# USING VISUAL AIDS TO TEACH GRAMMAR TO CHILDREN IN A PUBLIC SCHOOL

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**Licenciatura en Bilingüismo con Énfasis en Inglés**

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**Trabajo de grado como requisito para obtener el título de Licenciado en Bilingüismo con Énfasis en Inglés**

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**Abstract**

The purpose of the present classroom project was to analyze the role of visual aids in

teaching English grammar to young learners. The population involved in this project consisted of

36 students from a fifth grade of a public school of Pereira. They were exposed to different

English grammar classes and visual material. The artifacts used to collect evidence during the

implementation were journals, observations, reflections from lesson plans, and students'

worksheets. The results showed that visual aids such as realia, pictures, and flashcards were

supportive and helpful material not only for the teacher to explain grammatical items, but also

for learners to comprehend and understand easier.

**Keywords:** Implicit instruction, English grammar, visual aids

# Resumen

El propósito de este proyecto de aula fue analizar el rol que tienen las ayudas visuales en la enseñanza de la gramática inglesa a niños. La población involucrada en este proyecto consistió en 36 estudiantes de un grado quinto de un colegio público de Pereira. Los participantes fueron expuestos a diferentes clases de gramática inglesa y material visual. Los instrumentos utilizados para recopilar evidencia durante la implementación fueron diarios, observaciones, reflexiones de la planeación de clases y trabajo de los estudiantes. Los resultados mostraron que el material visual como objetos reales, imágenes y flashcards fueron de ayuda y apoyo no sólo para que el profesor explicará elementos gramaticales, sino también para que los estudiantes comprendieran y entendieran más fácil.

**Palabras clave:** Enseñanza implícita, gramática inglesa, material visual

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*Sugey Dayana Montenegro Mosquera*

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**Introduction**

Grammar plays an important role in every EFL classroom. Therefore, the purpose of this project was to explore an alternative for the teaching of English grammar with young learners. We decided to use visual aids as supportive material to facilitate learning, and to demonstrate not only that they are helpful to teach vocabulary but that they are also effective to teach grammatical items. In the first chapter of this paper, further information about our motivations and reasons to carry out this project will be addressed.

In the next sections, concepts and studies related to our project will be presented. Regarding the conceptual framework, two types of grammar instruction will be explored to provide an overview about what they mean and how they are different. Also, the three types of visual aids to be used during this project will be explained: realia, pictures, and flashcards. The stages of the teaching model that the teacher used to plan and implement the English grammar lessons will be presented as well. Additionally, three different studies which deal with the teaching of language through the use of visual aids will be provided. These studies were implemented in different contexts and with different participants, but showed significant results that have contributed to the development of our project.

In the fourth paragraph, the methodology used in this project will be presented. This will show information about the context and the participants involved in this project as well as the

teaching method and techniques used during the implementation. Additionally, the materials to be used in the grammar classes and artifacts to collect evidence are included.

After the consideration of concepts and studies and application of the methodology, the results and conclusions are presented. The results of this classroom project are categorized into two main areas: teaching and learning. The teaching section includes two subcategories: teachers' use of visual input, and teacher and learners' interaction. The second section comprises three subcategories, which two are strengths and one is a challenge: association of language and visual input, learners' use of grammar, and grammar difficulties. These categories and subcategories were obtained after the analysis of the data gathered through a codification and systematization process. Equally important, a section is devoted to our insights and conclusions based on the implementation of this project.

## 1. Justification

The advantages of learning a second language could be numerous. It could improve students' comprehension in their native language as well as enhance their overall communication and problem-solving skills. Besides, students could have benefits such as travelling abroad, getting better career opportunities, and knowing more about different cultures (National Research Council, 2007). Given the importance of learning a foreign language, bilingual education has been promoted in Colombia by including in the schools' curriculums foreign languages such as Italian, French, and German, but the one which prevails is English. In fact, it is stated that ''learning English as a second language will contribute to the insertion of the country in the processes of universal communication, the global economy and cultural openness'' (M.E.N. presentation, 2006).

Therefore, language proficiency turns into a need in which teachers focus on the four English skills at the time of planning their lessons: speaking, listening, reading and writing. Within these four skills the integral part and sub-skill that is usually present is grammar, which is generally defined as how words or parts of words in a language are put together to create meaningful units or sentences (Ur, 1996). Consequently, Students can convey meaning more precisely by knowing grammatical rules. Otherwise, without grammar, there would be only words or sounds, pictures, and body expressions to communicate meaning. (Azar, 2007).

Given the important role of grammar, approaches and methods to teach this sub-skill has come to light and been explored by experts in the ELT field in recent years. To illustrate, Terrell (1991) states that within foreign language grammar classes in the United States, new approaches have emerged replacing the old ones, from grammar-translation to audio-lingual, then from audio-lingual to cognitive, and from cognitive to communicative approaches. Within those teaching approaches and methods, grammar rules could be presented either inductively or deductively. For instance, grammar instruction tends to be deductive in grammar translation method, while in the communicative approach, an inductive presentation of the grammar rules is more used (Thornbury, 1999). Also, as Celce-Murcia and Larsen-Freeman (1999) supports, ''over the years, language teachers have alternated between favoring teaching approaches which either focus primarily on language use and those on language forms or analysis'' (p. 2). This happens, as they affirm, because of the disagreement of choosing between teaching a second language through the exposure of that language, or the memorization of words and grammatical structures.

The evolution and application of new methods to teach English is not only happening in developed countries; in Colombia, the Ministry of Education has proposed new methodologies to teach English (Cruz, 2013). With the National Bilingual Program, the Ministry of Education has developed English standards that mainly aim to develop students' communicative competencies in primary and secondary courses. Hence, this new proposal would make teachers look for and implement different strategies or methods for achieving the goal of becoming a bilingual country. Grammar is essential in

the foreign language learning process since it allows students to enhance their

communicative competence in that language (Celce-Murcia & Hilles,

1998).  Consequently, this would change the way grammar is usually taught in EFL

classes and will make English lessons more communicative and purposeful.


Although there is a new bilingual proposal, many educators are still using and

implementing methods such grammar translation which leads to make evidence teachers'

preference for a deductive approach to teach grammar. As evidence, Amador-Watson

(2011), an expert in bilingualism, affirms that even though the Ministry of Education in

Colombia has proposed a new program to promote bilingualism, grammar is still being

taught in an archaic way through the grammar-translation method. She also expresses that

teachers should look for ways to provide students scenarios in which they can use

language meaningfully rather than asking them to ''translate'' word by word what makes

learners feel demotivated to learn.


Additionally, findings in a research carried out by students in an English teaching

program in Pereira and conducted in a public school, shows that grammar-translation

method is the preferred by many English teachers in Pereira. Arias, Duran & Vieira

(2014) state that English teachers usually implemented explicit instruction to introduce

grammar rules, including non-communicative tasks and activities in which students only

have to ''translate''. Different from what is proposed by the Ministry of Education in

Guias N°22 (2006) which intends to improve students' communicative competence in a

foreign language.

Based on the previous information and our personal experiences in schools, it has been observed how many educators in public schools are still using the grammar translation method even though there is a new bilingual program that proposes a new methodology. The use of grammar translation method leads to grammar rules to be presented explicitly which, according to Sheen (2002), focuses on the development of grammatical topics in isolation or separated lessons. Few has been found in regard to the implementation of an inductive approach in a public school to teach grammar, especially with children. Cameron (2001) points outs that when teaching to young learners, grammar should be considered an important part of language since "it is closely tied into meaning and use of language, and it is interconnected with vocabulary" (p. 96). It was also found that teaching strategies in English grammar classes are limited, and teaching material such as visual aids are mainly used to teach vocabulary and are not used as a supportive material when introducing new grammatical items.

