

**ENCOURAGEMENT OF SELF-CONCEPT AND SPEAKING
SKILLS THROUGH PBL AND THE USE OF THE AESTHETIC DOMAIN**

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Abstract

This document proposes Action Research focused on the implementation of Project-based learning and the fostering of the Aesthetic Domain in order to strengthen the oral abilities focusing on vocabulary learning and Self-Concept of young learners. Hence, the population encompasses third graders from 8-10 years old at Liceo Femenino Mercedes Nariño School. Thus, instruments such as observations, questionnaires, artifacts, and audio recordings were crucial to collect data for this Action Research. Then, the pedagogical approach and proposal are presented with the description and objectives of the cycles of research, followed by the analysis of results by categories. Lastly, the conclusions, implications, and limitations are displayed.

Key concepts: Self-concept, Project Based Learning, Speaking skills, Contextualized vocabulary, identity, Aesthetic Domain, Handmade Books, TEFL.

Resumen

Este documento propone una Investigación Acción enfocada en la implementación del Aprendizaje Basado en Proyectos y el fomento del Dominio Estético con el fin de fortalecer las habilidades orales y el autoconcepto de los estudiantes. Por lo tanto, la población abarca estudiantes de grado tercero de 8 a 10 años del colegio Liceo Femenino Mercedes Nariño. Por lo tanto, instrumentos como observaciones, cuestionarios, artefactos y grabaciones de audio fueron cruciales para recopilar datos para esta Investigación-Acción. Luego, se presenta el enfoque, propuesta pedagógica, descripción y objetivos de los ciclos establecidos, seguido del análisis de resultados por categorías. Por último, se muestran las conclusiones, implicaciones y limitaciones.

Palabras clave: Autoconcepto, Aprendizaje basado en proyectos, habilidades orales, vocabulario contextualizado, identidad, Dominio estético, libros de manualidades, enseñanza del inglés como lengua extranjera.

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CHAPTER 1: Research problem

Introduction

The following chapter aims to describe the background of the research. First, it establishes the geographical, social, and educational context of the Liceo Femenino Mercedes Nariño school where the research was conducted. Then, the population of classroom 306 is described specifying the demographic, social, and behavioral aspects of the individuals, all of this followed by the diagnosis of this classroom. Therefore, the statement of the problem and rationale will be presented with its following research question and objectives.

Context of school

Regarding the contextual aspect of the research, Liceo Femenino Mercedes Nariño is the chosen scenario in which the study was developed. The Educational Institution is located in a neighborhood of Bogotá called Restrepo. The history of the school is a significant piece of Colombia's educational heritage. Founded in 1945 by a group of women who believed in the importance of women's education, the institution immediately obtained recognition for its dedication to empowering young women in the country. Liceo Femenino Mercedes Nariño was named after one of the great Colombian patriots who fought for women's rights during the Spanish colonial era. For this reason, since its foundation, the school has adhered to the task of educating girls with quality from all social levels. In such a way, Liceo Femenino Mercedes Nariño has upheld this through many successful and empowered girls over the years who have made their marks on society in various fields.

Financially unstable and in the middle of political unrest, the school has managed to maintain itself and evolve into the constant changes in education. Today, it has modern facilities

and a highly engaging program that equips the students for life's challenges. In addition, the school undertakes various extracurricular activities, such as sports, music, dance, and community service, which aim to bring out all-round, socially responsible individuals.

Thus, their commitment to social progress has been the base upon which generations of young women achieve their full potential, recognize identities, and pursue women's emancipation, as well as critical thinking. Meanwhile, the Proyecto Educativo Institucional (PEI) and pedagogical model of Mercedes Nariño school are focused on an integral educative process of emotional, social, and cognitive development of each student. PEI (2019) participates in the performance of ethical and responsible citizens, preparing learners for the challenges of today's world. Likewise, the pedagogical model promotes active learning through experiential activities, collaborative work, and critical thinking, encouraging competent, confident, and empowered women to make a positive impact in society.

Moreover, the mission of the school aims to provide quality education to students to promote their integral formative experience. The institution is committed to preparing students for their future, not only in their academic areas but also in their social and emotional lives so that they can face the challenges of a changing world. Consequently, the institution's goal is to form leaders who are capable of making a positive impact in their community.

Characterization

The study was conducted in a morning schedule classroom of 22 third graders/ fourth graders (306-406) girls from 8-10 years old. Most of the students lived close to the school and transported themselves to the pedagogical institution on the school route. Moreover, there was one girl with learning and social difficulties. The young learner seemed to have autism according to the head teacher of the grade; nevertheless, this was not confirmed due to their parents not

wanting to have an official diagnosis arguing the child was independent. In addition, according to a questionnaire (See Annex 1 and 2) implemented in the class 97% of the learners were interested in learning English. Hence, the most frequent reasons why, were concerning the importance of a foreign language to travel and being able to communicate with people from different backgrounds.

Moreover, the classroom setting was not always the same, most of the time young learners were in the official classroom of 306 with the chairs close to each other creating groups of four girls; this was due to the previously mentioned collaborative work encouragement of the school. However, there were multiple times when students changed classrooms to use audiovisual aids interfering with the time management of the lesson.

Furthermore, students seemed to be inclined to constantly speak their minds; nonetheless, the lack of speaking scenarios and sufficient English vocabulary blocked young learners' eagerness for oral communication. As a matter of fact, the process of learning English within the classroom evidenced the insufficiency of opportunities to nourish vocabulary learning and its application to speaking performance. Lastly, the previously mentioned aspects impacted the self-recognition of students due to the decontextualized vocabulary. Consequently, the lexical and the application of it was not connected with young learners' immediate realities.

Diagnosis

The instruments used during the characterization process were observations recorded in field notes (See Annex 3), questionnaires, and an interview (See Annex 4). Firstly, the observation allowed to dive into the real context of the 306 English classes and record the data in respective field notes. Secondly, the two questionnaires were applied to the young learners to gather deep information on their English process and identify their flaws and strengths. These

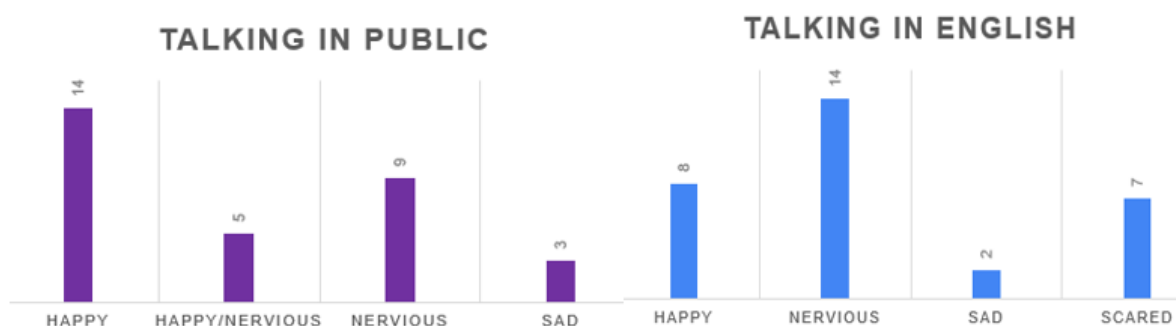
instruments were authorized by parents through specified informed consent. (See Annex 5).

Thirdly, an interview with the teacher was conducted to collect data about his focus and vision of the class.

According to the observations, as the school only provided 1:30 hours per week of English classes, the English level of the population was almost non-existent. Nevertheless, according to the results of the questionnaire only three of the girls had extra English classes, one of them in extracurricular classes at school on Saturdays, and the other two students in language institutions. In addition, the questionnaires provided evidence that 61% of the young learners were happy and enjoyed talking in public (26% of those girls felt happy/nervous). However, those numbers were transformed while talking in English, concluding that participants experienced 49% of nervousness, 22 % of fear, and 6% of sadness (see Figure 1). Consequently, even though most of the girls felt comfortable expressing themselves in public there was still an extensive focus on English oral skills.

