



Universidad
Nacional
de Loja

Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Enhancing grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year

Mejorando la competencia gramatical mediante ayudas visuales entre estudiantes de educación básica superior en una institución pública en Loja, durante el año escolar 2023-2024

**Trabajo de Integración Curricular,
previo a la obtención del título de
Licenciada en Pedagogía del Idioma
Inglés.**

AUTORA:

María Fernanda Medina Sanmartin

DIRECTOR:

Lic. Marlon Richard Armijos Ramírez Mgtr.

Loja – Ecuador

2024

Certification

Loja, 31 de mayo de 2024

Lic. Marlon Richard Armijos Ramírez Mgtr.

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICO:

Que he revisado y orientado todo el proceso de elaboración del Trabajo de Integración Curricular denominado: **Enhancing grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year**, de la autoría de la estudiante **María Fernanda Medina Sanmartin**, con **cédula de identidad Nro. 1950114965**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto, autorizo la presentación del mismo para su respectiva sustentación y defensa.



Lic. Marlon Richard Armijos Ramírez Mgtr.

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Authorship

Yo, **María Fernanda Medina Sanmartin**, declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación del Trabajo de Integración Curricular en el Repositorio Digital Institucional – Biblioteca Virtual.

Firma:



Cedula de identidad: 1950114965

Fecha: 31 de mayo de 2024

Correo electrónico: maria.f.medina@unl.edu.ec

Teléfono: 0980554764

Carta de autorización por parte de la autora, para la consulta, reproducción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular.

Yo, **María Fernanda Medina Sanmartin**, declaro ser autora del Trabajo de Integración Curricular denominado: **Enhancing grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year**; autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que, con fines académicos, muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los treinta y un días del mes de mayo del dos mil veinticuatro.



Firma:

Autora: María Fernanda Medina Sanmartin

Cédula: 1950114965

Dirección: Loja – Loja - Ecuador

Correo electrónico: maria.f.medina@unl.edu.ec

Teléfono: 0980554764

DATOS COMPLEMENTARIOS:

Director del Trabajo de Integración Curricular: Mgtr. Marlon Richard Armijos Ramírez

Dedication

Firstly, this arduous work would not have been achieved without the help of my beloved parents, Carmen Sanmartin and Vicente Medina, who served as my guiding lights at every step during my entire educational journey. As well as for their unconditional support, love, and sacrifices that they have made, inspiring me to be a better person every day and never give up. Likewise, I dedicate this research work to my dear brother, Junior, who has always been there for me in adversity and moments of joy. To my beloved grandmother, who supports me unconditionally and kept her promise to be there even in different circumstances. This academic journey would not have been possible without their presence and support.

María Fernanda Medina Sanmartin

Acknowledgments

First of all, I would like to express my deepest gratitude to those who contributed to achieve this goal. I would like to express my sincere appreciation to Universidad Nacional de Loja for providing me essential resources required to begin with my educational journey. Moreover, I want to offer my heartfelt thanks to the Pedagogía de los Idiomas Nacionales y Extranjeros department and all professors for sharing their knowledge and give me with the opportunity to gain valuable experiences that shaped me as a future professional. Likewise, I sincerely thankful with my investigation director, Mgr. Marlon Armijos, for his patience and guidance during my research journey, his insights and support significantly contributed to the success of my work. Finally, my special acknowledgement to the Unidad Educativa “Lauro Damerval Ayora” institution for their collaboration in the development of my investigation intervention.

María Fernanda Medina Sanmartin

Index of Contents

Cover Page	i
Certification	ii
Authorship	iii
Authorization Letter	iv
Dedication	v
Acknowledgments	vi
Index of Contents	vii
Index of tables	ix
Index of figures	ix
Index of annexes	ix
1. Title	1
2. Resumen	2
Abstract.....	3
3. Introduction	4
4. Theoretical Framework	6
4.1. Visual Aids	6
4.1.1. Conceptualization of Visual Aids	6
4.1.2. Relevance of Visual Aids in EFL classrooms	6
4.1.3. Types of visual aids.....	8
4.1.3.1. Posters.	8
4.1.3.2. Flashcards.....	10
4.1.3.3. Infographics.	12
4.1.3.4. Realia.	13
4.2. Grammatical Competence	17
4.2.1. General Conceptualization of Grammatical Competence	17
4.2.2. Importance of Grammatical Competence in the EFL instruction	18
4.2.3. Role of Grammatical Competence	19

5.2.4. Aspects of Grammatical Competence	20
4.2.3.1. Word Order.	20
4.2.3.2. Subject verb agreement.	20
4.2.3.3. Verb Inflections.....	21
4.2.3.4. Prepositions.	22
4.2.4. How to teach Grammar	23
4.2.4.1. Teaching grammar approaches.	24
5. Methodology	25
5.1. Setting and participants	25
5.2. Procedure	25
5.3. Method.....	25
5.3.1. Research design.....	26
5.3.1.1. Diagnosing.	26
5.3.1.2. Action planning.....	27
5.3.1.3. Action taking.....	27
5.3.1.4. Evaluating.	27
5.3.1.5. Specifying learning.	28
5.3.2 Data Collection Sources and Techniques.....	28
5.3.3 Data Analysis	29
6. Results	31
6.1 Pretest and Posttest Results	31
6.2 Questionnaire and Field Notes Findings	35
7. Discussion	40
8. Conclusions.....	42
9. Recommendations.....	43
10. Bibliography	44
11. Annexes	51

Index of tables:

Table 1. Inflectional Morphemes.....21
Table 2. Prepositions of Time.....23
Table 3. Pre-test scores on the performance of ninth grade students' grammatical competence ..31
Table 4. Post-test scores on the performance of ninth grade students' grammatical competence .33
Table 5. Comparison between pre-test and post-test indicators' total means.34
Table 6. Ninth Grade Students' perceptions36
Table 7. Ninth Grade Students' perceptions obtained from the questionnaire36

Index of figures:

Figure 1. Comparison of pre-test and post-test mean scores..... 35
Figure 2. Students' Preferences regarding to the kinds of visual aids 38

Index of annexes:

Annex 1. Pre-Test 51
Annex 2. Post-Test..... 54
Annex 3. Pre-Test and Post-Test Answer Sheets..... 57
Annex 4. Questionnaire 63
Annex 5. Field Notes 65
Annex 6. National Grading Scale from the Ministerio de Educación del Ecuador 72
Annex 7. Informed Consent Form 73
Annex 8. Lesson Plans..... 74
Annex 9. Research Matrix 101

1 Title

Enhancing grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year

2 Resumen

La competencia gramatical es uno de los fundamentos primordiales para lograr una comunicación efectiva en el idioma inglés. Dado que desempeña un papel crucial en el desarrollo de habilidades de producción, que permiten a las personas expresar sus ideas o pensamientos. Por esta razón, el objetivo del presente trabajo fue mejorar la competencia gramatical a través de ayudas visuales entre los estudiantes de educación básica superior en una institución pública en Loja durante el año escolar 2023-2024. Este estudio empleó la investigación-acción a través de un enfoque mixto. Los datos cuantitativos se recopilaron administrando una prueba previa y una posterior, antes y después de la intervención. Se utilizó una muestra de conveniencia de veinticuatro estudiantes de noveno grado. Además, los datos cualitativos se recopilaron aplicando un cuestionario y notas de campo. Los datos se analizaron e interpretaron con estadísticas descriptivas para describir los beneficios de los recursos visuales en la competencia gramatical de los estudiantes. Los hallazgos mostraron que la incorporación de recursos visuales en la lección tuvo un efecto significativo en las habilidades gramaticales de los estudiantes, ya que indicaron un progreso en su rendimiento de 3.33 en la prueba previa a 6.91 en la prueba posterior. Los resultados exhibieron los beneficios de la estrategia de las herramientas coloridas que mejoraron aspectos de la competencia gramatical como: concordancia sujeto-verbo, orden de las palabras, preposiciones de tiempo e inflexiones verbales, demostrando un progreso fructífero en los estudiantes de noveno grado, lo que los motivó a aprender más del idioma inglés. En conclusión, los recursos visuales son una estrategia altamente efectiva que crea un entorno de aprendizaje dinámico al captar la atención del estudiante. Al emplear recursos visuales, los estudiantes se sintieron motivados; se alivió la ansiedad y se cultivaron entornos interactivos en el aula.

Palabras clave: aspectos gramaticales, tarjetas didácticas, carteles, infografías, material real.

Abstract

Grammatical competence is one of the paramount building blocks for achieving effective communication in the English language. Since, it plays a pivotal role in the development of production skills, which allow individuals to convey their ideas or thoughts. For this reason, the aim of the present work paper was to enhance grammatical competence through visual aids among superior basic education students at a public institution in Loja during the 2023–2024 school year. This study employed action research through a mixed approach. The quantitative data were collected by administering a pretest and posttest before and after the intervention. A convenience sample of twenty-four ninth-graders was used. Moreover, the qualitative data was gathered by applying a questionnaire and field notes. The data was analyzed and interpreted with descriptive statistics in order to describe the benefits of visual aids on students' grammatical competence. The findings showed that incorporating visual aids in the lesson had a significant effect on students' grammar skills, as they indicated progress in their performance from 3.34 in the pretest to 6.91 in the posttest. The results displayed the benefits from the strategy of the colorful tools had improved aspects of grammatical competence like: subject-verb agreement, word order, prepositions of time, and verb inflections, demonstrating fruitful progress in the ninth-grade students, which motivated them to learn more of the English language. As a conclusion, visual aids are a highly effective strategy that creates a dynamic learning environment by engaging the learner's attention. By employing visual aids, students felt motivated; it alleviated anxiety and cultivated interactive classroom environments.

Key words: *grammar aspects, flashcards, posters, infographics, realia*

3 Introduction

The English language plays a pivotal role in global communication in our modern world. For this reason, nurture Grammatical Competence is paramount, in order to become communicative competent. As defined by Mukhtarovna and Borisovna (2020) grammatical competence is integral part of linguistic proficiency and denotes a person's ability to use grammar effectively and accurately in a foreign language. Such competence implies formulating grammatically correct sentences and structures, in a way that enables individuals to express their ideas or thoughts. The Common European Framework of References (CEFR) and the English Curriculum 2016 from the Ecuadorian Ministry of Education (Mineduc) have been synchronized to offer quality of Education. At the end of the ninth year of EGB, learners should have attained an A1.2 Proficiency level in language competency, according to these standards set by the Ministry of Education. This level entails having “have limited control of a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their social background” (MinEduc, 2012).

Despite these efforts, the researcher during practicum at a public institution observed problems related to the learning of English language, learners commonly face challenges in grasping grammatical structures and rules, applying them appropriately in context, and employing accurate verb forms, thereby disrupting communication. In light of these concerns, the researcher deemed it essential to develop a proposal along with an intervention plan in order to address the issue. In this regard, Visual Aids was perceived as a possible alternative to enhance Grammatical Competence. The researcher aimed to investigate the following matter: How does the use of visual aids enhance grammatical competence among superior basic education students at a public school? From this question derives two sub-questions: what is the effectiveness of the visual aids to strengthen grammatical competence among superior basic education students? what are superior basic education learners' perceptions of using visual aids to enhance their grammar knowledge?

Previous studies have demonstrated the positive impact of visual aids on English language learning, contributing to lively and engaging lessons and improving teaching quality (Nguyen Thi, 2019). Additionally, scholars emphasize the significant role of visual materials in enriching teaching and learning experiences. However, in a study conducted in 2021 by Syafrayadin, identified student challenges in distinguishing between nouns, adjectives, and verbs, as well as in constructing sentences. To address these difficulties, further investigation is recommended to explore the potential benefits of interactive visual aids into grammar education. Notably, there is limited

research on the benefits of visual aids for improving grammatical competence. Recognizing this research gap, it becomes important for the researcher to delve into the effectiveness of visual aids in enhancing grammatical competence, particularly among ninth-grade students within a public institution in Loja city, Ecuador.

The findings make a significant contribution for the development of language teaching materials, especially in the EFL context, providing a reference for educators and future educators, focusing on strategies to strengthen grammatical competence in the classroom. Therefore, visual aids serve as a valuable tool supporting the teaching and learning process, improving students' comprehension, and retention of information. The objective of the present work was to enhance the grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year. From this aim, the researcher included two specific objectives: to examine the effectiveness of using visual aids to enhance grammatical competence among superior basic education students, and to describe students' perceptions towards the application of visual aids to improve grammatical competence among superior basic education students.

During the intervention proposal certain external limitations arose, such as holidays that delayed the progress of the investigation. Besides, an unexpected constraint emerged during the intervention. On January 2024, the President of the Republic of Ecuador announced a state of exception throughout the whole country under the Executive Decrees No. 110 and No. 111 of January 2024, due to serious internal commotion and the existence of internal armed conflict. In response, the Ministry of Education mandated a nationwide shift to virtual classes, thereby changing the flow of the final weeks of the intervention plan. Therefore, the researcher had to adapt visual aids to online activities. Likewise, the administration of the posttest was concluded online.

4 Theoretical Framework

4.1 Visual Aids

4.1.1 Conceptualization of Visual Aids

A visual aid is any object or picture that relates to the subject being taught. Posters, pictures, or even the object itself can be used to assist the teaching process. According to (Cambridge Dictionary, 2024), visual aids are “designed to help people understand or remember particular information”. Such resources are commonly used in the language classrooms by educators. Since, they attempt to enhance and support student’s learning process. By employing visual aids, educators aim to promote better understanding, engagement, and memory retention among learners. Furthermore, as defined by Burton and Bruning (1982) “visual aids are those sensory objects or images which initiate or stimulate and support learning”.

Shabiralyani et al. (2015) describes visual aids as tools that help to make the subject or lesson easier and interesting to assimilate and remember, such tools include: pictures, models, charts, maps, films, slides, real objects, etc. In addition, visual aids not only seek to transfer information, but it also serves to make the learning experience more real, more accurate and more active (James, 2010 as cited by Jatautaitė and Kazimianec, 2019). Moreover, visual aids break down complex information and abstract ideas into more accessible and understandable learning material, supporting positively to learners’ memory and allowing to learners recall the information.

In teaching grammar, visual aids are used for striving to improve learners' understanding and application of grammatical concepts. As stated by (Jatautaitė & Kazimianec, 2019), visual aids employ exercises to stimulate learners' verbal and mental activity, fostering active engagement and cognitive processing. By incorporating visual elements, learners are encouraged to visualize and internalize grammatical rules, structures, and patterns. This visual approach not only promotes a deeper comprehension of grammar but also enhances learners' ability to effectively express themselves verbally and in written form. Making use of visual aids in learning grammar get learners involve and provides a meaningful language learning experience.

4.1.2 Relevance of Visual Aids in EFL classrooms

Widyasari and Yani (2019), suggest that around 65% of the population are visual learners. Therefore, integrate visual aids as teaching and learning foreign language strategies is essential. Since, they engage learners understanding through sight, and its endeavor to cover the majority of

students' needs. However, visual aids not only focus on visual learners, but they also cater different learning styles and preferences, this is why it becomes imperative to adopt a wide range of visual aids, which should accommodate to learners' particular requirements (Khaydarova & Yokubjon, 2023). By taking advantage of this teaching strategies, educators can create dynamic and interactive learning experiences that cater different learning styles, enhancing learners' interest, encouraging students to engage more deeply with the class and making the language learning more enjoyable and immerse.

Furthermore, using visual aids inside the classroom, they arouse students' interest and catch their attention, while is offering a meaningful context when the topic is introduced. Consequently, students get much more involved and communicative, participating actively in the learning process (Pateşan et al., 2018). Likewise, visual aids offer significant assets, which teachers may take advantage since they attempt to support the language instruction in foreign language learners. By applying visual materials within the language classroom, teachers make a dynamic and interactive learning setting, which encourages students' engagement and enhances understanding and increases memory retention. Visual resources are able to clearly convey complex information, which improves understanding.

According to Hoa et al. (2022), using visual aids are essential tools that teachers “to clarify, establish, and correlate and coordinate precise conceptions, understandings, and appreciations and support the educator to make learning more actual, active, motivating, encouraging, significant and glowing”. Visual aids are powerful tools that can simplify complex information into key points, making the knowledge more digestible for learners. While, fostering a genuine passion for learning. Moreover, these tools not only can be used for educational purposes, they can take part in the autonomous language acquisition, helping learners' memorization of new words and structures efficiently. On the other hand, inside the classroom visual aids assist to teachers to provide meaningful, and interactive language experiences since visual materials can build mental associations with the real world, offering a comfortable classroom setting to stay.

In addition, (Shabiralyani et al., 2015) summarizes some benefits of using visual aids as follows:

- Visual aids have proven to be effective in helping individuals retain concepts permanently, combating the natural tendency to forget.
- When students are properly inspired through various visual aids, they are better equipped to study and learn.

- Visual aids play a crucial role in developing accurate mental images when students have the opportunity to both see and hear the information presented.
- Visual aids provide complete examples that enhance conceptual thinking.
- They also create an engaging learning environment that sparks student interest, leading to increased motivation and active participation.
- Visual aids contribute to expanding students' vocabulary and assist teachers in effectively managing time while promoting long-term learning.
- Visual tools give learners first-hand exposure to the target language, that enrich their overall educational journey.

4.1.3 Types of visual aids

Considering the aforementioned characteristics and upsides of using visual aids, it becomes indispensable to delve into a variety of visual aids, in this study it was considered the following visual aids: posters, flashcards, infographics, and realia. At this time, it was imperative to describe the specific characteristics, benefits and types of each visual resource. Highlighting how each one can contribute to enhance grammar, improve student's abilities to communicate and boost learners' commitment with their own learning.

4.1.3.1 Posters. Broadly speaking, posters are concise and visually attractive types of advertising that are used in communication. Posters are made up of printed works, illustrations, or photographs, which are designed to attract and stimulate an audience (Aduradola & Akeredolu-Ale, 2013). In addition, posters possess the ability to effectively convey complex information in a simple and easily understandable manner, presenting a concise and clearly written or visual message that makes them accessible to a wide range of audiences. Effective posters within the classroom attempt to support students' learning (Alsalihi, 2020). Language related posters include a wide range of topics such as grammatical rules, verb conjugations, pronunciation guides, idioms and other linguistic elements. Besides, Sowell (2022) pointed out that “posters are good for helping students explore ideas and solidify understanding. They allow students to be creative and practice using words and images to convey meaning”.