Consequently, the aim of this project is to implement an implicit grammar instruction to expose primary graders to grammar rules through examples and communicative tasks using visual aids rather than using a deductive instruction. The implementation of an inductive grammar instruction can bring several advantages in an EFL lesson. To illustrate, pupils might be more engaged during the learning process by being active learners, and develop more autonomy skills by solving problems and discovering the rules by themselves (Thornbury, 1999). Consequently, the pre-service teachers in this classroom project seek to teach grammar implicitly using strategies and materials that might provide meaningful input to students. Students will be exposed to

real-life situations in which they might feel motivated to use the language involving real

communication.

Equally important, the aim of this classroom project is to demonstrate how visual

aids such as flashcards, pictures, and realia might be of great help to teach not only

vocabulary, but also to teach grammatical rules in context. Visual aids will play an

important role in this classroom project since it will be a support to clarify basic grammar

patterns, and create the conditions for practice among learners. Hence, we will use visual

support in different stages of the English lesson when presenting a new topic, practicing

or even when giving feedback. This allows us to take advantage of the benefits of using

them, which could be numerous. For instance, Mannan (2005) points out that visual aids

''help the teacher to clarify, establish, correlate and coordinate accurate concepts ,

interpretations and appreciations, and enable him to make learning more concrete,

effective, interesting, inspirational, meaningful and vivid'' (p.108).

## 1.1. Objectives

### 1.1.1.        Teaching objectives:

- To determine students' understanding of English grammatical structures after exposure to visual material.
- To report the role of visual aids such as pictures, realia, and flashcards in English grammar lessons with fifth graders.

### 1.1.2.        Learning objectives:

- To use some English grammar structures after exposure to visual material.
- To associate visual input and some linguistic patterns in English in both oral and written form.

## 2. Conceptual Framework

This classroom project aims at teaching grammar implicitly to children using visual aids as supportive material. The concepts to be analyzed and explored in this chapter are mainly focused on the teaching of grammar, the use of visual aids, and the teaching model to be used during the implementation. First of all, a brief definition of grammar and an overview about how to teach it will be presented. Then, three types of visual aids will be defined: pictures, flashcards, and realia. Besides, the ESA teaching model will be explained including some strategies to be used in every stage for teaching grammatical patterns.

### 2.1. Grammar and its role

Grammar is generally defined as the structure or set of rules of a language. It is the system that allows words to get together to form meaningful units of language (Ur, 1996; Brown, 2007). Consequently, this sub-skill plays a crucial role within a language. According to Thornbury (1999) grammar has both a representational and an interpersonal function. The first function allows people to see how, when and why things in the world happen. The second makes for easier communication and interaction with other people. As a result, knowing grammar rules can allow foreign students to perceive things better, and express themselves more precisely. To illustrate, Scrivener (2003) states that "grammar is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us."

(p.1). In other words, grammar makes more understandable what people say, read, hear, and write (Azar, 2007).

**2.2. Two main approaches to teach grammar**

There are two different approaches to teach grammar. When teaching grammar, a teacher can follow either an inductive or deductive approach.

**2.2.1. Deductive approach**

In a deductive approach, a rule is introduced explicitly. The rule is followed by examples and practice for mastering the rule (Fortune, 1992; Thornbury, 1999). When grammatical items are taught explicitly, it is expected students to memorize the grammar rule. In grammar teaching, the deductive approach is also known as rule-driven learning. Moreover, Ellis (2009) affirms that ''explicit learning typically involves memorizing a series of successive facts" (p. 3) which develops the student's' ability to keep their attention focused on the material they are studying. According to the author, grammar definitions that are presented explicitly are often confusing for most students, especially the younger ones (Thornbury, 1999). As a result, many students start thinking that mastering a new language is solely dependent on mastering the grammar rules. However, this instruction could be really effective with older students who prefer to be told the rules.

### 2.2.2. Inductive approach

In contrast to the deductive approach, in an inductive approach a rule is presented implicitly. This approach, which is also called rule-discovery, allows learners to discover and understand the rule through the exposure of examples (Thornbury, 1999). Similarly, Moeller and Ketsman (2010) state that teaching implicitly demands a great exposure of language for students to learn a rule presented indirectly. Regarding teaching grammar rules, this approach can have several benefits within the classroom. For instance, learners can become more autonomous, motivated, and active through the effort of discovering grammar rules, which can make learning more significant (Thornbury, 1999). Besides, students can develop cognitive skills which can be advantageous for them when using language in real scenarios (Sharkey, 1995).

On the other hand, according to Scrivener (1994) teacher's role during an inductive approach is to choose proper tasks, provide assistance for students when necessary, and plan an engaging lesson with a variety of activities for students to be involved and make the most of it. In few words, with this approach students are encouraged to discover grammar rules through examples and practice when developing communicative activities and exercises. The teacher should create a student-centered environment where she or he monitors students' work and provides help when necessary.

## 2.3. Young learners and grammar

When teaching to young learners, grammar should have a place in their language learning since, as Cameron (2001) expresses in her book *Teaching Languages to Young Learners*, ''grammar is closely tied into meaning and use of language, and is interconnected with vocabulary'' (P. 1). As a result, grammar can allow children to discover how to link words when using language to communicate more precisely. Hence, teachers should look for suitable strategies for grammar instruction bearing in mind the way children learn. Scott & Ytreberg (1990) state that children learn a language much easier when a teacher provides meaningful activities to them. Also, Cameron (2001) states that grammar is more than a list of rules and can be presented to children without using metalanguage. Instead, teachers can provide students with scenarios where they can practice the language patterns as much as possible (Scrivener, 2003). Keeping that in mind, grammar can be presented implicitly to children within lessons by including enjoyable activities and using visual material to make children to be more involved during English grammar lessons.

## 2.4. Visual aids

There is a popular expression that says that "one picture is worth more than a thousand words". In the educational context, it can be implied that learners can have a clear comprehension of concepts or topics when they are exposed to visual aids since they can make their own representation of what is being presented. Canning (2001) defines visual aids as the

representation of any kind of visual element that helps learners to build precise meanings based on what they see. In addition, the use of visual aids not only help pupils but also teachers to support or explain better a language point (Rautrao, 2012). Also, visual aids can make learning process less complex and motivate students to learn a foreign language (Klasone, 2013). Therefore, Visual aids such as flashcards, pictures, and realia will be used within this project when teaching grammar to young learners.

### 2.4.1. Flashcards

Flashcards are used to support the understanding of new language (Scrivener, 2003). This new language can be either new vocabulary or grammar patterns. Gelfgren (2012) defines flashcards as helpful and practical resources that can be used at any class level. Teachers can use flashcards when teaching to different types of learners to make language input more comprehensible. As Chien (2015) affirms, flashcards are "sets of cards that bear information, they usually have words on one side and pictures or definitions on the other side." (p. 111). Hence, language teachers can use them for their students to associate written language with images through different types of activities. Additionally, Gelfgren (2012) expresses that teaching grammar should not always focus on rules, written exercises, or translations but on the use of supportive materials such as flashcards which can help learners to understand language easier. For that reason, flashcards can be used in a variety of activities that can help students to develop knowledge of English grammar and improve their communicative skill.

**2.4.2. Pictures**

Pictures are perhaps the most used visual aid for teaching vocabulary (Richards & Dolati 2010). They can also be versatile and effective resources for teaching new grammatical patterns in different stages of a lesson (Celce-Murcia & Hilles, 1998). Pictures can represent either a particular object or an entire story, and "they are especially useful with beginning and low-intermediate learners, who sometimes have trouble understanding long or complicated verbal cues" (Celce-Murcia & Hilles, 1998, p.73). Pictures can spark interest on learners, put into context a particular language point, and motivate students to learn (Klasone, 2013). In other words, pictures can be used to represent a certain event that involves a grammatical pattern or to complement verbal language input.

