra, cheetah, and the frog abilities"? (This was the study part)

At the end of the lesson she asked students to answer some questions on their notebooks using the information that they had previously listened in the story telling. Then they shared their answers with the partner who was next to him/her and talked about if it was correct or not, finally teacher picked up students notebooks with the written exercises. (This was the activate part) In this part the researcher could evidence in students answers that they learnt to use the adjectives in comparisons correctly, the sentences were built in the correct order, and fifth graders recognized the vocabulary studied in the first stage.

The lesson was based on "writing for learning" approach because students wrote predominantly to spread their learning of vocabulary (adjectives), the grammar patterns and structures when they had to answer the questions about the "zoo who" story, in that specific part fifth graders were faced to use the adjective correctly in comparisons; on the other hand the students had the opportunity to practice and remember new language they had learnt and the act of answering those questions made students think about grammar and the new vocabulary, fundamental aspects in the reinforcement writing stated by Harmer in the "writing for learning" approach.



### 6.5. Syllabus of the course

Topics	Learning outcomes	Grammar	Vocabulary	Functional language
How much food?	Students can... - Learn new vocabulary -Ask questions about a countable and non-countable food	Countable and non-countable nouns (How many?, How much?, there is, there are)  Present simple	-Food -Quantifiers (Little, a Little, few, a few, a lot)	Interactions: -Compare answers -Ask questions
Comparing Animals	Students can... -Lear new vocabulary -make Comparisons about animals -Rewrite a story	Comparatives (descriptive adjectives)  Simple present	-Animals -Adjective -Comparitve	Interactions: -Tell a story
Last weekend	Students can... -Talk about past activities -Ask and answer events in the past	Past simple  Past continuos	-Weekend activities -Verbs in past -Things to do	Interactions: -Say and show sentences about what they did last weekend.
Activities	Students can... -Ask and answer questions about routings -Describe the things they do -Describe how people do things	Simple Present statements  Simple present yes/no questions	-Routines -Adverbs - Present actions	Interactions: -Say actions about activities people do
The future	Students can... -Ask and answer questions about people think will or won't do	Future statements	-Chores -Actions	Interactions: -Report answer and questions in future

## Chapter IV

### 7. Data analysis

#### 7.1. Contextualization on the research

At the moment that the researcher noticed bad results in the different tests presented by fifth graders, she started to analyze which were the most common mistakes pupils had in grammar through a diagnostic test designed by Oxford, and discovered that the problem was focused in some writing micro skills, so she planned some lessons to try to reinforce them, and that is how the research question emerged.

In order to give an answer to the research question, it was necessary to make a pedagogical intervention; Looking information she found a number of different approaches to the practice of writing skills inside and outside the classroom but the kind of writing teachers do to help students learn language or to test them is the one purposed by Harmer "the writing for learning approach" thus students write predominantly to spread their learning of grammar and vocabulary of the language, and that was the main point of the research.

Having in mind Harmer's contributions, the researcher opted to work on that approach and see if I would obtain good results applying it in her English lessons and the Engage, study and activate (ESA) proposed by him as well. In this teaching procedure teacher engages students by drawing them in by some means, then explains the meaning or form of the language and finally models the language and pupils repeat and practice it. At the end students activate the new language by using it in sentences of their own. Both were relevant during the pedagogical



intervention, it is important to highlight that Glenn Doman method has to be used in all the classes because is part of the institution methodology and it fitted perfectly to Harmer's method.

Many lessons were developed, the topics were Countable and non-countable food, how many, how much, comparatives / superlatives, simple past tense and future, for instance in the first topic teacher showed students some flash cards about food in order to review the vocabulary, and then she asked them to recognize the countable and non-countable food. After that, teacher showed the flash cards again and asked students to say the words by themselves after that, taking 7 cards, teacher showed them one by one giving them 10 seconds to make and write a question using how many or how much according to the picture. At the end teacher asked some students to read their answers aloud and asked partners if it was correct or not.

Other sample was the simple past lesson, the teacher showed students some flash cards about actions, she asked them the past of those actions, then she asked questions in past about the activities in the pictures such as: what did she do yesterday?, what did he do last night?, little by little students understood; after teacher asked pupils to watch a video about a story in past "the little pianist" and wrote the verbs that they saw in the subtitles in past, she played the video three times and at the end she asked what the story was about? What happened at the beginning? What happened at the end? What the name of the story was? . Finally pupils had time to rewrite the story on their notebooks first and then in a cardboard, illustrating step by step the situations like a comic.



As you noticed those lessons followed the stages suggested by Harmer in ESA teaching procedure and also had the reinforcement activities proposed by him in his “teaching for learning” approach. All the activities were carried out by the same methodology of showing them the cards of vocabulary (engagement part), the study part where they understand the concept and finally the activate part where fifth graders made their hand written products.

## **7.2. Data Collection**

Taking into account that the present research objective was to determine how writing micro skills are reinforced when implementing “writing for learning” tasks in the English lessons in fifth graders at Glenn Doman School, the approach most suitable for analyzing the qualitative material was content analysis because the researcher employed written material and extracted desired information from them.

The information was collected during the lessons and the field notes written by the researcher every class; In this part she took the results from the diagnostic test and analyzed the most common mistakes students had in the different written exercises, then she got the written productions from the students in each lesson, specifically in the activate part of the class, and observed if the lessons worth, to do that she needed the content analysis to know if pupils incorporated the new vocabulary, how they applied it, and in general how students used the grammar taught; finally she made students present the final oxford test and compared the diagnostic test with that exam.



Below the following data collection relates:

Table 1 Process steps

<i>Stages</i>	<i>Data collection instruments</i>	<i>Description</i>
<b>1. Identifying an issue or a problem relevant to a specific instructional context.</b>	<ul style="list-style-type: none"><li>• Participant observation. field notes</li></ul>	
<b>2. Obtaining information relevant to the problem.</b>	<ul style="list-style-type: none"><li>• Video recordings and diagnostic test</li></ul>	The aim of this stage is through the participant observation and the video recording notice what are the difficulties students are facing when they write sentences in English and in that way find a possible solution.
<b>3. Working out as possible solution to this problem and devising ways of trying this out.</b>		
<b>4. Trying out the solution in the specific instructional context.</b>	<ul style="list-style-type: none"><li>• diagnostic test</li></ul>	After identifying pupils 'mistakes in writing sentences, analyze the quick notes made by the teacher in the first sessions and classify which are the writing micro skills to analyze.
<b>5. Collecting data to investigate if the solution is effective. (monitoring)</b>	<ul style="list-style-type: none"><li>•</li></ul>	In this part, the researcher design a check list to notice the most common mistakes in the writing microskills chosen previously, taking into account students products (notebook, workshops, workbook and rewrite the story exercises)



- Students' written Products.

**6. If necessary, revising the action plan and proceeding through steps (4) and (5) again or alternatively identifying a new issue thrown up by the initial study.**

- Oxford final test

Revise the three final Oxford exam and identify a new issue to study.

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*Source: Made by myself*

### **7.3. Content analysis (coding) systems**

It is the heart of the content analysis method; it specifies the information to be obtained from the material to be analyzed. This system comprises definitions of units of material to be analyzed and categories of classification. Coding units are the parts of the text unit to which coding categories are applicable. Smith (2000).

After eliciting the information, the researcher defined the most relevant information from the data collected during the sessions, and specified the units of material to be analyzed:

### **7.4. Segments (coding units)**

The entire text unit. (Written compositions)

Defined segments (sentences)

Response segments (Oxford test and students artifacts in the classroom)



### 7.5. Categories

They specify the information sought by the researcher, the variables to be assessed, the application yields either a qualitative description or a quantitative measure of the variables of interest. Smith (2000). After having the units clear, the researcher identified the categories to be assessed during the research process.

During the implementation, the students did some writing exercises such as rewrite a story fifth graders had previously seen, answering questions about animals abilities and characteristics, guided writing activities like the exercises on the workbook describing the pictures they saw, asking question to their classmates about future plans and reported them, among others.

*Table 2 categories and subcategories*

<b><i>Research subquestion</i></b>	<b><i>Categories</i></b>	<b><i>Sub categories</i></b>
How to reinforce writing micro skills in EFL fifth graders at Glenn Doman School by using the “writing for learning” approach?	1. The students initiated to incorporate grammar rules properly.	A. The students use how many and how much properly and “er” in one syllable adjectives and “more” in three syllable adjectives. B. Students getting sense of grammatical



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tenses in their  
writings.

2. Students produce  
acceptable core  
words from the  
syllabus topics.

A. Uses countable and  
non-countable food  
vocabulary in  
sentences properly.

B. The students use key  
adjectives when  
making comparisons.

C. The students  
incorporate action  
verbs in their  
writings.

3. Uses appropriate  
word order patterns.

A. Students getting sense  
of word order in  
sentences.

B. Writes sentences  
with the correct  
order patterns.  
Subject, verb ,  
complement)



**7.5.1. First category: The students initiated to incorporate grammar rules properly.**

Fifth graders were exposed to many activities where they could show how well they write sentences through their exercises having in mind the scope and sequence in "Let's go 5 Oxford text" the book which is used by fifth graders at Glenn Doman School. Taking into account the topics managed by the book with those students, as the English teacher I started with the use of how many and how much where pupils had to look to some flash cards and identify the difference between countable and no countable food, then the use of **more** and **er** for the different adjectives to make comparisons through questions after seeing a video about some animals' abilities.

On the other hand in present tense, students must watch a video where some kids talked about their routines and they had to write their routines on their notebooks and the frequency they did the activity; in simple past, students had to rewrite a story they saw on a video in a cardboard and draw comics and finally in the future tense, pupils must find out classmates plans for the next weekend.

The evidences demonstrates that most of fifth graders used acceptable grammatical systems in the first two topics (how many - how much, comparisons) because in their written products they did not have mistakes, they identified the countable and non-countable food, and in that way students used the quantifiers properly, also they showed in their artifacts the well-used of comparatives adjectives and their rules.

At the moment of expressing actions in present and past in a written way some of them had weaknesses such as writing the verbs in present when they are trying to express actions in past, or they forgot to add the "s" in the verbs when they are referring to singular nouns in simple



present. In order to see in detail those mistakes, I will invite you to read the analysis of the data for each subcategory.

**7.5.1.1. Subcategory A: The students use how many and how much properly and make comparison correctly.**

All the lessons carried out with fifth graders during the research followed the steps that Harmer's proposed in his engage, study and activate model, In the first lesson activate part, students wrote questions by themselves looking at the flash cards, and answer them taking in their minds the pictures; that exercise was part of the reinforcement writing activities proposed by Harmer in his "writing for learning" approach, which are a simple form where learners are asked to write sentences using grammar and vocabulary they have recently learnt to focused-on aspects of language, the act of writing these exercises makes them think about the new vocabulary or grammar. Harmer (2004) do not forget that I had to work more on the form of the language in order for learners obtain better results in the different Oxford tests.

When teacher asked pupils to look to some flash cards about food and make questions using how many or how much depending on the food they saw and then answer them, four students did not use how much correctly, they used how many in all the questions regardless the countable and non-countable, for example:



*Excerpt 1*

- How many cookies are there?  
*-There are a much cookies*
- How many eggs are there?  
*- There are a 3 eggs*
- How many burgers are there?  
*- There are a much burgers*
- How much a yogurt is there?  
*-There is a little yogurt*
- How many chesse are there?  
*-There is a little shesse*
- How many chicken are there?  
*-There is a little chicken*
- How many a cake are there?  
*- There is a little cake*

*Exercise 1, student 22*

*Excerpt 2*

- How many hamburger are there?  
*- There are lot of hamburger*
- How much yogurt is there?  
*- There is a lot of yogurt*
- How many chese are there?  
*- There is a lot of cheese*
- How many chiken are there?  
*- There is few chicken*
- How many cake are there?  
*- There are a few cake*

*Exercise 1, student 20*

Those students considered that the chicken, cake and cheese were countable and that is why they wrote those questions with how many, the question was not coherent with the answer, they did not use the how many or how much correctly.