Figure 1.

Questionnaire result of feelings towards Spanish public speaking talking and English oral expression



Moreover, besides the observation and questionnaires, an interview with the English teacher was conducted. Hence, the data were aimed at speaking as the skill with the most flaws even though it was the focus of the English teacher. Likewise, collaborative work was another of the key lack aspects addressed by the head teacher. As it was mentioned before in the context of the school Liceo Femenino Mercedes Nariño pursues the empowerment of women through group work among students. Consequently, the fostering of collaborative work seemed to require more tools to be implemented in the 306 English classroom.

Likewise, the findings of the questionnaires and observations evidenced that when asking young learners to describe and recognize themselves, they did not have enough knowledge and understatement of their traits either in their mother tongue or in English. In fact, most of the topics that had been studied were related to the self; themes such as family members, physical description, feelings, and use of clothes. Therefore, it was also required that children beyond learning the grammar aspects and skills of the language could also be guided to be conscious about themselves as human beings to relate their own context with the English learning process.

Lastly, the questionnaires also lead to data regarding the types of didactic activities that young learners would like to use in English class. On one hand, the majority of students were interested in the artistic or aesthetic sphere of plastic arts: (Drawing 22) (Paint 26) (Handcrafts 27). On the other hand, music (13) and reading (11) corresponded to the least selected to be used in class.

Statement of the problem

Considering the diagnosis of the present research, it was evident that the oral skills and Self-Concept of young learners needed to be boosted through a tool that allowed collaborative

work. In addition, the *Derechos Básicos de Aprendizaje* (2016), in English Basic Rights of Learning address that third graders should exchange simple opinions and ideas with classmates and teachers, as well as describe people and objects in their immediate surroundings (See figure 2) Consequently, the three previous elements mentioned before were required in the third-grade English curriculum to successfully pass the second language subject.

Figure 2.

Expected abilities for third graders in English class. Derechos Básicos de aprendizaje (2016)

<p>Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples. Puede, por ejemplo, hablar o escribir sobre su barrio y lo que allí encuentra, como en el texto siguiente:</p>	<p>Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes.</p>
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According to the *Estándares Básicos de aprendizaje de competencias en lengua extranjera: Inglés* (2006) -Basic Standards for learning foreign language skills: English-, third graders should develop self-recognition abilities in the language. Students at this level should be able to understand and use language that refers to their own thoughts, feelings, and experiences. They should also be able to recognize their own strengths and weaknesses in language skills, as well as identify strategies for improving those skills. Additionally, the reflection of the learning processes and goal setting are defined as aspects for future improvement.

The same document establishes that in third grade, students will identify key terms and concepts about the English language; and will gain self-knowledge of language, strategies of learning, communication, and the world surrounding them. This means that third graders should demonstrate the ability to identify and use such vocabulary relevant to their experiences and feelings, for example, emotions, opinions, and personal narratives. Moreover, young learners

should be aware of their strengths and weaknesses while learning English and use this self-awareness to enhance language proficiency.

Last but not least, collaborative work is crucial in the development of third graders. Estándares Básicos de aprendizaje de competencias en lengua extranjera: Inglés (2006) one would expect that in the collaborative learning process, students would become involved with respect for individual differences and contribute to group work in consideration of assigned roles. On the other hand, according to Johnson & Johnson (2014), during collaborative learning, improvements in academic performance are associated along with social and communicational skills, a community sense of belonging, and positive attitudes towards learning. Moreover, collaboration enables the learners to create new contacts and to assume different perspectives that will assist them in the construction of their knowledge and reasoning. Therefore, the incorporation of collaborative work in a third-grade classroom could favor the development of a supportive, interactive, and conducive learning environment.

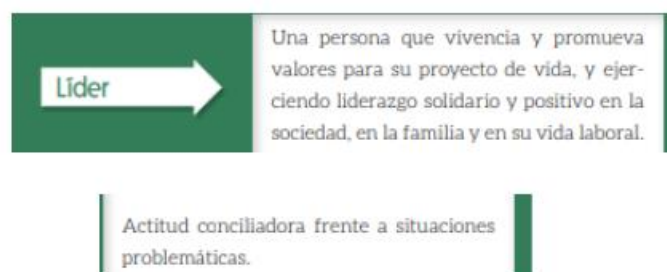
Rationale

The statement of the problem is consistent with current integrative aims in different domains within learning as presented in the current Colombian educational policy. According to the Ministry of Education and its National Education Plan (2018), one of the main features of this plan is the promotion of interdisciplinary work, coexistence, and citizenship. Thus, Project-Based Learning (PBL) is successfully instilling these very competencies and values through involving the students in these collaborative and interdisciplinary tasks. Besides the political education view, Liceo Femenino Mercedes Nariño student's handbook (2019) emphasizes educating women with conflict-solving abilities to perform as mediators among different problems. Thus, PBL principles convey the previous aspects as well as allow students to work on

school projects that might trespass the academic field and enrich their society, family, and life goals in pursuing leadership. (See Figure 3)

Figure 3.

Student Handbook of Liceo Mercedes Nariño (Student profile)



Moreover, the Ministerio de cultura (2014), Ministry of Culture in English, underlines that in the educational context, the importance of the Aesthetic Domain should be emphasized. The Aesthetic Domain alludes to a variety of ways of artistic expression and the beauty forms of the world that enrich the lives of people and arouse feelings. Guiding project-based activities throughout the Aesthetic domain, it is possible to enhance the student's skills in critical thinking, creativity, communication, Self- Concept, and identity. That being said, PEI (2019) considers artistic development a determining factor for each student's expression of their realities. Hence, the integration of arts within the pedagogical proposal conveys one of the main school artistic goals (see Figure 4), as well as offers an opportunity to complement the PBL implementation.

Figure 4.

Specific objectives from the pedagogical component of the school's PEI

- Desarrollar en las estudiantes la formación artística integral, mediante la Intensificación en los espacios de jornada completa con las **"Escuelas Liceistas un espacio para potenciar Talentos y Atrapar los Sueños"** posibilitando que las estudiantes puedan participar en proyectos y centros de interés.

In addition, Self-Concept is a significant element in education since it impacts the learning and development of students in various dimensions. According to the *Derechos Básicos de Aprendizaje* (2016), the element of Self-Concept in education pertains to the motivational function of young learners' Self-Concepts, motivation, aspirations as well as the beliefs of their perceived abilities. Thus, Self-Concept influences the beliefs of students in their capabilities, together with achieving and performing at full potential. Likewise, the contextual school policies highlight self-oriented items in the process of education. (See Figure 5) Elements such as autonomy and self-regulation are described as epistemological principles of the institute. Consequently, the constant development of Self-concept may permeate individuals' performance within class taking control of their learning process and creating engaging scenarios.

Figure 5.

Sixth institutional principle of Liceo Femenino Mercedes Nariño's PEI

6. La enseñanza se soporta en el ejercicio de la identidad, el respeto por sí mismo y por el otro; la solidaridad, la honestidad y la autonomía.

Lastly, the *Estándares Básicos de competencias en Lenguas Extranjeras: Inglés* (2006) outlines the expected goals to develop speaking skills among third graders in English, such as talking about feelings and needs, answering questions about surroundings, and using simple non-verbal language that supports the ability to speak in English. Thereby, the pedagogical institution of this project outstands the vocabulary learning process as one of the first steps to embark upon oral English expression. Along the same line, the PEI (2019) highlights the relevance of students learning English vocabulary for speaking their minds and opinions, being able to advocate for themselves and other individuals surrounding them, as well as exchanging points of view with individuals from different contexts.