**2.4.3. Realia**

Realia is defined as any real object that is used within a classroom for different teaching purposes (Harmer, 1991). The use of realia in a class can be extremely helpful due to the fact that students can make use of all their senses with a real object which is present in the classroom (Herrel & Jordan, 2000). That is significant since ''children's understanding comes not just from explanations, but also from what they see and hear, and, crucially, have a chance to touch and interact with'' (Harmer, 2003, p.82). Realia is a teaching tool that motivates student because they can use the objects as they usually use them in real life situations (Herrel & Jordan, 2000). For instance, classroom supplies and a table can be used to teach prepositions of place. Then, the

teacher can ask students to practice by placing these objects in the correct place. These experiences could make learning of new grammatical patterns more memorable and meaningful.

### 2.5.    Teaching model: ESA

When using visual aids to teach grammar implicitly, a teaching model must be followed not only to maintain students' interests and motivation, but also to guide students to discover grammatical patterns. The model to be followed in this classroom project is ESA which consists of three different stages: Engage, Study, and Activate. This model allows the teacher to include a variety of activities for students to study and practice the grammar structure.

### 2.5.1. Engage

Engagement is an important stage when presenting new language items. Harmer (2003) points out that engaging students is crucial for having good learning outcomes. The more students are engaged, the better their performance will be during the class. He also states that different types of techniques and materials can be used during this stage to catch students' attention. Some of them can be games, music, visual aids, or stories. During the implementation of this project, visual aids such as pictures, realia, and flashcards will be used to get students involved and engaged as well as strategies such as elicitation to motivate students to participate and predict what the lesson will be about. Aboudan (2011) expresses that when we capture students' attention, they are more likely to participate. All in all, teacher will promote participation and engage students with the visual material and elicitation.

### 2.5.2. Study

Activities in this stage are designed for learners to focus on language and see how it is constructed (Harmer, 2003). Within this stage, students should get familiar with a particular language item before proceeding with more autonomous practice. The role of the teacher is to have a language focus according to the learning objective of the lesson (Robertson & Acklam, 2000). In other words, a grammatical pattern would be introduced implicitly and in context through several examples. Throughout this stage, students should be also involved for them to have some understanding and comprehension about the grammatical pattern.

### 2.5.3. Activate

It is necessary to provide students with opportunities where their knowledge and understanding is activated (Anas, Muchtar, & Musdariah, 2016). Harmer (2003) states that activities in this stage must be designed for learners to use the language taught as autonomously and communicatively as possible. He also states that activate activities include more realistic and communicative tasks such as role plays, debates, or discussions. Within this classroom project, different tasks will be provided to students for them to use the grammatical pattern learned. One of these activities would be information gap exercises which is beneficial for learners since it promotes interaction and allows students to practice the language taught (Ismaili & Bajrami, 2016).

## 3. Literature Review

Throughout this chapter, the reader will be exposed to different studies that attempt to demonstrate how visual aids and grammar can be valuable when teaching English to EFL learners. Some relationships and differences among these studies will be presented regarding methodology, findings, and population. Moreover, some information about the use of visual aids within an EFL classroom will be provided bearing in mind their advantages, and the appropriate use of them. The studies provided on this chapter are based on the contributions of Ur (1991), Koren (1999), Ndongo (2001), Dolati (2010), and Surovee (2014).

The first study conducted by Dolati (2010), which name is *Harnessing the Use of Visual Learning Aids in the English Language Classroom*, focuses on informing from a cognitive perspective how the inclusion of visual material in language classes can be beneficial for both teachers and students. Throughout this study, Dolati mentioned that different types of visual aids such as pictures, charts, maps, and diagrams can help students to understand new concepts. To demonstrate the previous statement, some language teachers were interviewed before and after being exposed to different ways of teaching language with visual aids. These types of aids were used to represent a language pattern that has a specific function within an English class with students from 8 to 12 years old. For instance, Dolati expresses that flashcards can be helpful to build up new vocabulary and improve pronunciation where both teachers and students can have an active role.

Dolati declares that after English educators were exposed to those demonstrations and examples, they were more willing to include visual material within their lessons. Dolati expresses that if teachers are provided with good and appropriate examples on the use of visual aids, they will be likely to use them in their lessons. This study permits language teachers not only to be aware of the different types of visual aids, but also to know about ways they can be integrated in their lessons. Dolati (2010) affirms that there is a variety of visual aids that can be implemented within the English language classroom. This study also allows to understand how students processes information better when they associate a verbal element with a visual item. This was supported by Koren (1999) who emphasizes that learners find easier to learn foreign words by linking them with pictures rather than to learn them isolated.

In relation to grammar teaching, a study was conducted by Surovee in 2014 and intended to present an overview about how grammar has been taught in a primary school in Bangladesh. This study which is called *Teaching Grammar to Young Learners* presents different techniques and materials which can be used when teaching grammatical structures to young learners. The author shows how effective these theories and resources were and how they were applied in classes. Some of the theoretical input he took into account when observing English grammar classes were the inductive and deductive approach, explicit and implicit grammar instruction, contextualization, communicative grammar, TPR, interpretations tasks, realia, literature, and maths.

In this study, Surovee (2014) highlights the importance of teaching grammar from an early age since this helps students to improve their productive and receptive skills in the language. He states that teachers must be careful at selecting materials and techniques to teach young learners since they have particular ways to learn different from adults, and they are not often interested in grammar. After observing several English classes, he concluded that the use of pictures, realia, and contextualization can make grammar classes more realistic and meaningful. Also, he states that both implicit and explicit instruction were useful in different classes, but more contextualization is needed within lessons.

The third study was quantitative and presented by Ndongo which was carried out in a school called Ecole Normale Supérieure locate in Senegal. Its name is *Teaching grammar through visual aids in beginner classes*. This study intended to collect information in regard to the tutors and students' perceptions when learning and teaching English grammar with visual aids. The author Ndongo (2001) found that if teachers want to have students more engaged when learning grammatical items, they might implement visual elements in their lessons. In this case, Ur (1991) points out that "it is very much easier to concentrate on thinking about something if you can see that something, or at least see some depicted or symbolic representation of it" (p. 20). In other words, pupils will have better understanding of a topic if they are exposed to visual elements rather than isolated forms.

In this sense, Ndongo (2001) explains that teachers could use different kinds of visual aids to make their lessons realistic and increase motivation on pupils since it is the first time they learn a second language. The participants who were beginners' students and English teachers

were exposed to multiple choice questionnaires in order to take into account their perceptions towards grammar classes using visual aids. As it was observed throughout the teaching process, English educators should not stop using visual learning aids since these foster interest on learners, and increase their comprehension of a particular grammatical structure.

To conclude, these studies included in this literature review provides important information which contributes in the development of our project. One of the similarities presented within these three studies was that the participants were either students or teachers from primary school. This is pertinent for our project because our target population will be students from fifth grade. Additionally, these studies highlighted, in different ways, the importance of visual material to learn a foreign language. They highlighted how visual aids can be a supportive material to make a message clearer, and how a new language item could be taught more effectively using the appropriate strategies. These can help us in the development of our English lessons since we could observe if the use of visual material and teaching strategies in a Colombian context is effective in comparison to others.

These studies also showed some differences regarding their aim and implementation. The first two studies were qualitative, while the third study was quantitative. These studies showed their results based on observations and interviews, but none of them applied theories by themselves in the classroom to see by their own how effective those were. For that reason, we want to explore more about the use of visual material by using resources and strategies in a real environment in a public school. Besides, since we noticed that the previous studies did not focus in any particular language skill to show their conclusions, we want to focus in a sub-skill, which

is grammar. Therefore, our aim is to teach grammatical items through the use of visual material

to children.