Additionally, language learning posters provides a dynamic and immerse learning environment, aiding learners to assimilate and remember key pieces of information. There are some specific characteristics of posters. As Osa and Musser (2004) mentioned that posters as teaching aids are colorful and attractive materials, which can boost the learning environment. Students'

curiosity and active engagement is stimulated by eye-catching and educational displays that brighten up the classroom environment. As a result, learners are encouraged to explore subjects more enthusiastically and participate actively in discussions.

4.1.3.1.1 Advantages of using Posters. In Kondal and Prasad (2019) points of view, an effective poster should possess certain qualities, including simplicity, brevity, appropriateness, attractiveness, and appropriate design and color. Similarly, poster presentations are beneficial in many ways. They can be used to enhance communication skills, to grab student's attention, fosters collaborative and peer learning and encourage positive attitude among learners.

Berry and Houston (1995) identifies some benefits in language learning environment:

- **Develop Communication Skills:** When students involve in poster making, they are required to articulate their ideas efficiently, in both written and speaking for presenting their insights in a good-looking material.
- **Involve students in the assessment process:** Posters allow learners to demonstrate learners' mastery of certain topics by conveying their ideas.
- **Encourage learners into the research process:** When learners are required to design and look for information, they get engaged into their own learning.
- **Provide opportunities for peer-learning:** While students engaged to work in collaboratively manner, they are encouraging to exchange constructive feedback.
- **Promote a positive attitude in students:** When students involve in poster making, they feel confident and fosters their enthusiasm for learning.

4.1.3.1.2 Types of Posters. Osa and Musser (2004), lists four kinds of learning posters each one with different purposes for teaching grammar:

- The first type of poster is used for illustrate a concept or thing. A foreign language teacher can employ this type of poster to show different action verbs or parts of speech.
- The second one, is employed to demonstrate a process. Examples include posters showing how to structure different types of sentences, when to use punctuation marks, etc.
- The third one, is used to differentiate between similar things. The third type of poster is one that illustrates similar things, for example the different spelling rules for present simple or present continuous.
- The last one has the purpose to capture interest and stimulate emotion. The main goal of this type of posters is to inspire instead of educate. It is vital for learners to get involve in

positive learning environment creating inspirational posters to motivate students in learning a foreign language.

4.1.3.2 Flashcards. A flashcard refers to a little piece of paper or cardboard with words, phrases, or sentences on it, either with or without illustrations (Sartika, 2020). Flashcards are a simple, versatile, and effective learning tools. These educational resources are superb for facilitating learner's recall and developing long-term memory. In a broad sense, flashcards have several purposes in education. As they can be used for a variety of topics, from language learning to math. In the language learning context, flashcards seek for facilitating language practice, allowing learners to produce in both written or spoken language. In addition, flashcards are cards which can comprise different information, such as numbers or words, and are commonly used for drills or studying. They aid memorization through spaced repetition (Komachali & Khodareza, 2012). Finally, flashcards sometimes consist of two sides, one with a question or cue and the other side with the answer. As well as, they offer a pocket-size study aid that can be used for brief reviews in free time.

4.1.3.2.1 Advantages of using Flashcards. Flashcards are versatile tools that can be employed to study a wide range of subjects and are easy to create. Moreover, Flashcards are a useful tool in language learning since they help students to learn grammar and vocabulary. They may also be used to create quizzes, enable role-playing activities, encourage group discussions, and improve reading comprehension (Gelfgren, 2012). Therefore, these media can assist English teachers in presenting course information in a variety of manners for both learning and teaching activities. They also provide a fun and interesting method that can stimulate students' interest in grammar.

In accordance with Khan and Singh (2019) The benefits of using flashcards include improved memorization, better understanding of material, increased retention, and improved recall. Flashcards also provide a quick and effortless way to review material and make learning more efficient. Furthermore, Flashcards have the potential to cultivate a favorable learning environment for students, enabling them to enhance their vocabulary and grammar. Consequently, flashcards serve as a powerful educational technique, utilizing visual aids and methodologies to ensure a meaningful and engaging learning experience (Putu & Agung, 2021).

4.1.3.2.2 Types of Flashcards. Flashcards are categorized into two main groups: Word Cards and Picture Cards (Haycraft, 1978, as cited by Leonardus et al., 2017). The first type "Word

Cards” are printed cards or handmade cards that containing words. These types of flashcards are valuable for practicing word order and sentence structure, since they allow learners to arrange them correctly or even gives the opportunity to create different structure choices. For instance, to help students to grasp sentence structure, teacher can provide them with a group of word cards, afterwards ask them to choose the best word to start a phrase. These tools may also get along with competitive games, using a set of cards learners engage into building up sentences or exchange cards to complete certain groups. They can also be used with complete sentences to create appropriate answers to questions or prompts, encouraging interactive language practice among individuals. Besides, these activities are carried out in small groups for language practice, encouraging learners to communicate their ideas or thoughts using the target language, as well as they foster students’ collaboration.

The second type “Picture Cards” serve as flexible tools employed for a variety of language activities. During the class development, picture cards can be utilized for presenting, practicing, and revising vocabulary and grammar. They also bring dynamism in the language lesson, while working as prompts for dialogues practice, improvisation, and substitution drills. What is more, picture cards are effective devices for teaching and reinforcing grammatical points like: prepositions, action verbs, and verb tenses. Because, this kind of visual aid seeks to improve learners’ comprehension and memory for the language items. Picture cards also play a crucial role for prompting sequences while facilitating collaborative storytelling process, thus fostering learners active participation and interaction. While presenting focused language together with familiar pictures, flash cards grab students' interest, leading them to describe characteristics, expressing their ideas, and delving into imaginative scenarios. In teaching pronunciation, picture cards enable learners to visualize and associate particular words with each pronunciation pattern. Within this context, these tools enhance learners reading and speaking skills. Briefly, picture cards with its multiple upsides are noteworthy in the language learning and teaching process. On the other side, Gelfgren (2012) recognizes numerous types of flashcards which teachers can take advantage of in order to boost language learning, these are as follows: (a) Quiz cards, (b) Role-play, (c) Flashcards with associations, synonyms, and opposites, (d) Association flashcards, (e) Flashcards about numbers and times (f) using flashcards for dictation and reading.

In a nutshell, teachers should employ flashcards as powerful tools with their different purposes in order to make the language learning experience more enjoyable and dynamic for

learners. In addition, since its versatility it is meaningful to adapt for different proficiency levels, ensuring that all learners can be beneficiaries of this useful tool.

4.1.3.3 Infographics. According to the Oxford English Dictionary (2023), an infographic (or information graphic) is Data or information presented in a chart, diagram, or similar format to enhance comprehension. The term "infographic" is a combination of "info" and "graphic," originating from the longer phrase "information graphic." Essentially, infographics are graphical representations used to visually present data, information, and knowledge (Lam & Phuong, 2021). The importance of infographics is making information more appealing, showing valuable ideas, attention-grabbing, easier to understand, being more persuasive, memorable, easily relay information.

4.1.3.3.1 Advantages of using Infographics. Incorporating infographics offers a number of valuable benefits when it comes to learning English as a foreign language. Infographics present language-related information in a visually stimulating manner, combining text and imagery to simplify complex grammar rules, vocabulary, and language structures, presenting them in a visually appealing and well-organized manner. Besides, Tavanapour et al. (2023) summarizes some of the benefits of using infographics as follows: (a) aiding students in easily understanding concepts, (b) developing critical thinking and organization of ideas, and (c) improving retention and recall of information. They effectively communicate information in a concise format, facilitating better understanding and retention among the majority of students (Korniush, 2019). Based on the study conducted by (Wu & Kuwajima, 2022) in Japan, the following advantages of using visual infographics in teaching grammar were evidenced:

- Increases motivation in English language learning.
- Boosts learners' interest and learning motivation.
- Stimulates students' learning interest
- Generates positive learning outcomes.
- Supports the retention of grammar points.
- Enhances long-term learning gains.
- Makes reviewing knowledge easier and more attractive.
- Captures participants' attention and maintains their engagement.
- Provides additional benefits in the classroom setting.

Overall, using infographics in grammar instruction brings meaningful advantages by boosting students' comprehension, increasing engagement, facilitating information acquisition, fostering creativity, and providing an accessible and diverse language learning experience for learners.

4.1.3.3.2 Types of Infographics. As Siricharoen and Siricharoen (2015) in their study names the following infographics:

- **The Flow chart:** the purpose of the flow chart is to illustrate workflows, offer solutions, generate ideas, visualize the chain of command, exchange imaginable scenarios or consequences, it can also describe clearly and concisely processes with numerous paths.
- **Number, The Timeline:** This type of infographic is commonly used for presenting the history of something, highlights important events in a chronological order, and gives an overview a process.
- **Data Visualization (statistical based):** For presenting data results obtained from various sources, this type of infographic is the best choice. Since, it can combine pie charts, icons, images, timelines and eye-catching fonts
- **The Compare & Contrast (“VS: Versus”):** As the name says, compares two or more objects, places, ideas, or concepts. It encourages to see two or more insights, compare pros and cons, and to show similarities or differences.
- **The Photo:** The photo infographic is used to tell a story, introduces key points through illustrative pictures.
- **How-to (process oriented):** Process infographic breaks down complex information into easily to understand pieces of information, and summarizes the steps in a process.
- **“Did-You-Know?”:** This type of infographic is commonly used for presenting to the audience interesting facts, or less known information about specifics topics.

4.1.3.4 Realia. In education, realia refer to real-life objects that are used by educators during classroom instruction to enhance language learners' comprehension of different cultures and real-world scenarios. Realia encompasses tangible items employed within the classroom to actively involve students and promote genuine learning experiences. As stated by (Gobert, 2018), realia's notable strength lies in its ability to cater to kinesthetic learning styles, making it particularly effective in engaging students who prefer hands-on, physical experiences.

Furthermore, foreign language teachers commonly incorporate realia into their lessons to reinforce the connection between vocabulary words and the tangible objects they represent. These items are commonly known together as Realia. As defined by (Soulier, 1981) “Realia includes such items as real objects, specimens, artifacts, relics, and even souvenirs” (p.7). Authentic materials like newspapers, magazines, catalogs, films, and timetables are also created for use in real-life scenarios and can be utilized alongside realia and other authentic materials, including non-print mass media, as primary or secondary resources in a foreign language classroom. Additional examples of realia include telephone directories, menus, tickets, and broadcasts on radio and television.

Using realia in the language lessons it is meaningful. Due to they make connections with the target language, bringing students to come closer to the real world and culture. Thereby, improving learners’ language concepts, enhancing their understanding and fostering respect for other customs. Realia provides learners with multi-sensory language experiences through touch, hearing, sight, and by handle objects. Realia stimulates younger or older learners with visual and kinesthetic learning styles (Feruz, 2021). Throughout, the interaction with these materials, students can be able to improve their language proficiency. In turn, learners fulfil real communication needs, as they experience a direct exposure to real-life situations making their learning meaningful.

4.1.3.4.1 Advantages of using Realia. Integrating tangible and authentic materials in the language classroom, specifically for foreign language learners they provide several advantages. To begin with, realia equip learners with stimulating learning opportunities that reinforce their ability and confidence to connect the target language to the subject matter. Additionally, realia improve learners’ understanding of English language building an associative bridge between the classroom and the real-world (Heaton, 1979, cited by Egamberdiyeva et al., 2023, p.102). By its hands-on and authentic nature, realia help learners gain a better understanding of the English language by bringing concrete and relatable examples. Furthermore, with this “associative bridge”, learners may use of their linguistic skills in relevant context that go beyond the textbook boundaries. Consequently, learners get more engaged and motivated, as they can identify the practical worth of, they learning, hence ensuring an immerse and effective language learning process.

As Egamberdiyeva et al. (2023) pointed out, the implementation of real objects within the language learning environment brings many upsides. Such as it expands classroom horizons, it

enriches the content and improves practicality. Besides, by including realia into the learning process, learners find the material more meaningful and memorable because they can relate it to their daily experiences. Further, as they can easily relate their knowledge in real-life situations, they become motivated and actively involved in the learning process. Using realia in language classes not only motivates students, but they also help them to grasp language concepts through hands-on experiences. As well as, realia get students actively involved in interactive activities during the lesson, this dynamic approach sparks learner's creativity and makes the learning process more enjoyable.

Additionally, Murodulloyeva's (2023) mentioned that interacting with real objects contributes positively in the learning outcomes. In this way, students' levels of retention and understanding grow when they are able to see, touch and handle items related directly with the language being taught, thus facilitating more efficient language learning. Such practical engagement closes up the gap from the theoretical learning and the real-world application, turning the language acquisition into a more rewarding and significant learning experience for the students. As a result, they are better equipped to apply their language skills confidently in everyday situations, both inside and outside the classroom. Moreover, (Tasubha & Dil, 2017) pointed out that realia bring multiple advantages to the classroom, such as:

- Real-life objects stimulate the mind and encourage sensory learning, saving time through instant recognition.
- Realia generates interest and fosters a conducive learning atmosphere.
- For young learners, realia are indispensable and powerful tool for language learning. In this regard, teachers should take advantage of their natural creativity, since they are visual learners, by combining it with role-playing and enjoyable games. One practical manner to motivate learners and to get learners excited about the English lesson is to make up simple stories by using toy animals or puppets.
- Physical items typically are more attractive rather than textbooks and are intended to involve students directly in the learning process.
- It is expected that when learners are outside of the classroom, they make use of real resources such as videos, interviews with celebrities, magazines, photos, etc. So, students are able to be connected with the real world. While, improving their ability of using the

target language within different contexts. In this way, authentic materials raise students' global awareness while keeping them up-to-date on current events in the world.

- By making use of realia within the learning environment, it provides learners the opportunity to familiarize with those vocabulary or structures, preparing them to communicate in the real world.
- Drawing on realia into the English classroom, creates an interactive learning environment and facilitates learners' independence.
- As well as, realia allow learners to take the control of the lesson by actively participating and get engaged in their own learning while teachers are mere facilitators.
- Benefiting from realia, students feel more motivated and comfortable inside the class, leading to students for language practice, therefore improving their language proficiency.
- Transforms the language learning into an educational process of self-development and discovery, beyond simply learning a language.

4.1.3.4.2 Types of Realia. Realia are those tangible devices that attempt to facilitate language learning. In this regard, Soulier (1981) identified five different types of realia which includes such items as real objects, specimens, artifacts, relics, and even souvenirs.

- **Real objects:** are those things that are in touch every single day, like animals, leaves, flowers, and even musical instruments.
- **Specimens:** a specimen is an individual item or a part of a group of objects, class, or whole. It is commonly used for studying and understanding the particular characteristics of the specimen which this piece of item belongs. Besides, these small fragments taken to represent of a big group. For example, an Indian arrowhead, or apple blossom, or seeds. Students are usually asked to start specimen collections of objects such as leaves, butterflies, coins, and stamps.
- **Relics and Artifacts:** are important tools for social scientists, just as they are for natural scientists. Relics such as old books, pictures, and newspapers, they provide us with a closer relationship with these ancestors. What is more, Greatest records of these ancient civilization come from artifacts. Even though books may provide detailed descriptions of such relics and artifacts, learners may never truly understand the craftsmen unless they are able to hold a fragile sculpture in their hands and feels its weight, texture, size, shape, dimensions, and Tracy.

On the other side, authors like Yilmaz (2011) as cited in Lee et al. 2021), identifies three different types of realia in accordance with learners' proficiency level. The first category is from the beginners which comprise: TV schedules, film schedules, train schedules, restaurant menus, postcards, utility bills, application forms, classified advertisements and recipes. The second category falls into intermediate learner where it can be used: teenage magazines, surveys and adolescent issues, newspaper story from tabloid newspapers, instructional guides advertisements and flyers. Lastly, in the third category is for advanced learners, you can choose almost anything, including academic material, general newspaper stories, magazine articles, newspapers, as they should have acquired strategies for recognizing unfamiliar words.

4.2 Grammatical Competence

4.2.1 *General Conceptualization of Grammatical Competence*

Grammatical competence is an integral aspect of linguistic competence, which is encompassed within the broader framework of communicative competence. As proposed by Celce-Murcia et al. (1995), communicative competence comprises five distinct components: discourse competence, linguistic competence, actional competence, sociocultural competence and strategic competence. Among these components specifically within linguistic competence, grammatical competence is characterized as the understanding and mastery of the linguistic code, incorporating knowledge of grammatical rules, vocabulary, pronunciation, spelling, and related aspects (p.7).

Grammatical competence is developed through the instructional process of teaching grammar, as defined by (Chomsky, 1965), it refers to the comprehensive understanding and application of a set of finite grammatical rules that enable the creation of an infinite array of grammatically accurate sentences. Therefore, the accurate application of these rules and structures avoids errors in grammar, assist to the students to develop effective communication in the foreign language. According to Common European Framework for Languages (Council of Europe, 2001), "Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences" (p. 113). In this respect, a solid awareness of the general grammatical rules and structures facilitates the development of the different language domains.

As stated by (Khamesian, 2016), grammatical competence is a comprehensive system of rules that govern the arrangement and relationship of words within sentences. It comprises two

fundamental components: morphology and syntax. Morphology deals with the structure of individual words and how their forms vary to convey specific grammatical distinctions like number, gender, tense, aspect, and more. Syntax, on the other hand, focuses on the grammatical structure of word groups such as clauses and sentences, as well as the linear arrangement of word classes like nouns, verbs, adverbs, and adjectives. In Alvarez's (2017) view, Grammatical competence pertains to the knowledge of fundamental components of sentences such as parts of speech, verb tenses, phrases, clauses, and sentence structures, as well as the understanding of how these elements combine to form coherent and grammatically correct sentences.

4.2.2 Importance of Grammatical Competence in the EFL instruction

Grammatical competence in learning English as a foreign language is recognized as an integral component of the process of acquiring a foreign language and is valued for its linguistic relevance in several aspects of language acquisition. It plays a fundamental role in such areas as writing, reading, listening, and speaking. However, the most significant impact of grammar is manifested in language production skills. As stated by Díaz-Rico and Weed (2010) grammatical competence holds significant importance as it provides students with the skills and knowledge required for effective communication in both speaking and writing.

In Alvarez's (2017) points of view, grammatical competence is essential in writing skills, since individuals can properly comprehend and produce well-constructed sentences which follows grammatical rules, therefore effectively conveying a message. This implies, words, phrases, and sentences are coherently and meaningfully set up, thereby fostering effective communication. To meet the needs of grammatically correct and persuasive texts, mastering grammar makes it easier to decode and understand the language, making it possible for individuals to precisely communicate.