Most of fifth graders demonstrated they understood the difference between countable and uncountable nouns when children used how many and how much in the questions and answers correctly. Fifteen students used the expressions correctly differentiating the food. However those few students should review the use of how many and how much and do extra written exercises where they can put into practice this topic.

On second exercise where students had to answer some questions on their notebooks using the information from the story telling "zoo who". Pupils (8, 13, 15) wrote ER and MORE in the same adjective, which made a redundancy on the sentences. Observe this excerpts.

*Excerpt 3*

Which animal is slower, the skunk or the turtle?  
The turtle is slower than the skunk.  
Which animal is more graceful, the gassel or the zebra?  
The gassel more graceful than the zebra.  
Which animal is faster, the cheetah?  
The cheetah is more faster than lion.

*Exercise 2, student 8*

**7.5.1.2. Sub category B: Students getting sense of grammatical tenses in their writings**

On lesson 3, exercise 3 pupils must rewrite the story they previously had watch on a video using comics and the past tense, student number 2 used the verb go in present, the same happened to student number 3 and 6, they wrote the verbs practice and whisper in present and the auxiliary did not with verb in past. See their scripts.

*Excerpt 4*

He go to sleep, this was the first time in a long time,  
the he was in the bed sleeping.

*Exercise 3, student 2*



*Excerpt 5*

**Azul practice the piano,  
The teacher whisper a secret  
He had a concert tomorrow  
But he did not practiced**

*Exercise 3, student 3*

*Excerpt 6*

**1. Azul played the piano  
2. He had a presentation  
3. He didn't practiced  
4. He went bed  
5. Next day didn't practic  
Exercise 3 student 6**

*Exercise 3, student 6*

Students number 3 and 6 used the auxiliary in past and the verb in past in the same sentence and used two verbs in past making the sentence grammatically incorrect. Students knew the action in the sentences but some of them did not know how to write that action in past, also they did not understand which is the use of did in past or its function in questions, negative, and affirmative statements in past, in other words pupils weaknesses were in the previous vocabulary, in the core of words study in the lesson.

Student number 18 was trying to communicate something but she did not use the grammar properly, she used the verbs in past but sentences did not have a coherence, the order of the sentence was not correct either; her weakness was not in the tense but in the correct form of the order patterns. See the following excerpts.



*Excerpt 7*

**“played the piano without playing in the piano he did  
not practice oh no! really nervous.  
“ Azul I was nervous because I lost the sticker who  
gave his teacher when suddenly fell slightly slow  
stiquer who gave his teacher vicky”**

*Exercise 3, student 18 script*

*Excerpt 8*

- 1. Azul was a boy played the piano**
- 2. He took piano lessons.**
- 3. He wanted to be great pianist**
- 4. The teacher give one sticker**
- 5. Azul hands din not move because he was nervous.**
- 6. Azul walked onto the stage**
- 7. A butterfly sat in azul shoulder**
- 8. Azul move hands and played piano**

*Exercise 3, student 20*

On the other hand in exercise 5 students in general knew how to write sentences in present using the “s” for singulars, however few of them committed mistakes. Student 4 did not use the auxiliary does for making questions, he did not have clear the use of “do” or “does” for questions, he used do in all questions.; he also missed to put the S in some sentences, important issue in the grammar because if students do not write S or ES at the end of the verb, the conjugation of the verb changes.

That student did not have clear the importance of the auxiliaries for making questions



*Excerpt 9*

**Activity**

**1. What Kate do very well?**

**She cook very well**

**2. What Jenny do very well?**

**She plays the guitar very well**

**3. What Scott do very well?**

**He bakes very well.**

**4. What Andy do very well?**

**Andy rides a unicycle very well.**

*Exercise 5, student 4*

**7.5.2. Second category: Students produce acceptable core words from the syllabus topics.**

First of all we need to define what a core of words is in order to know what we are talking about; it refers to a set of words that a student is expected to be able to know, read and spell. The words are usually those which are most frequently found in the grade level's reading and writing. Each grade level's set of core words build on the list of the previous grades. Morin (2015)

Flashcards at Glenn Doman School are an indispensable tool for the Glenn Doman method and for the kind of population the school has, also it is part of the curriculum and the use of them is mandatory in all the subjects that is why I used that material in all my lessons. I consider is a good method because learners acquire a lot of vocabulary daily just watching them for a few minutes and teachers are free to use them as they want but the rule is not missed them any day.

Glenn Doman method is important for reading and writing, teacher pass the flash cards three times per day during five minutes, the words for children from 6 month to 4 years old are in red,



for the others are in black, the first vocabulary is about the family, then adjectives, parts of the house, toys, and so on, after showing words, teacher shows couplets, then complete sentences.

In general fifth graders produced an acceptable core of , countable and uncountable food, quantifiers that describe quantity (a few, a little) descriptive adjectives (tall, short, slow, fast, graceful), the most common regular and irregular verbs (play, paint, read, write, find), adverbs of manner (well, bad, quickly, slowly) in other words vocabulary studied among the lessons.

The “engage” parts were very important because in those activities students had the opportunity to interact with the language and learn the language in a funny, interesting and motivating way. It is not about students learn by rules or repeating drills, it is about teaching them how to write a sentence grammatical correct using a core of words that they need or have to know according to their level or age.

Read the following sub categories analysis that has to do with all the core of words fifth graders acquire during the application of the different activities based on the “writing for learning approach”.

#### **7.5.2.1. Sub category A. Uses countable and non-countable food vocabulary in sentences properly**

Most of students showed they acquired new food vocabulary, at the moment of asking and answering questions on their notebooks, half of fifth graders had mistakes in the spelling of the words, in other words in the mechanics of the writing. Most of the vocabulary studied in class was identified by each student because all the exercises were completed, but when they wrote the word in the exercise they got confused and add letters or change letters like in the case of



“cheese” and “chicken”, maybe these particular students paid attention to the picture and listen to the word but did not pay attention to the word in the flash card.

Let see the some excerpts.

*Excerpt 10*

- How many cookies are there?
- There are a much cookies*
- How many eggs are there?
- *There are a 3 eggs*
- How many burgers are there?
- *There are a much burgers*
- How much a yogurt is there?
- There is a little yogurt*
- How many chesse are there?
- There is a little shesse*
- How many chicken are there?
- There is a little chicken*
- How many a cake are there?
- *There is a little cake*

*Exercise 1, student 22*

*Excerpt 11*

- How many hamburger are there?
- *There are lot of hamburger*
- How much yogurt is there?
- *There is a lot of yogurt*
- How many chese are there?
- *There is a lot of cheese*
- How many chiken are there?
- *There is few chicken*
- How many cake are there?
- *There are a few cake*

*Exercise 1, student 20*



### 7.5.2.2. Sub category B. The students use key adjectives when making comparisons.

In general students used key adjectives studied during the second lesson properly to make comparisons, the understood in which situations they had to put more before the adjective and when to put "er" at the end of the adjectives; some of them had some mistakes in the spelling but not in the syntax of the sentences (the arrangement of words in a sentence). The students knew the meaning of the descriptive adjectives because they were concrete and their meanings were tangible.

### 7.5.2.3. Subcategory C. The students incorporate action verbs in their writings.

Student 2 used the verbs go and search in present, the same happened to student number 3, he knew the regular and irregular verbs in present but not in past, so the actions were expressed in present not in past taking into account that in that exercise the teacher asked students to rewrite the story in past, in other words students did not know the most common core of regular and irregular verbs, you can see the evidence in these exercises.

#### *Excerpt 12*

1. Azul played the piano
2. He had a presentation
3. He didn't practiced
4. He went bed
5. Next day didn't practice

*Exercise 3, student 6*



### 7.5.3. Third category: Uses appropriate word order patterns.

In this writing microskill the researcher focused on determine if the words in the sentences or questions in the different written exercise were in the correct order, on one hand we have the correct word order in a sentence and on the second hand we have the correct word order but with no sense at all.

#### 7.5.3.1. Sub category A. Writes sentences or questions with the correct order patterns

Most of the pupils showed appropriate word order patterns at the moment of making the questions and answering them in all the written activities; however student number 20 had problems in the order of the words, those are clearly shown in their answers on his notebook, he wrote the adjective first and then the comparative, in other answer he put first the "than" and the adjective after.

#### *Excerpt 13*

##### **Activity**

**Answer the following questions**

**1. Which animal is slower, the skunk or the turtle.**

**The turtle is slower than the skunk.**

**2. Which animal is more graceful, the gazelle or zebra?**

**The graceful more gazele**

**Which animal is faster, cheetah or lion?**

**The cheetah is than faster than lion**

*Exercise 4, student 20*

On the third and fourth exercises students in general used the correct order patterns to express themselves in past in a written way. However it was difficult for student number 6 to make



sentences in past because he just did not know the order of a sentence, the same happened to student number 18 who did not use the correct order of words in the sentences, she was worried about communicate what she saw in the video but she did not notice what she really wrote in the paragraph, she was not paying attention to the structure of a sentence.

*Excerpt 14*

**“played the piano without playing in the piano he did not practice oh no! really nervous.**  
**“ Azul I was nervous because I lost the sticker who gave his teacher when suddenly fell slightly slow stiquer who gave his teacher vicky”**

*Exercise 3, student 18 script*

After all the analysis done by the researchers in each category and taking in to account some students ‘written performances and after all those exercises that fifth graders did in order to reinforce the different writing microskills, the researcher could notice that in the oxford final test most of students obtained better results than in the diagnostic test which was good for the directives of the school. At the end the researcher accomplish the objectives of her investigation and her pedagogical intervention worked.



## Conclusions

The “writing for learning” approach and the Engage study and activate teaching procedure used during the pedagogical implementation were effective because of the evidences of the results on the Oxford test presented by fifth graders at the end of the term.

The reinforcement writing activities helped students to reinforce their core of words, grammar patterns and rules, and word order patterns, and in that way obtain better results in the oxford test; those exercises engage students to write for academic purposes.

Comparing the results of the diagnostic test and the Oxford final test, fifth graders at Glenn Doman school showed an advance, they are writing sentences in the correct order, and with the corresponding grammatical structure and they are making questions using the proper auxiliary, also they learnt a lot of vocabulary.

Teachers should continue using the “writing for learning” approach activities and the ESA model in order to keep obtaining good results and in that way improve more their English grammar.

Teaching grammar to children is essential, it is the “nuts and bolts of a language, helping to give it structure and hold it together, correct grammar and spelling are key in written communications. It should be taught depending of the age and level.

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Annexes

Lesson plans

Date: February 20<sup>th</sup>

Lesson topic: Countable and noncountables

Language focus: There is/ there are, how many, how much

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Table 3 Lesson 1

<i>Class stage</i>	<i>Timing</i>	<i>Procedure</i>
<b>Engage</b>	10 min	<p>Teacher will show students some flash cards about food in order to review the vocabulary, and then she will ask them to recognize the countable and non-countable food. After that, teacher will show the flash cards again and ask students to say the words by themselves.</p> <p>Taking a card randomly, she will ask questions using how many and how much about the food shown in the card, and pupils must answer depending on what they see in the picture.</p> <p>At the end teacher will see if they understand the use of how many and how much asking questions about the use of those expressions using the card, for instance: (showing nuts) "how many or how much nuts are there".</p>
	20 min	<p>Teacher will ask students to make questions and answer them using the pictures. Taking 7 cards, teacher will show them one by one giving them 10 seconds to make and write the question using how many or how much according to the picture. Then teacher will give some of them some cards with food and students will stand up and sell their products.</p>
<b>Study</b>	15 min	<p>At the end teacher will ask some students to read their answers aloud and ask partners to</p>



**Activate**

correct the exercise, teacher will say if it is right or wrong.

In this part, the teacher will have the opportunity to check if the topic was clear and the objective of the class was reached at the end.

*Source: Made by myself*

Goal: Students will be able to rewrite a story in past after watching a video.