On the above basis, the following research proposed the implementation of Aesthetic Domain activities to encourage vocabulary-related speaking skills and self-concept recognition by using the PBL pedagogical approach.

Question

How to develop Self-Concept and speaking skills through the implementation of Project-Based Learning and the use of activities involving the Aesthetic Domain?

General objective

To develop Self-Concept and speaking skills through the application of Project-Based Learning and the use of activities involving the Aesthetic Domain.

Specific objectives

- To describe the process of students' Self-recognition through activities that involve Self-Concept.
- To enhance students' understanding of the importance of oral expression skills in communication with the implementation of Project-Based Learning.
- To foster vocabulary learning to optimize English oral skills by encouraging Aesthetic Domain.

CHAPTER 2: Theoretical framework

The following chapter displays the literature review of the key concepts of this research project. On one hand, some previous studies will be presented and described to comprehend the documentation of the preceding research. On the other hand, each fundamental construct will be defined in the theoretical framework.

State of the Art

The following paragraphs describe, discuss, and reflect upon the previous research related to this pedagogical proposal. Studies are organized and displayed from local, national, and international sources. (See Table 1) On top of that, differences between the described research and this proposal are explained, as well as its importance for the project.

Table 1.

State of the art

	Title	Author (s)	Year	University/Journal
Local	Promoting Speaking Skills in an EFL Classroom through Project-based Learning: A Way to Involve Learners in Participatory Classes	Ady Marcela Vaca	2016	Universidad Distrital Francisco José de Caldas.
Local	Music videos and writing process in English as self-concept exploration and expression strategies for A2 adolescent learners at a public school.	Liliana Carolina Rosas	2018	Universidad Pedagógica Nacional
Local	Impact of PBL and Teacher Immediacy in Primary School EFL Students' Speaking Skills	Laura Valentina Ramírez Luis David Buendía	2023	Universidad del bosque
National	Teaching English through arts and crafts to third-grade public school children at Institucion Educativa Suroriental de Pereira	Gloria Gómez	2017	Universidad Tecnológica de Pereira
National	The use of visual arts as a strategy to teach vocabulary in Second grade at the public school La Julita, sede Providencia.	Paola Rivas Natalia Torres Luisa Valencia	2018	Universidad Tecnológica de Pereira

International	Project-Based Learning (PBL) and Its Impact on the Development of Interpersonal Competences in Higher Education.	Paula Crespíl José García Marián Queiruga	2022	Journal of New Approaches in Educational Research 11(2), 259-276.
International	Integrating art and literacy in the elementary classroom	Megan Kristine Sorensen	2010	University of Northern Iowa
International	The Effect of Project Based Learning in Teaching EFL Vocabulary to Young Learners of English	Fatma Kimeziz Emrah Dolgunsöz M. Yavuz Konka	2017	International Journal of Languages Education and Teaching Volume 5, Issue 4, December 2017, p. 426-439
International	Self-efficacy and Self-concept as Predictors of Language Learning Achievements in an Asian Bilingual Context.	Chao, C.N.G., McInerney, D.M. Bai, B.	2019	Asia-Pacific Edu Res 28, 139–147

The first study concedes elements related to the development of speaking skills by implementing Project-based learning (PBL). This project was carried out in the Virginia Gutierrez de Pineda public school in Suba, Bogotá, with students in eighth grade struggling with confidence issues while orally expressing themselves in English. Thus, Vaca (2016) aimed Action Research to offer authentic oral opportunities, provide individualized support, and promote a positive attitude toward speaking the target language. Moreover, collaborative work (Peer support strategies) promoted learners' active participation and improved their lexical and discourse competence. Regarding the findings, the researcher reflected upon the increase in spoken language competence, working and communicating with others help students to share

previous knowledge as well as gain confidence while expressing opinions. Moreover, there were evident elements such as overcoming struggles with public speaking, respecting differences and visions of the world, as well as the preparation of public speaking sessions of their projects allowed for decreased improvisation on presentations. Consequently, this research adds enriching elements to the literature review due to the successful appliance of PBL to enhance English oral skills. Nevertheless, Vaca's research differs from this pedagogical project due to the lack of focus on vocabulary learning and self-recognition within English oral Skills.

The second study is the pedagogical research of Rosas (2018) which provided data about the development of Self-concept in the school setting. This Action research was implemented in a public school in Bogotá with the main focus of the proposal based on the use of Music Videos and Writing skills that may support adolescents' Self-Concept. Although the English skill to boost was writing instead of speaking, the enhancement of Self-Concept is a crucial construct to the state of the Art. Therefore, the researcher used semi-structured interviews with two focus groups and planned three main cycles with the center of Self-Concept. As a result, the findings regarding the Self-Concept aimed at the students' reflective exercise to explore their self-image, personality traits, and a deeper understanding of themselves using as a tool an artistic expression (music videos).

Consequently, even though this study focused its attention on writing abilities and music integration, the relationship between art and self-concept allowed learners to dive into emotions, and self-worth and relate English and the aesthetic experience with personal experiences.

Ramirez & Buendía (2023) carried through the third pedagogical proposal using the PBL approach to boost speaking abilities in an EFL classroom. Likewise, the investigators established teacher immediacy as a crucial factor for the development of speaking skills. The

conclusions addressed the ability to solve problems, gradual learning, and autonomy. Moreover, the use of PBL allowed them to propose and implement classes aligned with the objectives of the problem in a clear and accurate form. However, one difficulty found by researchers concerns the necessity of emphasizing vocabulary learning to improve speaking skills. Hence, even though a lot of aspects of oral communication such as pronunciation and grammar were taken into consideration, the lexicon component should be highlighted for future similar research.

In addition, a fourth national study related to the benefits of the use of crafts and drafts within vocabulary learning was found. Gomez (2017) implemented a project in an elementary school to create activities with authentic materials to provide new English vocabulary in a school in Pereira. Reflective logs and journal notebooks were used to keep track of the application of the project. Even though the outcomes of the project allowed partial positive results, the conclusions of the project aimed at a lack of contextualized background. In particular, there was a shortage of apprehension of the English lexicon due to how distant the topics were from children's self and realities. Moreover, there were some inconveniences regarding the pre-vocabulary activities due to the absence of a clear approach to support the planning of the sessions. In consequence, those debilitated aspects of the results could be strengthened by the PBL and self-concept-oriented classes that might optimize the use of art craft to learn English vocabulary. That is why the present study pretended to be put forward in order to follow Gomez's suggestions.

The fifth action national research study conducted by Rivas, Torres, and Valencia (2018) focused on the Aesthetic Domain using handcrafting, drawing, and painting in an EFL elementary school classroom. Therefore, the problem identified in this study was the lack of self-expression possibilities and creativity in the process of acquiring traditional English

vocabulary. For this, the population sample involved a group of 25 second graders at a public school in Colombia. The pedagogical proposal included activities involving the Aesthetic Domain, such as visual flashcards, producing a language-inspired art project, also introducing drawing and painting into language tasks. Key results indicated that handcrafting, drawing, and painting integrated into an EFL classroom highly developed students' creativity, motivation, and language learning as a means for self-expression. Thus, the researcher concluded that the activities of the Aesthetic Domain needed to be included in an EFL elementary school classroom for creative, motivated, and proficient students.