Additionally, Menggo et al. (2019) outlines that grammatical competence equip learners to build up strong interactions in real-life scenarios in a coherent and consistent way. On the top of that, Grammatical Competence supports language communication and use, by providing clarity and accuracy, learners are encouraged to express their thoughts, ideas and intentions. A strong mastery of grammar not only ensures effective communication but also enhances overall communicative skills, enabling individuals to express themselves clearly and engage in meaningful interactions. Spoken production skill constitutes a key area in which the mastery of grammatical competence is made evident. As well as providing grammatical correctness, grammar proficiency

enables individuals to express themselves with confidence and improve their communication skills. As Silitonga (2014) mentioned, by possessing strong grammatical competence, individuals are able to employ and comprehend the English language structure with accuracy and confidence, which results in greater fluency in oral expression. Also, developing and maintaining grammatical competence becomes important in order to use the language proficiently and successfully. Likewise, a solid grasp of grammatical competence facilitates the understanding of other speakers and contributes to establishing effective communication in a variety of contexts.

Briefly, grammatical competence influences in the four language skills, however, by far the most significant impact of this competence can be appreciated in the production skills. Strong command of grammar supports the construction of coherent sentences, expressing ideas, and communicating thoughts with accuracy. These skills encompass oral and written language, and a solid grammatical competence increases clarity and communication effectiveness. It promotes fluency in articulating ideas, persuasiveness, and adaptability to the context. Thus, the development of grammatical competence serves as an essential component for understanding and a powerful language tool for proficient expression in real life.

4.2.3 Role of Grammatical Competence

According to (Fikroni, 2018), grammatical competence plays a crucial role in L2 communication, acting as both a language producer and as an editor. Grammatical Competence as a producer empowers learners to produce language with grammatical accuracy, enhancing their ability to express ideas, thoughts, and emotions clearly and coherently. Likewise, grammatical competence is crucial for understanding and engaging the language effectively. As it helps learner interpret and respond correctly in different communicative context, thus enhancing interpersonal communication. When, grammatical competence plays a role as a language editor, it enables learners for accurate decoding of both spoken and written language. It is a key indicator for overall language mastery and effective communication, since it is a major indication of language competency in proficiency exams and supports advanced language abilities like writing, speaking, reading and listening. In brief, grammatical competence plays two significant roles, as a producer and as an editor in language learning, contributing to language proficiency development and its endeavor to make communicative competent users.

Grammatical Competence plays a significant role in order to achieve effective communication in the English Language. That is why, a solidifying understanding of grammatical

rules allow learners to convey clearly their messages, reducing the risk of a possible misunderstanding. Therefore, encompasses fluency and precision in the language production, after grammar instructions, learners be fitted to improve the language precision through the practice. On the contrary, Deficient grammar skills can result in a negative perception by others. Initial impressions tend to be enduring and may conceal an accurate assessment of character. Certain individuals perceive good grammar as indicative of intellect and education. It is prudent to avoid allowing unfamiliar individuals to develop an unfavorable impression due to subpar communication abilities.

5.2.4. Aspects of Grammatical Competence

Grammatical competence comprises several aspects which contribute to the accurate usage of language. Among these aspects include word order, subject-verb agreement, verb inflection, and prepositions. Every one of these elements supports the development of grammatically appropriate sentences. Word order refers to the arrangement of words in a sentence, ensuring clarity and syntactic structure. Subject-verb agreement ensures that the verb matches the subject in person and number. Inflection modifies the verb to indicate different grammatical features. Prepositions build relationships between words and phrases in a sentence. These aspects can be categorized into the areas of syntax and morphology, which combine together build the understanding of the language.

4.2.3.1 Word Order. Generally, word order referred to the agreement or structure of the different parts of speech. In linguistics word order refers to how the components of a language's syntax are ordered, following a determine grammar structure and meaning. In other words, word order aims to follow a structure by using three most basic elements that every sentence must contain to express a complete thought. It should arrange in this manner: subject (S) + verb (V) + object (O) (Souadkia, 2017). Determining the proper word order in sentences requires an understanding its function in the sentence. The subject indicates “who” is the person, animal, or thing, the verb says the action or condition, and finally the object receives the action. These components can be recognized in order to determine the appropriate word sequence and guarantee that the sentence expresses the desired meaning.

4.2.3.2 Subject verb agreement. Ellis (2022), suggests that the verb and subject in a sentence should have the same number, person, and gender. There is exception for the verb to be, besides subject-verb agreement, it is also called “subject-verb concord” these rules refer to

matching the subject a verb in a sentence in tense, aspect, and mood, which translates to number, person, and gender. For instance, the verb must be singular if the subject is singular and plural if the subject is plural. To put it another words, the verb in a sentence has to match the number (singular or plural) and person (first, second, or third) of its subject (Cambridge Dictionary, 2023).

Here are some basic subject verb-agreements to keep in mind:

- **Singular subjects:** The verb must be singular when the subject is also singular (relating to a single person, thing, or entity). For example:
 - The cat sleeps on the sofa.
 - She sings in the party.
- **Plural subjects:** The verb must also be plural when the subject is plural (refers to more than one person, object, or entity). For example:
 - The cats sleep on the mats.
 - They sing beautifully.
- **Collective nouns:** Depending on the intended meaning, collective nouns, describe groups of individuals or objects as a single entity, can have either a singular or plural verb. For example:
 - The team is playing well. (Singular verb, treating the team as a unit)
 - The team are talking among themselves. (Plural verb, emphasizing individual members of the team)
- **Compound subjects:** When it is used the coordinating conjunction "and", it means a connection of two or more subjects, the verb is typically plural. For example:
 - John and Mary are going to the party.

4.2.3.3 Verb Inflections. Inflection is viewed as the process of adding very general meanings to existing words, not as the creation of new words. As mention by (Yule, 2010)Inflectional morphemes denote if a word is plural or singular, whether it is past tense or not, comparative or possessive. There are three main categories of inflectional verb morphemes, which will be describe in the following table:

Table 1
Inflectional Morphemes

English Inflectional Morphemes		Added to	Examples
-s	3 rd person singular present tense	Verbs	The dog barks at strangers.

-ing Progressive	Verbs	The dog is chasing <u>ing</u> its tail.
-------------------------	-------	---

Inflectional verb morphemes, also known as verb inflections or verb endings, are affixes that are added to verbs to indicate various grammatical features. To provide a comprehensive description of an action, a verb can take on various forms associated with five key concepts: tense, aspect, voice, mood, and agreement in terms of person and number (J. Lee & Seneff, 2008). These morphemes do not change the basic meaning of the verb but provide additional information about how the verb relates to the subject, object, or time frame of the sentence. Some common inflectional verb morphemes are:

- **-s/-es/-ies:** This morpheme is added to the base form of a verb to indicate the third person singular present tense. There are three primary rules that govern its usage:
 - Most verbs in English form the third-person singular by adding -s to the base form (sings, gives, requires).
 - If the verb ends in -x, -ss, -sh, -ch, -tch, or -zz, you add -es to the end to match the third-person singular (watches, misses, rushes, mixes, buzzes).
 - Verbs ending in a consonant + y (such as try) form the third-person singular by changing the y to i and adding -es (tries).
- **-ing:** The present participle or also called the “-ing” ending is employed to generate progressive tenses or gerunds, is created when this morpheme is added to the verb's basic form. For example:
 - She is studying.
 - They enjoy swimming

4.2.3.4 Prepositions. One class of words that belongs to the parts of speech category is prepositions. Their primary function is to indicate the relationship between nouns or pronouns in a sentence, they can be positioned either before or after the nouns or pronouns. As stated by (Putri et al., 2022), Prepositions as functional words, perform an important task in the construction of phrases and sentences. They usually connect a noun or pronoun to another word and show their relationships in a sentence. By employing prepositions, we can effectively showcase the connection and association between these elements within the context of a sentence. As Wren and Martin (1966) stated, a preposition is a word that precedes a noun or pronoun that indicates a relationship between the person or thing denoted by it stands in regarding something else (p. 6). Besides,

Prepositions are words that comes before a noun or pronoun in order to “show a relationship in space or time or a logical relationship between two or more people, places or things. Prepositions are most commonly followed by a noun phrase or pronoun”(Cambridge Dictionary, 2023).

4.2.3.4.1 Types of prepositions. An important element in the English language are prepositions, enabling us to establish and convey relationships among each parts of a phrase. There are several types of prepositions that serve different functions. Prepositions are used to indicate time, location, direction, agentive, possessive, etc. Understanding the different types of prepositions allows us to accurately and precisely navigate the intricate structure of a sentence. It is fundamental to mention that for this research it will be used the preposition of time, used in an A2.1 Student’s proficiency level:

4.2.3.4.2 Prepositions of Time. Prepositions of time are words that describe the time when an event or action takes place. The prepositions of time “in”, “on” and “at” are used to denote a range of various temporal references (The British Council 2015). The following table presents a comparative examination of various time-related contexts uses:

Table 2
Prepositions of Time

In	On	At
Months: in January / in April	Days of the week: on Monday	Clock times: at 7.30 a.m. / at 5 o'clock
Seasons: in spring / in winter	Days + parts of days: on Tuesday afternoon / on Saturday mornings	Festivals: at Christmas / at Easter
Years: in 1984 / in 2015	Dates: on November 22 nd	Exceptions: at night / at the weekend
Centuries: in the 20th century	Special days/Holidays: on my birthday / on New Year’s Eve	
Times of day: in the morning / in the evening		
Longer periods of time: in the past / in the 1990s / in the holidays		

Obtained from British Council Obtained from British Council

4.2.4 How to teach Grammar

Teacher grammar becomes fundamental in the language classroom, since it prepare learners with different structures and patterns that govern a language encompassing sentence formation, verb conjugation, word order, and usage. It attempts to assist learners to articulate their ideas in both written and spoken language. There are some approaches for teaching grammar that will be covered in the upcoming part.

4.2.4.1 Teaching grammar approaches. When teaching grammar there are two most common and suitable approaches for teaching grammar. These are: deductive approach and inductive approach:

4.2.4.1.1 Deductive Approach. Thornbury (2006) mentioned that teaching grammar by using deductive approach it involves to start the class presenting the rules and structures, afterwards it provides examples. Whereas this approach offers certain benefits and downsides, it is important to consider its implications. One advantage of this method is its simplicity and effectiveness in explaining rules, permitting more time dedicated to practice. However, it may not be appropriate for young learners who require interactive and engaging experiences to completely get a handle on the concepts. Limited interaction with the educator or difficulties in comprehension can hinder the effectiveness of this approach for certain students. It is vital to strike a balance between rule-based instruction and providing opportunities for active engagement and comprehension in order to maximize learning outcomes.

4.2.4.1.3 Inductive Approach. In Thornburys' (1999) view teaching grammar through inductive approaches, relies on starts the lesson presentencing examples as a means of guiding learners towards understanding and formulating rules. This approach brings some upsides when is utilized in grammar learning. To begin with, this approach promotes student participation that is proactive in nature, leading to increased understanding and engagement. Furthermore, while analyzing specific scenarios and developing broad conclusions, learners strengthen their problem-solving and critical thinking abilities. In addition, as students build knowledge from real situations, the inductive teaching style promotes a greater understanding of concepts. What is more this approach becoming Student-Centered, since it fosters learners' independence and autonomy, by giving students the responsibility for their own education. Besides, inductive approach enriches students' learning experiences by preparing them to put into practice students' knowledge and abilities get involved in real-world scenarios.

5 Methodology

5.1 Setting and participants

The implementation of the research proposal took place at a public institution located in the city of Loja, the cantonal head of Loja, and the capital of the Loja province. The geographical coordinates of the receptor institution correspond approximately to -4.01332 latitude and -79.20625 longitude. This choice ensured the representativeness of the collected data and the applicability of the results to the local reality.

The study involved ninth-grade students from superior basic education program at a public institution in the same city. Additionally, a researcher, a pre-service teacher from the Universidad Nacional de Loja in the department of Pedagogía de los Idiomas Nacionales y Extranjeros, played an active role. This researcher served as a participant-observer, assuming responsibility for executing the intervention plan. A convenience sample was chosen based on the participants' availability and willingness to be part of the study (Creswell, 2012). A sample was obtained from a group of 24 ninth-grade students, equally divided into 12 girls and 12 boys, aged between 12 and 13 years old. It was expected that these learners had an English language proficiency level of A2. Bearing in mind the age of the students, a consent form was signed from student's legal representatives ([see Annex 7](#)) and the corresponding authorization from the institution. In addition, a unique code was assigned to each participant following the ethical principle of privacy preservation. This measure helped to the researcher identify each participant and allowed authorization to use various techniques throughout the entire research process.

5.2 Procedure

5.3 Method

The present study applied a mixed method approach, following an action research model, which involved the implementation of an intervention proposal. The researcher gathered qualitative and quantitative data to provide a comprehensive analysis, in order to accomplish the specific objectives that guided the entire research process. The mixed methods research employed both quantitative and qualitative data, mixing different designs as well as different theoretical frameworks. It aimed to obtain additional information to what would have been obtained with each type of data separately (Creswell & Creswell, 2017).

To comprehend how people or groups perceive and interpret social or human problems, qualitative research was applied (Creswell & Creswell, 2017). This research approach entailed

gathering data regarding participants' perceptions of the newly implemented strategy. The data were analyzed using survey and observation techniques, followed by the interpretation of the findings' significance. Conversely, quantitative research was an approach for evaluating objective theories by examining the correlation between the variables. Such variables in turn, could be measured, usually by using instruments, letting numerical data be analyzed using statistical procedures (Creswell & Creswell, 2017).

Therefore, the proposed study approach was suitable for the current project, as it enabled collecting and analyzing the quantitative data, that examined the effectiveness of the use of visual aids to enhance grammatical competence, as reflected in the scores attained by participants. Moreover, it also provided qualitative data, describing learners' perceptions towards the application of the visual aids.

5.3.1 Research design

The research design of the present study is action research. As manifested by Clark et al. (2020), “Action Research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices”. In this regard, this work followed the five-phase integral action research cycle process developed by Susman and Evered (1978), the application of this model facilitated the identification and implementation of an effective solution by addressing a specific problem prevalent in the classroom environment. The five stages included the following:

5.3.1.1 Diagnosing. Firstly, in order to carry out this research, it was necessary to conduct a systematic analysis of the problem at hand. After examining the experiences acquired during practicum and previous studies, the researcher identified the challenges present in the EFL classroom. These findings serve as a starting point for the planning and implementation of new actions. This research project specifically focused on the ability to use and comprehend English grammar rules accurately and appropriately. In light of this, the researcher posed the following central question: How does the use of visual aids enhance grammatical competence among superior basic education students at a public school? From this question derived two sub-questions: what is the effectiveness of the visual aids to strengthen grammatical competence among superior basic education students? what are superior basic education learners' perceptions of using visual aids to enhance their grammar knowledge?

5.3.1.2 Action planning. Once the problem had been identified, an intervention plan was formulated to establish the specific actions to be implemented in order to improve the defined situation. Furthermore, appropriate data collection instruments were designed to facilitate the collection of relevant information.

5.3.1.3 Action taking. In this phase, the intervention plan formulated in the previous stage was carried out among the sample research group. In other words, a sample research group was identified and the intervention proposal has been applied. As part of this step, an intervention plan was put into practice with the aim to improve grammatical competence. During this process, different data collection instruments, such as pre- and post-tests, surveys and field notes, has been used to gather relevant information. In addition, in order to carry out the intervention proposal, the researcher followed the 3 PPP's Lesson Plan framework ([see Annex 8](#)), a popular teaching method for introducing and practicing new language structures, especially in the teaching of grammar. Mora (2001) mentions that this method involves three stages: Presentation, Practice and Production.

In the Presentation stage, the teacher introduces a new grammatical structure in a specific context that clarifies its meaning and shows an example of usage. This may be through dialogues, texts, or verbal demonstrations.

At the Practice stage, learners perform speaking and writing activities, such as repetition or gap-filling, leading to the controlled and repetitive practice of the structure. The objective is that students memorize and reproduce the structure accurately and fluently, building confidence in its usage.

Lastly, during the Production stage, students are engaged in less controlled activities in which they have the opportunity to use the structure in order to express their own ideas and combine them with other language they have previously learned. At this stage, learners often work in pairs or groups, regardless of the teacher, who is responsible for monitoring and assessing learning rather than immediately correcting errors.

5.3.1.4 Evaluating. An essential stage of the research cycle focuses on evaluating the obtained results. During this phase, an exhaustive analysis was performed to assess the effectiveness and impact of the implemented strategy. The relevant data had been gathered and subjected to a comparative analysis using predetermined criteria established by the researcher.

Therefore, quantitative and qualitative data have been described in detail to determine the level of success of the proposed solution and students' perceptions after the implementation of the proposed strategy.

5.3.1.5 Specifying learning. The final stage of the project encompasses two critical points: documenting and sharing the acquired knowledge. Through documentation, the project captures the key insights gained and records the best practices developed throughout the research process. Subsequently, the knowledge obtained was actively shared with relevant stakeholders, including educators and the broader educational community. This spreading process enables other teachers to benefit from the project's results and implement innovative teaching strategies. The project's findings underscore the notable influence on enhancing students' grammatical competence by emphasizing on the effective use of visual aids. This valuable information empowers future researchers and educators to explore innovative approaches for optimizing grammar instruction and fostering effective learning environments in classrooms.

5.3.2 Data Collection Sources and Techniques

The researcher used the following techniques and instruments to gather the information during the research process:

The first one was the testing technique with the instrument of a pre-test and post-test ([see Annex 1](#) and [Annex 2](#)). Gathering academic data through pre-tests and post-tests is an effective way to monitor the progress of youth with or at risk of academic deficits (Sanders, 2019). In this regard, both the pretest and posttest consisted of multiple-choice, unscramble, gap-filling, and matching questions, which ones were made up with different items. The pretest and posttest each one comprised 8 questions, designed to evaluate the four indicators (two questions per indicator) in relation to the dependent variable (Grammatical Competence). Additionally, the evaluation has been adapted to the students' proficiency level during the assessment process. Each question would be graded with 1,25 points, which encompassed 5 items, each valued at 0,25 points. The eight questions were scored according to the national grading scale ([see Annex 6](#)) proposed by the Ley Orgánica de Educación Intercultural (LOEI) (MINEDUC, 2023). These instruments were conducted before and after applying the strategy. The primary purpose of the pretest was to assess the students' current level of comprehension, while the posttest served to determine the outcomes of the experiment. By collecting quantitative data, the researcher aimed to find out the level of improvement in students' grammatical comprehension through the use of visual aids.