*Table 4 Lesson 2*

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>Engage</b>	20 min	Teacher will show students some flash cards about actions, she will ask students the past of those actions, then she will ask questions in past about the activities in the pictures (what did she do yesterday what did he do last night etc.
<b>Study</b>	25 min	Teacher will ask pupils to watch a video about a story in past "the little pianist". She will play it three times, and ask them to pay attention to the story first, then to write the verbs they listened or see in the subtitles on their notebooks, after that she will ask questions about what they saw in the video (what is the story about? What happened at the beginning? What happened at the end? What is the name of the story? Etc.)
<b>Activate</b>	50 min	At the end teacher will give pupils time to rewrite the story on their notebooks first and then in a cardboard, illustrating step by step the situations like a comic. They could use the dictionary and the information they have on their notebooks.  At the end, students will tell his/her story to their classmates.

*Source: Made by myself*



Lesson 3

Date: March

Lesson topic: Animals descriptions and comparisons.

Language focus: comparatives. Use of MORE and ER

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Goal: Students will be able to answer some questions about the "zoo who" story using the adjectives and the correct structure of the comparatives.

Table 5 Lesson 3

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>Engage</b>	15 min	Teacher will show students some flash cards about animals, each of them has an adjective under the animal, she will pass the flashcards and students will not repeat the word, they just will listen to the pronunciation, then she will ask the order of the animals to check if they pay attention to the words.  After, the teacher will ask students about the characteristics of each animal shown, and she will start comparing animals and ask learners questions such as: which animal is faster the wolf or the bear? which animal is larger the cheetah or the rabbit? And so on.
<b>Study</b>	15 min	Teacher will ask pupils to pay attention to "zoo who" story which is in the "itool", animals' characteristics and their abilities then she will ask questions about what they watched and listened on it (which animals were in the story? which are the main characteristics about the zebra, the gazelle, cheetah? Which are the



**Activate** 15 min

**Date: May**

zebra abilities, cheetah, the frog”? Etc.

At the end teacher will ask students to answer some questions on their notebooks using the information that they previously listened during the story telling. Then they will have to share their answers with the partner who is next to him/her and talk about if it is correct or not.. At the end teacher will pick up the notebooks with the written exercises.

*Source: Made by myself*

Lesson 4

Lesson topic: Past continuous

Language focus: the past of verb to be

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Goal: Students will be able to answer questions after listening to a story.

*Table 6 Lesson 4*

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>Engage</b>	15 min	Teacher will show pupils actions in past continuous and ask them to repeat them, then she will cover the words, and they will have to remember what was the action just looking at the picture, at the end learners will answer questions like: What were you doing when the bell rang? What were you doing yesterday in the afternoon? What were you doing when the teacher arrived to the classroom?
<b>Study</b>	15 min	She will ask them to play the game “the best shooter” which consists of two players taking one card, then they stand back to back, count until three and turn around, the first student that say the action will be the best shooter, and he or she will continue playing until other participant defeated him/her. After some minutes the game will be harder, they will have to say a sentence using the past of verb to be and the



action of the card.

**Activate**

15 min

Teacher will ask students to solve the exercises on page 23 from the workbook, at the end the teacher will use the "itool" as a resource in order to check the correct answers in a virtual way.

*Source: Made by myself*

Lesson 5

Date: end of May and June

Lesson topic: Simple Present

Language focus: Does questions and adverbs.

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Goal: Students will be able to write sentences and answer questions in present using the corresponding adverbs.

*Table 7 Lesson 5*

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>Engage</b>	15 min	<p>Teacher will show students 10 actions flash cards with the corresponding adverbs three times, then they will have to guess the order of the cards, after she noticed that they get the new vocabulary she will face the cards on the board and elicit some students to pass to the board and take it one, then the pupil must dramatize and the group has to guess the action and the adverb.</p> <p>Teacher will ask students to look at the "I tools lets go" video, she will play it three times, they will</p>



<b>Study</b>	15 min	watch the activities that kate, Jenny, Scott and Andy do, then students will have to answer some questions about the characters activities.
<b>Activate</b>	15 min	In this part teacher will play the video again and they will have to write the actions each character do and say in the order they appear on the video using the corresponding adverbs.

*Source: Made by myself*

## Lesson 6

Date: August

Lesson topic: future

Language focus: the use of Will and will not.

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Goal: Students will be able to ask and answer questions in future and report their classmates answers.

*Table 8 Lesson 6*

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>Engage</b>	15 min	Teacher will show students some flash cards about actions, she will ask students to repeat the actions, then she will ask questions about the activities children will do taking into account the pictures (what will she do tomorrow? what will he do next week? Etc).
<b>Study</b>	10 min	Teacher will elicit students to make questions in future, and then she will write them on the board and ask them to answer them.



**Activate**

20 min

Teacher will ask fifth graders to stand up when she claps and look for a friend and ask him/her the same questions, when the teacher claps again, they will have to return to their desks; pupils will repeat that exercise three times, at the end each pupil will report the information given by their classmates in order to share the information they collected throughout the exercise.

*Source: Made by myself*

Lesson 7

Date: September

Lesson topic: Review

Language focus: Present past and future tenses.

School: Glenn Doman

Grade: Fifth

Number of students: 24

Lesson length: 45 min

Goal: Students will be able to identify the difference between past, present or future throughout control writing exercises.

*Table 9 Lesson 7*

<i>class stage</i>	<i>timing</i>	<i>Procedure</i>
<b>pre-task</b>	10 min	Teacher will show students some pictures and ask them questions about what people will do, did or do according to the picture, and then she will draw three columns on the board remembering the grammar structure of the three tenses seeing during the last terms, pupils will complete the columns with the corresponding auxiliaries and forms of the verbs.  Teacher will divide the class in four groups, one



<b>task cycle</b>	15 min	learner from each group will pass to the board and translate the sentence the teacher is saying in English, the first that writes the sentence correctly will get a point, at the end students will say what sentence is correct and why.
<b>language focus</b>	20 min	At the end of the class the teacher will give students a workshop where they will have to complete exercises using the different tenses according to the situation. The workshop will contain control writing exercises.

*Source: Made by myself*

*Table 10 schedule of activities per month*

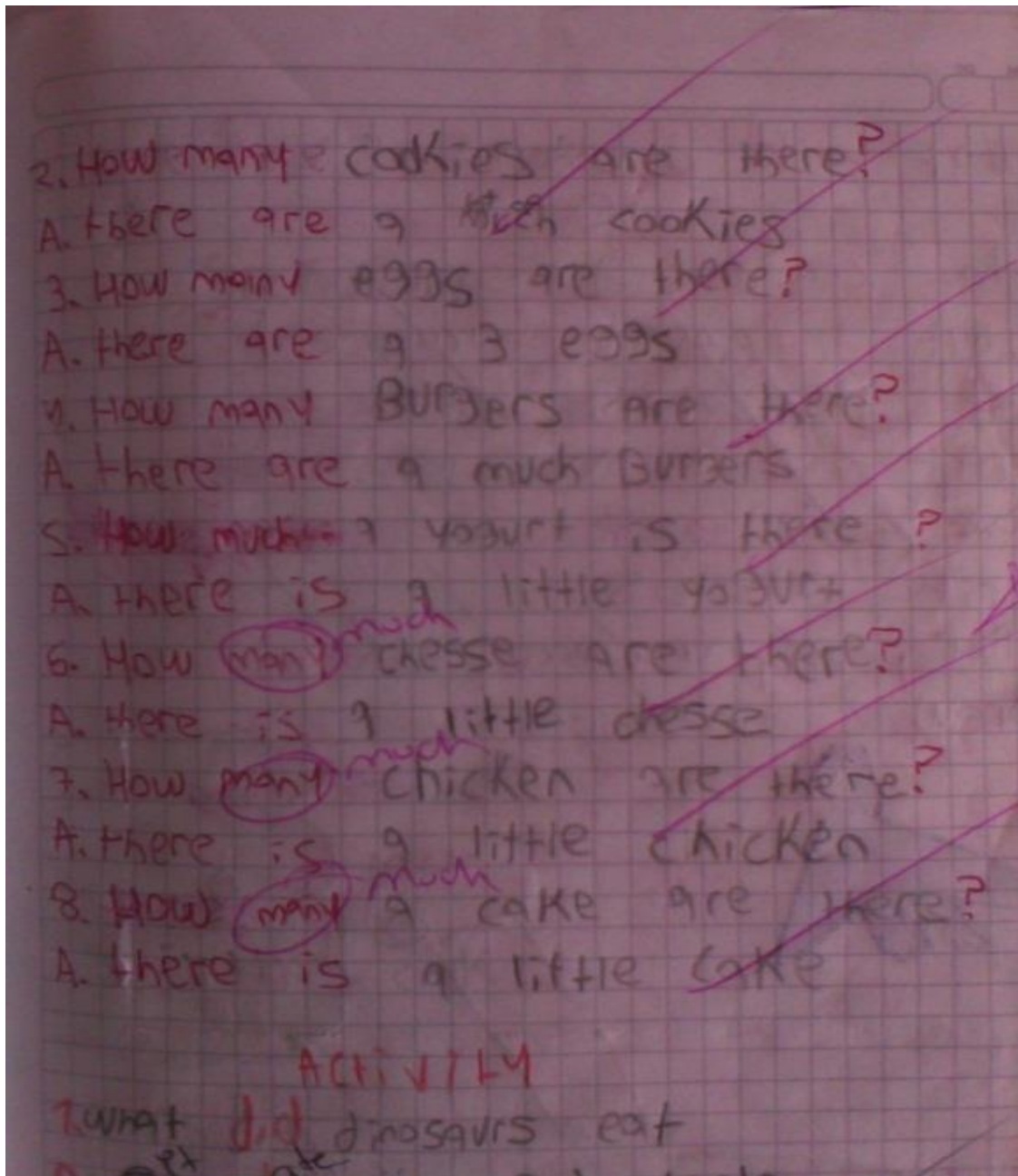
<b>Month</b>	<b>Activities</b>
<b>February</b>	Diagnostic test Countable and non-countable nouns How many/ how much uses There is/ There are
<b>March</b>	Comparatives
<b>April</b>	Regular and irregular verbs in past Simple past questions
<b>May</b>	Simple present Yes and no questions Use of do and does
<b>June</b>	Analysis of students products from the first three lessons
<b>July</b>	Analysis of students products from the first three lessons
<b>August</b>	Future will Yes and no questions. Actions in future
<b>September</b>	Simple past, simple present and future "will review. Presentation of the Oxford test Collecting data from the other lessons
<b>October</b>	Analyzing data, comparing and conclusions.