Furthermore, the sixth investigation conducted by Crespí, García-Ramos, & Queiruga-Dios (2022) also focused on the application of PBL in an EFL Spanish University classroom. Thus, the diagnosis of the population highlighted struggles with the offer of authentic learning experiences, the limited opportunities for learners to apply language skills in real-life situations, as well as lack of teamwork abilities. Consequently, the students' observations indicated low language proficiency and motivation. In order to overcome the problem, researchers implemented a pedagogical intervention including the PBL approach, using transversal subjects that involved pre-test and post-test engaging students in real-world problem-solving activities using English language skills. The main findings showed that PBL increased aptitudes such as organization, emphasis, team decision-making, and conflict resolution. The study concluded that PBL is an effective approach for EFL classrooms as it provides authentic language learning experiences and contributes to developing interpersonal abilities, teamwork skills, and enhanced problem-solving skills.

The seventh action research added vision to the international field. This study was implemented by Kimsesiz, Dolgunsöz, and Yavuz (2017) who investigated the application of

Problem-Based Learning (PBL) in an English classroom. First of all, the research addressed vocabulary learning performance and motivation development within 5-6 years old. Hence, the pedagogical intervention included implementing a PBL approach in the classroom, where students were given real-life problems to solve through language activities and weekly vocabulary tests. As a result, the main findings indicated that PBL increased student motivation, cooperation, and active role along with the fostering of natural use of the language. In fact, the study concluded that PBL is a beneficial approach for EFL classrooms as it engages students in meaningful vocabulary language activities and optimizes motivation.

Within the same international sphere Chao, McInerney, and Bai (2018) proposed the investigation regarding how bilingual academic environments impact the Self-Concept of foreign languages. Even though the study was conducted in a setting where Chinese and English converge with each other, the research led to universal results. First of all, this study used as an instrument an adapted version of the scale of academic Self-Concept. Therefore, the discussion addressed that immersion in the bilingual process allowed students to boost their academic Self-Concept in global terms, in the foreign language as much as within their mother tongue. As a matter of fact, not just Self-Concept but also academic achievement increased allowing learners to establish goals and pursue high academic performance.

Lastly, Sorensen (2010) centered its attention on reviewing documents on the use of the Aesthetic Domain to promote motivation and engagement in young learners. Therefore, the findings of the ninth state-of-the-art addition addressed the positive impact of the use of Arts in EFL classrooms enhancing the language learning experience. Through arts, students could also develop critical thinking skills and emotional intelligence, which are crucial for successful communication in a foreign language. Incorporating arts into language learning can help to

reduce anxiety and stress, creating a more relaxed and positive learning environment. Moreover, the implementation of the art project did not only focus on literacy but on different subjects such as math and social studies. Nonetheless, the literacy aspect concluded that art could communicate similarly to the use of English, incorporating students with different intelligences.

Despite Sorensen's document establishing a vast difference with the present inquiry, literacy, and art may bridge the gap of creativity and English learning, elements useful to this document. At last, Sorensen reflected on the countless educators who are reluctant to integrate the aesthetic experience within classrooms; whereby she invited new professors to make the most of this relationship between art and the classroom.

Theoretical Framework

Self-concept

Self-concept is a fundamental component of human identity since it describes how people comprehend and refer to themselves in relation to the world. Student Self-Concept in the EFL classroom is another important means whereby learners make sense of their experience of learning and the processes entailed. As Schunk and Pajares (2009) note, Self-Concept, within an educational context, refers to perceptions people hold, both cognitive and affective about their own competence or skills on tasks. Self-concept thus can facilitate students regarding motivation to learn, confidence in one's ability, and willingness to get engaged in challenging activities within an EFL classroom.

Furthermore, the role of the language professor reinforces that teacher-student interactions together with feedback may have strikingly powerful consequences for students' Self-Concepts. According to Bong (2001), the role of the teacher is rather important in developing positive Self-Concepts among their students. Thus, teachers may build this through

constructive feedback that acknowledges of efforts and processes of students, through favorable learning environments characterized by acceptance and inclusion, and through the fostering of learner autonomy. By developing a positive self in their learners, EFL teachers are thus able to motivate their students as well as engage them in learning, which consequently may lead to successful learning.

According to Marsh (2017), the Self-concept entailing academic surfaces might be defined by an individual's perceptions of their academic ability, achievement, and worth as a student derived from both their past experiences and comparisons with others. The theory has also described academic Self-Concept as complex and multi-dimensional, depending on past experiences regarding academics, social comparisons, other people's feedback as well as one's attributions. Additionally, some of the fundamental attributes of Self-concept include the fact that it is task-specific, varies in level of strength, and can be developed and modified over time to adapt to each context.

Moreover, Palomo de Blanco (2014) suggested that developing a strong self-concept in children is the foundation for promoting autonomy, competence, and learning process ownership. It starts with building their identity which allows them to see themselves as someone who can and will affect change in the way they learn. Likewise, learners also develop a sense of competence through participation in reflective and self-assessing activities, they assess what is working for them as well as areas where improvement may be necessary. In addition, Self-concept is more likely to be reassured in an error-tolerant academic culture; where learners view mistakes as part of their learning process and less harshly related to incompetence. This acceptance decreases some of the fear associated with failure to enable children to take more risks and autonomy while learning. As a result, students would be independently making choices

and reaching out for support when needed. This not only fosters academic learning but also supports the social and emotional development of children.

To conclude, the basic tenets of the theory of Self-Concept promise that an enabling academic environment, one which builds on the belief of students in their academic capabilities and achievements, would support the learning process. Knigge & Hannover (2011) assert that reinforcing positive Self-Concepts in academic domains leads to increased motivation, engagement, and performance. In that respect, the educator can use techniques such as instructions differentiated for style and ability; and constant feedback which may act as a ground on which the growth mindset of the learner may develop and involve the student in collaborative and participative learning activities. Correspondingly, setting goals by a student would also focus on effort and improvement rather than grade attainment coupled with supportive relations both with co-students and teachers combined in developing Self-Concept regarding academic, social, and personal areas.

Aesthetic Domain

The Aesthetic Domain focuses on the ability to appreciate beauty and enhancement of one's artistic sense. Indeed, language development in the EFL classroom is mostly relayed in this particular Aesthetic Domain. According to Tassoni (2016), the Aesthetic Domain in EFL classrooms encompasses a broad range of activities and content that can change a classroom through an environment that promotes creativity, imagination, and enthusiasm, in language, literature, and culture. Thus, activities that involve original artistic creation like decorating the classroom with artwork help students grasp their sense of aesthetics. Furthermore, educators in the EFL classroom would, therefore, reach for means of illustrating creativity in language

learning, so activities and materials focus on engaging, mentally, and graphically organizing knowledge with the aid of interactive tools for active learning.

Besides, the Aesthetic Domain can enhance the learning process of EFL students through the stimulation of their creative thinking and motivation. According to Mulcahey (2009), the aesthetic approach in language instruction enhances students' affective states as well as the processes and outcomes of learning. Motivated by engaging themselves, and participating in creative and self-expressive activities, students would like to learn more due to learning is inspiring a different vision of the target language that some of the students consider not possible. Thus, the Aesthetic Domain should, therefore, be introduced in the EFL classroom by having the teacher participate in designing the setting for an immersive learning environment. That would enhance student-centered learning in the development of students' critical thinking and problem-solving skills, hence fostering personal growth and self-awareness.

Some of the major characteristics of the Aesthetic Domain include sensorial experience, creativity, and expression of feelings/emotions. As recorded by Roldan (2018) sensorial experiences allow children to make use of their senses to find out about the world, which makes them grow more curious and creative. Creativity is an example where children can express themselves through various forms of art. It allows them to build their self-expression and self-concept. Hence, Roldan (2018) states that the process of creative expression might equip learners with environments to explore emotions and self-awareness by means of art.