## 4. Methodology

Throughout this chapter you will be exposed to the methodology that was implemented along this project. The main components that will be analyzed are the context, participants involved in the project, instructional design, resources, and reflection stage.

### 4.1. Context

This classroom project was implemented in the public primary school Instituto Técnico Superior which has an alliance with the program of Licenciatura en Bilingüismo con Énfasis en Inglés from the public university Universidad Tecnológica de Pereira. This primary school holds kindergarten for children and elementary school for pupils who belong to primary grades. The institution held 13 teachers and more than 200 students who were in middle and low economic status. English classes were held two hours per week oriented by the English standards proposed by the Ministry of Education (MEN) which are divided on general and specific standards. General standards present a description of the competences that students need to accomplish according to the assigned English levels to each grade: A1, A2, B1, and B2, which are based on the Common European Framework of References (CEFR). The specific standards are classified into students' English skills such as listening, reading, writing, and speaking.

## 4.2. Participants

This section aims at describing the participants involved in this classroom project who were students and practitioners. We will explain their academic background as well as their roles in the implementation of this project.

### 4.2.1. Students

This project was carried out with 36 fifth graders from the public school Instituto Técnico Superior de Pereira. These students, comprised of 32 boys and 4 girls, had an age range between 8 and 12 years old. Their socioeconomic statuses range from low to middle, and they have Spanish as their native language. Regarding English proficiency, these students were supposed to be in A2.1 according to Estándares Básicos de Competencias en Lenguas Extranjeras; however, their current English proficiency nearly achieved A1 level due to their lack of development of linguistic competences.

Regarding the development of reading and writing skills, students can be classified into literate and illiterate.  According to UNESCO's (1958), "a literate person is one who can, with understanding, both read and write a short simple statement on his or her everyday life" (p.153). In few words, a literate student is the one who has learnt how to read and write. On the other hand, Simpson & Weiner (1989) define the illiterate student as the one who is "characterized by or showing ignorance of letters, or absence of learning or education; unlearned, unpolished" (p. 656). That is to say, students who are uneducated, and the ones who show a lack of knowledge in language or culture. In this classroom project, few students were illiterate since most of them were able to read and write in their native language.

### 4.2.2. Practitioners

This classroom project included the participation of two pre-service English teachers who were in 9th semester from the language teaching program at Universidad Tecnológica de Pereira. They both were in charge of the design of the English grammar lessons based on Estándares Básicos de Competencia en Lengua Extranjera, and the implementation of the proper visual material. One of them implemented the inductive approach to teach grammar using visual aids with the assigned group, which was fifth grade; while the other teacher in development observed classes and collected data and evidence during the sessions. The time scheduled for the execution of the sessions was 2 hours per week.

## 4.3 Instructional design

Throughout this section the design and development, and implementation of this project will be described. The former will outline the characteristics and purposes of the teaching approach and model to be used when teaching, and the later will focus on how the practitioners implemented and developed the classes depending on the material and approach to be used.

### 4.3.1. Design

Since the main focus of this classroom project was to teach grammar implicitly to young learners, practitioners followed the inductive approach for the design of the grammar classes. Thornbury (1999) points out that ''in an inductive approach, without having met the rules, the learner studies examples and from those examples derives an understanding of the rule'' (p. 49). Having said this, in this classroom project, young learners were exposed to a great amount of

comprehensible input through different examples to encourage them to discover and understand the grammar rules by themselves and to use these grammatical rules in context in different activities and tasks. The teacher planned seven English grammar lessons which were framed into the ESA (Engage, study, and Activate) model to provoke and encourage learners to have opportunities to be involved and focused, and to practice the language taught (Harmer, 2007).

### 4.3.2. Development and implementation

This classroom project aims to be focused on teaching grammar implicitly through the use of visual aids to a group of young learners. The pre-service teachers followed the ESA model and exposed learners to comprehensible input that allowed them to discover and made use of grammar rules without presenting them explicitly.

In the engagement stage, teacher presented grammatical rules through different examples in meaningful contexts by making use of supportive material such as pictures, flashcards and realia. The purpose in this stage was to provoke interest and motivation in learners towards the new grammar topic presented to them. After this, in the study stage, learners had the opportunity to practice and focus on the new grammatical pattern by interacting either with their teacher or classmates. The aim was to provide learners with scenarios where they could make use of the grammatical rules to learn them in an implicit way having the visual aids as the material to work with. Finally, in order to make learners practice the language, teacher provided learners with activities similar from the study stage; however, they were asked to work more autonomously with few help from the teacher.

Equally important, as mentioned above, the pre-service teacher used visual aids not only when presenting the grammatical rules but also when practicing them in context. According to Canning (2000) visual aids help learners to build precise meaning based on what they see. For instance, an English teacher who is presenting the verb "to be" and adjectives can introduce the sentence "the girl is tall" by showing a picture of a tall girl. In this sense, visual aids were useful not only to engage, but also to present grammatical items to young learners since these allow students to grasp meaning of the grammatical rules without showing them explicitly.

## 4.4. Assessment

In this section, it will be presented the type of assessment to be used in this classroom project which is formative.

### 4.4.1. Formative assessment

According to Leung (2004), formative assessment refers to the assessment that is implemented to observe how well students are progressing while they are learning something. With this type of assessment, the pre-service teachers noticed what learners' strengths and weaknesses were regarding the grammar topics that were taught. This allowed the pre-service teachers to modify and improve the planning of the classes.

### 4.5. Resources

In the execution of this classroom project, the pre-service teachers used visual aids such as pictures, flashcards and realia as supportive material at the time of developing grammar lessons. Besides, the use of technological gadgets such as video projector, T.V., laptop and speakers were beneficial in the implementation of this project.

**4.6 Reflection stage**

In this section, it will be explained the instruments and tools used to collect data and reflect about students' linguistic outcomes, professional development, and students' responses.

**4.6.1. Students Linguistic outcomes**

For the analysis of the students' linguistic outcomes, students' worksheets, and written tasks were collected. Besides, data was collected during speaking activities by using different rubrics designed based on learners' English level. Homework assignments were also part of the artifacts to gather information about student's learning process.

**4.6.2. Professional development**

In order to reflect upon the development of this project, the pre-service teachers used learning journals. According to Moon (2010) a learning journal provides the appropriate conditions for reflection and for learning from a particular experience. Also, Wolf (1989) highlights the importance of writing a journal by stating that this make us know more about ourselves, and that we need to grow and improve. Through the use of journals, the pre-service teacher observed, collected relevant information, reflected and improved based on their experiences in this project.

**4.6.3. Students' responses**

In order to collect data and reflect on students responses, the pre-service teachers used the process of observation. Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Therefore, observation was key to analyze how learners respond to the different stages proposed

by the ESA model. In order to make an effective observation, the pre-service teachers kept a

journal in which they could keep records of important events and reactions in the grammar

classes.

## 5. Results

This section is intended to present the results obtained after the implementation of this classroom project. Through the analysis of the data collected in observations and reflections, it was found information which permitted to identify strengths and challenges in both teaching and learning. The teaching section relies on two main strengths that describe the use of visual input and the interaction between teachers and students. On the other hand, the learning section presents both strengths and challenges. The strengths are centered on learners' understanding and appropriate use of grammar patterns when interacting with visual aids, and the challenge is about the grammar difficulties the students encountered during some lessons.

### 5.1. Teaching

### 5.1.1. Strengths

***Teachers' use of visual input***

Visual aids were used as supportive material to facilitate the teaching of grammatical rules during English lessons. They were used as attention getters inasmuch as flashcards and realia were shown in some classes to have learners predict and review vocabulary through elicitation. In one class, learners were presented a bag that contained objects to be guessed; the pre-service teacher took out some items from the bag for presenting vocabulary, which had learners engaged. Action verbs were also reviewed in other classes by using pictures. Choudhury (2010) mentioned

that using pictures and realia is one of the different ways to elicit vocabulary. He affirms that this elicitation technique can make students remember new information easier and connect it with the previous. For that reason, the inclusion of visual aids when asking questions can result beneficial for students.