*Source: Made by myself*



APPENDIXES

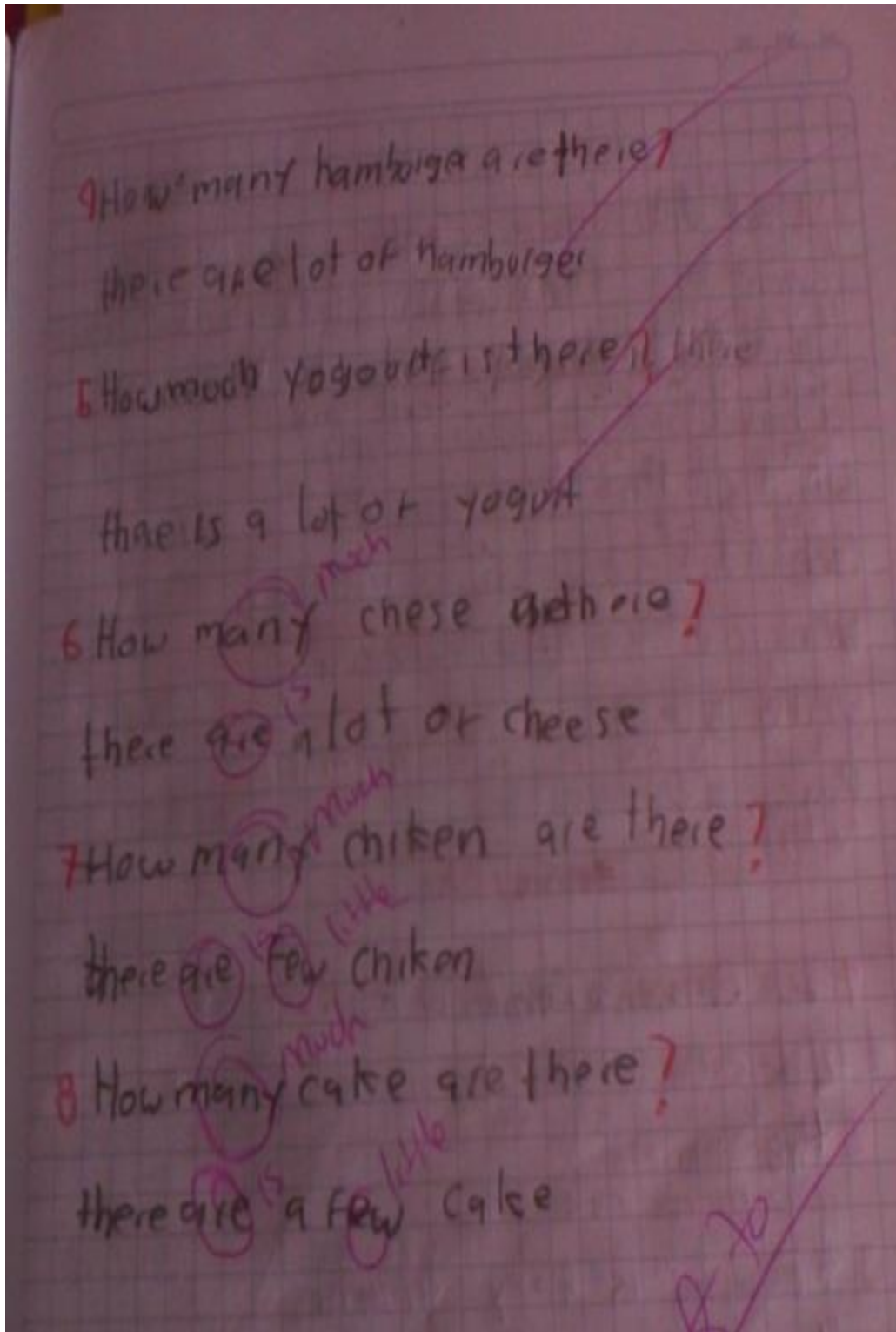
Illustration 1 Exercise 1. Student 22



Source: Made by myself



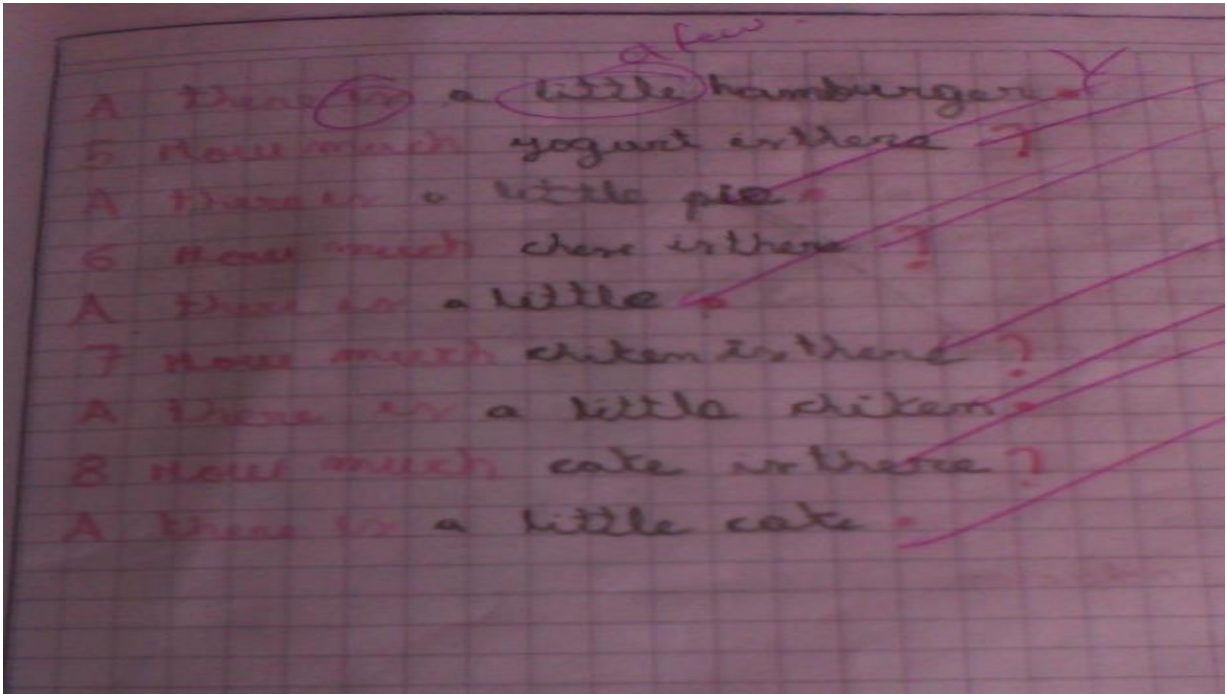
Illustration 2 Exercise 1. Student 20



Source: Made by myself

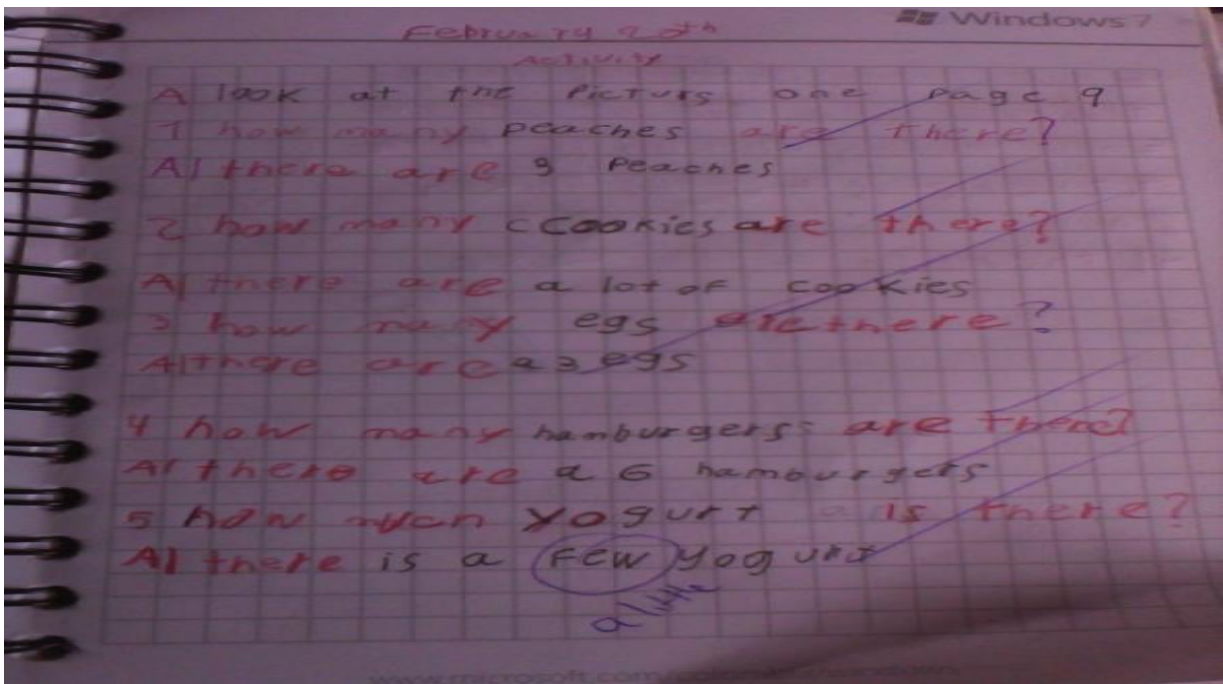


Illustration 3 Exercise 1. Student 21



Source: Made by myself

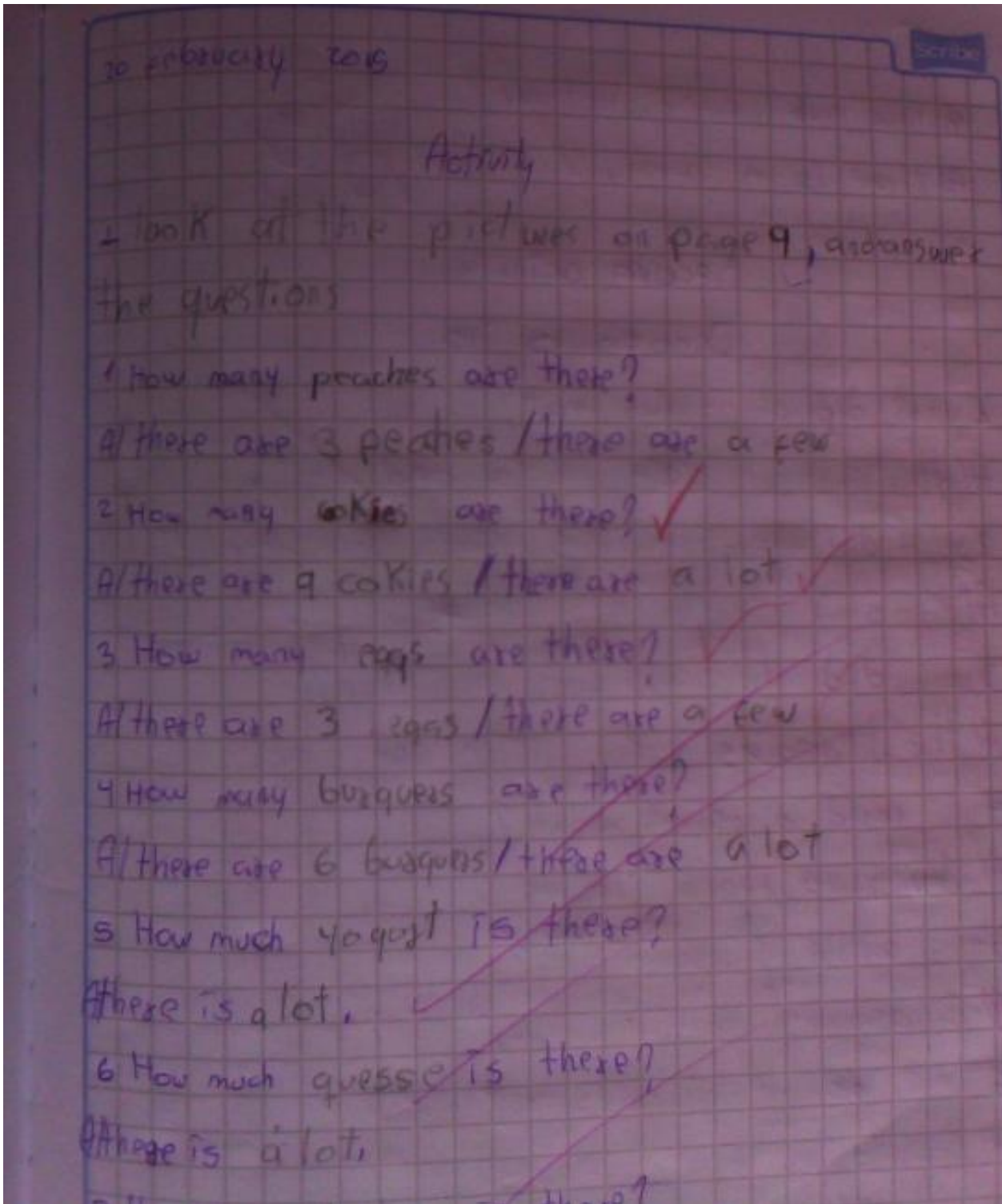
Illustration 4 Exercise 1. Student 7



Source: Made by myself



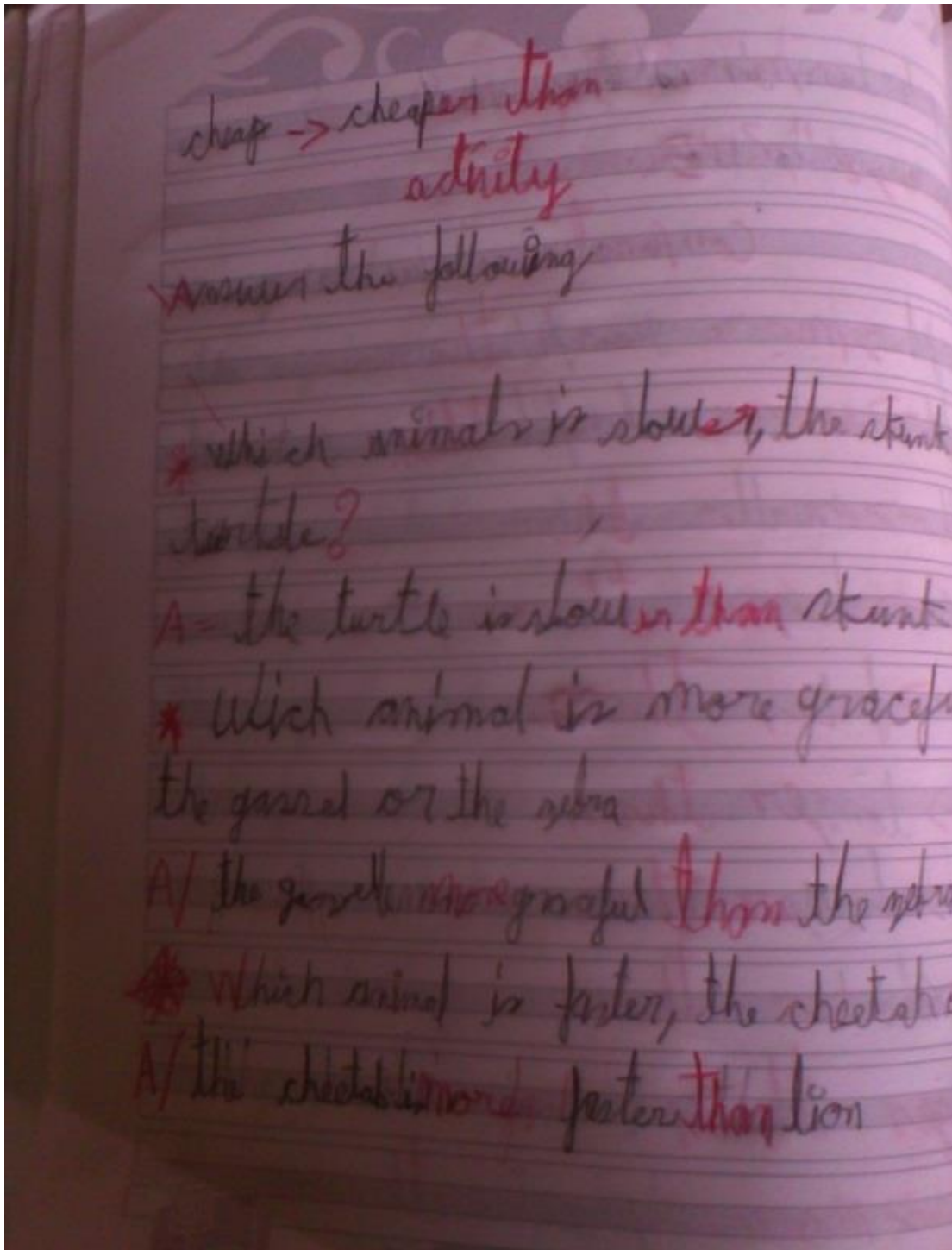
Illustration 5 Exercise 1. Student 24



Source: Made by myself