The second technique employed was the observation technique. Observation is commonly used to gather data on the frequency of occurrences within a designated time frame or the duration of highly specific behaviors or events (Iro & Cln, 2013). In this context, the data were collected through the instrument of a field notes ([see Annex 5](#)). Field notes is an effective data collection method that records research activities and tracks the evolution of ideas and the research process (Clark et al., 2020). In this manner, the information collected was recorded weekly, enabling the monitoring of students' progress after being exposed to visual aids. Field notes were divided into two parts: descriptive notes and reflection notes. The descriptive section recorded observed events, participant interactions and activities to perform, providing an accurate and objective record of the research setting and learners' behaviors. In contrast, the reflection section allowed the researcher to express personal thoughts, interpretations, and insights gained during the observations, serving as a space for the researcher to analyze the data and explore potential patterns or themes that may emerge. By having both descriptive and reflective components, the field notes offered a comprehensive perspective on the research observations. Furthermore, this technique allowed the researcher to gather qualitative data to complement the quantitative analysis of the research.

Finally, the third technique employed is the survey technique, utilizing the instrument of a questionnaire ([see Annex 4](#)). A questionnaire serves as a tool that enables a researcher to collect data from one or multiple groups of respondents (Iro & Cln, 2013). The elaboration of this questionnaire has been used the Likert Scale. It provides a range of responses for a specific question or statement (Croasmun, 2011). This tool was used to measure the level of agreement or disagreement of the respondent regarding the perception of the application towards visual tools in the development grammatical competence. It allowed evaluating whether the individual strongly disagree (SD), disagree (D), agree (A), or strongly agree (SA) with the provided statement. It is necessary to mention that the questionnaire has been carried out at the end of the intervention proposal.

5.3.3 Data Analysis

Descriptive statistics were employed by the researcher to process and analyze the quantitative data, bear in mind the current study design. Moreover, through a Microsoft Excel program, the data was presented in tables and graphs which allowed to take the measures of central tendency, which were useful in analyzing the obtained findings from the different instruments that were administered. In order to collect quantitative data, it was necessary to emphasize taking the

grading national scale from the LOEI as a reference to gather the learning performance progress after the application of visual aids. To support the outcomes regarding the influence of visual aids on grammatical competence knowledge, qualitative data were analyzed and categorized using appropriate indicators through a thematic analysis. This analysis took into account all the observations recorded in the field notes, as well as the various perspectives and opinions expressed by students in the questionnaire. Through this approach, the effectiveness of using visual aids to enhance grammatical competence was thoroughly supported and corroborated.

6 Results

The following section reports the results and findings obtained by the researcher about the implementation of visual aids to enhance grammatical competence among ninth grade students. In order to demonstrate how specific objectives were accomplished during the research process. For the first objective, the analysis pre and posttests instruments revealed the level of improvement of students' grammatical competence after the application of visual aids. Meanwhile, for the second objective a questionnaire with close and opened-ended questions, along with field notes was applied to gather data on students' perceptions towards the visual aids. Hence, the data will be presented in tables and figures with their corresponding interpretation and analysis.

6.1 Pretest and Posttest Results

Objective 1. To examine the effectiveness of using visual aids to enhance grammatical competence among superior basic education students.

Sub-question 1. what is the effectiveness of the visual aids to strengthen grammatical competence among superior basic education students?

Pretest Results

Table 3

Pre-test scores on the performance of ninth grade students' grammatical competence

Students' Codes	SVA (2,50)	WO (2,50)	PT (2,50)	VI (2,50)	Average
LDA 01	0,50	0,50	0,50	0,00	1,50
LDA 02	0,50	0,75	0,50	0,00	1,75
LDA 03	0,50	1,00	0,25	1,25	3,00
LDA 04	1,75	1,75	1,75	0,00	5,25
LDA 05	0,75	1,75	1,25	0,50	4,25
LDA 06	1,75	1,50	1,75	0,25	5,25
LDA 07	1,00	1,00	0,75	0,00	2,75
LDA 08	1,50	1,75	1,75	0,25	5,25
LDA 09	0,25	0,75	1,00	0,00	2,00
LDA 010	1,50	0,25	0,25	0,50	2,50
LDA 011	1,00	1,25	0,50	1,00	3,75
LDA 012	0,50	0,25	0,50	0,00	1,25
LDA 013	0,50	0,75	0,75	0,25	2,25
LDA 014	1,50	1,00	1,50	0,50	4,50
LDA 015	1,50	0,75	0,75	0,75	3,75

LDA 016	1,75	0,75	1,00	0,50	4,00
LDA 017	0,75	1,00	0,75	0,25	2,75
LDA 018	1,75	0,50	0,75	0,00	3,00
LDA 019	2,00	0,75	1,00	0,50	4,25
LDA 020	1,75	1,75	1,25	1,25	6,00
LDA 021	1,50	1,25	1,00	0,75	4,50
LDA 022	0,25	0,50	0,50	0,75	2,00
LDA 023	0,00	0,25	0,25	0,00	0,50
LDA 024	1,25	1,25	1,25	0,25	4,00
Total Mean	1,08	0,96	0,90	0,40	3,34

SVA=Subject Verb Agreement, WO= Word Order, PT=Prepositions of Time, VI=Verb Inflections.

The above table indicates the results obtained from the pretest which was applied to ninth grade students who belong to superior basic education students, it is presented students' mean scores from each indicator evaluated of grammatical competence, including "Subject verb agreement", "Word Order", "Prepositions of time" and "Verb Inflections" the data was collected before the intervention proposal of the visual aids.

Concerning "Subject Verb Agreement", as it can be seen in the table 3, the total mean score gathered was 1.08 out of 2.50 which means that students could not agree the subject with the corresponding verb form.

In terms of the "Word Order" section, the general mean score indicate that students got 0.96 out of 2.50, which demonstrates that students may struggle with recognizing the sequential order of subject, verb and object in the sentences.

Regarding the "Prepositions of Time" category, learners got a mean score of 0.90 out of 2.50, suggesting they encounter difficulties in connecting the timing of actions or the progression of events.

Finally, in the "Verb Inflection" marker, students scored an average of 0.40 out of 2.50. It seems possible that these results are due to the fact that they do not have a clear understanding of the spelling rules as well as to the lack of practice of these rules.

In summary, the table 3, reveals that the highest student's performance was seen in "Subject verb agreement" indicator, demonstrating their ability to recognize singular and plural subjects and appropriately match them with verbs. On the contrary, the lowest performance was observed in "verb inflections", this discrepancy could be attributed to the insufficient explanation of the spelling rules. Broadly speaking, the analysis of the gathered results underscored the necessity of formulating an intervention plan. The overall mean, scoring 3.34 out of 10 in accordance to the

national grading scale, prompted the researcher to introduce visual aids with the goal of enhancing grammatical competence.

Post-Test results

Table 4

Post-test scores on the performance of ninth grade students' grammatical competence

Students' Codes	SVA (2,50)	WO (2,50)	PT (2,50)	VI (2,50)	Average
LDA 001	1,25	1,50	2,50	2,50	7,75
LDA 002	0,75	1,25	0,25	1,75	4,00
LDA 003	1,00	1,25	1,25	1,75	5,25
LDA 004	2,25	2,25	1,00	2,50	8,00
LDA 005	1,50	1,00	1,50	2,50	6,50
LDA 006	2,00	2,00	2,50	2,50	9,00
LDA 007	1,50	1,00	0,75	2,00	5,25
LDA 008	0,75	1,00	1,75	2,50	6,00
LDA 009	2,50	2,50	2,00	2,25	9,25
LDA 010	1,50	1,75	1,75	2,25	7,25
LDA 011	1,75	2,50	2,00	2,00	8,25
LDA 012	2,25	2,25	2,00	2,25	8,75
LDA 013	2,00	1,25	1,00	0,75	5,00
LDA 014	0,75	1,50	1,00	2,50	5,75
LDA 015	2,00	1,25	1,00	2,25	6,50
LDA 016	0,50	0,75	1,00	2,25	4,50
LDA 017	1,00	0,75	0,50	1,75	4,00
LDA 018	1,00	0,75	1,00	2,25	5,00
LDA 019	2,25	1,50	1,50	2,50	7,75
LDA 020	2,00	1,50	2,00	2,50	8,00
LDA 021	2,25	1,75	2,25	2,50	8,75
LDA 022	2,25	1,50	2,00	2,50	8,25
LDA 023	2,25	2,25	2,00	2,25	8,75
LDA 024	2,25	1,75	2,25	2,00	8,25
Total Mean	1,65	1,53	1,53	2,20	6,91

SVA=Subject Verb Agreement, WO= Word Order, PT=Prepositions of Time, VI=Verb Inflections.

As shown in the Table 4, the post-test results, conducted on ninth-grade students after eight weeks of implementing the visual aids intervention proposal, were analyzed in grammatical competence indicators such as "Subject-Verb Agreement", "Word Order", "Prepositions of Time", and "Verb Inflections". The table presents students' mean scores for each of the four grammar indicators.

Regarding to “Subject verb agreement”, Table 4 indicates that students scored 1.65 out of 2.50, which demonstrates their ability to recognize and appropriately match subjects with their corresponding verbs. At this time, their comprehension of subjects, particularly in the present progressive tense became clear.

Furthermore, Table 4 illustrates that in terms of “word order”, learners received a grade of 1.53 out of 2.50, which shows the participants' ability to construct well-organized sentences and recognize the subject, verb, and object's correct placement.

Additionally, with a score of 1.53 out of 2.50 in the “Prepositions of Time” indicator, students showed a better understanding of how to utilize prepositions to establish connections with specific moments when an action takes place. This proficiency equips learners with the skills necessary for effectively employing time-related prepositions.

Concerning the “Verb Inflections” indicator, participants obtained scores within 2,20 out of 2,50, indicating a strong grasp of spelling rules and their practical application. As well, showcasing their ability to accurately modify verb inflections.

Table 5

Comparison between pre-test and post-test indicators' total means.

Indicators	Pre-Test	Post-Test	Difference
Subject Verb Agreement (2,50)	1,08	1,65	23%
Word Order (2,50)	0,96	1,53	23%
Prepositions of Time (2,50)	0,90	1,53	25%
Verb Inflections (2,50)	0,40	2,20	72%
Mean Score (10)	3,34	6,91	35,7%

The table 5 depicts the analysis of students’ total indicators mean scores obtained before and after giving treatment. There was a noteworthy level of improvement in students’ grammatical competence. Regarding to “Subject Verb Agreement” student’s pre-test mean score increased considerably from 1.08 to 1.65 in the post-test, with a notable difference of 23% percent. Similarly, the “Word Order” indicator demonstrated a remarkable performance, scoring from 0.96 to 1.53, showing a 23% of variation. Concerning “Prepositions of Time” indicator, significant development was observed, as participants achieved a mean score of 0.90 in the pre-test increasing to 1,53 in the post-test, this implies a distinct contrast of 25%. Surprisingly, the “Verb Inflections” indicator, initially scoring the lowest at 16% in the pre-test, displayed a significant leap to 88% in the post-

test, representing a substantial improvement of 72%, marking as a noteworthy achievement in this aspect of grammatical competence.

Figure 1

Comparison of pre-test and post-test mean scores with the National Grading Scale to assess ninth-grade students' grammatical competence.

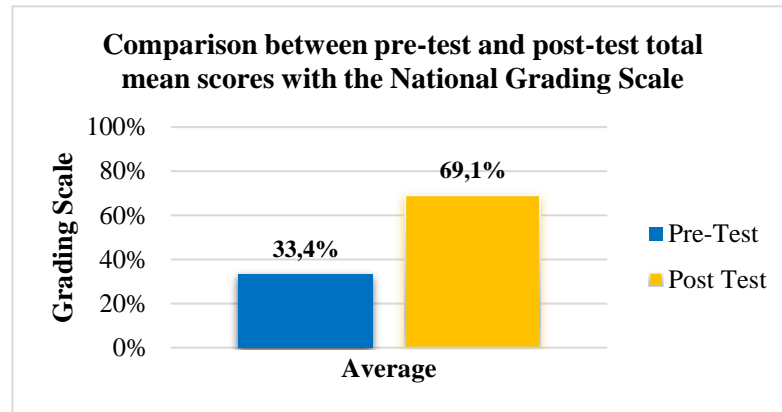


Figure 1 illustrates the percentage overall mean scores achieved from the pre- and post-tests with the national grading scale, including "subject-verb agreement", "word order", "prepositions of time", and "verb inflections". Comparing the two results, it can be seen that the outcomes gathered before the intervention proposal were 100% of the students, indicating an average score of 3.34 out of 10 with a 33.4%, which meant that they "did not achieve the required learning" according to the grading scale of the Ministry of Education. On the other hand, after the intervention proposal, the findings imply a mean score of 6,91 out of 10 with a 69.1%, which means that students are "close to the required learning". This demonstrates moderate progress with a meaningful difference of 35.7% between the pretest and posttests. Certainly, it is evident that further practice is essential for these students to achieve the required learning. Undoubtedly, the collected data provide essential insights into the development of grammatical competence in ninth grade students by using visual aids.

6.2 Questionnaire and Field Notes Findings

Objective 2. To describe students' perceptions towards the application of visual aids to improve grammatical competence among superior basic education students.

Sub-question 2. what are superior basic education learners' perceptions of using visual aids to enhance their grammar knowledge?

The findings obtained from the closed-ended and opened-ended questions of the questionnaire aimed to gather ninth grade students' perceptions about the use of the visual aids.

Table 6
Ninth Grade Students' perceptions

Statements	Yes		No	
	f	%	f	%
1. Visual aids sparked my interest in the topic presented.	23	96	4	4
2. Visual Aids engaged me to participate during the grammar points.	22	92	2	8

During the class session, the researcher recorded students' reactions regarding to the use of visual aids to enhance grammatical competence through field notes. It was noticed that learners felt curious about the colorful and vibrant aids, which caught students' attention. Furthermore, this observation finds are supported with students' responses in the Q1. Table 6 reveals that the highest percentage of students (96%) answered "Yes," indicating their agreement that visual aids sparked their interest, this response is further supported by learners' comments. They perceived visual aids as not only interesting but also dynamic way for learning grammar. Nevertheless, a small percentage (4%) of participants expressed that the aids did not capture their interest; this may be due to the size of the aids or they did not find them interesting enough, another reason could be that the visual aids provided were not suitable for their age.

Moreover, the researcher found that participants felt interested in the lesson, attributing it to the practicality and versatility of these tools, which actively involved them in the class. Simultaneously, this observation can be corroborated with participants' responses in Q2. As depicted in Figure 3, the majority of respondents (92%) affirmed that visual aids engaged them in the English grammar classes, especially when introducing new topics. As well, students mentioned that they found enjoyment in using visual aids combined with interactive activities introduced with the different subtypes of the aids. Whereas a small portion (8%) of respondents said "no", a possible reason is that, due to different learning styles and interests, students did not feel engaged enough to participate in these activities. Likewise, it can be probable that students' personalities are different, which means that some students felt shy or not comfortable enough to participate during the development of the lesson.

Table 7
Ninth Grade Students' perceptions obtained from the questionnaire

Statements	SA		A		D		SD	
	f	%	f	%	f	%	f	%
3. Using posters promoted my enthusiasm for learning by ensuring that the subject of the sentence aligns with the corresponding verb.	13	54	10	42	0	0	1	4
4. Using flashcards encouraged me to construct well-organized sentences.	16	67	5	21	1	4	2	8

5. Using infographics enhances my understanding of the spelling rules.	16	67	7	29	0	0	1	4
6. Realia has improved my confidence in recalling prepositions of time.	11	46	11	46	2	8	0	0

SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree

As per the researcher's findings, learners demonstrated enthusiasm and maintained a positive attitude throughout the topics presented. Such a positive classroom atmosphere concurs with the results obtained in question number 3 (Table 7), since students expressed a high level of agreement, ranging from "strongly agree" to "agree", reaching up to 96% of participants who concur with the notion that the use of posters increased their enthusiasm for learning, especially when matching subjects with corresponding verbs. Undoubtedly, this positive results mainly be due to the brightly-colorful posters, combined with illustrations and eye-catching designs, making the learning experience more engaging, motivating, and stimulating enthusiasm among learners. However, a tiny percentage of participants disagreed with the assertion that posters increased their enthusiasm, giving a 4% of respondents who ranging between " disagree" to " strongly disagree". One probable reason for this disparity might be because after a certain time, these tools went unnoticed once additional assignments were introduced.

Based on the researchers' notes, learners were engaged in sorting out word cards activities to build sentences, promoting in this way collaborative work and enabling learners to give and receive feedback from their peers. Concerning to the question N°4 presented in the table 7, it can be shown that a substantial majority of the respondents comprising an 88% “strongly agreed” and “agreed” with the statement that making use of flashcards encouraged learner to made up well-organized sentences. This optimistic reaction demonstrates that lively flashcards with all its visual features, clarifies sentence structure. At the same time, this tools cognitively stimulate learners, makes the sentence construction more attractive and memorable. Besides, they inspire creativity, engage learners in an enjoyable learning environment, fosters personal expression and creative thinking. Although, a smaller group comprised by 12% of respondents indicated “disagreement” with the statement. This non-favorable response may result from monotony of working repeatedly with word cards for constructing sentences and not having colorful illustrations it was a factor that influenced in their lack of interest.

During the class development, it was found that when presenting simplified information through lively infographics, students became fascinated and caught learners’ attention. Table 7 displays students’ answers regarding to the Question 5, where 96% of respondents "agree" that

using infographics have improved their understanding of spelling rules. This positive response indicates that infographics with their clear and concise representation of information, facilitated learners' understanding of spelling rules. As long as, the combination of colorful and vivid illustrations makes the learning content more attractive and stimulating. Thus, maintaining learners' attention. In contrast, there were no participants who indicates disagreement, it can suggest that the most of respondents have a positive view about infographics. Nevertheless, a slightly portion of respondents specifically a 4% "strongly disagreed". Such a response may indicate that small group of students found the material not too much interesting as well as those learners found it a little bit difficult to understand, leading a small group of adolescents to feel overwhelmed. Moreover, the lack of interaction with the material may have led to boredom and disconnect with the content.

The researcher found that students feel more confident in recognizing the appropriate usage of each preposition of time when real objects such as a calendar, schedule, and clock are employed. These findings are reinforced by participant responses displayed in the table 7, where a 92% of learners ranging from "strongly agree" and "agree" with the assertion of realia has improved their confidence in recalling prepositions of time, whereby including tangible objects establishes real-life situations, enabling students to identify the prepositions of time with everyday situations. Such multisensory practice, which involves touch and sight, reinforces memory recall and builds their confidence to remember. But, a small fraction (8%) indicated "disagreement". For some students, theoretical or abstract methods may be more beneficial than practical applications of real objects. Some may find the presence of these objects to be distracting rather than focusing attention on time prepositions, which could negatively affect their confidence in memorization.