Flashcards, realia and pictures were also used for presenting and demonstrating grammatical patterns during the lessons. For instance, the teacher presented differences between demonstrative pronouns using beach items by standing far from and near such objects. Later on, the teacher checked students' understanding of this topic using flashcards of beach elements and two pointing hands. Students were asked to choose one of the pointing hands and place them near or far from the image according to the teacher's instructions. This result was considered a strength since visual aids had a positive effect on the presentation of new grammatical items to young learners. Nation (1990) expresses that a good way to convey meaning is to use visual aids. This was useful not only for engaging students, but also to facilitate comprehension of grammatical and lexical aspects.

### *Teacher and learners' interaction*

Both pre-service teacher and students had an active role during the English lessons. The pre-service teacher was constantly encouraging students to participate during the development of some activities. In most lessons, after modelling an activity, the teacher immediately started practicing with the students by asking questions for them to get more familiar with the use of grammar rules. When teaching present continuous, the teacher showed pictures that represent

certain actions and asked *what is she/he doing?* Most of the students gave an immediate and accurate answer using the grammatical pattern previously taught. For example, they answered *She is walking*. It was evident how student had an active role when being exposed to pictures. This can be supported by Celce-Murcia and Hilles (1998) who point out that ''interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids, such as a textbook or a sentence on the board, cannot'' (p.74). This participation makes also learning process more effective, since as Cieniewicz (2002) states, students are more likely to remember information when they are provided with scenarios where they can participate.

Students had also the opportunity to interact with each other to practice particular grammatical patterns. For example, to practice prepositions of place, the students were required to develop an information gap activity in which they had to take turns to ask and answer questions. This type of activity is beneficial for learners since it promotes interaction and allows students to practice the language taught (Ismaili & Bajrami, 2016). This was considered a strength inasmuch as the use of visual aids and implicit grammar instruction fostered teacher-student and student-student interaction.

**5.2. Learning**

**5.2.1. Strengths**

*Association of language and visual input*

Students were able to comprehend language structures when being exposed to visual aids. The inclusion of visual materials helped students to understand written and oral questions. For example, students answered correctly to written questions related to present continuous such as *what is Lisa doing?* While being exposed to pictures of the Simpsons' characters for representation of an action. Likewise, it was evidenced how students produced language orally to form sentences using prepositions of place when being exposed to flashcards; the teacher placed a pumpkin in a certain place near the table and asked *where is the pumpkin?* And most of the students answered correctly: *the pumpkin is on the table.* These students' achievements were considered a strength since they understood and expressed where the objects were located using prepositions. They also identified certain objects and pronounced them. These learning outcomes allowed the pre-service teacher to know the important role that visual aids play when introducing new vocabulary or grammatical structures. This is supported by Macwan (2015) who states that using visual and verbal elements together has a positive effect in learning since this leads to a better understanding of an intended message.

*Learners' use of grammar*

It was evidenced how students made proper use of the grammatical structures. Students could demonstrate their grammatical knowledge by producing in both oral and written form. For instance, students produced written sentences such as *Homer is eating* by looking at pictures projected on a TV where this character was actually eating. Regarding oral production, similar outcomes were observed. In one activity, the students were shown some flashcards of someone performing an action, and they answered correctly to different questions containing the third singular form of present continuous. The teacher asked *what is she doing?* And students replied *She is singing*. It was evidenced how students were able to use the grammar structure since they could produce language appropriately without any previous explicit instruction. The grammatical pattern was contextualized through the use of visuals aids that support the written and oral form of present continuous. According to Mukherjee and Roy (2003), students can understand even better a certain language content through visual aids since these are considered teaching tools to contextualize input. This confirms that implicit instruction through visual input could be beneficial when learning certain grammar structures since young learners will be able to understand and use language items.

**5.2.2. Challenges**

*Grammar difficulties*

Some students struggled to use the grammatical rules. When producing language, students made mistakes by not using the correct grammatical structure. One particular mistake that some students made was to exclude certain words when writing a sentence. For instance, when they were asked to describe the position of a certain object using the prepositions of place, they left out the verb *to be* in a sentence: *The mouse on the table.* Besides, some students encountered spelling and syntactic mistakes when using the grammar rules. When students were developing the information gap activity, they wrote several words with the incorrect spelling; some of these words were *'rabit', 'onder',* and *'elefant'.* In the same activity, when they were exchanging and asking for information, some students had difficulties formulating questions with the correct word order: *Where the cat is?* Even though it was noticed that many students could use the grammatical items properly, some of them struggled to produce language in a right way and made different mistakes. Those language mistakes were considered a challenge since they impede students to use the grammatical patterns appropriately. However, this is a normal phenomenon in the process of learning a second language since, as Haudeck (1996) expresses, students can still have difficulties learning a grammatical rule, even though a teacher provides students with plenty teaching input.

## 6. Conclusion

The use of visual aids proved to be a useful teaching tool when presenting grammatical rules implicitly to young learners. Through the implementation of this project, it was confirmed how visual aids can support a word or basic grammatical pattern for learners to understand easily and meaningfully. A picture can be used for presenting an action, event or scene. This visual aid is ideal to illustrate what a sentence in present continuous or present simple represents. Realia, on the other hand, can make language learning more realistic. This visual aid can be helpful when teaching prepositions of place and demonstrative pronouns. The teacher can present those grammatical rules with several examples, and then students can interact with the real objects to practice as well. Also, flashcards can be used as prompts to demonstrate to students differences between certain grammatical items such as personal pronouns, action verbs, and opposite adjectives.

One of the advantages of teaching grammatical patterns with visual aids is that students can make associations between them and comprehend language easier. When the teacher asked students what they could see in an image, most of them answered using the expected grammatical pattern. It was noticed that students associated a certain action, word, or event with the visual aid they were being exposed to. For instance, when present continuous was being taught, they understood that when they saw a girl on a picture representing a certain action, they had to use the personal pronoun *she*, the auxiliary verb *is*, and the verb in gerund. Similarly,

results were observed when they saw a picture of more than a person; they wrote appropriately a sentence using the personal pronoun *they*, the auxiliary verb *are,* and the verb in gerund.

Visual aids helped students not only to comprehend English grammatical patterns but also to use them appropriately. Not only the teacher used the visual aids, but also students used them to practice the grammatical patterns and proved they had understood. Realia, for example, proved to be a good support for learners to use prepositions of place appropriately. They seemed to be more engaged when handing a real object and placing it in the right place. When teaching prepositions, they could demonstrate their knowledge using realia, matching written sentences with pictures, or writing sentences while seeing a picture. However, some students had difficulties using the grammatical pattern appropriately. Some of them just learned the vocabulary but they were not able to use it within a sentence appropriately.

Bearing in mind what was previously said, teachers need to be careful when selecting visual material. A visual aid should be visible to all students and be as related as possible to the grammar pattern to be taught; otherwise, students might make wrong assumptions. For example, when we were teaching daily routine verbs, two flashcards were quite similar, *have lunch* and *have dinner*. Students struggled at using them appropriately, so they made mistakes. We could also observe that the more students are familiar with the visual material such as cartoons or TV show characters, the more engaged they are, and this fact makes students be more willing to participate within class. Besides, it is important not only to have visual material for teachers to teach, but also for learners to use them to practice and demonstrate how much they learned. In

this case, small pictures or flashcards similar to the ones used to teach can be handed for students to practice and be involved in the lesson.