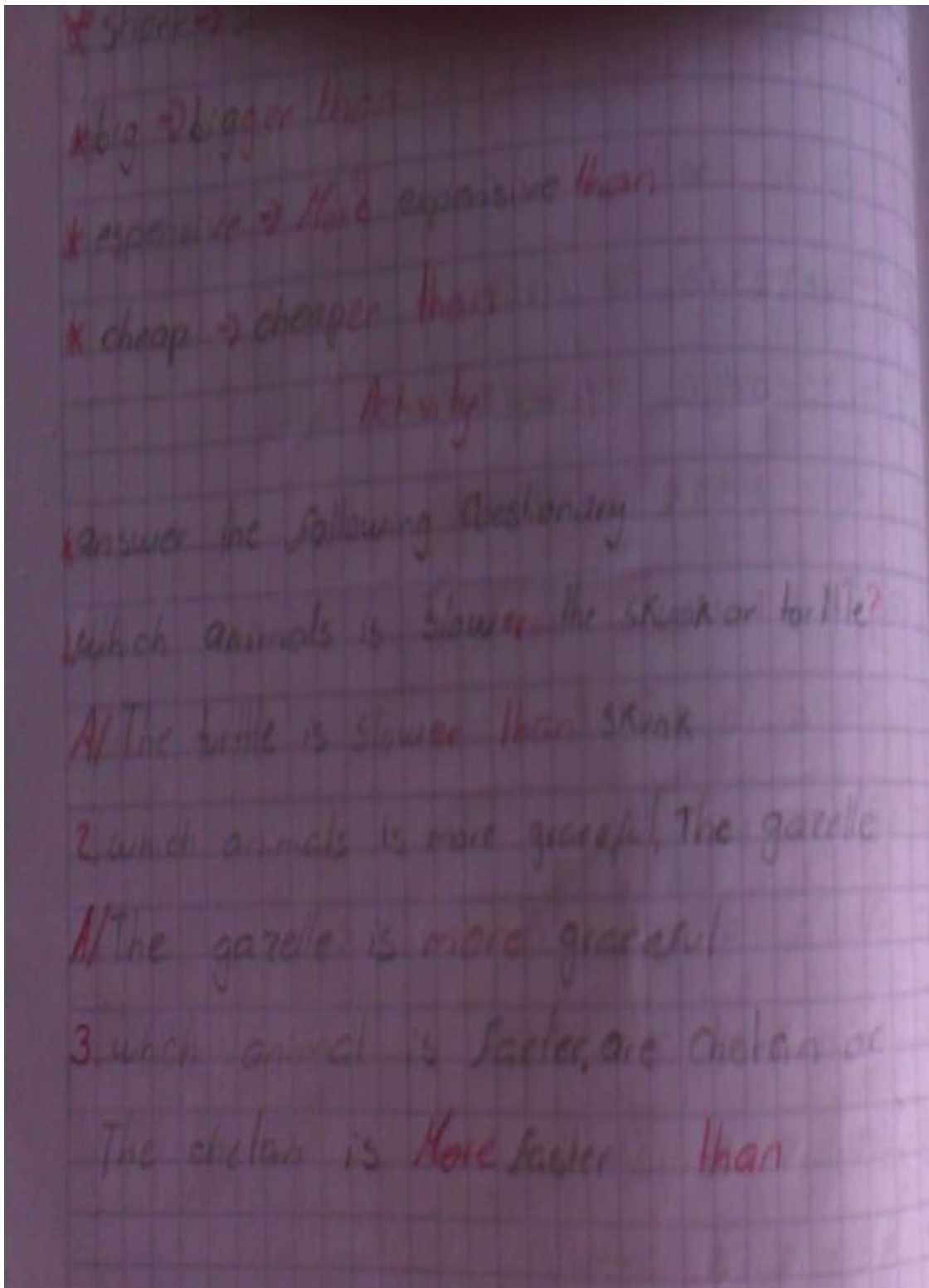
Illustration 6 Exercise 2. Student 8



Source: Made by myself



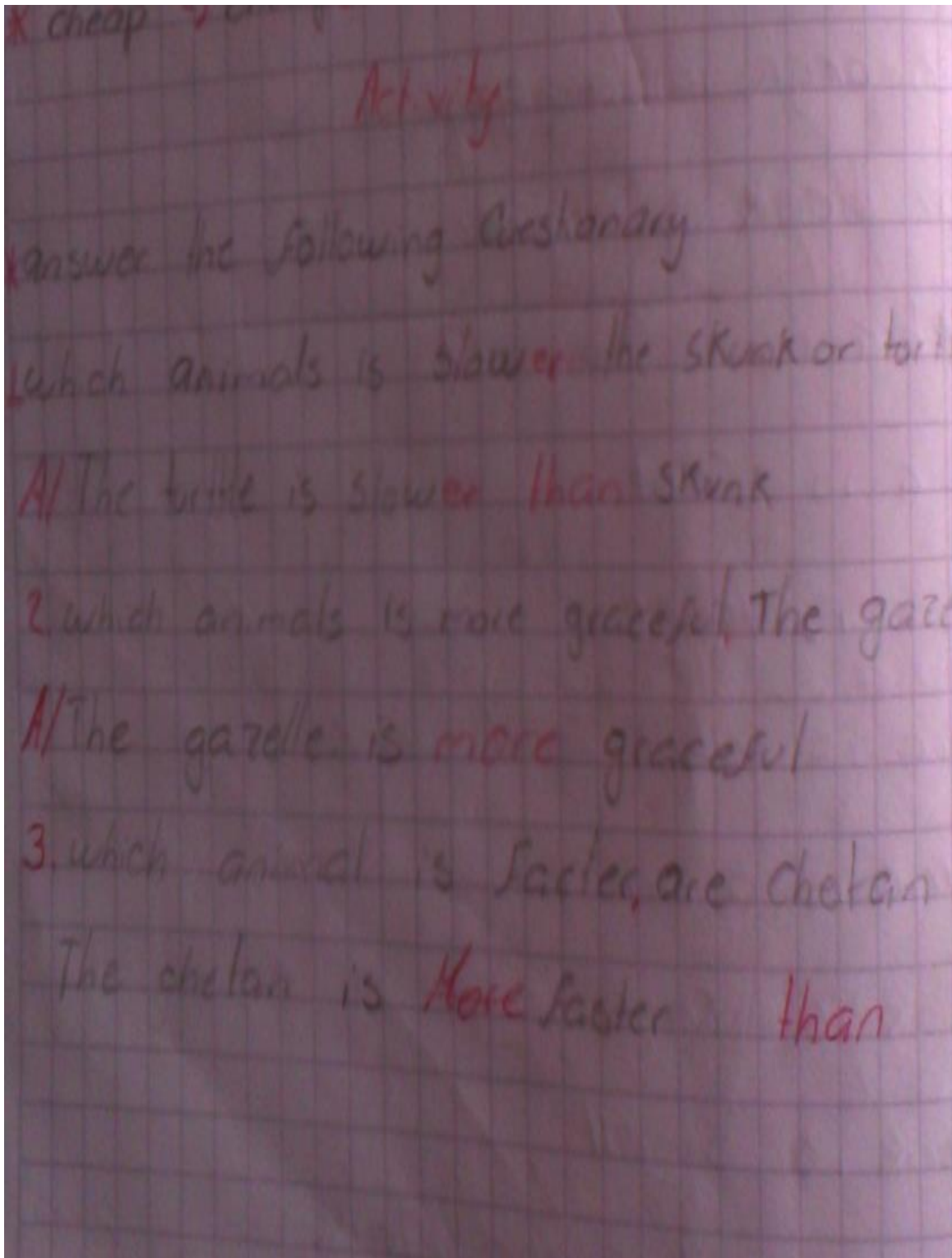
Illustration 7 Exercise 2. Student 13



Source: Made by myself



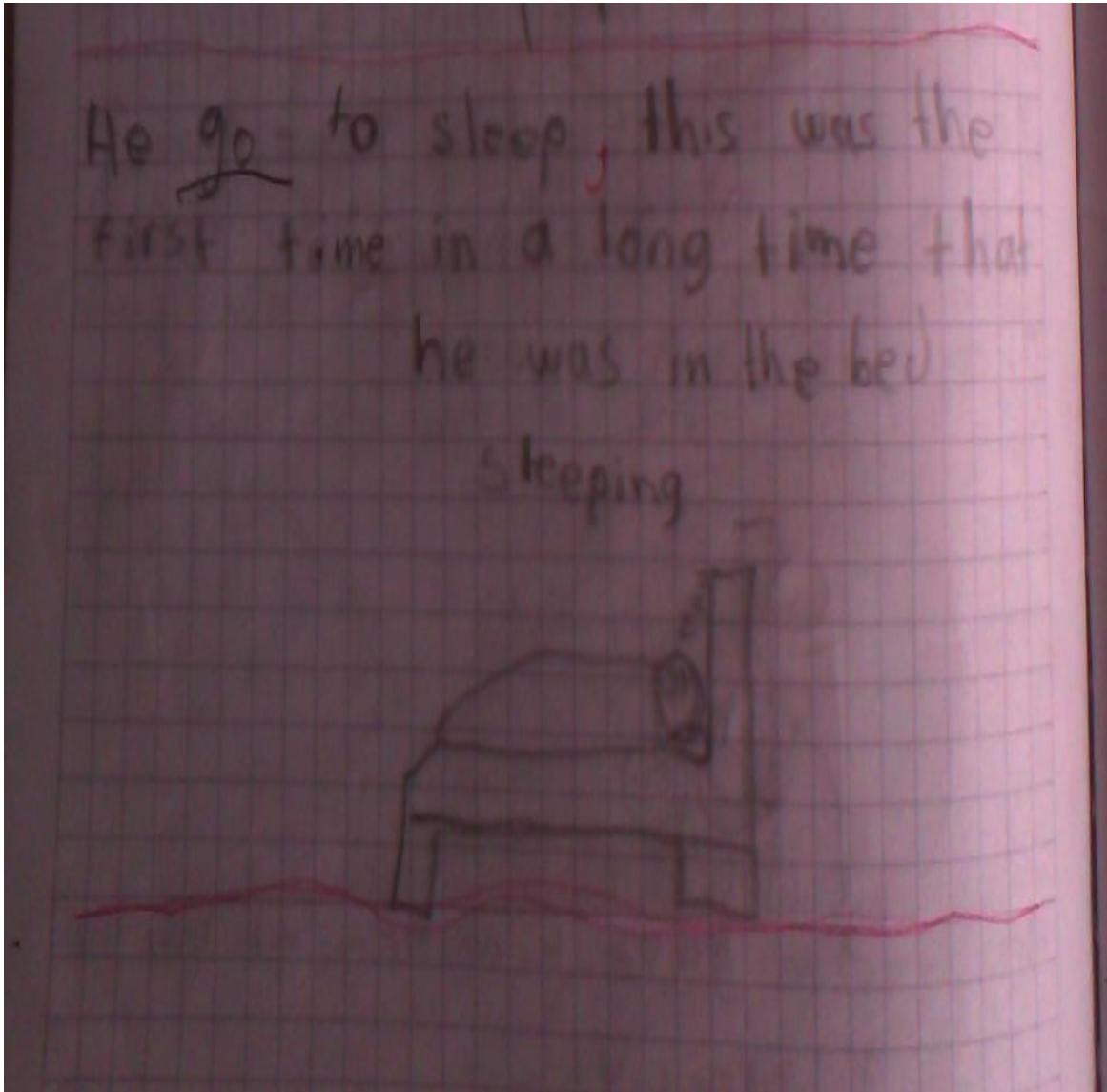
Illustration 8 Exercise 2. Student 15



Source: Made by myself



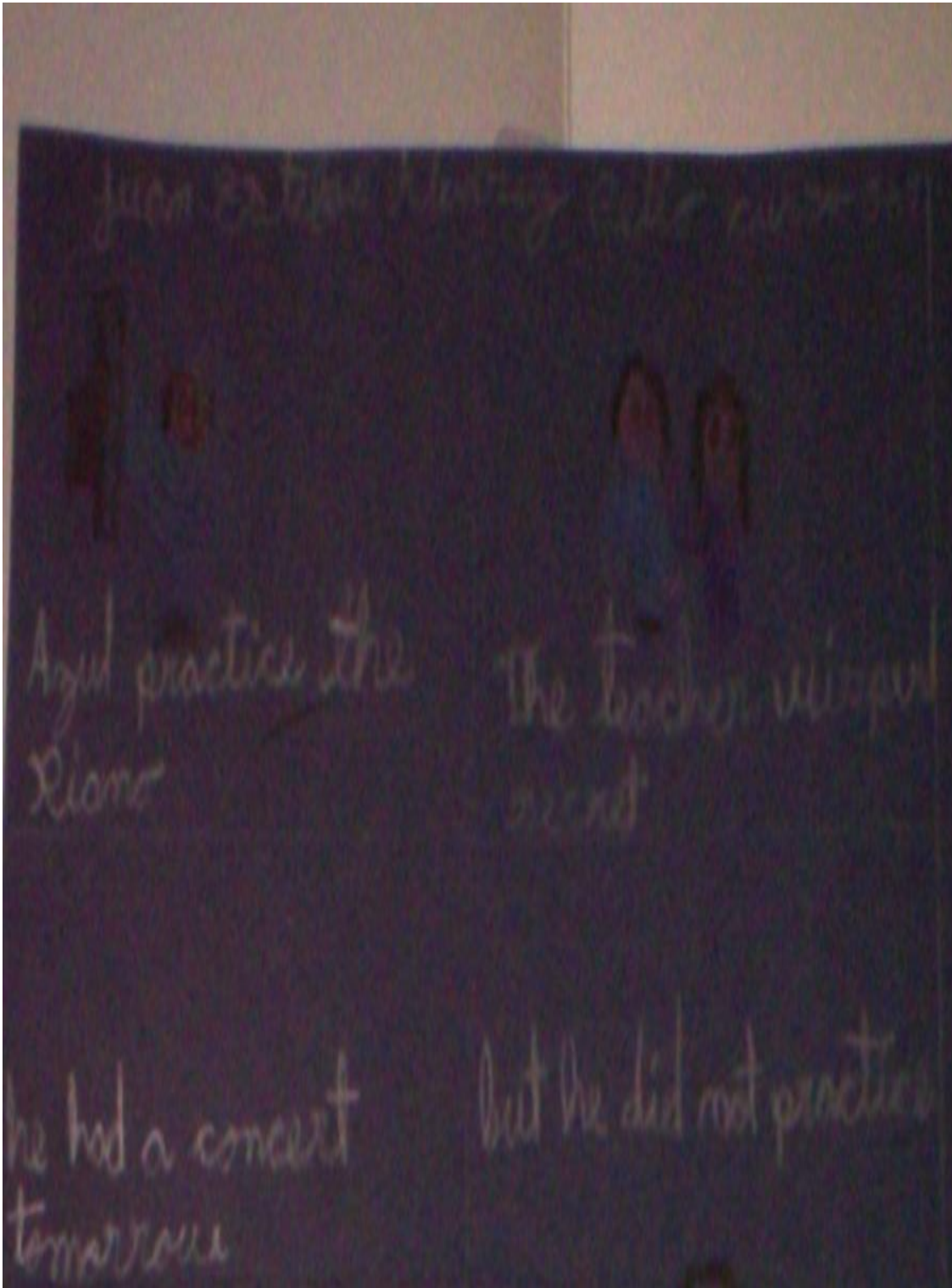
*Illustration 9 Exercise 3. Student 2*



*Source: Made by myself*



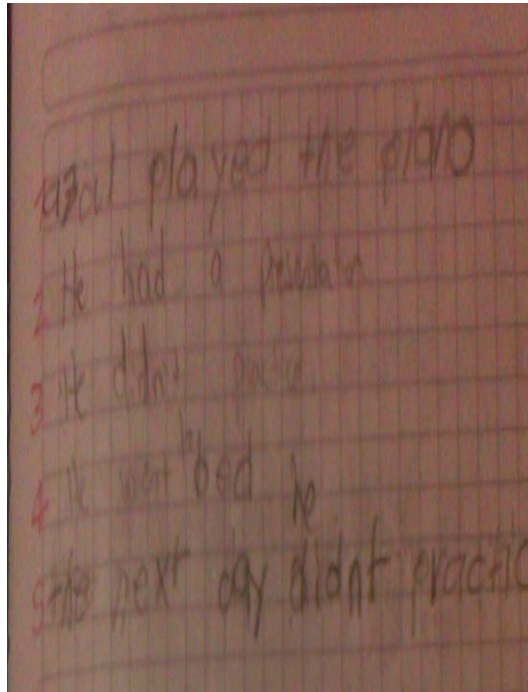
*Illustration 10 Exercise 3. Student 3*



*Source: Made by myself*



*Illustration11 Exercise 3. Student 6*



*Source: Made by myself*