Figure 2
Students' Preferences regarding to the kinds of visual aids

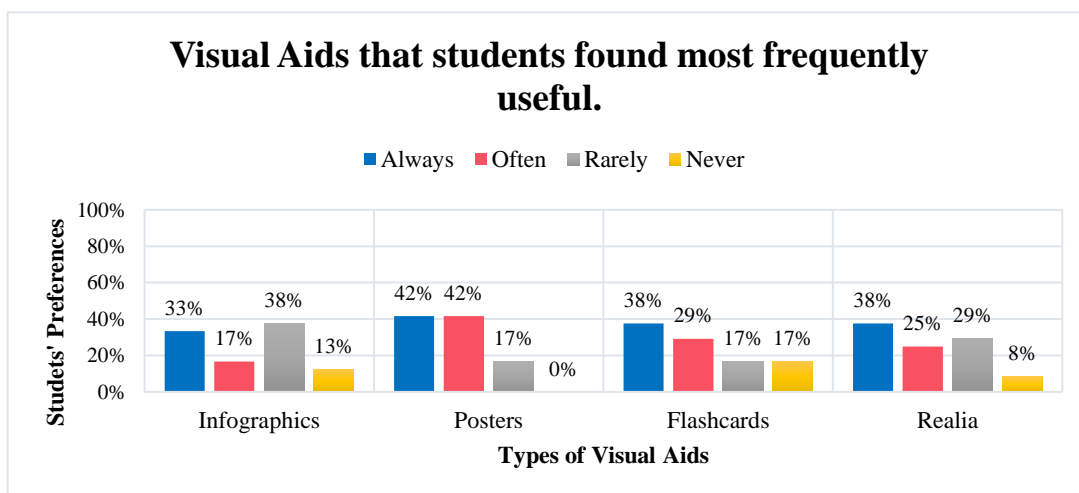


Figure 2, shows ninth grade students' preferences about the different kinds of visual aids that they found useful, such as "Infographics", "Posters", "Flashcards" and "Realia". It's crucial to highlight that all visual aids have been accepted to a higher or lower degree. Notably, a significant portion of students expressed a strong inclination towards both posters and flashcards, with 42% each indicating 'Always' for these aids. Besides, students manifested that visual aids helped them to understand better the topics presented. In addition, the researcher observed that students feel more engaged with these aids since the versatility to handle. The appeal of infographics was also noteworthy, with 33% of students consistently finding them useful. This should be due to the conciseness of the information. Realia, while maintaining a consistent presence, received slightly lower 'Always' responses at 38%, It is probable that students felt a little confused so it was necessary to complement this aid with a different teaching method.

A closer look reveals that infographics garnered a total of 13% 'Never' and 38% 'Rarely' responses combined. On the other hand, posters and flashcards showed a more consistent usage pattern, with fewer respondents choosing 'Never' or 'Rarely.' For realia, there was a relatively balanced distribution across the response categories. These preferences underscore the diversity in students' inclinations towards different visual aids. While infographics may not be universally favored, posters and flashcards seem to enjoy more widespread acceptance, indicating their potential effectiveness in engaging and supporting ninth-grade students in various learning scenarios.

7 Discussion

The present investigation had the intention to enhance grammatical competence through visual aids among superior basic education students at a public institution in Loja during the 2023–2024 school year. This section provides a comparison of the results that were found in the present research with the theoretical framework and previous studies. Moreover, this section highlights important data that attempts to respond to the three research questions, along with the limitations that were found during the intervention plan; besides, it offers suggestions for further research.

The study aimed to address the following central question: How does the use of visual aids enhance grammatical competence among superior basic education students at a public school? Through colorful and eye-catching tools, visual aids engage and encourage students to actively participate during the lesson, creating an authentic, dynamic, motivating, meaningful, interesting and lively learning environment. Using visuals as part of grammar learning, learners are prompted to visualize and absorb the structures, rules, and patterns of grammar. This strategy improves learners' ability to express themselves clearly in both written and spoken language and promotes a deeper understanding of grammar. As a result, this leads to an increase in a genuine passion for learning and long-term memory. These findings, supported by scholars like Pateşan et al. (2018), Jatautaitė & Kazimianec (2019), Nguyen Thi (2019), and Hoa et al. (2022), further validating its relevance and credibility of the results presented in this study.

The first sub-question based on the main question was posed to guide this study: What is the effectiveness of the visual aids to strengthen grammatical competence among superior basic education students? To address this question, pre-test and post-test were administered, and the results indicate a considerable progress from 3,33 out of 10 to 6,91 out of 10 according to the Ecuadorian National Grading Scale, showing a difference of 35.7% of improvement. From the results gathered, it was possible to demonstrate that the use of visual aids such as flashcards, posters, infographics, and realia in the classroom contributes to enhancing grammatical competence among ninth-grade students enrolled in a superior basic education program. These findings align with the research by Syafryadins' (2021), who concluded that visual aids are effective, indicating that the strategy implemented in the experimental class is superior to the control group, with a percentage difference of 23.26%. Nevertheless, students achieved an average score that falls below the required learning level according to the national scale in the post-test (6,91), only with a small difference of 0.09 from the minimum score of 7,00. However, compared

to the starting point, a significant enhancement is shown. As a result of the versatility of the visual aids to cater to different learning styles, they adapt to both visual learners and kinesthetic learners, creating a more inclusive and diverse learning environment. Therefore, it is worthwhile to take advantage of visual aids in teaching and learning grammar.

In addition, the second sub-question was as follows: What are superior basic education learners' perceptions of using visual aids to enhance their grammar knowledge? Based on the questionnaire results and field notes recorded by the researcher, the incorporation of visual aids such as flashcards, posters, infographics, and realia, it was found that they have a positive impact on students since they increase their interest, spark curiosity, and catch their attention. These findings align with Shrestha's (2019) research, which emphasizes that visual aids not only capture students' attention but also contextualize lessons effectively. The inclusion of visual materials notably improves both comprehension and retention. Furthermore, it plays a pivotal role in alleviating anxiety, and cultivating interactive classroom environments. Similarly, Pateşan et al., (2018) mentioned that visual aids are able to raise students' curiosity and interest in the learning process, thereby motivating them to become more actively engaged.

Consequently, the results obtained could not be generalized. The lack of research conducted in the Ecuadorian context underscores the need for more exhaustive educational research. Although the study has successfully demonstrated that visual aids had positive impact and improve students' grammatical competence, it had certain limitations during the intervention, such as the short allocate time given for the intervention, time constraints due to vacations, which delayed the process of the study. In addition, the switch from face-to-face classes to virtual classes was required as a result of Executive Decrees No. 110 and No. 111 made on January 8 and 9, 2024, respectively, by the President of the Republic of Ecuador. These decrees declared a state of exception throughout the national territory due to serious internal commotion and the existence of internal armed conflict. Thereby, the Ministry of Education decided to adopt online classes throughout the country, disrupting the flow planned for the last weeks of the intervention plan. Within this context, it was necessary for the researcher to adapt the visual aids to adjust to the new dynamics of the online activities. Lastly, for post-test administration, the researcher faced challenges, including the lack of emails from some students and the absence of others.

8 Conclusions

The implementation of visual aids for teaching grammar in an eye-catching way becomes relevant. Effective visual aids contribute significantly to the creation of a dynamic learning environment by engaging the learner's attention. Likewise, not only does this dynamic strengthen grammatical skills, but it also stimulates the student's active participation and ongoing interest in language learning.

Visual aids such as flashcards, posters, infographics and realia are favorable teaching tools for helping learners to enhance their grammar skills. In spite of falling short of the required national learning level, students demonstrated significant development compared for their initial performance. Since, flashcards, posters, infographics and realia are tools which look for contextualize lessons effectively leading to foster comprehension and retention of the different topics presented.

Students' perceptions of visual aids were highly positive, as these tools not only increased interest and sparked curiosity but also alleviated anxiety and cultivated interactive classroom environments. From what was observed, learners seemed motivated, which led to more active involvement. The incorporation of visual aids emerged as a powerful strategy to create a dynamic and supportive learning atmosphere, enhancing comprehension and fostering a positive educational experience.

9 Recommendations

It is suggested that teachers use visual aids creatively, combining visual aids such as flashcards with board games, since the versatility of these tools. In order to bring dynamism to the class and foster practice of the language.

It is highly recommended for teachers create the visual aids with colorful and eye-catching materials as possible to engage students in the class. As well as, teachers should take advantage of the online platforms like Canva to create good-looking aids with animated templates, which can print or project during the class.

It is advised that visual aids be employed not only with students with visual learning, but also by implementing strategies with visual aids that adjust to students with multiple intelligences that are present in the class. In this way, it contributes to fostering an inclusive and enriching learning environment.

Beyond the mentioned recommendations, it is recommended for future investigators to explore the benefits of visual aids on different language skills like writing, speaking, reading, or even vocabulary. As well, it is suggested to conduct similar research with different participant characteristics.

10 Bibliography

- Aduradola, R. R., & Akeredolu-Ale, B. I. (2013). The Power of Student's Involvement: Using Posters as Teaching Tools in Managing Large Classes. *English for Specific Purposes World, 14*, 1–20. <http://www.esp-world.info>,
- Alsalihi, H. D. (2020). Posters in Vocabulary Learning. *Arab World English Journal, 2*, 18–31. <https://doi.org/10.24093/awej/elt2.2>
- Alvarez, E. H. (2017). Enhancing Grammar Competence of the Senior Secondary Students through Communicative Language Teaching (CLT). In *International Journal of Research in Humanities and Social Studies* (Vol. 4, Issue 11).
- Berry, J., & Houston, K. (1995). Students using posters as a means of communication and assessment. *Educational Studies in Mathematics, 29*, 21–27.
- Burton, J. K., & Bruning, R. H. (1982). Interference effects on the recall of pictures, printed words, and spoken words. *Contemporary Educational Psychology, 7*, 61–69. [https://doi.org/https://doi.org/10.1016/0361-476X\(82\)90008-X](https://doi.org/https://doi.org/10.1016/0361-476X(82)90008-X)
- Cambridge Dictionary. (2023, June 10). *Cambridge Dictionary*. https://dictionary.cambridge.org/dictionary/english/visual-aid?q=Visual+Aids#google_vignette
- Cambridge Dictionary. (2024, January 15). *Cambridge University Press & Assessment* .
- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics, 6*(2), 5–35.
- Chomsky, N. (1965). Aspects of the theory of syntax . *Cambridge MIT Press, 16*, 300–393.
- Clark, S. J., Porath, S., Thiele, J., & Jobe, M. (2020). *Action Research*. <https://newprairiepress.org/cgi/viewcontent.cgi?article=1034&context=ebooks>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). MA: Pearson. <https://eclass.uoa.gr/modules/document/file.php/ECD433/%CE%91%CE%BD%CE%AC%CE%BB%CF%85%CF%83%CE%B7%20%CE%B4%CE%B5%CE%B4%CE%BF%CE%BC%CE%AD%CE%BD%CF%89%CE%BD%20%CE%BC%CE%B5%20>

%CF%84%CE%BF%20SPSS/%CE%92%CE%B9%CE%B2%CE%BB%CE%B9%CE%BF%CE%B3%CF%81%CE%B1%CF%86%CE%AF%CE%B1/John%20W.%20Creswell%20-Educational%20Research_%20Planning%2C%20Conducting%2C%20and%20Evaluating%20Quantitative%20and%20Qualitative%20Research%2C%204th%20Edition%20%282011%2C%20Addison%20Wesley%29.pdf

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Croasmun, J. T. (2011). Using Likert-Type Scales in the Social Sciences. In *Journal of Adult Education* (Vol. 40, Issue 1).

Egamberdiyeva, I., Obidova Sarvinoz, & Kozimova Nargiza. (2023). USING REALIA AS AN EFFECTIVE PEDAGOGICAL TOOL. *INNOVATIVE RESEARCH IN MODERN EDUCATION*, 1(1), 100–104.

Ellis, M. (2022, June 29). *What Is Subject-Verb Agreement? Definition and Examples*. Grammarly Blog.

Feruz, A. (2021). Using realia in teaching English to ESL students. *Annals of the Romanian Society for Cell Biology*, 25(6), 1526–1530. <https://www.annalsofrscb.ro/index.php/journal/article/view/5678/4413>

Fikroni, Moh. R. (2018). Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction. *Pancaran Pendidikan*, 7(1), 101–112. <https://doi.org/10.25037/pancaran.v7i1.140>

Gelfgren, V. (2012). *What are some names of Egyptian gods? A resource book with printable FUN WITH FLASHCARDS*.

Gobert, M. (2018). Flash Cards, Realia, and Objects. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). Wiley. <https://doi.org/10.1002/9781118784235.eelt0188>

Haycraft, J. (1978). *An introduction to English language teaching*. Longman.

Heaton, J. (1979). An audiovisual method for ESL. *Teaching English as a Second or Foreign Language*. Rowley, MA: Newbury House.

Hoa, L. H., Dan, T. C., & Han, T. P. B. (2022). AN INVESTIGATION INTO PERCEPTIONS AND USE OF VISUAL AIDS BY ENGLISH TEACHERS AT SENIOR HIGH

- SCHOOLS IN CAN THO CITY, VIETNAM. *European Journal of Applied Linguistics Studies*, 5(2). <https://doi.org/10.46827/ejals.v5i2.394>
- infographic - Quick search results | Oxford English Dictionary. (n.d.). Retrieved March 3, 2024, from <https://www.oed.com/search/dictionary/?scope=Entries&q=infographic>
- Iro, L., & Cln, S. (2013). Data collection techniques a guide for researchers in humanities and education. In *International Research Journal of Computer Science and Information Systems (IRJCSIS)* (Vol. 2, Issue 3). <http://www.interesjournals.org/IRJCSIS>
- Jatautaitė, D., & Kazimianec, J. (2019). VISUAL AIDS AS A PART OF SECOND LANGUAGE LEARNING STRATEGIES. *Library of Military Science and Technology*, 2424-614X, 165–182. <https://vb.lka.lt/object/elaba:47017939/>
- Khamesian, M. (2016). Grammatical Competence: An Indispensable Component of Translating Scientific Research Articles. *Global Journal of HUMAN-SOCIAL SCIENCE: G Linguistics & Education*, 16(1), 22–26.
- Khaydarova, S., & Yokubjon, M. (2023). ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 288–292. <https://doi.org/10.5281/zenodo.7945045>
- Komachali, M. E., & Khodareza, M. (2012). The effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. *International Education Studies*, 5(3), 134–147. <https://doi.org/10.5539/ies.v5n3p134>
- Kondal, B., & Prasad, V. D. (2019). POSTER PRESENTATIONS FOR PROMOTING VOCABULARY LEARNING AMONG TERTIARY LEVEL STUDENTS. *International Journal of English and Literature (IJEL)* , 9(2), 49–58. https://www.academia.edu/download/58611813/10_poster_presentations_for_promoting_2-40-1552296225-8.IJELAPR20198.pdf
- Korniush, H. (2019). THEORETICAL EVALUATION OF THE POTENTIAL OF INFOGRAPHICS AS POWERFUL TOOLS IN ENGLISH LANGUAGE TEACHING. *Problems of Engineer-Pedagogical Education*, 65. <https://doi.org/10.32820/2074-8922-2019-65-147-155>
- Lam, K. N., & Phuong, H. Y. (2021). THE IMPACT OF USING INFOGRAPHICS TO TEACH GRAMMAR ON EFL STUDENTS' LEARNING MOTIVATION. *European Journal of Foreign Language Teaching*, 5(5). <https://doi.org/10.46827/ejfl.v5i5.3919>

- Lee, J., & Seneff, S. (2008). *Correcting Misuse of Verb Forms*.
- Lee, K., Amini, M., & Latha, R. (2021). A review on the implications of Realia in enhancing students' Educational experience in Online Language Classroom. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 11(2), 17–27. <https://doi.org/10.37134/jrpptte.vol11.2.2.2021>
- Leonardus, L., Sada, C., & Bunau, E. (2017). IMPROVING STUDENTS' VOCABULARY USING FLASHCARD. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 7(6).
- Menggo, S., Suparwa, N., & Astawa, G. (2019). HINDERING FACTORS IN THE ACHIEVEMENT OF ENGLISH COMMUNICATIVE COMPETENCE IN TOURISM ACADEMY STUDENTS FAKTOR-FAKTOR PENGHAMBAT KETERCAPAIAN KOMPETENSI KOMUNIKATIF BAHASA INGGRIS MAHASISWA AKADEMI PARIWISATA. *Online*), 31(1).
- MinEduc. (2012). National English Curriculum Guidelines. In *Ministerio de Educacion del Ecuador* (pp. 1–33). https://educacion.gob.ec/wp-content/uploads/downloads/2013/04/Curriculum_Guidelines-EFL-1-OK.pdf
- MINEDUC. (2023). Ministerio de Educación del Ecuador, REGLAMENTO GENERAL A LA LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL. *DECRETO No. 675*. https://www.evaluacion.gob.ec/wp-content/uploads/lotaip/2023/Anexos_Marzo_2023/a/RGLOEI.pdf
- Mora, H. F. (2001). *Teaching English in a Spanish Setting*. Universitat de València.
- Mukhtarovna, D., & Borisovna, K. (2020). Features of the Formation of Grammatical Competence. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(2), 121–125. <http://ijpsat.ijshjournals.org>
- Murodulloyeva, N. F. (2023). The Ways and Strategies of Using Realia in Vocabulary Classes. *Web of Semantic, Universal Journal on Innovative Education*, 2(5), 173–176.
- Nguyen Thi, L. H. (2019). A STUDY ON USING VISUAL AIDS IN ENGLISH CLASSROOMS AT SOME HIGH SCHOOLS IN THAI NGUYEN [Số hóa bởi Trung tâm Học liệu và Công nghệ thông tin – ĐHTN]. <http://lrc.tnu.edu.vn>
- Osa, J. O., & Musser, L. R. (2004). The Role of Posters in Teacher Education Programs. *Education Libraries*, 27, 16–21. <https://doi.org/https://doi.org/10.26443/el.v27i1.196>

- Pateşan, M., Balagiu, A., & Alibec, C. (2018). Visual Aids in Language Education. *International Conference KNOWLEDGE-BASED ORGANIZATION*, 24(2), 356–361. <https://doi.org/10.1515/kbo-2018-0115>
- Putri, D., Putri, A., Widodo, S., & Chasanah, Z. (2022). The analysis of prepositional phrases found in the Carlo's short story Pinocchio and its application in teaching writing. *Scripta: English Department Journal*, 9(1), 79–86. <https://doi.org/10.37729/scripta.v9i1.1478>
- Putu, A. A. A., & Agung, P. M. A. (2021). The Use of Flashcard in English Vocabulary Learning. *Journal on Studies in English Language Teaching (JOSELT)*, 2(2), 25–33.
- Sanders, S. (2019). *A Brief Guide to Selecting and Using Pre-Post Assessments*. <https://neglected-delinquent.ed.gov/>.
- Sartika, M. (2020). Increasing Third Grade's Mastery of Simple Present Tense Using Flashcards. *JET (Journal of English Teaching)*, 6(1), 40–49. <https://doi.org/10.33541/jet.v6i1.1293>
- Shabiralyani, G., Shahzad Hasan, K., Hamad, N., Iqbal, N., University Faisalabad, G., Pakistan, P., & Ghazi Khan, D. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice*, 6(19), 226–230. www.iiste.org
- Shrestha, I. (2019). *USE OF VISUAL MATERIALS IN ENGLISH TEACHING AND LEARNING AT SECONDARY LEVEL* [Tribhuvan University, Kirtipur]. <https://elibrary.tucl.edu.np/handle/123456789/9925>
- Silitonga, F. (2014). THE IMPACT OF GRAMMATICAL COMPETENCE WITH DISCOURSE IN SPEAKING PROFICIENCY. *JURNAL BASIS UPB*, 1, 115–126. <https://ejournal.upbatam.ac.id/index.php/basis/article/view/295/171>
- Siricharoen, W. V., & Siricharoen, N. (2015). How Infographic should be evaluated? *The 7th International Conference on Information Technology*, 558–564. <https://doi.org/10.15849/icit.2015.0100>
- Souadkia, M. (2017). COMPARATIVE STUDY OF WORDORDER PATTERNS OF SIMPLE SENTENCES IN ENGLISH AND ARABIC. *RUDN Journal of Language Studies, Semiotics and Semantics*, 8(2), 485–493. <https://doi.org/10.22363/23133229992017788224855493>
- Soulier, J. Steven. (1981). *Real objects and models*. Educational Technology Publications.