For the development of this project, a student-centered environment was adopted for students and teachers to have an active role in the English grammar classes. During each class, teacher had to implement different teaching techniques using the visual aids so that students could interact with the teacher. Some of these techniques were elicitation, modelling, drilling, and guided discovery. Teacher was constantly asking students questions to check understanding, and exposing students to different examples for them to get familiar with the grammatical patterns. In the production stage, students had to interact more with their partners using visual aids. They had to develop activities such as information-gaps, filling-gaps, and pictionary. Therefore, students should be provided with scenarios where they can use the grammar patterns and in this way the teacher can notice which grammar mistakes are the most common. The teacher's' role consisted mainly on being a planner who adapted visual material according to the learning aim and language to be taught in every class. The teacher also helped students to discover grammatical rules by themselves since they were provided with examples. Additionally, student's role was to be an active participant during the lessons in order to learn grammatical patterns, and to interact with their classmates or the teacher to practice grammar rules using visual aids.

On the other hand, the implementation of this project permitted teachers to see how effective some teaching theory was during their teaching practice. We confirmed that grammar is important for learners to communicate more precisely and that implicit instruction could be

beneficial for young learners; however, it is necessary to expose them with many examples and scenarios for them to practice more and get familiar with the grammatical rule. Also, we recognized that not all the basic grammar topics can be taught implicitly; there are some grammar patterns such as the adding of -ing in verbs that seemed to be a little complex for learners and they tend to make many mistakes. Besides, visual aids are one of the teaching materials that can be very helpful when introducing and getting familiar with a new grammatical item. Further implementations might be needed for grammar instruction with different teaching techniques and materials to observe how effective they could be.

The implementation of this project allowed us to gain experience in the teaching field by exploring the use of implicit grammar instruction and visual aids in a group of students in a primary school. We could bring into the classroom grammar rules in a different way from the one students were used to. We experienced teaching in a real environment where we had to plan according to student's' needs and interests. Additionally, we explored the use of visual aids not only to teach vocabulary but also to introduce grammatical patterns. It is also important to highlight that even though our project focused mainly on the use of visual aids, other activities must be included to teach students who are not mainly visual but kinesthetic and aural. This experience was beneficial for us since it allowed the discovery of new strategies, techniques, materials and even instructional models that can be applied in further experiences with children when teaching grammatical rules.

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## 8. Appendices

**Appendix A** - Lesson plan (prepositions of place)

## LESSON PLAN

| Date of the class: November 3<sup>rd</sup>, 2016 4:00-5:00 | Class Number: 14 |
|---|---|

| **Date of the class:** **November 3rd, 2016** **4:00-5:00** | **Class Number:** 14 |
|---|---|
| **AIM:** At the end of the lesson the learners will be able to recognize and use the most basic prepositions of place | |
| **Estándares Básicos de Competencias (MEN):** **Estándar General:** Participo en conversaciones cortas usando oraciones con estructuras predecibles. **Estándares Específicos:** **Escucha:** Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. **Lectura:** Utilizo gráficas para representar la información más relevante de un texto. **Escritura:** Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. **Monólogo:** Busco oportunidades para usar lo que sé en inglés **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos. **Indicadores de logro:** **Escucha:** Sigo atentamente lo que dicen mi profesor y mis compañeros durante una actividad sobre preposiciones de lugar. **Lectura:** Utilizo imágenes para representar la información más relevante de una oración que contiene una preposición de lugar. **Escritura:** Uso adecuadamente estructuras y patrones gramaticales de uso frecuente del verbo to be y las preposiciones de lugar. **Monólogo:** Busco oportunidades para usar lo que sé en inglés. **Conversación:** Uso adecuadamente las preposiciones de lugar al hablar. | |
| **Assumed Knowledge:** Verb to be | |

| Some previous knowledge about prepositions of place: in, on<br>Animals: a frog, elephant, rabbit, dog, cat, and mouse.<br>Furniture: bed, chair, table |
| --- |
| **Materials:**<br><br>Flashcards<br>Pieces of cardboard with the names of prepositions of place<br>A box and fluffy toys (a frog, an elephant, a rabbit, a dog)<br>Two PowerPoint presentations:<br>-*Where is the mouse?*<br>-*Where is the cat?* |

| DAY/STAGE/<br>ACTIVITY/TIME | PROCEDURE<br>TEACHER AND LEARNER<br>ACTIVITY | ANTICIPATED<br>PROBLEMS AND<br>PLANNED<br>SOLUTIONS | COMMENTS |
| --- | --- | --- | --- |
| **Warm-up**<br>*password*<br>4:00-4:10 | T will divide the class into six different teams and put a chair in front of the white board facing the class. Then, T will write a word on the board. One person from the team sits in the chair and that person's team tries to explain the word on the board without saying the word. If the person in the chair says the word, the team gets a point.<br>*This activity will be developed to make a review about animals and furniture vocabulary<br><br>The TV is going to be used to show a stop watch. Time for each round: 1 minute | Ss might cause disruptive behavior.<br><br>T will raise her hand as a warning sign. If necessary, T will continue with the next activity.<br><br><br>Ss might not understand what to do.<br><br>T will model the activities as many times as necessary. | . |
| **Engage**<br>*4:10-4:15* | T will have a box and a fluffy rabbit. T will ask students what those toys are. T will ask students what she is going to do with those objects. | The TV does not work<br><br>T will have flashcards of a table, a mouse and a cat. | |

| | |
|---|---|
| **Study**<br>*Where is the rabbit?*<br>***Listening***<br>*4:15-4:20* | *Prepositions to be used: *on, under, in, behind, next to*, and *in front of.*<br><br>T will show several examples about prepositions of place with these two objects. E.g. *The rabbit is on the box*; *the rabbit is under the box*.<br><br>T will ask some learners to come to the front and place the rabbit based on what the information provided by her.<br>*For example:<br> T : *The rabbit is under the box*<br>(S should place the rabbit under the box) |
| *Where is the mouse?*<br>*Where is the cat?*<br>***Speaking***<br>*4:20-4:30* | The teacher will show two different Power Point presentations to ask different questions about the positions of a cat and mouse. Ss should answer using the appropriate grammar pattern: Subject + verb to be+ preposition of place + complement. |
| ***Study***<br>*Reading*<br>*4:30-4:40* | T will show the written form of the prepositions. Ss should write them on their notebooks.<br><br>She will also show some written sentences as examples using the prepositions of place.<br><br>Students have to match some written sentences with the positions of the fluffy frog with the box. |

| | | | |
|---|---|---|---|
| *Activate*<br>*Speaking and writing*<br>*4:40-4:00* | Information gap exercise. T will hand a worksheet for the students to work in groups.<br><br>1. Ss have to make questions in order to collect some information needed about the positions of some animals.<br><br>2. Ss have to answer some questions based on the information presented on the chart. | | |

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

**REFLECTION SESSION:**

**What went well?  How do you know that?**
Even though it is difficult to promote group work in this classroom, the students had a good performance in the last activity which was an information gap exercise. They were asking their classmates questions to collect information by using the appropriate grammatical structure previously taught through several examples. On the other hand, the PPT slides caught students' attention since they were participating actively by answering the questions asked by the teacher. It was also evidenced that the students understood the meaning about the different prepositions taught when they knew where the cat and the mouse were located.

**What didn't go that well?**
The learners presented some pronunciation problems since many of them when interacting with each other had L1 interference, and their partners could not comprehend easily the purpose of the given message

**What would you do different next time?**
I would rehearse more the pronunciation of certain words. I will also look for strategies of activities for teaching pronunciation implicitly.