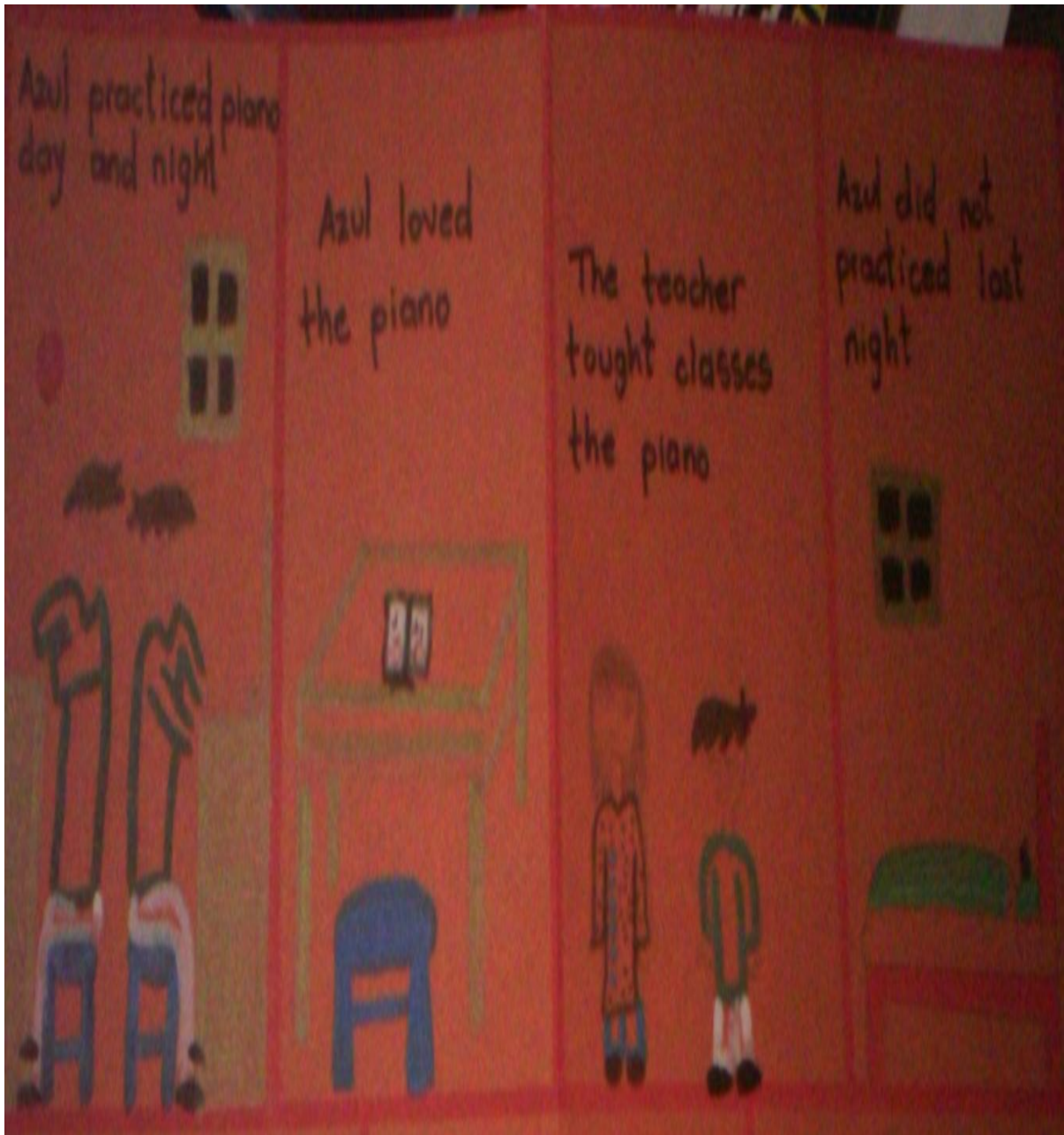
*Illustration12 Exercise 3. Student 11*



*Source: Made by myself*



Illustration13 Exercise 3. Student 13



Source: Made by myself


Illustration 14 Exercise 3. Student 18





Source: Made by myself





Illustration 15 Exercise 4. Student 10


1.   
What was he doing yesterday?  
He was walking the dogs.

2.   
What were they doing?  
They were skateboarding.

3.   
What was she doing yesterday?  
She was playing volleyball.

4.   
What was she doing?  
She was practicing Tai Chi.

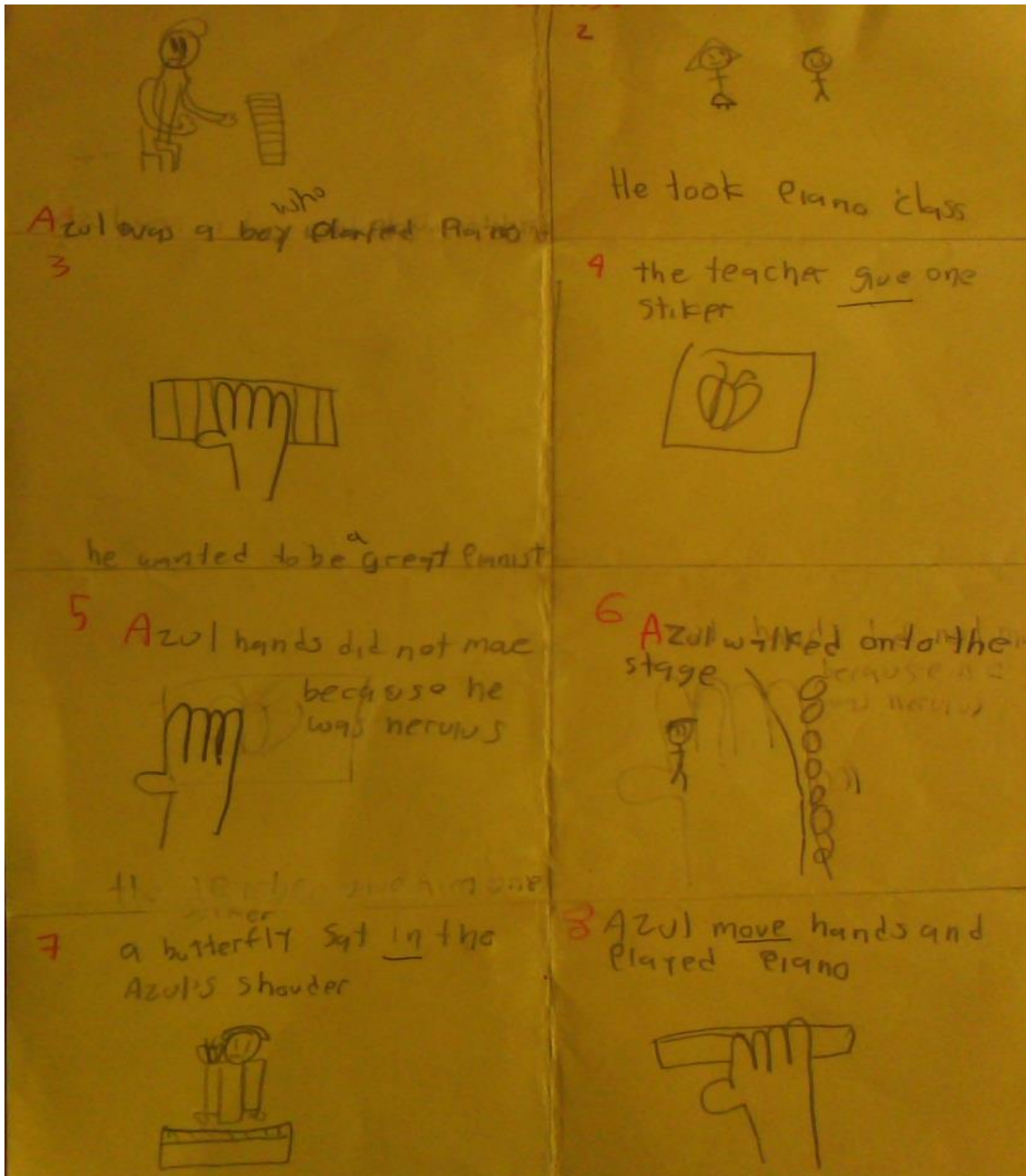
5.   
? ?  
?

6.   
?