- Sowell, J. (2022). Digital Multimodal Composition in the Second-Language Classroom. *English Teaching Forum*, 60(1), 15–25. americanenglish.state.gov/english-teaching-forum
- Susman, G. I., & Evered, R. D. (1978). An Assessment of the Scientific Merits of Action Research. *Administrative Science Quarterly*, 23(4), 582–603. <https://doi.org/10.2307/2392581>
- Syafryadin. (2021a). *TEACHING GRAMMAR THROUGH VISUAL ILLUSTRATION FOR THE UNIVERSITY STUDENTS* (Vol. 4, Issue 4).
- Syafryadin, S. (2021b). TEACHING GRAMMAR THROUGH VISUAL ILLUSTRATION FOR THE UNIVERSITY STUDENTS. *PROJECT (Professional Journal of English Education)*, 4(4), 641–650. <https://doi.org/https://doi.org/10.22460/project.v4i4.p641-650>
- Tasnubha, B., & Dil, N. (2017). Using Realia as an Effective Pedagogical Tool. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* , 22(11), 1–7. <https://doi.org/10.9790/0837-2211040107>
- Tavanapour, S., Chalak, A., & Heidari Tabrizi, H. (2023). Students' Attitudes Toward Using Infographics on Learning Vocabulary in the EFL Classes. *Research in English Language Pedagogy*, 11(2), 302–316. <https://doi.org/10.30486/RELP.2023.1977057.1429>
- The British Council. (2015, June 29). *Learn English teens British Council, The United Kingdom's international organisation for cultural relations and educational opportunities.*
- Thornbury, S. (2006). How to Teach Grammar. *Readings in Methodology A Collection of Articles on the Teaching of English as a Foreign Language*. Longman, 129–143.
- Widyasari, & Yani, A. R. (2019). Flow Infographic Models to Communicate Information. *4th International Seminar of Research Month. NST Proceedings.*, 525–532. <https://doi.org/10.11594/nstp.2019.0470>
- Wren, P., & Martin, H. (1966). *A Final Course of Grammar & Composition*. S. Chand Publishing.
- Wu, M., & Kuwajima, K. (2022). THE EFFECTS OF INFOGRAPHICS ON ENHANCING LANGUAGE LEARNING OUTCOMES AND MOTIVATION IN A JAPANESE EFL

CONTEXT. *European Journal of Foreign Language Teaching*, 6(4).
<https://doi.org/10.46827/ejfl.v6i4.4515>

Yule, G. (2010). *The Study of Language* 4th edition. Cambridge: Cambri Carlisle, JF (2010).
Effects of Instruction in Morphological Awareness on Literacy Achievement: An Integrative Review. Reading Research Quarterly, 45(4), 464–487.

WORD ORDER

3. Unscramble the words to form correct sentences. Some sentences should be in affirmative form, some in negative form, and some in question form. (1,25 points) (0,25 points per item)

vegetables / eat / they / don't / often

They don't often eat vegetables



1. this eat / you/ in/ Do / ice cream / ?/ summer



2. tennis / He / plays / never.



3. often/ you / English/ do / speak / How / ?



4. They / homework / do / every day /.



5. watch / TV / Does / often / she /?

4. Circle the correct sentence in simple present progressive. (1,25 points) (0,25 points per item)

playing/ guitar/ he/ is/ the

a) He is the guitar playing. b) He is playing the guitar.

A. am/ typing/ email/important/ I/ an.

a) I am typing an important email. b) am I typing an email important.

B. Language/ learning/ new/ am/ I/ a/

a) I am new language a learning. b) I am learning a new language.

C. working/ is/ where/ he/ ?

a) Where is he working? b) Where he is working?

D. am/ I/ homework/ not/ doing.

a) I am not homework doing. b) I am not doing homework.

E. cooking/ are/ dinner/ they

a) Cooking they dinner are. b) They are cooking dinner.

WORD ORDER

3. Unscramble the words to form correct sentences. Some sentences should be in affirmative form, some in negative form, and some in question form. (1,25 points) (0,25 points per item)

vegetables / eat / they / don't / often

They don't often eat vegetables



1. work / at / the / hospital / Does / he /?



2. cake/a/My mom/bakes/delicious



3. you / to / read / do / How / books / often /?



4. The / park/ the / cat / not / are / and / in / dog / the



5. family/ on / usually/ vacations / go / to / beach

4. Circle the correct sentence in simple present progressive. (1,25 points) (0,25 points per item)

barking / loudly / is / the / dog

a) *The dog is barking loudly.* b) *The loudly is barking dog.*

A. a / she/ reading/ is / book

a) is she a book reading. b) She is reading a book.

B. meal/ a/ chef / is/ the / preparing / delicious

a) The chef is preparing a delicious meal. b) The chef meal a delicious is preparing

C. outside/ it/ raining/ is?

a) Is it raining outside? b) Outside it is raining?

D. building/ new/ are / the/ workers/ a/ house

a) new house are the workers building. b) The workers are building a new house.

E. Swimming/is /She/in the pool.

a) She is swimming in the pool. b) She in the pool is swimming.

WORD ORDER

3. Unscramble the words to form correct sentences. Some sentences should be in affirmative form, some in negative form, and some in question form. (1,25 points) (0,25 points per item)

vegetables / eat / they / don't / often

They don't often eat vegetables



1. this eat / you/ in/ Do / ice cream / ?/ summer

Do you eat ice cream in the summer?



2. tennis / He / plays / never.

He never plays tennis.



3. often/ you / English/ do / speak / How / ?

How often do you speak english?



4. They / homework / do / every day /.

They do homework every day.



5. watch / TV / Does / often / she /?

Does she often watch TV?

4. Circle the correct sentence in simple present progressive. (1,25 points) (0,25 points per item)

playing/ guitar/ he/ is/ the

a) *He is the guitar playing.* b) *He is playing the guitar.*

A. am/ typing/ email/important/ I/ an.

a) I am typing an important email.

b) am I typing an email important.

B. Language/ learning/ new/ am/ I/ a/

a) I am new language a learning.

b) I am learning a new language.

C. working/ is/ where/ he/ ?

a) Where is he working?

b) Where he is working?

D. am/ I/ homework/ not/ doing.

a) I am not homework doing.

b) I am not doing homework.

E. cooking/ are/ dinner/ they

a) They dinner cooking are

b) They are cooking dinner.

WORD ORDER

3. Unscramble the words to form correct sentences. Some sentences should be in affirmative form, some in negative form, and some in question form. (1,25 points) (0,25 points per item)

vegetables / eat / they / don't / often
They don't often eat vegetables



1. work / at / the / hospital / Does / he /?
Does he work at the hospital?



2. cake/a/My mom/bakes/delicious
My mom bakes a delicious cake



3. you / to / read / do / How / books / often /?
How often do you read books?



4. The / park/ the / cat / not / are / and / in / dog / the
The cat and the dog are not in the park



5. family/ on / usually/ vacations / go / to / beach / My
My family usually go to the beach on vacations

4. Circle the correct sentence in simple present progressive. (1,25 points) (0,25 points per item)

barking / loudly / is / the / dog

a) *The dog is barking loudly.* b) *The loudly is barking dog.*

A. a / she/ reading/ is / book

a) is she a book reading. b) She is reading a book.

B. meal/ a/ chef / is/ the / preparing / delicious

a) The chef is preparing a delicious meal. b) The chef meal a delicious is preparing

C. outside/ it/ raining/ is?

a) Is it raining outside? b) Outside it is raining?

D. building/ new/ are / the/ workers/ a/ house

a) new house are the workers building. b) The workers are building a new house.

E. Swimming/is /She/in the pool.

a) She is swimming in the pool. b) She in the pool is swimming.

Annex 4. Questionnaire



Universidad
Nacional
de Loja

**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: QUESTIONNAIRE**

Student's code: _____ **Date:** _____

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential. The purpose of this survey is to gather information about your perception in relation to the use of visual aids to improve grammatical competence.

1. Visual aids sparked my interest in the topic presented.

- Yes
- No

Why?

.....
.....

2. Visual Aids engaged me to participate during the grammar points.

- Yes
- No

Why?

.....
.....

3. Using posters promoted my enthusiasm for learning by ensuring that the subject of the sentence aligns with the corresponding verb.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4. Using flashcards encouraged me to construct well-organized sentences.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

5. Using infographics enhances my understanding of the spelling rules.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6. Realia has improved my confidence in recalling prepositions of time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

7. Preferences:

- **Mark with an (X) the visual aids that you found most frequently useful.**

Visual Aids				
	Never	Rarely	Often	Always
Infographics				
Posters				
Flashcards				
Realia				

- Why do you find these types of visual aids useful?

.....
.....

THANKS FOR YOUR COLLABORATION!

Annex 5. Field Notes



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	1
Observer involvement:	Active participant observation
Date/Time:	November 27 th – 30 th 2023
Place:	Ninth Grade “A” Classroom
Duration of the observation:	45 minutes
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>Tuesday it was took the pretest in the second hour of class, since the first hour students have to attend to a meeting. The application of the intervention proposal it started on Wednesday.</p> <p>It was presented flashcards which were aimed to enhance grammatical competence, it was presented some flashcards which contains new vocabulary as well as it was presented some activities using: picture cards to match with their corresponding phrases, word cards to unscramble and create sentences. It caught students’ attention since the presentation of the colorful and practical to handle.</p>	<p>The pre-service teacher considered that it was great to ask students to work in groups, since it allows to work in cooperatively way which brings benefits to students as well as considering the class size.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	2
Observer involvement:	Active participant observation
Date/Time:	December 4 th – 8 th 2023
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>During the second week, adverbs of frequency in the simple present tense were taught, promoting a sense of respect and tolerance. Students were enthusiastic and showed a positive attitude towards the new topic presented by the trainee teacher through posters; however, when the next activities were presented, it was left aside. Moreover, when the students handled the word cards (flashcards) to order them and build sentences, it encouraged them to work cooperatively. Nevertheless, when it was given a dice with adverbs of frequency, learners felt more involved into language grammar practice rather than the flashcards and the posters.</p>	<p>Teacher notices that it was difficult for student to see the contents presented on the poster, so the researcher decided to print some mini posters for everyone for the upcoming lessons.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	3
Observer involvement:	Active participant observation
Date/Time:	December 11 th – 15 th 2023
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>On Tuesday of this week, the preservice teacher presented a colorful poster to explain Simple Present tense using expressions of frequency. However, the poster was too small for students to see, prompting them to come forward for a closer look. In pairs, students engaged in a role-playing activity using flashcards featuring various cartoon characters to discuss their routines, incorporating names of cartoons, artists, and actors. The following day, Wednesday, the lesson centered on prepositions of time in the context of describing daily routines and customs worldwide. The teacher utilized infographics to illustrate "in," "on," and "at," supplemented by real objects like a calendar, schedule, and clock. Students actively participated, demonstrating a clear understanding of each preposition. Additionally, flashcards were employed to identify missing prepositions in sentences and to categorize word cards (including dates, days, months, and times) into the appropriate preposition of time.</p>	<p>In activities involving small groups, the researcher observed that some student’s complete tasks quickly, and in mixed groups, only one student often ends up taking responsibility for the entire activity. It’s important to note that, due to certain time-consuming activities, the teacher had to make on-the-spot adjustments, such as assigning a worksheet as homework when it was taking too much class time. Additionally, I was asked to grade the worksheets, prompting the decision to have students work in small groups and attach word cards to smaller sheets, specifically focusing on prepositions of time. There was a recurring suggestion to make both posters and infographics slightly larger for better visibility and engagement.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	4
Observer involvement:	Active participant observation
Date/Time:	December 18 th – 22 th 2023
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>This week, the class schedule was a bit all over the place. To deal with the irregular timetable, I introduced fun activities designed to teach present progressive in positive sentences and reinforce specific grammar rules. During the class this week, I used infographics to clearly explain the spelling rules for -ing in verbs in positive present continuous sentences. Also, in the presentation phase, the student teacher used flashcards with action verbs. In the practice phase, the activity involved students forming groups and sorting word cards with base form verbs, categorizing them based on -ing rules and putting them in labeled plastic cups using straws. The students were into it and engaged throughout the activity. Additionally, we did an interactive activity where they passed a balloon one by one while a song played. When the music stopped, the student with the balloon picked a stick with a sentence and acted it out, and the rest of the group had to guess the action.</p>	<p>The pre service teacher noticed that when activities involve dynamics, they take up more time, especially when working in groups. So, the pre service teacher for the upcoming lessons will choose not to put the dynamics one after the other. Instead, she should start with more relaxed activities and save the ones with more movement for the end of the class. This way, it helps keep the students' attention, especially when it is almost time to leave.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	5
Observer involvement:	Active participant observation
Date/Time:	January 1 st – 5 th 2024
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>The teacher introduced and reviewed the structure of affirmative and negative sentences in the present progressive using an engaging infographic. Students, drawn to the vibrant colors, received mini-infographics to stick in their English notebooks for later study. The class involved using shuffled word cards, challenging students to arrange the sentences according to their preference, making sure the subject matched the appropriate auxiliary verb. The structure of Yes/No questions was addressed with an explanatory poster containing auxiliary verbs and examples. Additionally, how to respond to questions in the negative and positive was explained, using color-coded word cards to streamline the process. When students didn't know certain words, the student teacher used the TPR strategy to avoid translating into Spanish. However, some students felt bored due to the monotony of using the word cards and forming sentences repeatedly.</p>	<p>The pre service teacher chose to use word cards for students to create negative sentences. However, noticing that the students found the task repetitive, as a similar activity had been done for two consecutive days, some frustration and boring was evident. I should improve time management and reduce the number of sentences, adapting to the available time to continue with the planned activities.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	6
Observer involvement:	Active participant observation
Date/Time:	January 8 th – 12 th 2024
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>The pre-service teacher utilized the TPR and Inductive methods to bring engagement and a slight variation to the class session. Using a puppet and illustrative posters featuring a conversation model with wh-questions, the teacher initiated a monologue, involving the puppet in asking and answering. Subsequently, students were encouraged to interact, taking turns asking questions to the puppet and providing answers. In the production stage, students worked in groups, following the given model, asking and answering questions using the verbs from the poster. Simultaneously, they described the activities of people in picture cards, formulating questions with wh-words, and despite it not being their favorite activity, they felt engaged in the speaking exercise. There was no class for the students on Wednesday as they had to attend a DECE meeting. There were rumors circulating about a potential shift to virtual learning due to the prevailing situation in the country at that time.</p>	<p>I feel that I could have introduced a different set of activities for the presentation, taking into account the students' age. Using a puppet didn't capture their attention as I had hoped, given their age and tendency to get easily distracted. It's challenging to maintain their focus due to their age, so I might explore other methods to keep them engaged.</p>



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	Unidad Educativa “Lauro Damerval Ayora”
Individual Observed:	Ninth Graders
Observation #:	7 and 8
Observer involvement:	Active participant observation
Date/Time:	January 15 th – 19 th 2024
Place:	Ninth Grade “A” Classroom
Duration of the observation:	90 min / 45 min
<i>Descriptive Notes</i>	<i>Reflective Notes</i>
<p>This week, it was decreed nationwide that all institutions return to virtual mode due to the country's current situation. As a result, the original plan was adjusted for online classes. To add some variety, the inductive technique was used, where students had to read a text and recognize sentences in both simple present and present continuous. The use, structure, and commonly used expressions for each tense were then presented through colorful and animated infographics created on useful platforms like Canva and Visme. Visual resources such as videos, slides, online flashcards, and interactive games were also incorporated to keep the students engaged. The goal was to review the present progressive and compare it with the simple present tense. Although students were attracted to the vibrant infographics, it was not possible to see their reactions as everyone had their cameras turned off.</p> <p>Finally, after a brief review of the comparison between the present simple and progressive, this week (8th) the intervention culminates with the implementation of the post-test and the questionnaire. Every question, both the Post Test and the Questionnaire, will be thoroughly explained with the purpose of evaluating the progress of grammatical competence. At the same time, the questionnaire will be used to obtain the students' perceptions of the implementation of the intervention plan.</p>	<p>Originally, the plan for reviewing the present progressive was to use posters and have students work in groups in a Walk Gallery, engaging in activities presented on the posters. However, with the return to virtual learning, it was not possible to carry out this planned dynamic. Unfortunately, the initial plan could not be implemented, and there were also difficulties presenting the infographics and planned activities for virtual classes due to internet instability.</p> <p>Students developed the post-test and the questionnaire using Google Forms. Since the President of the Republic of Ecuador had decreed a state of exception based on the decrees executive numbers 110 and 111 due to serious internal commotion and the presence of internal armed conflict, which led to the Ministry of Education changing the face-to-face classes to virtual classes.</p>

Annex 6. National Grading Scale from the Ministerio de Educación del Ecuador

Qualitative Scale	Quantitative Scale
Mastery of the required learning	9.00-10.00
Achieves the required learning	7.00-8.99
Is close to the required learning	4.01-6.99
Does not achieve the required learning	≤ 4

Annex 7. Informed Consent Form



Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo,, con cédula de identidad representante legal de el/ la estudiante, autorizo que mi representado sea partícipe en las actividades a realizarse como parte del proyecto de investigación de Integración Curricular titulado **Mejoramiento de la competencia gramatical a través de ayudas visuales en estudiantes de básica superior de una institución pública en Loja, durante el año lectivo 2023-2024**, llevado a cabo por María Fernanda Medina Sanmartin, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se realice el proceso inherente del proyecto antes mencionado en las clases de inglés.