**Appendix B –** Observation format 1

## Classroom Observation Prepositions of Place

### Observation Data

| Pre-service teacher: Sorany Hincapié Cruz | Date: November, 3rd 2016 |
|---|---|
| School: Instituto Técnico Superior de Pereira | Grade: 5th grade |
| Observer: Dayana Montenegro Mosquera | |
| Class period or time of class: 4:00 – 5:00 p.m. | Topic: Prepositions of place |
| **Intended outcomes:** At the end of the lesson, the learners will be able to identify the position of an object by using prepositions of place. | |
| **Teaching aids/materials:** Flashcards, pieces of cardboard with the names of preposition of place, a box and fluffy toys (a frog, an elephant, a rabbit, a dog), two power point presentations: -*Where is the mouse? -Where is the cat?* | |

**Circle or underline each item in the column that most clearly represents your evaluation: 4 excellent, 3 above average, *2* average, 1 unsatisfactory, N/A not applicable. In addition of checking a column, you may write your comments in the space provided.**

| Teacher performance | | Comments |
|---|---|---|
| The teacher taught the grammatical item implicitly | N/A **4** 3 2 1 | T taught prepositions of place such as under, next to, behind, in front of, and on, using implicit grammar instruction. T showed several examples where these words were put into context |
| Explicit instruction was not needed during the lesson | N/A **4** 3 2 1 | Explicit instruction was not necessary. Ss did not ask for an explicit explanation. When Ss asked for |

| | | clarification, T showed examples for them to understand better the grammatical pattern. |
|---|---|---|
| The teacher corrected spoken or written grammatical mistakes. | N/A 4 **3** 2 1 | T corrected some students' pronunciation mistakes. Also, she corrected some written mistakes when she was monitoring students' work during the gap information exercise. |
| The four skills (listening, reading, writing, and speaking) were activated during the lesson. | N/A **4** 3 2 1 | **Listening:** Students listened teacher's instructions and questions by responding appropriately to them. **Reading:** Students associated some pictures with written sentences using prepositions of place. **Writing:** Students used appropriately the grammar pattern (prepositions of place) by writing short sentences in present simple tense. **Speaking:** Ss could ask and answer questions using preposition of place and the appropriate grammar structure in the gap information exercise: *where is the cat? The cat is next to the box.* |
| The teacher did not use L1 during the class. | N/A 4 **3** 2 1 | T used L1 to explain some instructions regarding the activities that SS should develop. |
| The teacher aroused students' interest and encouraged them for participation. | N/A **4** 3 2 1 | T asked two students to come to the front. One student took the role of the teacher and said a sentence using prepositions of place, and the other followed his partner's instruction by placing a fluffy toy in the correct place. Ss were actively involved and participating in the development of the activities related to the topic since they interacted not only with their classmates, but also with the teacher. |
| | | **Engage:** The T showed students different fluffy toys (rabbit, frog, dog, etc) and placed them in different parts of the box such as: next to the box, under the box, on the box, etc. |

| | | |
|---|---|---|
| The ESA (engage, study, activate) was followed. | N/A **4** 3 2 1 | **Study:** T used the TV to show some slides which contained a cat and a mouse placed in different parts to ask students questions like: *"Where is the cat?" ''where is the mouse?"* so, Ss answered using the prepositions of place<br><br>**Activate:** T handed a worksheet for SS to work in pairs by completing an information gap activity. The students followed the appropriate grammar pattern: Subject + verb to be +preposition of place + object. Also, the students were willing to change roles when asking and answering questions. |
| The teacher provided feedback to students on a daily basis. | N/A**4** 3 2 1 | T gave feedback by saying '*good job*' *'very good' 'Try again' 'That's much better'* |
| The teacher used L1 to explain something related to the topic. | N/A 4 3 **2** 1 | Sometimes, it was necessary to used L1 since some of the students were misunderstanding some prepositions of place such as behind or next to. |
| The teacher gave clear and concise instructions. | N/A **4** 3 2 1 | T gave clear instructions for SS to develop the activities. T asked Ss to repeat the instructions to the rest of the class. |
| The teacher provided assistance when needed. | N/A **4** 3 2 1 | T solved students' doubts. |
| The teacher used body language to convey meaning. | N/A **4** 3 2 1 | Instead of translating a word, T conveyed meaning with gestures and facial expressions. |
| The teacher used visual material such as realia, flashcards and pictures as supportive material to teach grammar. | N/A **4** 3 2 1 | T used realia (fluffy toys and a box to present prepositions of place)<br>T used PPT presentations to make questions. |
| The learning aim was achieved at the end of the lesson | N/A **4** 3 2 1 | At the end of the lesson, students were able to identify some prepositions of place. |

| | | |
|---|---|---|
| The teacher used appropriate rate of speech or vocabulary for level. | N/A **4** 3 2 1 | Ss responded positively when T gave instructions and asked questions. She used basic vocabulary when talking. |

| Student performance | | Comments |
|---|---|---|
| Students were attentive and involved. | N/A **4** 3 2 1 | During the development of activities, SS showed interest on the topic by answering teacher's questions and working with their partners. |
| Students were motivated to participate in class. | N/A **4** 3 2 1 | Ss replied accurately when T asked questions related to the topic, and they were willing to participate in all the activities proposed by the T, especially in the study stage. |
| Students were encouraged to do their best. | N/A **4** 3 2 1 | It was observed that as students were motivated and involved with the grammatical topic, they did their best to participate and complete all the activities proposed. |
| Students followed the grammar rules. | N/A 4 **3** 2 1 | Most of the students were able to follow the grammar pattern by writing sentences. Also, when they were working in pairs, they could use the grammar rule to ask and answer questions. |
| Students asked for clarification about the grammar topic. | N/A 4 **3** 2 1 | Some of them asked the teacher to check their work. Some of them asked for the meaning of some words. |

**Appendix B –** Coding process (Observation format 2)

| Observation | Codification | Category | |
|---|---|---|---|
| **Warm-up:** T made a review about animals' vocabulary to be used during the class (rabbit, frog, dog, elephant) by developing a game called 'Password'.<br>*Ss caused disruptive behaviour.<br><br>**Engage:** T showed Ss a big red bag and asked *''What do you think it is in this bag?''*. Ss answered mostly in Spanish: *regalos para nosotros, balones.*<br>*This activity decreased disruptive behaviour. They focused their attention on thinking what the bag had inside.<br><br>T started taking out the objects from the bag. First, T took out a box, and asked: *What is this?* Ss answered both in Spanish and English: *''box'' ''una caja''. ''It's a box''* said the teacher. Then, T took out five different teddies from the bag.<br>*The use of real objects during the classroom engaged the students. They were participating actively.<br><br>T introduced the grammar item (preposition of place) by giving oral examples to students. She used realia as supportive | T-SS interaction<br>Ss were able to understand L2 questions<br><br>Attention getter<br><br>Ss were able to understand L2 questions<br><br>Attention getter | • Association of language and visual input.<br>• Learners' use of grammar<br>• Teachers' use of visual input<br>• Teacher and learners' roles | **Teaching**<br>• Teachers' use of visual input<br>• Teacher and learners' roles<br><br>**Learning**<br>• Association of language and visual input.<br>• Learners' use of grammar |

| | | | |
|---|---|---|---|
| teaching material. For example, T took the teddy rabbit and placed it next to the box: *The rabbit is next to the box.* She continued giving oral examples using the teddy rabbit and the box: *The rabbit is on/in front of/in/under the box*<br><br>Then, T took another teddy and asked Ss to repeat after her the pronunciation of the prepositions, chorally and individually: *on, in, under, in front of,* and *next to.*<br>*Highlighting prepositions of place<br>**Study:** After this, T used all the teddies and asked students where they had been placed*: Where is the frog? Where is the rabbit? Where is the elephant?*<br>*Some Ss answered correctly using the appropriate word order of the sentence. Others, instead, only mentioned the preposition of place.*<br><br>In order to elicit more examples from children, T showed a PowerPoint presentation with examples similar to the previous ones, but this time only with a cat. T asked *Where is the cat?* every time she showed a new slide.<br>*Some Ss answered correctly: *The cat is under the chair.*<br>*Some Ss just mentioned the preposition of place: *under*<br>*T corrected ss when needed<br><br>Then, T showed the written form of the prepositions of place on | Use of realia by demonstration<br><br><br>Drilling technique using realia<br><br><br><br>T-SS interaction<br><br>Spelling and syntactic difficulties<br><br><br>Implicit use of grammar item<br><br><br>Spelling and syntactic difficulties<br><br>Sticking pictures for association | | |