Unit 3 Last Weekend

Source: Made by myself

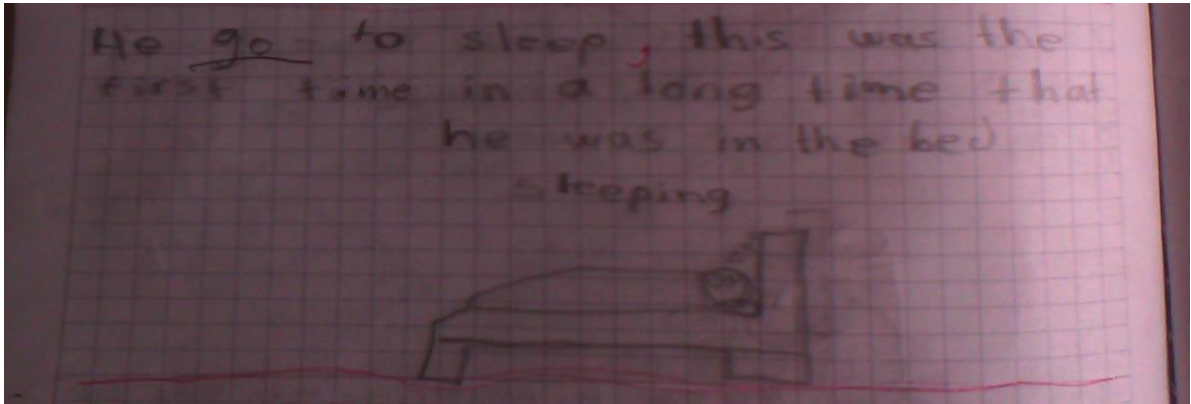
Illustration16 Exercise 3. Student 20



Source: Made by myself



Illustration 17 Exercise 3. Student 2



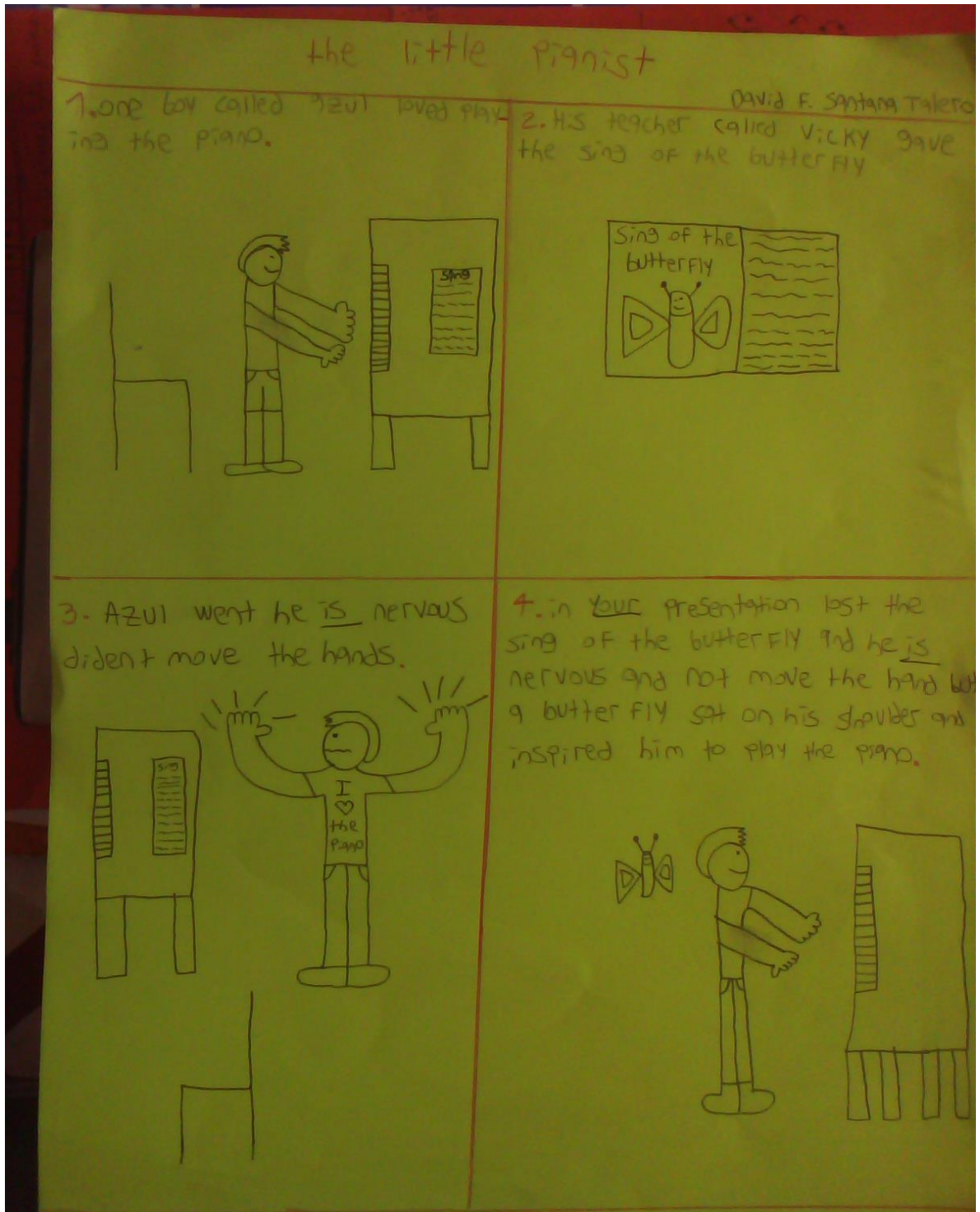
Source: Made by myself

Illustration 18 Exercise 3. Student 3



Source: Made by myself

Illustration19 Exercise 3. Student 22

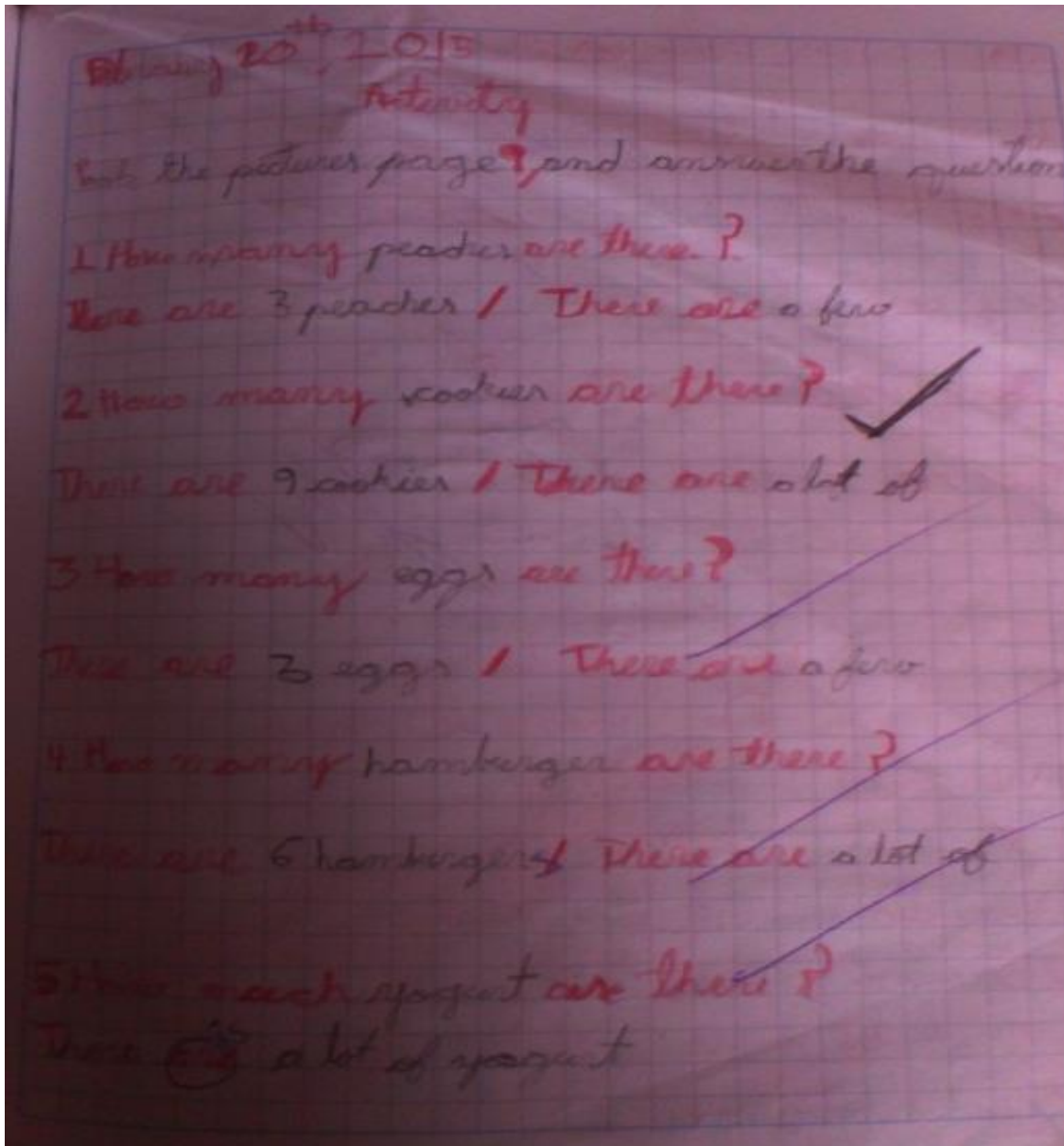


Source: Made by myself