According to Tassoni (2016), the Aesthetic Domain involves various kinds of arts such as plastic arts, music, physical movement, and literature enabling children to gain knowledge about the world and come to appreciate it through their senses. Therefore, this present study was concerned with fields that come under plastic arts, such as drawing, painting, and handcrafting,

which may-according to Tassoni (2016) be helpful in developing both gross and fine motor skills for primary school students. The term gross motor skills is defined as large muscles used by a child in managing movements, including walking, jumping, and following physical instructions. By contrast, whereas plastic arts require children to engage large muscle groups of arms, shoulders, or core muscles, gross motor skills can be refined in such activities as painting on an easel with a big brush or manipulating clays. On the contrary, fine motor abilities imply coordination of the child's small muscle groups in precise movements and refer to such activities as painting, cutting with scissors, or manipulating small objects. Consequently, plastic arts activities that involve the fine motor of the child, such as drawing with a pencil or modeling with small equipment, help increase hand and finger control. Besides, with the help of plastic arts activities, children will be able to develop better hand-eye coordination, spatial awareness, and fine motor control. Such skills are essentially needed for them to perform simple routine tasks of everyday living like dressing up, lacing shoes, and managing eating utensils.

Maley and Peachey (2015) add that characteristics of handcrafting, drawing, and painting include the use of varied materials and techniques for creating visual artwork; the encouragement of the individual child's expression and creativity is promoted. Problem-solving and decision-making occur during these activities when the student makes choices about color, composition, and design. Moreover, this will also ensure cultural awareness of different forms of art. Handicrafts, drawing, and painting can also be used in the EFL classroom in an elementary school to improve linguistic ability and artistic skills as well. For example, the learners can create a pictorial presentation of the target vocabulary and expressions and take art as a stimulus to engage vocabulary learning in a piece of art project in groups that actually needs to be generated by using English. By embedding activities involving the Aesthetic Domain in the EFL

classroom, the teacher would be able to provide the students with a language-learning experience that would be multisensory in nature, therefore engaging, meaningful, and enriching visualization helping with understanding and retainment of the target language. Indeed, the incorporation of handcrafting and visual arts in an EFL class is multidimensional influencing students in language learning.

Aesthetic Domain of theory focuses on the learning of senses and emotions. Mulcahey (2009) refers to the fact that handcrafting and visual arts offer students the possibility to work with their hands and eyes, and the rest of the body, hence making the learning process holistic and meaningful. Hands-on activities can be very helpful for the students because they will be able to feel integrated through language learning in their own characteristic and creative way that strengthens vocabulary in English. Besides, visual arts might provide contextualized input for the language since images, colors, and forms are handled by the students in supplementing and enhancing their learning of concepts in the English language. An educator integrates handcrafting and visual arts into the EFL classroom, touching both the aesthetic realm and thus creating a multilayered, potent learning environment that fosters creativity, personal expression, and vocabulary learning.

In fact, one of the forms that enable the previously mentioned elements is the brand-new book creations. Consequently, Handmade Books can be found within the Aesthetic Domain and the plastic arts field. Weida (2015) navigates through the creative exploration defining handmade books as any type of artistic expression that is hand-crafted and collected into a volume. This type of book entails originality, shaping individuals' imaginations into a more structured and organized model. Additionally, the creation of hand-made books in early childhood education

fosters eagerness for learning, deals with patience and concentration, as well as a deep connection with the content of the books.

Speaking skills

Speaking skills is the ability to verbally communicate with others in an understandable manner. It is one of the major manifestations of language learning. According to Brown (2015), speaking skills development is necessary to meet needs and to communicate in academic and real-world contexts. Moreover, speaking in Teaching English as a Foreign Language (TEFL) enables learners to converse with others, express themselves, negotiate social encounters, and develop their communicative competence in the target language.

On one hand, Nunan (2015) noted that the main aim of oral communication in a TEFL classroom is to expose students to a range of communicative situations and enable them to develop vocabulary learning of the foreign language, assembling the base to start orally communicating in English. On the other hand, teachers of English as a foreign language must ensure that learners have ample opportunities to practice speaking and receive feedback to identify weaknesses and improve their skills.

Hewings (2009) suggests that the method of repetition may enhance English pronunciation to a large extent, since it becomes an internalized phenomenon, emphasizing the appreciation of the sounds and rhythms of the language. When teaching English oral skills the author alludes to practicing a series of supposedly similar-sounding words or phrases one after the other repetitively, the muscle memory itself gets an exercise and evens out the challenge of perceiving phonetics in English and getting familiar with the language. Such frequency of practice is indispensable in discriminating between two similar and eliminating thus eliminating the likelihood of confusion and mispronunciation. Therefore, it is paramount to take into

consideration intonation and stress while speaking. Stress also adds clarity to what the speaker is saying and boosts the person's confidence, making his speech more natural to listeners. Hence, a repetitive practice held with a conscious understanding of word stress provides an element for improving one's English pronunciation and, overall communication skills.

All in all, speaking skills are essential to the communication process in TEFL. Teachers who prioritize learners' speaking abilities can help them enhance communicative competence, strengthen critical thinking, and vocabulary learning, and gain confidence when interacting with others in the target language. As noted by Larsen-Freeman (2018), vocabulary learning may be one of the crucial elements to appropriately communicate and express oneself. Vocabulary practice provides learners with comfortable settings to express themselves in context accomplishing oral communication goals.

The Use of Contextualized Vocabulary in Speaking Skills

Contextualized vocabulary can be explained as the group of words of expression used in particular contexts or situations. According to Webb (2005) in TEFL, vocabulary needs to be contextualized due to the need of the learner to get familiar with the role that would be used in everyday life; therefore, they can be used correctly in actual situations. Hence, the vocabulary here is oriented more to meaning and usage in context, rather than a single, isolated lexicon. Some of the features of contextualized vocabulary are, respectively, the use of real language, situational realities, and the use of examples. These are introduced through various methods using visual aids, audio, video, and games. In today's TEFL, the use of contextualized vocabulary proves to be one of the best teaching techniques to enhance language learning and improve oral communication skills.

For example, Schmitt & Schmitt (2020) have referred to the contextualization of the vocabulary, which needs to present the lexical items in natural settings with regard to a situation or event that the students are going to go through in real life, which ascertains the importance of contextualized vocabulary in TEFL. In fact, as Webb (2005) puts it, contextualized vocabulary is more than a teaching strategy in TEFL, contextualized vocabulary is a vital part of teaching language which definitely helps in developing communicative competence among the learners. This would imply that contextualized vocabulary as well aids learners in the acquisition of good usage of communication skills. Accordingly, teachers must recognize the role of contextualized vocabulary in TEFL to better prepare their learners to develop communicative and speaking skills in authentic life scenarios in which students can provide their vision of the world.

Lastly, regarding teamwork, cooperative learning may strengthen vocabulary learning. As Mulcahey (2009) mentioned, through homework and projects, with collaboration, learners can brainstorm and debate, hence using and reinforcing the new vocabulary items in realistic life situations. On the contrary, some collaborative approaches like group discussions, brainstorming sessions, and peer teaching have been found efficient in learning vocabulary. Others argue that visual and plastic arts can also be used in vocabulary learning. In this line, connecting a word with its visual is one of the excellent ways whereby one is assured of retaining the memories and understanding them later on. In an extended approach, word learning can be enhanced by creating flashcards with images, active practice of the vocabulary through daily conversation or even drawing or sketching the meanings of words within context.

CHAPTER 3: Methodology

This chapter attempts to spell out clearly and in full both the qualitative paradigm and the Action Research approach, their specific features, and their significance to learning. Further on, it is set to determine and offer examples of the tools utilized in the research as well as to address the ethical consideration of the implemented pedagogical proposal.

Paradigm- Qualitative research

Qualitative education research is a method that with its methodology tries to understand the complexities of human behavior and experiences in educational settings. As Merriam (2009) addressed qualitative research is a method of inquiry that is focused on the personal life narrative of individuals. Qualitative research aims to understand not just what people think but what they live through, build up their worlds, and give meaning to their lives. Thus, the most important for teachers learning new skills and understanding education is to formally approve the distance learning proposal. This paradigm is particularly important in education because it allows us to gain a deeper understanding of the individual experiences and perspectives of students and teachers and gives us meaningful insights into how educational practices affect their lives.