| | | | |
|---|---|---|---|
| pieces of cardboard sticking them on the board.<br><br>T asked some volunteers to come to the front, student A and B. T had each pair ask and answer questions about the prepositions.<br>*T corrected and scaffolded students when needed. | SS - SS interaction | | |
| Then, T presented written examples using the pieces cardboard previously showed: *The rabbit is on the box*. She asked for choral repetition. Then, she proceeded to repeat with other example sentences replacing the prepositions of place.<br><br>**Activate:** Information Gap exercise. Ss worked in pairs to practice the use of prepositions by answering each other's questions.<br>*Before developing this activity, T modelled the exercise on the board with one of the pictures from the PP presentation.<br><br>*Some SS used the question *where is_____?* And the answer *The frog is_____.*<br>*Some students were speaking in Spanish.<br>*Some students let their classmates see the information on their worksheets.<br>*Most of the students wrote their answers correctly. However, some of them did not write the conjugation of the | Drilling technique using pictures<br><br>SS-SS interaction<br><br>Implicit use of grammar item<br><br>Ss' grammatical errors | | |

| | | | |
|---|---|---|---|
| verb *to be* in the answer: For example *''The mouse on the table''*<br>*Some students could not finish on time because few time was devoted to this activity. | | | |
| **Journal Entry**<br><br>• What other language did the students need to know in order to learn the new structure effectively?<br><br>It was important to make a review about the vocabulary to be used during the lesson: animals.<br><br>• What problems did the students face when learning the new language?<br><br>They had problems mostly in the writing exercise when developing the information gap activity. The mistakes were mostly centered on the conjugation of the verb to be or spelling of the prepositions of place.<br><br>• How did the teacher use the visual aids to teach or explain the grammar topic?<br><br>T used realia as supportive material when introducing the language item. Also, the pictures presented on the slides and worksheets allowed students to practice the grammar item.<br><br>• What went well regarding the strategies | Spelling and syntactic difficulties | | |

| | | | |
|---|---|---|---|
| used to teach grammar implicitly?<br>T provided several examples of which Ss can understand the grammar item. This was evidenced when Ss were asked to produce language.<br><br>• What would I do different next time?<br><br>I would provide Ss with more writing practice in the study stage for them to have better performance on the activate stage. | | | |

**Appendix C -** Systematization process

| | | | |
|---|---|---|---|
| **Teacher and learner's role** | T - SS interaction | T asked some students to come to the | Class 5 - Present cont |
| | | T showed a PP presentation to check | class 3 Prepositions of |
| | | She provided examples. Then, some | class 3 Prepositions of |
| | | T checked Ss' understanding by askin | Class 2 Demonstrative |
| | | | |
| | SS- SS interaction | T asked some volunteers to come to t | Class 1 prepositions o | S |
| | | Ss worked in pairs to practice the use | Class 1 prepositions o |
| | | Ss worked in pairs to practice the use | Class 1 prepositions o |
| | | Ss are asked to work in pairs. T provi | Class 5 - Present cont |
| | | T handed each S an action written on | Class 4 Present contin |
| | | | |
| **Association of language and visual input** | Students were able to understand L2 questions | "What do you think it is in this bag?". | Class 1 prepositions o | S |
| | | T took out a box, and asked: What is t | Class 1 prepositions o |
| | | T asked Ss: where is the ghost? Som | Class 1 prepositions o |
| | | T said: the pumpkin is on the table ar | Class 1 prepositions o |
| | | T showed students a beach bag and a | Class 2 Demonstrative |
| | | T elicited vocabulary by asking what i | |
| | | | Class 2 Demonstrative |
| | | T asked him What is this? S answered | Class 2 Demonstrative |
| | | T proceeded to stick a flashcard of a t | class 3 Prepositions of |
| | | Questions were displayed as the pictu | |
| | | *Some students only answered: Read | Class 4 Present contin |
| | | . Then, T asked: What is she doing? a | |
| | | *All Ss understood the exercise and r | Class 4 Present contin |
| | | T asked 'What is she doing?' 'What is | |
| | | *T used not only the flashcards but als | |
| | | Ss answered 'Jugando, escribir, runni | Class 4 Present contin |
| | | | |
| | Students were able to understand using visuals | The T placed the pumpkin in a certain | class 3 Prepositions of | S |
| | | T asked some students to come to the | Class 4 Present contin |
| | | Most of them recognized the differenc | Class 4 Present contin |
| | | T asked some students to come to the | Class 4 Present contin |

**Appendix D -** Photos
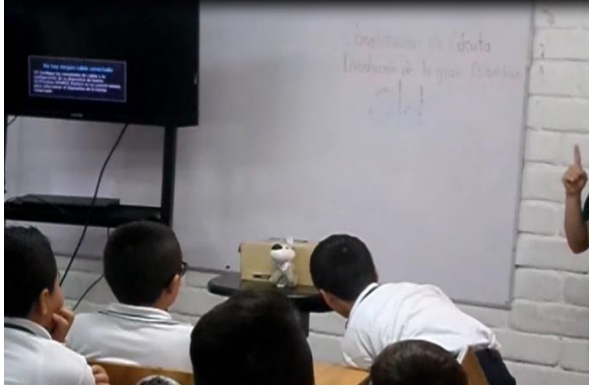
**Appendix E -** Worksheets

**Student A**

1. Ask questions to find out where the animals are.

| Where is the....? | Cat | Mouse | Dog | Rabbit | Elephant | Frog |
|---|---|---|---|---|---|---|
| On | | | | X | | |
| Under | | X | | | | |
| Behind | | | | | | X |
| In | | | (box image) | | | |
| Next to | (cat with box image) | | | | | |
| In front of | | | | | (elephant with chair image) | |

2. Answer the following questions based on the information in the chart:

Where is the cat? _The cat is next to the box_

Where is the mouse? _The mouse under the box_

Where is the dog? _The dog is in de box_

Where is the rabbit? _The rabbit is on the table_

Where is the elephant? _The elephant in front of_

Where is the frog? _The frog is behind the chair_
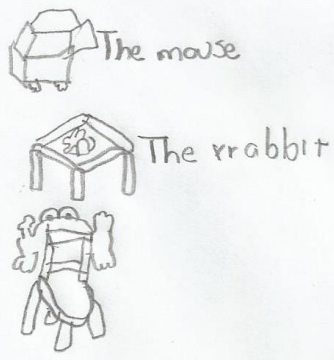
**Student B**

1. Ask questions to find out where the animals are.

| Where is the….? | Cat | Mouse | Dog | Rabbit | Elephant | Frog |
|---|---|---|---|---|---|---|
| On | | | |  | | |
| Under | |  | | | | |
| Behind | | | | | |  |
| In | | |  | | | |
| Next to |  | | | | | |
| In front of | | | | |  | |

2. Answer the following questions based on the information in the chart:

Where is the cat?    The cat is nex to The box

Where is the mouse?    the moose is onder The box

Where is the dog?    The dog is in The box

Where is the rabbit?    the rabbit is Behd the box

Where is the elephant?    The elephant is in front of The box

Where is the frog?    The frog is behind the chair

**Appendix F -** Teaching material

# Where is the mouse?





## in

(The mouse is in the box.)