Loja, 27 de noviembre del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 8. Lesson Plans



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 1			
Institution Name:	Unidad Educativa “Lauro Damerval Ayora”		
Date:	Tuesday, November 28 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th “A” – Tuesday (11H30 – 12H15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9 th “A”: 32		
Topic:	Diverse Customs		
Contents:	Pre-Test		
Lesson Objectives:	<ul style="list-style-type: none"> To evaluate students’ grammatical knowledge. 		
Materials	<ul style="list-style-type: none"> Tests 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review			10min
<ul style="list-style-type: none"> The teacher presents herself and let students introduce themselves. 			
Presentation			Time
<ul style="list-style-type: none"> Teacher receives the consents letters signed by student’s representatives. Teacher gives the written tests to evaluate grammatical competence. Teacher clarifies that the score obtained from the pre-test will not affect the student's grades as well as that the test is anonym. Teacher explains each instruction with a total of eight questions prepared for the pretest. 			8min
Practice			Time
<ul style="list-style-type: none"> Students read and analyze the questions, if there is any doubt ask to the teacher. 			3min
Production			Time
<ul style="list-style-type: none"> Students develop the Pre-test 			20min
Feedback / Closure			Time
<ul style="list-style-type: none"> Teacher monitors the development of the pre-tests and clarifies any doubt about the test. Teacher makes to students play Simon says... 			4min



unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros


Observations

.....
.....


Signatures:



Mgtr. Marlon Armijos
TIC Director



Mgtr. Edgar Castillo
Academic Tutor



Lic. Susana España
Institutional Tutor



María Medina
Preservice Teacher



Educamos para **Transformar**



LESSON PLAN # 2

Institution Name:	Unidad Educativa “Lauro Damerval Ayora”		
Date:	Wednesday, November 29 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th “A” – Wednesday (09H30 – 10H15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9 th “A”: 32		
Topic:	Diverse Customs		
Contents:	Simple present		
Lesson Objectives:	<ul style="list-style-type: none"> To identify peoples' customs around the world by using flashcards in the simple present tense, promoting in this way the sense of respect and tolerance. 		
Materials	<ul style="list-style-type: none"> Flashcards Student Book 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Guess the nationality: Dive the class into two groups of 16 students, choose a representative to mimic a common greeting that he/she knows from other culture, e.g., the representative of one group bows to the group and they have to guess from which country is the greeting (The answers may vary). 			5min
Presentation			Time
<ul style="list-style-type: none"> Teacher reminds the structure and usage of present simple tense using flashcards. Teacher introduces some vocabulary and verbs concerning to people's customs and celebrations in different countries by using flashcards. Teacher uses the simple present tense to illustrate cultural customs by providing examples through flashcards. 			12min
Practice			Time
<ul style="list-style-type: none"> In small groups of 4, students fill in the blanks (the sentences) with the corresponding greeting, food utensil, clothes, place to pray or celebration using the word cards given by the teacher. Students read loudly the sentences formed. There may exist different answers. 			7min
Production			Time
<ul style="list-style-type: none"> Students jumble a set of flashcards given by the teacher to form sentences (3 sentences per group), for example: She wears veils. Afterwards, students read the sentences jumbled. Students write one sentence per participant on a piece of paper, and then students 			13min



UNL

Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

1859

read their examples.

Assessment	Time
<ul style="list-style-type: none"> Students complete the chart from the text activity #2 using the words from the word bank (p.22). 	5min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher provides feedback to students in the construction of sentences and correct some pronunciation mistakes in the practice and the production stage. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	3min

Observations

.....

.....

Signatures:

Mgtr. Marlon Armijos
TIC Director

Mgtr. Edgar Castillo
Academic Tutor

Lic. Susana España
Institutional Tutor

María Medina
Preservice Teacher





UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 3

Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Tuesday, December 5 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th "A" – Tuesday (10h45-12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9 th "A": 32		
Topic:	Diverse Customs		
Contents:	Simple present Adverbs of Frequency		
Lesson Objectives:	<ul style="list-style-type: none"> To identify worldwide customs by using the adverbs of frequency in simple present, promoting in this way the sense of respect and tolerance. 		
Materials	<ul style="list-style-type: none"> Posters Flashcards 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Pictionary: The class is divided into two teams; students choose a representative to go to the board and draw the object given by the teacher through a flashcard, the rest of the participants should guess the meaning saying a sentence with the drawing of their partner. As a disclaimer students have one minute to guess and say one sentence. The winner group will be those who guess as much as they can. 			10 min
Presentation			Time
<ul style="list-style-type: none"> Teacher presents the adverbs of frequency, the structure and usage in the present simple tense by using posters. Teacher explains each one of the adverbs of frequency providing some examples about costumes around the world through a poster. Teacher gives some examples through a poster some examples using the adverbs of frequency talking about worldwide costumes. 			25min
Practice			Time
<ul style="list-style-type: none"> Students work in small groups, to order a set of flashcards with sentences to practice adverbs of frequency, afterwards all groups read their sentences formed loudly. 			20min
Production			Time
<ul style="list-style-type: none"> In the same groups, students take turns to roll a dice and write on a sheet 12 sentences (3 per participant), after that each student read their own sentences 			25min



unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

loudly.	
Assessment	Time
<ul style="list-style-type: none"> • Students develop a worksheet to fill in the gap and find the adverbs of frequency on a wordsearch. • Students develop the activity #4 from the book (p.23) Students have to complete the sentences using frequency adverbs. They have to use the words in parentheses. 	7min
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher monitors carefully and help to students with some pronunciation mistakes and sentence structures in the practice and the production stage. • The lesson ends with a brief review or asks students for what was interesting about the lesson. 	3min

Observations


.....

.....


Signatures:



 Mgr. Marlon Armijos
TIC Director



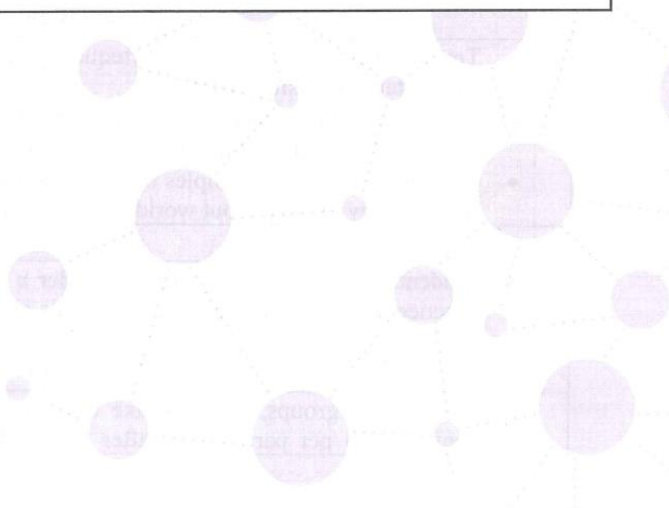
 Mgr. Edgar Castillo
Academic Tutor



 Lic. Susana España
Institutional Tutor



 María Medina
Preservice Teacher





UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 4

Institution Name: Unidad Educativa "Lauro Damerval Ayora"			
Date:	Tuesday, December 12 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgr. Marlon Armijos		
Academic Tutor:	Mgr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th "A" - Tuesday (10h45 – 12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9 th "A": 32		
Topic:	Diverse Customs		
Contents:	Simple present How often do you...? and Expressions of frequency		
Lesson Objectives:	<ul style="list-style-type: none"> To talk about the frequency of costumes in the simple present, promoting in this way the sense of respect and tolerance. 		
Materials	<ul style="list-style-type: none"> Posters Flashcards: Characters – Action Verbs 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Hangman Game: In small groups students guess the hidden word before the hangman is fully drawn. The teacher, thinks of a word and displays empty spaces on the board to represent each letter. Players take turns suggesting letters, aiming to fill in the blanks. Correct guesses reveal the chosen letters, while incorrect ones result in the gradual drawing of a hangman. The game continues until the word is guessed or the hangman is complete. 			10min
Presentation			Time
<ul style="list-style-type: none"> Teacher holds up a picture of a famous cartoon and asks some students if they like this character. Then stick the character onto the left-side of the poster and write above it "How often do you ...?" Next, teacher takes some flashcards of everyday actions, such as: ride a bike, swim, play piano, play (a sport), do ballet, get a haircut, read a book, eat (steak), take a bath, go to the movie theatre, etc. → <i>Teacher holds up the first flashcard (e.g. ride a bike) and elicit the vocab.</i> → <i>Then say "Does (Bart Simpson) ride a bike?"</i> → <i>Elicit "Yes, he does".</i> Teacher introduces the structure How often do you? by using a poster, explains some expressions of frequency: Every day/year/morning/year/month, 1 = once; 2 = twice; 3 = three times; 4 = four times; 7 days = every day. Teacher points out to the character's image from the poster, "How often do you ride a bike, Bart?". Afterwards, teacher turns to the class and by pointing at the numbers on the right-side of the poster try to elicit an answer (e.g. every day). 			25min



unl

Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

1859	<ul style="list-style-type: none"> Teacher explains that it can be used the adverbs of frequency and expressions of frequency to answer How often do ...? Teacher says the answers (below the picture of the character and question) e.g. I ride a bike every day. Teacher goes through all of the flashcards electing the answers and writing the questions and answers on the board. 	
Practice		Time
<ul style="list-style-type: none"> In pairs, Student A asks the questions on the poster and Student B is the character on the poster. A reads the questions to B and B answers using the sentences on the poster. For example: <ul style="list-style-type: none"> ➢ Student A: How often do you ride a bike, Bart? ➢ Student B: I ride a bike every day. After all of the questions have been asked and answered students swap roles and practice again. At the end, teacher asks a few of pairs to stand up and demonstrate a question and answer to the class. 		20min
Production		Time
<ul style="list-style-type: none"> In pairs, students engage into a role play game: Before class teacher prepares more character pictures (cartoon characters, superheroes, film stars, TV stars, pop stars, etc.). Students gets one picture per pair. Pairs then practice the questions on the poster and giving their own ideas for answers. After all of the questions have been asked and answered students swap roles and practice again. When finished, you can have pairs exchange pictures and do again with another character. At the end, a few of pairs to stand up and demonstrate a question and answer to the class. 		25min
Assessment		Time
<ul style="list-style-type: none"> Students develop the workbook activity (p.17). Students replace the words in bold with other expressions of frequency to write about some Japanese traditions and customs. 		8min
Feedback / Closure		Time
<ul style="list-style-type: none"> Teacher provides feedback to students in the construction of sentences and correct some pronunciation mistakes in the practice and the production stage. The lesson ends with a brief review or asks students for what was interesting about the lesson. 		2min



unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

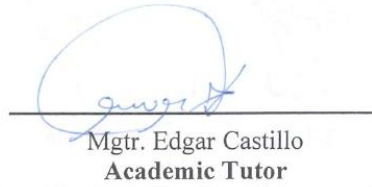
Observations

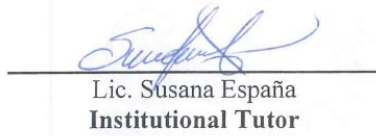
.....

.....

Signatures:


Mgr. Marlon Armijos
TIC Director


Mgr. Edgar Castillo
Academic Tutor


Lic. Susana España
Institutional Tutor


María Medina
Preservice Teacher





UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros




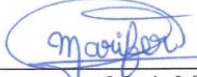
LESSON PLAN # 5			
Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Wednesday, December 13 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th "A" – Wednesday (09h30-10h15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9 th "A": 32		
Topic:	Diverse Customs		
Contents:	Simple present Prepositions of time (IN, ON, AT)		
Lesson Objectives:	<ul style="list-style-type: none"> To recognize prepositions of time in simple present tense when describing daily routines and customs worldwide. 		
Materials	<ul style="list-style-type: none"> Infographic Realia Flashcards 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Two groups of 16 people are formed. The teacher whispers a sentence with the previously seen structure and vocabulary in the ear of one student and asks him/her to pass the message to the next student next to him/her. The message has to be passed from one student to another until the last student whispers it again in your ear. Reveal the message you told the first student and compare it with the message How often do you go to the cinema? How often do Ecuadorians celebrate Christmas eve? In Ecuador people always celebrate new year on December 31st In the morning, I usually wear the school uniform. 			5 min
Presentation			Time
<ul style="list-style-type: none"> Teacher introduces the prepositions of time (in, on, at) when talking about costumes by using an infographic. Teacher presents when to use each preposition of time by using real objects: <ul style="list-style-type: none"> Teacher explains that the preposition of time "in" is used with months and years by using a calendar, besides she presents some seasons and parts of the day through flashcards. Teacher uses a schedule to explain that the preposition of time "on" is used with days. In addition, uses again a calendar to clarify that "on" may be used with dates (on February 4th). 			13min



UNL

Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

<ul style="list-style-type: none"> - Teacher uses a clock to clarify the usage of the preposition of time “at” which can be used with times of day (at 7 a.m.), mealtimes (at lunch) and Holidays (at Christmas). • Teacher gives some examples of the prepositions of time talking about specific moments in the different cultural costumes through an infographic. 	
Practice	Time
<ul style="list-style-type: none"> • In pairs, students engage in a sentence completion activity guided by the teacher. The teacher reads aloud 6 - 4 sentences with missing prepositions of time, prompting students to select and show up to the teacher the appropriate preposition from provided word cards. Once completed, the entire class collectively reinforces the learning by repeating the sentences aloud. 	7 min
Production	Time
<ul style="list-style-type: none"> • In pairs, Students classify a set of cards given with their corresponding preposition of time. After that, students write 3 sentences on their notebooks as a work group activity using the classified word cards. 	8min
Assessment	Time
<ul style="list-style-type: none"> • Students fill in the blanks with the corresponding preposition of time. • Students match the prepositions of time with their corresponding usage. 	10min
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher monitors the classroom and helps to students with some pronunciation mistakes and sentence structures in the practice and the production stage. • The lesson ends with a brief review or asks students for what was interesting about the lesson. 	2min
Observations:	
<p>.....</p> <p>.....</p> <p>.....</p>	
Signatures	
 <hr/> Mgtr. Marlon Armijos TIC Director	 <hr/> Mgtr. Edgar Castillo Academic Tutor
 <hr/> Lic. Susana España Institutional Tutor	 <hr/> María Medina Preservice Teacher



unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 6

Institution Name:	Unidad Educativa “Lauro Damerval Ayora”		
Date:	Tuesday, December 19 th , 2023	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgr. Marlon Armijos		
Academic Tutor:	Mgr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th “A” – Tuesday (10h45-12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9 th “A”: 32		
Topic:	Free Time Activities		
Contents:	Present Progressive Tense Affirmative Statements		
Lesson Objectives:	<ul style="list-style-type: none"> To describe actions that are happening at the moment of speaking using the present progressive tense in affirmative sentences. To recognize spelling rules of the -ing ending inflections that suffer the base form of the verb. 		
Materials	<ul style="list-style-type: none"> Infographic Flashcards – action verbs Realia – balloon – plastic cups – straws – sticks 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> The class is divided into two groups of 16 participants. The teacher asks students to line up in two columns and stand backwards. The teacher shows a flashcard containing action verbs, the first student acts out the action without speaking, and shows it to the next student, who continues the chain by acting out the same action silently until the last student ends. The last student must guess the action that the teacher has shown to the first student. The group that successfully guesses most actions wins. Every group has a minimum of 3 minutes to perform and guess the actions. 			10 min
Presentation			Time
<ul style="list-style-type: none"> Teacher displays an infographic with the usage and structure of the simple present continuous: Subject + (am/is/are) + Verb (-ing) + Object. Teacher reminds to students that the subject are nouns and it can be replaced by personal pronouns (I, you he, she, it...) through an infographic. Teacher explains that verb “to be” (am, is, are) acts like auxiliary verb in the present progressive tense by using infographics. Teacher explains the contractions of the subject and the verb to be through a infographic (I am eating / I’m eating). 			25min



1859	<ul style="list-style-type: none"> Teacher presents few action verbs through flashcards and explains the change that suffer the main verb to construct present continuous sentences (-ing). Teacher explains some -ing spelling rules by using infographic. Teacher illustrates the present continuous structure in affirmative, e.g., "I am eating pizza". 	
Practice		Time
	<ul style="list-style-type: none"> In small groups of 8 participants, students classify the word cards (verbs in infinitive) that are above a table by using straws and put it inside of a labeled plastic cups according to their corresponding -ing spelling rules. After that, the whole class will check how many cards were correctly classified and how many are in the incorrect place, the group which has classified as much as they can are the winners. In the case existing mistakes, students correct them with the teacher help and say some sentences using the action words. 	20min
Production		Time
	<ul style="list-style-type: none"> Within the same groups, the eight students arrange themselves into a circle to toss a balloon in a row to each other, while a song is being played. When the music stops, the learner who has the balloon is asked to comes up and pick up one stick out of a cup and acts out to he/she group in order to make their partners guess and say what is she/he doing in the present progressive tense with the appropriate verb -ing spelling rule. Note: it is essential to emphasize that they have just two minutes to guess the sentence. 	25min
Assessment		Time
	<ul style="list-style-type: none"> Students complete the sentences with the words from the box in a worksheet activity. Students change the base form to add -ing ending in present progressive tense. 	7min
Feedback / Closure		Time
	<ul style="list-style-type: none"> Teacher monitors carefully and help to students with some pronunciation mistakes and sentence structures in the practice and the production stage. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	3min



unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

Observations

.....

.....