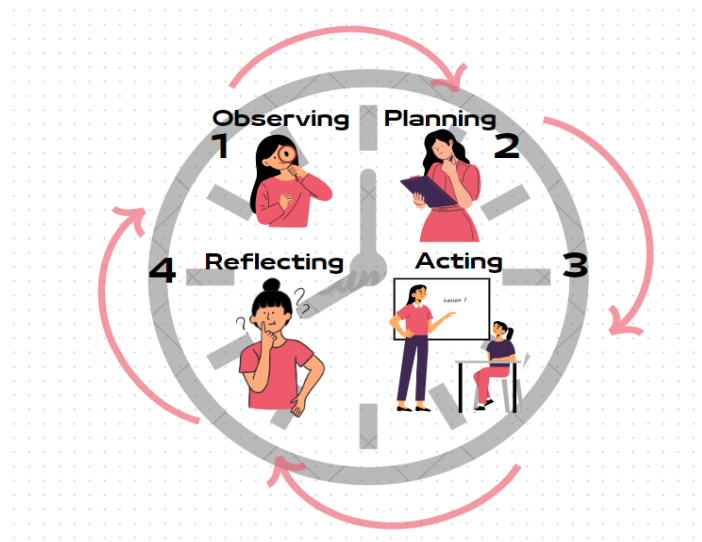
Furthermore, qualitative education research also consists of participatory observation, interviews, and archiving of artifacts like student works and teacher lesson plans. Even though this type of research is handled with small sample sizes, it is based on the philosophy of continuous data collection and analysis if a comprehensive understanding of a research topic is to be achieved. According to Creswell (2014) qualitative research deals with the collecting and analyzing of data from different sources. Additionally, significant unexposed and debatable ideas will emerge from the participants' perspectives. In this regard, the approach aims at the normal to quench the peoples' meanings and interpretations.

Method -Action Research

A valid approach to this project is Action Research, which is one of the means that are usually used in the educational field. So, therefore. Burns (2010) describes Action Research as the formation of a self-reflective environment that allows the researchers to develop, problematize, and instrumentally intervene in an educational setting with a critical view.

On the same note, it is a systemic process of collecting and analysis of data with the purpose of informing improvements in education practice, policy, and outcomes. According to Mills (2011), it entails doing research in naturalistic settings so as to come out with developed practices with a view of changing the organization or community being studied. It hence means that it is defined, in a large way, by action, collaboration, and reflection; for better education practices and results on evidence-driven decisions.

Another imperative attribute of action research is being reflective, which involves constant critical analysis and review during the research and review of the findings. According to Burns (2010), action research encompasses a continuous process of observing, planning, acting upon, and reflecting on what has been observed. (See Figure 6) This helps the researchers and educators to find out what still needs to be worked on, and this is how they come up with changes in practice for continuous learning and growth.

Figure 6.*Cycle of Action Research*

Action research is, therefore, a continuous problem-solving process in iterative manners, Whitehead and McNiff (2006) characterize it as “systematic, intentional inquiry, investigation, and reflection” (p.75). It starts by establishing a problem or an issue that needs to be guided through its cause and factors that lead to the problem. An action plan would then be developed on how to attack the problem, followed by the implementation of the plan, reflecting on results, and adjustments where necessary. Action research will try to solve the problem but more importantly, will enhance the general quality of the work or situation being studied. According to McNiff and Lomax & Whitehead (2006), Action Research aims at bringing positive improvement into the situation identified as problem posing, while observation is an integral part of action research.

Instruments for data collection

Observation and Field Notes

On one hand, observation involves data collection achieved through systematic following of the phenomenon under study by noting what transpires within the environment of interest. In developing the nature of observation, Reason and Bradbury (2006) appreciate that it involves reflective and systematic scrutiny of the lived experience obtained in order to collect information on context, behavior, and process involved in a particular situation.

On the other hand, Neuman (2011) suggests field notes are one of the most crucial forms of recording activities, experiences, and reflections from observation. Then, field notes can be classified as jotted notes, inferences, and direct observations. For instance, jotted notes are connected with short memory elements that may help remember a specific event. Direct observations are transcribed with immediate effect after the observation. Lastly, inferences trespass the descriptive nature and advocate reflection and possible meanings of the circumstance.

Questionnaires

One of the instruments used in action research to be able to get data from respondents and inform the research process is a question. As Creswell (2014) explained, questionnaires are usually designed either to gain information about an issue or a problem, to elicit opinions and attitudes towards an issue, or to ascertain information on the background composition of the participants. The questionnaires can be qualitative and quantitative, depending on the type and nature of the questions which have been addressed.

Finally, questionnaires can ensure honest and anonymous answers from respondents. This anonymity may lead to a more significant level of openness and candor from

the respondents, who might feel freer to reveal personal or sensitive information on a questionnaire rather than in an in-person or group setting. In short, questionnaires are one of the helpful tools of an action research study to gather data and play a role in the overall steps of research.

Audio Recordings

This alludes to the process of recording conversations, dialogues or processes that are spoken and related to a specific inquiry or intervention. Action Research employs these recordings for various purposes. Their qualitative data is rich and detailed, allowing for the analysis of themes or patterns. They also allow for oral communication recording to capture important information that might be lost in written notes. Furthermore, audio recordings offer chances for contemplation as replaying them can reveal more depth and information. Recording sound provides a verifiable source of evidence that can be referenced during research, which lends it to the validity of findings.

Artifacts

An artifact in research alludes to a primary source made by humans to gather information for an investigation. Neuman (2011) states that qualitative researchers use artifacts as a tool to display the products created by the targeted population. Artifacts can be created, collected, and analyzed, these items may help to understand the relation among individuals, objects, circumstances, and the pedagogical application. However, in order to maximize the analysis of results in research, artifacts should be organized and classified by the different patterns or categories that each research establishes; all of this for the purpose of reflecting upon a broader and detailed view of the process of the inquiry.

Ethical considerations

Regarding the ethical implications of the research, the tutors of each student fulfilled an informed consent and processing of personal data (See Annex 5). Young learners' personal identity is not revealed; names, faces, and personal information are not displayed in the document. All in all, the information and results obtained from this pedagogical application are exclusively used for educational purposes.

CHAPTER 4: Pedagogical Proposal

Pedagogical Approach: Project-Based Learning (PBL)

Project- Based Learning (PBL) is an active, student-centered approach to instruction integrating real-world problem-solving, including collaboration, critical thinking, and creativity. According to Kokotsaki, Menzies, & Wiggins (2016), students are engaged in deep learning experiences with the PBL approach through the development of real-life and authentic projects by providing opportunities to apply learning in contexts similar to real life. Besides, PBL attempts to enhance the motivation and engagement of students in learning by giving them ownership of their work.

Additionally, PBL learning is grounded in the constructivist learning theory, suggesting that the learner constructs knowledge about the world by experiences, previous knowledge, and culture. As cited by Savery (2006), provided that PBL gives chances for students to relate new knowledge to their prior experience thus giving them more meaningful learning experiences. PBL also corresponds to the social aspects of the constructivist theory that put forth that collaboration should occur in the course of the learning process and that the knowledge and perception of learners are influenced by cultural and social contexts.

According to Bell (2010), PBL encompasses several steps to be undertaken by students in developing their capability to solve real-world problems. First, the problem identification or some challenge to be resolved is included. Condliffe et al (2017) further explained that the final stages of PBL depend on the progressive creations of everyday class and home tasks to present students' voices, reflect upon subjective and objective matters, as well as receiving weekly feedback and revision of each group's progress. Therefore, in this process, students develop skills of critical thinking, problem-solving skills, and collaboration with community partners.