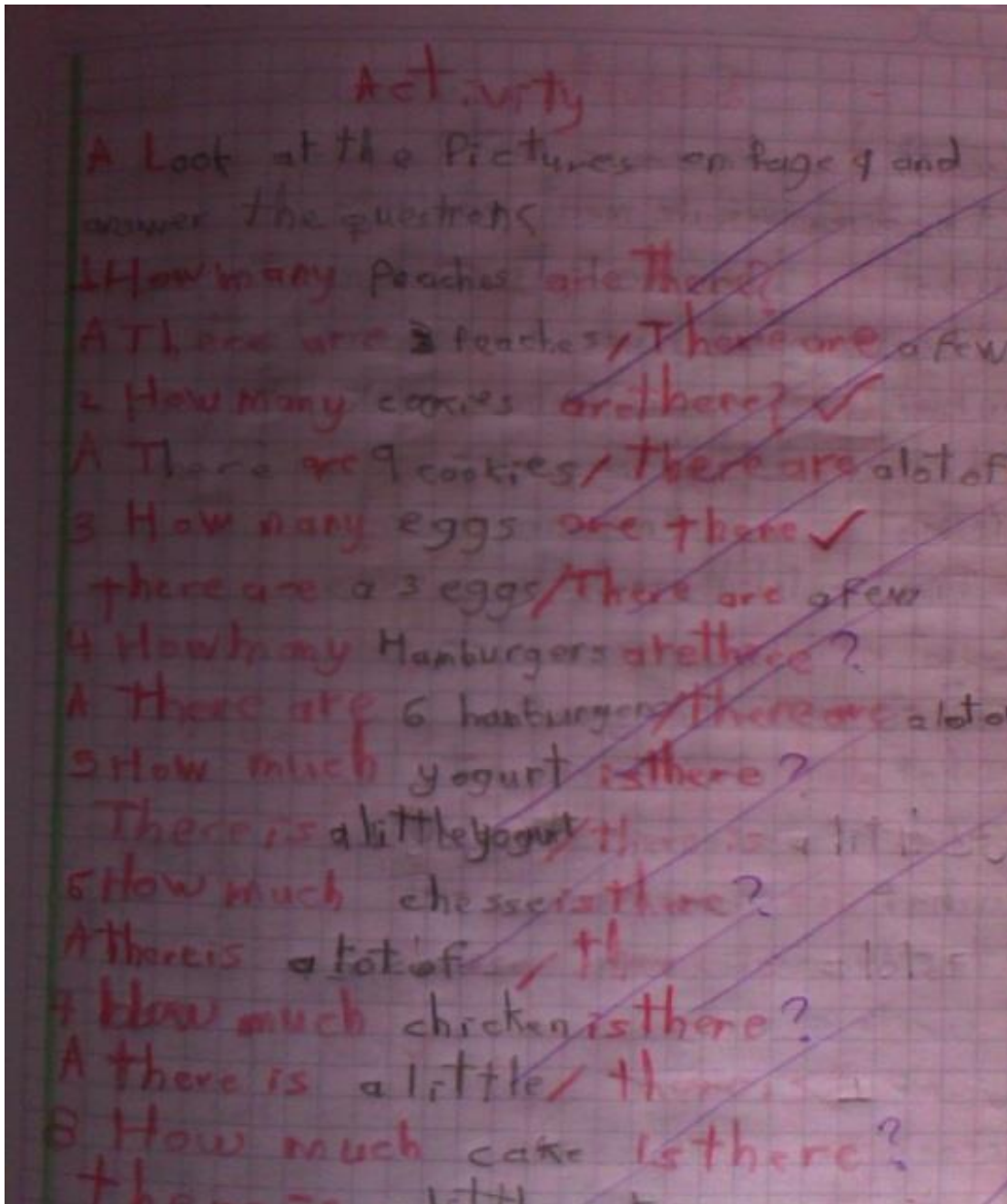
Illustration21 Exercise 1. Student 1



Source: Made by myself



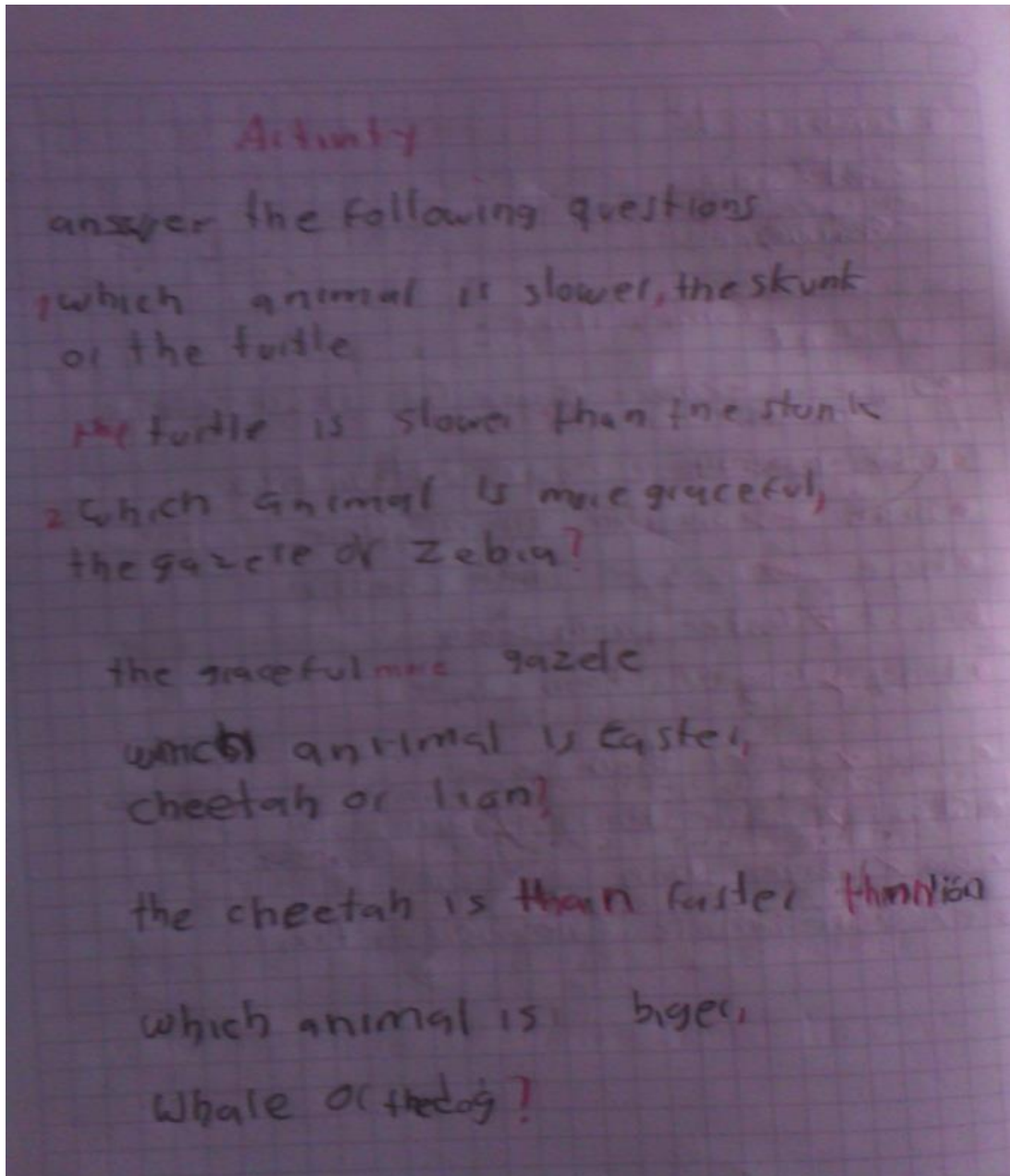
Illustration 22 Exercise 1. Student 3



Source: Made by myself



Illustration 23 exercise 2 Student number 20



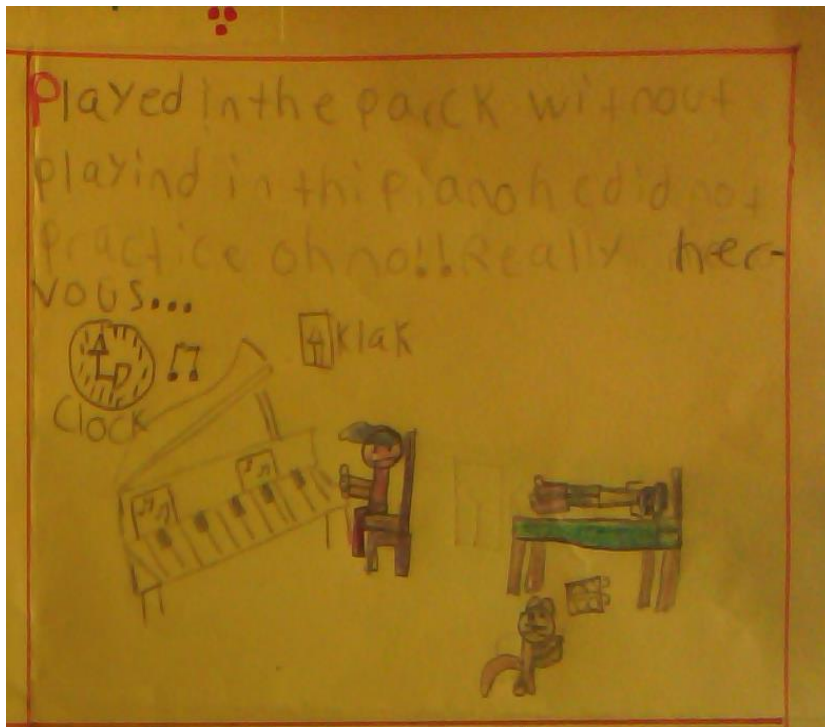
Source: Made by myself

Illustration24 exercise 3 Student number 11



Source: Made by myself

Illustration25 exercise 3 Student number 18



Source: Made by myself