Signatures:

Mgtr. Marlon Armijos
TIC Director

Mgtr. Edgar Castillo
Academic Tutor

Lic. Susana España
Institutional Tutor

María Medina
Preservice Teacher





UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 7			
Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Tuesday, January 2 nd , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th "A"- Tuesday (10h45 - 12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9 th "A": 32		
Topic: Contents:	Free Time Activities Present Progressive Tense Negative Statements		
Lesson Objectives:	<ul style="list-style-type: none"> To describe actions that are not happening at the moment of speaking using the present progressive tense. 		
Materials	<ul style="list-style-type: none"> Infographic Flashcards – word cards Worksheet Student's book 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Students engage into the Tingo Tango! The people who have the object has to choose one slip of paper, that the teacher previously has prepared, these pieces of paper contain challenges such as running, singing or dancing. The rest of the students must describe the partner's action, e.g.: he is dancing, Alina is singing, etc. 			13 min
Presentation			Time
<ul style="list-style-type: none"> Teacher reminds to students the usage and structure of the present progressive in affirmative statements through an infographic. Teacher explains the structure to form negative sentences in the present progressive tense by using an infographic. Teacher explains the contractions of the subject and the verb to be through an infographic (You are not eating / You aren't eating). Teacher gives some examples in negative statements from both forms long and short sentences by using an infographic. 			17min
Practice			Time
<ul style="list-style-type: none"> Students work in pairs and unscramble word cards given by the teacher to form negative statements (There's a total of 10 sentences). After that, students read the sentences loudly. 			15min
Production			Time



UNL

Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

<ul style="list-style-type: none"> Students develop a True or False activity, if the sentences are correct students check it, on the other hand if the sentences are incorrect students have to change positive sentences into a negative sentence. 	20min
Assessment	Time
<ul style="list-style-type: none"> Students work in pairs, ss listen an audio recording and fill in the blanks with the verbs that are missing (p. 24 activity #1). Afterwards, Students work on their workbooks (p. 18 activity #1 and #2) to describe and find the differences between picture A and B. Students write affirmative and Negative sentences. 	23min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher monitors carefully and provide assistant to students with some mistakes which may exist during the development in the practice and the production stage. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	2min

Observations


.....

.....


Signatures:



 Mgtr. Marlon Armijos
TIC Director



 Mgtr. Edgar Castillo
Academic Tutor



 Lic. Susana España
Institutional Tutor



 María Medina
Preservice Teacher



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 8			
Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Wednesday, January 3 rd , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgr. Marlon Armijos		
Academic Tutor:	Mgr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th "A" – Wednesday (09h30-10h15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9th "A": 32		
Topic:	Free Time Activities		
Contents:	Present Progressive Tense Yes/No Questions		
Lesson Objectives:	<ul style="list-style-type: none"> To ask questions about what is happening at the moment of speaking using the present progressive tense. 		
Materials	<ul style="list-style-type: none"> Posters Flashcards – word cards – task cards 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> The class is split into two teams 16 students per group. Students will whisper a given phrase down the line. The last person will announce the likely convoluted sentence to the class for everyone's amusement. How to play: <ul style="list-style-type: none"> → Have all of the students sit or stand in a straight line or a circle. → Make up a phrase or sentence and whisper it in the first student's ear. → That student then whispers the phrase to the next person, and so on and so forth. → If a student would like the phrase repeated to them, they can say "Operator!" This can only be done once per person. → The last person to hear the phrase will repeat loudly. 			7 min
Presentation			Time
<ul style="list-style-type: none"> Teacher reminds to students the usage and structure of the present progressive in affirmative and negative statements through a poster. Teacher explains the structure to form Yes/No Questions in the present progressive tense by using a poster. Teacher clarifies how to reply with short answers to Yes/No Questions by using a poster. Teacher gives some examples asking and replying Yes/No questions by using a 			10 min




poster.	
Practice	Time
<ul style="list-style-type: none"> Students work in pairs and unscramble word cards given by the teacher to form Yes/ No questions (There's a total of 10 sentences). After that, students read the sentences loudly. 	7 min
Production	Time
<ul style="list-style-type: none"> In small groups of 4 participants, students engage into a board game which contains task cards where students choose the correct answer, the appropriate verb to be, choose the corresponding contractions, answer and unscramble yes/no questions. 	10 min
Assessment	Time
<ul style="list-style-type: none"> Students develop a worksheet activity to fill in the blanks transforming affirmative sentences into questions and answers in positive and negative. 	9 min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher monitors carefully and help to students with some pronunciation mistakes and sentence structures in the practice and the production stage. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	2 min

Observations

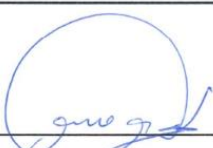
.....

.....


Signatures:




 Mgr. Marlon Armijos
IC Director



 Mgr. Edgar Castillo
Academic Tutor



 Lic/ Susana España
Institutional Tutor



 María Medina
Preservice Teacher



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 9

Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Tuesday, January 9 th , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgr. Marlon Armijos		
Academic Tutor:	Mgr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th "A" - Tuesday (10h45 - 12h15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9th "A": 32		
Topic:	Free Time Activities		
Contents:	Present Progressive Tense Wh- Question		
Lesson Objectives:	<ul style="list-style-type: none"> To ask questions about currently actions at the moment of speaking using the wh questions in the present progressive tense. 		
Materials	<ul style="list-style-type: none"> Posters Flashcards – picture cards Realia – puppet 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> The class is divided into 4 teams of 8 students, the game consists of one secretary and runners. The runners one by one have to come to the board and go back to the secretary of the group, to dictate word by word a wh-questions, there will be a timer. 			10min
Presentation			Time
<ul style="list-style-type: none"> The teacher uses puppets and posters where is illustrated a conversation, where is asking using wh- questions. First, the teacher involves into a monologue asking and answering using the puppet. Teacher asks and shows the question "what is he/she/it/they doing?" by pointing pictures on the poster. After that, the teacher introduces the wh- questions and for what is it used for by using a poster. Teacher explains the structure to build wh- questions to ask in present progressive tense through a poster. 			20min
Practice			Time
<ul style="list-style-type: none"> Students engage into a conversation with the puppet, taking turns asking and answering questions the whole class, in small groups, and individually. 			20min
Production			Time
<ul style="list-style-type: none"> Students work in pairs to ask and answer questions by using the conversation 			20min


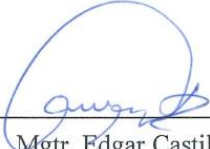



UNL

Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

<ul style="list-style-type: none"> sample form the poster. It is important to mention that students use different verbs matching with their corresponding -ing spelling rule. Remaining in the same groups, students take turns asking and answering questions about the picture presented in a flashcard. 	
Assessment	Time
<ul style="list-style-type: none"> Students work on their books (p. 24 Activity #2) fill in the blanks with the right form of the verbs to ask questions about celebrating diversity. Students work on their workbooks (p. 18 Activity #3) complete the conversations using the Present Progressive form of the verb in parentheses. 	18min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher monitors and assists to students with some mistakes or struggles that may occur during the class development. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	2min

Observations	
<p>.....</p> <p>.....</p>	
Signatures:	
 <hr/> <p>Mgr. Marlon Armijos TIC Director</p>	 <hr/> <p>Mgr. Edgar Castillo Academic Tutor</p>
 <hr/> <p>Lic. Susana España Institutional Tutor</p>	 <hr/> <p>María Medina Preservice Teacher</p>



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 10			
Institution Name:	Unidad Educativa "Lauro Damerval Ayora"		
Date:	Tuesday, January 16 th , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th "A" – Tuesday (10h45-12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9th "A": 32		
Topic:	Time Expressions		
Contents:	Present Progressive Review		
Lesson Objectives:	<ul style="list-style-type: none"> To review the present continuous tense in affirmative, negative, yes/no questions and wh-questions. To describe actions that are happening at the moment of speaking employing time expressions used with present progressive tense. 		
Materials	<ul style="list-style-type: none"> Flashcards – online Posters 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> Volunteer Students find 5 verbs with -ing ending in present continuous from a word search puzzle. https://www.educaplay.com/learning-resources/11384362-present-continuous.html 			10 min
Presentation			Time
<ul style="list-style-type: none"> Teacher shows a video describing some actions verbs adding present participle and encourages to students to repeat it. https://www.youtube.com/watch?v=Ta4XxZ1ewSM Teacher makes a review about the present progressive tense in affirmative, negative, yes/no questions and wh-questions through a poster. Teacher introduces some common time expressions used with the present continuous tense (Uses the previous poster). Teacher provides examples with some expressions of time in affirmative, negative, yes/no questions and wh-questions used in present continuous tense. Teacher presents a video summarizing the structure about present simple tense https://www.youtube.com/watch?v=QWAtWQDW-SM 			20 min
Practice			Time
<ul style="list-style-type: none"> Students work in groups of 8 people, to correct sentence mistakes, transform sentences, fill in the blanks, and unscramble the sentences in affirmative, negative and question in the present continuous tense. https://jeopardylabs.com/play/present- 			20 min



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

<u>continuous-1212</u>	
Production	Time
<ul style="list-style-type: none">Students work in pairs, create sentences, correct mistakes and select the well-formed statement in affirmative or negative and students complete the questions. https://view.genial.ly/5e92015f124be30da52d8ad9/interactive-content-board-game-present-continuous	20 min
Assessment	Time
<ul style="list-style-type: none">Students complete the sentences, choose the unscramble sentence and the correct verb form of the present participle -ing the following quizizz: https://quizizz.com/admin/quiz/61de34d2ab4b77001e124937/present-continuous-tense?fromSearch=true&source=	18 min
Feedback / Closure	Time
<ul style="list-style-type: none">Teacher monitors the development and encourages students to participate, as well as assists them and clarifies any doubts that may arise.The lesson ends with a brief review about the topic or asks students for what was interesting about the lesson.	2 min





UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

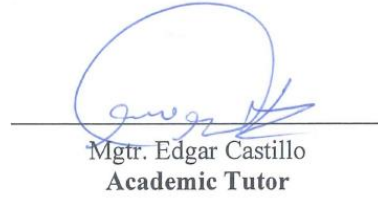
Observations

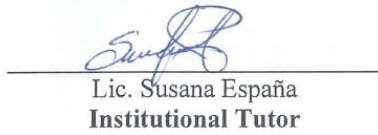
.....

.....

Signatures:


Mgtr. Marlon Armijos
TIC Director


Mgtr. Edgar Castillo
Academic Tutor


Lic. Susana España
Institutional Tutor


Maria Medina
Preservice Teacher





unl

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 11

Institution Name:	Unidad Educativa “Lauro Damerval Ayora”		
Date:	Wednesday, January 17 th , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgtr. Marlon Armijos		
Academic Tutor:	Mgtr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9th “A” – Wednesday (09h30-10h15)		
Time per lesson:	45 minutes	Language level:	A1.2
Class / Number of Students:	9 th “A”: 32		
Topic/ Contents:	Present Simple vs Present Continuous		
Lesson Objectives:	<ul style="list-style-type: none"> • To differentiate between simple present and present continuous tense. 		
Materials	<ul style="list-style-type: none"> • Videos • Slides • Infographic • Flashcards – online task cards • Board Game – online • Student’s Book 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review			2 min
<ul style="list-style-type: none"> • Teacher presents a video about the simple present and present continuous https://www.youtube.com/watch?v=GLF0IHOrTIs 			
Presentation			Time
<ul style="list-style-type: none"> • Teacher presents a short story and asks to students to underline the simple present and present continuous tense verbs by using slides. • Teacher reminds to students the usage of the simple present and the present continuous tense by using a time line presented on the infographic. • Teacher makes a revision about the present simple vs present continuous structures in affirmative, negative and interrogative form through an infographic. https://my.visme.co/view/q6v8v3oe-simple-present-vs-present-continuous • Teacher distinguishes the auxiliary verb used with simple present and auxiliary verb used with the present progressive tense through an infographic. • Teacher differentiates the common expressions used with simple present as well as expressions used with the present progressive tense by utilizing an infographic. • Teacher provides some examples differentiating the present simple and present progressive tense through an infographic. 			12 min
Practice			Time



<ul style="list-style-type: none"> Students work in groups of 8 completing the sentences using online flashcards. https://www.baamboozle.com/game/1686739 	7 min
Production	Time
<ul style="list-style-type: none"> Students play in groups of 4 a board game called "Snakes and Ladders"; each player places their game piece in the bottom left corner before starting the game. In turns, the students roll the virtual dice and move their game piece forward the number of spaces indicated by the dice. Depending on the space they land on, students must draw a card containing activities such as ordering, answering questions, forming sentences, describing, or true/false statements. If their game piece lands at the bottom of a ladder, they can climb to the top of the ladder. If their game piece lands at the head of a snake, they must slide down to the bottom of the snake. The first player to reach the space labeled "55" is the winner. 	12min
Assessment	Time
<ul style="list-style-type: none"> Students match the pictures with their corresponding descriptions on their books (p.25 Activity #3). Students circle the appropriate form of the verb on the book. Then listen the audio recording and check (p.25 Activity #4). 	10 min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher monitors carefully the development of the planned activities, assists students and clarifies any doubts that may arise. The lesson ends with a brief review or asks students for what was interesting about the lesson. 	2 min

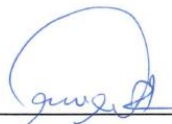
Observations

.....
.....

Signatures:



Mgtr. Marlon Armijos
TIC Director



Mgtr. Edgar Castillo
Academic Tutor



Lic. Susana España
Institutional Tutor



María Medina
Preservice Teacher



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN # 12

Institution Name:	Unidad Educativa “Lauro Damerval Ayora”		
Date:	Tuesday, January 30 th , 2024	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Susana España		
TIC Director:	Mgr. Marlon Armijos		
Academic Tutor:	Mgr. Edgar Castillo		
Preservice Teacher:	María Medina		
Schedule:	9 th “A” – Tuesday (10h45 – 12h15)		
Time per lesson:	90 minutes	Language level:	A1.2
Class / Number of Students:	9 th “A”: 32		
Topic:	Post-Test/Questionnaire		
Lesson Objectives:	<ul style="list-style-type: none"> • To assess learners' grammatical competence progress following the implementation of visual aids through a test. • To express the perceptions regarding the application of visual aids to improve grammatical competence by using a questionnaire. 		
Materials	<ul style="list-style-type: none"> • Test • Questionnaire 		
Starter (warmer, lead in, review)			Time
Warm up/Lead in/Review <ul style="list-style-type: none"> • Teacher utilizes a relaxation technique, such as deep breathing, to create a relaxed classroom environment. 			13 min
Presentation			Time
POST TEST <ul style="list-style-type: none"> • Teacher distributes the exams to know learner’s progress in grammatical competence after the implementation of visual aids. • Teacher clarifies that the score obtained from the post-test will not affect the student's grades as well as that the test is anonym. • Teacher explains each instruction with a total of eight questions prepared for the post-test. 			15 min
QUESTIONNAIRE <ul style="list-style-type: none"> • Teacher distributes the questionnaires to obtain student’s perceptions about the application of visual aids such as flashcards, posters, realia and infographics to enhance grammatical competence. • Teacher emphasizes that the questionnaire is anonymous and confidential, explains the instruction and provides a clear explanation of the survey's purpose. • Due to students' language proficiency level, Teacher explains each of the seven statements in Spanish and asks to students to choose from strongly agree, agree or disagree, strongly disagree. 			



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

Practice	Time
POST TEST <ul style="list-style-type: none"> Students read and analyze the questions, if there is any doubt ask to the teacher. 	30 min
QUESTIONNAIRE <ul style="list-style-type: none"> Students analyze the statements while the teacher explains. At the same time, students indicate their agreement or disagreement in some questions students are required to argue. If there are any doubts, students are encouraged to ask the teacher for clarification. 	
Production	Time
<ul style="list-style-type: none"> Students develop the Post-test and the Questionnaire. 	30 min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher monitors the development of the questionnaire and survey ensuring that everybody is on the track and clarifies any doubt that may arise. 	2 min

Observations


.....

.....


Signatures:



 Mgr. Marlon Armijos
TIC Director



 Mgr. Edgar Castillo
Academic Tutor



 Lic. Susana España
Institutional Tutor



 María Medina
Preservice Teacher

Annex 9. Research Matrix

Theme				
Enhancing grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year				
Problem	Objectives	5. Theoretical Framework	Methodological design. Action Research	Techniques/Instruments
General problem	General Objective	Independent Variable	Preliminary Investigation	Testing: Pre-test and post-test
English Learners as a foreign language may struggle to communicate effectively due to grammatical deficiencies	<ul style="list-style-type: none"> To enhance the grammatical competence through visual aids among superior basic education students at a public institution in Loja, during the 2023-2024 school year 	5.1. Visual Aids 5.1.1 Conceptualization of Visual Aids 5.1.2 Relevance of Visual Aids in EFL classrooms 5.1.3. Types of visual aids 5.1.3.1. Posters 5.1.3.1.1. Advantages of using Posters 5.1.3.1.2. Types of posters 5.1.3.2. Flashcards. 5.1.3.2.1. Advantages of using Flashcards 5.1.3.2.2. Types of Flashcards 5.1.3.3. Infographics. 5.1.3.3.1. Advantages of using Infographics 5.1.3.3.2. Types of Infographics 5.1.3.4. Realia 5.1.3.4.1. Advantages of using Realia 5.1.3.4.2. Types of Realia	<ul style="list-style-type: none"> Mixed action research model Quantitative Qualitative 	Survey: Questionnaire Observation: Field Notes
Subproblems	Specific Objectives		Intervention	
It has been discerned that students' main difficulties are with understanding grammatical structures and rules, applying grammar in context, and using correct verb forms.	<ul style="list-style-type: none"> To examine the effectiveness of using visual aids to enhance grammatical competence among superior basic education students. To describe students' perceptions towards the application of visual aids to improve grammatical competence among superior basic education students. 		Action Research Susman's Model: <ul style="list-style-type: none"> Diagnosing Action planning Action taking Evaluating Specifying learning 	
			Lesson Plan	
			3 PPP	
			<ul style="list-style-type: none"> Presentation Practice Production 	

Dependent variable

**5.2. Grammatical
Competence**

5.2.1. General

Conceptualization of
Grammatical Competence

5.2.2. Importance of
Grammatical Competence in
the EFL instruction

5.2.3. Role of Grammatical
Competence

5.2.4. Aspects of
Grammatical Competence

5.2.4.1. Word Order

5.2.4.2. Subject verb
agreement

5.2.4.3. Verb Inflections

5.2.4.4. Prepositions

5.2.5.1. Teaching grammar
approaches.

5.2.5.1.1. Deductive
Approach

5.2.5.1.2. Inductive
Approach

5.3. Previous Studies