Brown (2015) suggests that the principles of PBL are based upon the use of real-world, authentic problems, encapsulation of relevant disciplines and skills, clarity of learning objectives, and criteria for success. In short, students should also reflect on and be assessed for their work. In the processes of collaboration over the PBL projects, students learn to be members of the team; further, students develop the necessary leadership and communication skills that will be in demand later in their professional and professional success.

Vision of classroom

This current action research considered the classroom as a venue that would enhance Self-Concept and speaking. It created an environment where learners could have the ease to express themselves and take risks in their process of language learning. Moreover, the physical environment of the classroom fostered collaboration and active engagement with flexible seating, space for group work, and quiet contemplation. Lastly, Bell (2010) proposed the classroom to expose the learner to different types of art materials for the creation of various handcrafting and artistic activities that give emphasis to the elements of the Aesthetic Domain. In all, the vision for learning included the real application of PBL into actual operation and the implementation of activities diving into the Aesthetic Domain.

Vision of Learning

Hence, according to Tassoni (2016), PBL gives a student a right to independence in learning through projects relevant and relating to their life. In developing planning, researching, and doing presentations, students experienced the development process which enhances speaking but also Self-Concept and confidence. Whereas learning through the Aesthetic Domain, such as by means of visual art, developed another dimension in their learning process, the activities involved in this also allowed the students to be more creative and appreciate various forms of arts, which further enriched their Self-Concept and learning of English vocabulary.

Vision of language

This vision is the development of verbal communication, a well-articulated self, focusing on speaking skills development in meaningful interaction and real-life contexts. Thus, the students interacted with the challenge of the English vocabulary, which stretched the comfort zones of the young language learners yet offered them the tools for self-recognition. Hence, the language activities were designed to foster creativity, allowing expression of self in the comfort zone where children could move across different facets of their identity and exteriorize their thoughts and ideas.

Vision of the curriculum

First, the curriculum was designed as student-centered allowing children to develop their English language process in their areas of interest and passion. To this end, a variety of projects and activities challenge the students to think critically, solve problems, collaborate, and communicate in English. In the same light, the structure of the curriculum allowed students to take responsibility for their learning, shaping their skills in ways that make them useful in real-life applications. On the other hand, the curriculum vision incorporated Project-Based Learning.

Students, therefore, applied their learning to relevant inquiry-based projects relating what they learn in class with the real authentic experiences relating on their Self-Concept and developing their vocabulary in English. Besides, Condliffe et al (2017) hint at how the projects are interdisciplinary while linking and relating in-service from the Aesthetic Domain.

Pedagogical Intervention

Cycle #1: Self-awareness

This first stage of the pedagogical intervention focused on self-awareness. Thus, five lesson plans were developed with the point of convergence of identifying, recognizing, and understanding oneself. All in all, acting in accordance with vocabulary learning and oral expression such as nationalities, food, and weather of English-speaking countries associating them with young learners' cultural identities. Likewise, the use of handcrafting created by the students was suitable to add elements to the PBL results (See Table 2).

Table 2.*Cycle #1 Self-awareness*

Cycle	Lesson Number	Time	Date	PBL Objectives	Aesthetic Domain Objectives	Speaking skills Objectives	Self-Concept fostering Objectives
Cycle 1. Self-awareness	Beyond my world	90 minutes	August 28th	- Engage students in teamwork and	-Guide students in creating cultural artifacts such as	- Organize small-group discussions or debates	-Facilitate discussions and reflective activities that encourage students to explore their own cultural
	English can take me on many adventures! 1	90 minutes	September 4th	problem-solving activities where they	weather-related crafts, flags, passports, and country boards that	focused on topics related to food and weather in	identities and how they relate to the cultures of English-speaking countries.
	English can take me on many adventures! 2	90 minutes	September 11th	research and present information about an English-speaking	countries, providing a hands-on experience and a deeper	English-speaking countries, providing opportunities for students to actively engage	- Provide opportunities for students to engage in self-recognition activities that involve self-awareness of their own reality, while comparing
	Weather time!	90 minutes	September 25th	country, including its cultural aspects, food, weather, and famous landmarks.	understanding of the topic.	in oral communication.	it with English-speaking countries' context, while fostering empathy and identification with others.
	Let me show you what I learn	90 minutes	October 2nd	-Propose little projects every lesson in order to build up the handmade book step by step.	-Encourage students to create personalized language learning materials, such as flashcards or mini-books, that relate to food, weather, and language phrases from English-speaking countries.	- Incorporate vocabulary learning activities where students use real-life lexicon in order to communicate through self-recognition.	- Design activities that promote self-expression and creativity, creating personal items such as passports and favorite Colombian boards, allowing students to explore their own preferences and perspectives in relation to their own culture.

Cycle #2: Knowing myself and working with others

The second cycle aimed to create connections between the Self-Concept process developed within the first cycle and the way of efficiently expressing it and understanding others' identities. Therefore, this step of the inquiry pretended to establish an active role for the young learner in order to assume and lead their own English learning process. Furthermore, the incorporation of Project-based learning allowed teamwork development allowing them to create handmade books based on their own identity (See Table 3).

Table 3.*Cycle #2. Knowing myself and working with others*

Cycle	Lesson Number	Time	Date	PBL Objectives	Aesthetic domain Objectives	Speaking skills Objectives	Self-Concept fostering Objectives
Cycle 2 Knowin g myself and workin g with others	Home	90 minutes	March week 4th-8th 2024	-Propose teamwork activities in all of the lessons observing the impact of previous lessons on Self-Concept and self-recognition within the group work.	-Start up the handmade book by creating handcrafting for adding to the final project. -Offer a variety of materials to achieve the different hand-crafting tasks. -Observe the correlation between the hands-on activity and the vocabulary learning process of students.	-Enhance vocabulary related to community and partnership. -Remind the previous vocabulary while learning new words through group work and the fulfillment of the project.	-Describe how previous self-recognition activities influence the development of teamwork skills. -Identify the academic Self-Concept development by observing students' proactivity and active role in their English learning process.
	Months and Birthday	90 minutes	March 11th-1 5th 2024	-Offer problem-solving skills and strategies to prepare young learners to cope with situations that may compromise the fulfillment of the tasks/ project.			
	What I like and what I don't	90 minutes	March 19th -22nd 2024				

Cycle #3 Expressing My World

The last cycle conveyed and displayed the process of the pedagogical proposal and intervention through a final presentation of the handmade books. Hence, each group presented their creations evidencing the connection made between Self-Concept and PBL through the use of handcrafting and how the above-named contributes to efficiently orally communicating the learned vocabulary (See Table 4).

Table 4*Cycle #3. Expressing my world*

Cycle	Lesson Number	Time	Date	PBL Objectives	Aesthetic domain Objectives	Speaking skills Objectives	Self-Concept fostering Objectives
Cycle 3 Expressing my world	Look at what I did with my own bare hands	90 minutes	April 9th 2024	-Present the handmade book in front of the class as a group. Deciding turns to speak and display the results, as well as dealing with any problem that may appear.	-Evidence of the process of creation for the handmade book display. -Exhibit the book, describing what type of materials and steps were required to create the handcrafting.	-Determine the use of the learned vocabulary in the class presentations. -Observe how students present themselves (use of body language) within the presentation	-Recognize the encouragement of Self-concept through self-recognition -Evidence of students' process of self-assessment and recognition of the abilities and limits
	Look at what I did with my own bare hands	90 minutes	April 16th 2024				

CHAPTER 5: Analysis of Results

The following chapter describes the procedures of data analysis. It presents the categories derived from the organization and sorting of data from applying the pedagogical proposal. Lastly, each category and subcategory are explained, analyzed, and supported by applied instruments of the research.

Grounded theory

This research used the Grounded Theory (GT) to find patterns and sequences in the broad information. According to Yu & Smith (2021), GT suggests a coding process for the obtained data without considering preorganized conceptions of the possible findings. Hence, this theory allows researchers to construct meaning and assemble patterns from the information. In addition, another characteristic of GT is the constant comparison among the data; in that way, the information can be reviewed with more detail to minimize overlooking elements in the results.

Additionally, Neuman (2011) suggests that triangulation is key in Action Research for adding validity and reliability to the results. Triangulation is a process in which theory, instruments, and data are converged and compared to each other reducing subjectivity and preventing bias toward the process of researching.

Consequently, this pedagogical proposal implemented GT to allow categories to emerge by themselves based on the data, instead of being previously formulated, as well as triangulation to add validity to the findings. Along these lines, a systematic organization of the panorama of data was made, resulting in the following categories of analysis (See Table 5).

Table 5.*Categories of analysis*

Categories of analysis							
Category #1	Building up my Self-Concept	Subcategory #1	Self-recognition: That's who I am and this is part of my identity	Subcategory #2	Motivation and Autonomy	Subcategory #3	Self-recognition: identifying my abilities and limits..
Category #2	Understanding the importance of English oral skills through PBL	Subcategory #1	Expressing my thoughts	Subcategory #2	Writing connections to speaking skills	No Subcategory #3	Collaboration, problem-solving skills, and leadership
Category #3	Aesthetic Domain: Handcrafts, handmade books, and contextualized vocabulary.	Subcategory #1	Vocabulary learning: Tiny tasks to expand my world.	Subcategory #2	Look what (I) and (We) did with (my) (our) bare hands!	Subcategory #3	

Category #1: Building up my Self- Concept

Throughout the application of the pedagogical proposal, the first objective of the project was to highlight the journey through self-concept encouragement for young learners. Therefore, the creation of each one of the lessons aimed to promote Self-concept from the acknowledgment of oneself. The chosen topics for the different lessons aimed for the students to become acquainted with themselves, so, topics such as family members, likes and dislikes, countries (emphasizing in our country), and birthdays led to awareness of oneself. As a result, elements such as self-recognition, motivation, autonomy, and learning how to identify one's abilities and limits personally and academically, were the main focus explored in this category.

Subcategory 1: Self-recognition: That's who I am and this is part of my identity!

The first cycle of the proposal emphasized self-recognition as one of the outstanding pillars of the project. First of all, the first five lessons aimed to appreciate one's cultural identity as well as others. Young learners had the opportunity to explore the world through its unique characteristics, understanding how these cultural particularities shaped their identity.

Hence, students' involvement in these activities incentivized them to understand the heritage and a sense of individuality within a world of differences. For example, the first lesson encompassed the explanation of Colombia's characteristics. The second lesson allowed learners to discuss students' favorite countries. Lastly, the third one presented the results of both previous classes in front of the class. The main findings resulted in learners recognizing nationalities, the relevance of our country and others, demonyms, traditional foods, and flag recognition.

-Researching favorite countries and handicrafts allowed students to interiorize knowledge of cultures.

-A variety of counties were described and explained during the presentations.

- Enjoyment of activity: students were seen and heard while talking about personal preferences of countries.

[Cycle #1. Field note #3: Implementation of "English can take me to many adventures part 2" September 11th, 2023]

A particular example emerged during class number one. Student A expressed her mixed heritage and how she always referred to herself as Colombian and not Venezuelan due to fear of rejection. In the third class as shown in field note #3, she decided to mention her both nationalities as can be displayed in the excerpt of the recording below. As a result, the learner acknowledged her roots, expressing her love for the neighboring country despite her doubt of mentioning it.

A girl who initially struggled with her confidence in sharing surprised us all by speaking about her family's roots in Venezuela. Introducing her Venezuelan flag craft, she recognized her unique contribution to the learning environment.

[Cycle #1. Field note #3: Implementation of "English can take me to many adventures part 2" September 11th,

2023]

Student A: “Mi name is... I am from Colombia y Venezuela. Color of ambas flag is yellow, blue, and red. Colombia and Venezuela is famous for coffee, arepas y... (teacher, cómo era *student dances*)”

Teacher: “Dances”

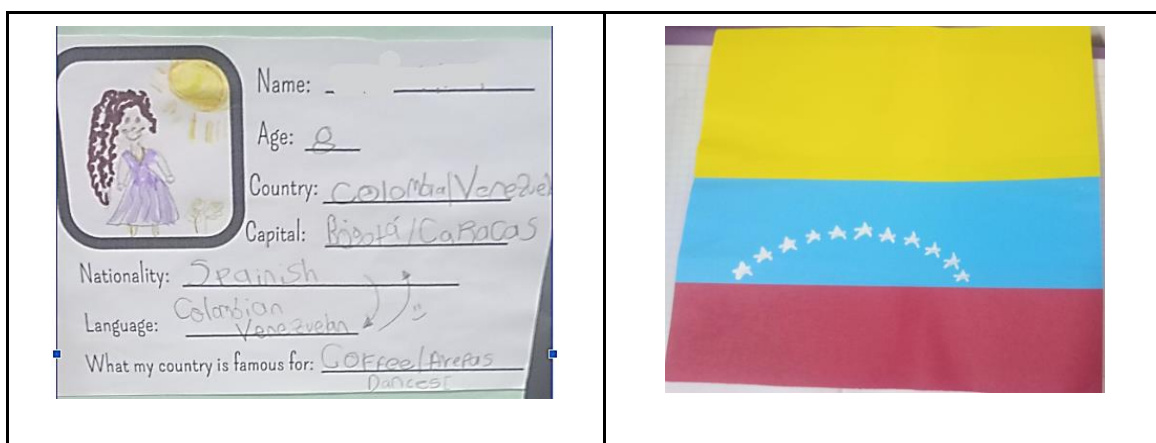
Student A: “Eso dances. I love Colombia and Venezuela. Ya profe, digo teacher. No sé cómo se dice en English pero Venezuela es muy bonito, tienen que visitarlo. Gracias. Chau.”

[Cycle #1. Recording presentation of student A “English can take me to many Adventures part 3” September 11th, 2023]

Consequently, as Knigge & Hannover (2011) state, the role of education surpasses the academic field highlighting the importance of securing learners' personal aspects of identity. This was possible during the pedagogical intervention by inviting students to get involved in activities that acknowledge their characteristics and enhance learning outcomes. For example, besides the presentation mentioned before, students designed a flag of their chosen favorite country and a passport to simulate traveling around the world. As mentioned before student A chose her native country to represent her roots and favorite nation. However, the majority of the class individuals selected two countries (Colombia and another country as their favorite nation).

Table 6.

Artifacts of self-recognition: Cultural identity





[Cycle #1. Artifact. Class #1,2, and 3. Student A, E, Z, M]

Moreover, during the application of the family lesson #6, there were some elements regarding the fostering of the Self-concept. First of all, the lesson aimed to go beyond language vocabulary learning and identify different types of families. Thus, the promotion of empathy, respect, and inclusivity of the diversity of families allowed young learners to feel

valued regardless of their family structure. Each student created their home handcraft with their relatives' names inside. The general findings from this lesson addressed learners' understanding of emotions and thoughts toward family members, valuing of family structures and family uniqueness resulting in an introspection analysis for each individual.

-The decision of who is included in the family handcraft helped students understand the most important people to them.

-Include the designs of their house to make them feel original.

-Appreciation of their families and others too.

[Cycle #2. Lesson #6 "Home" March 4th, 2024]

Table 7.

Artifacts of self- recognition: Family members

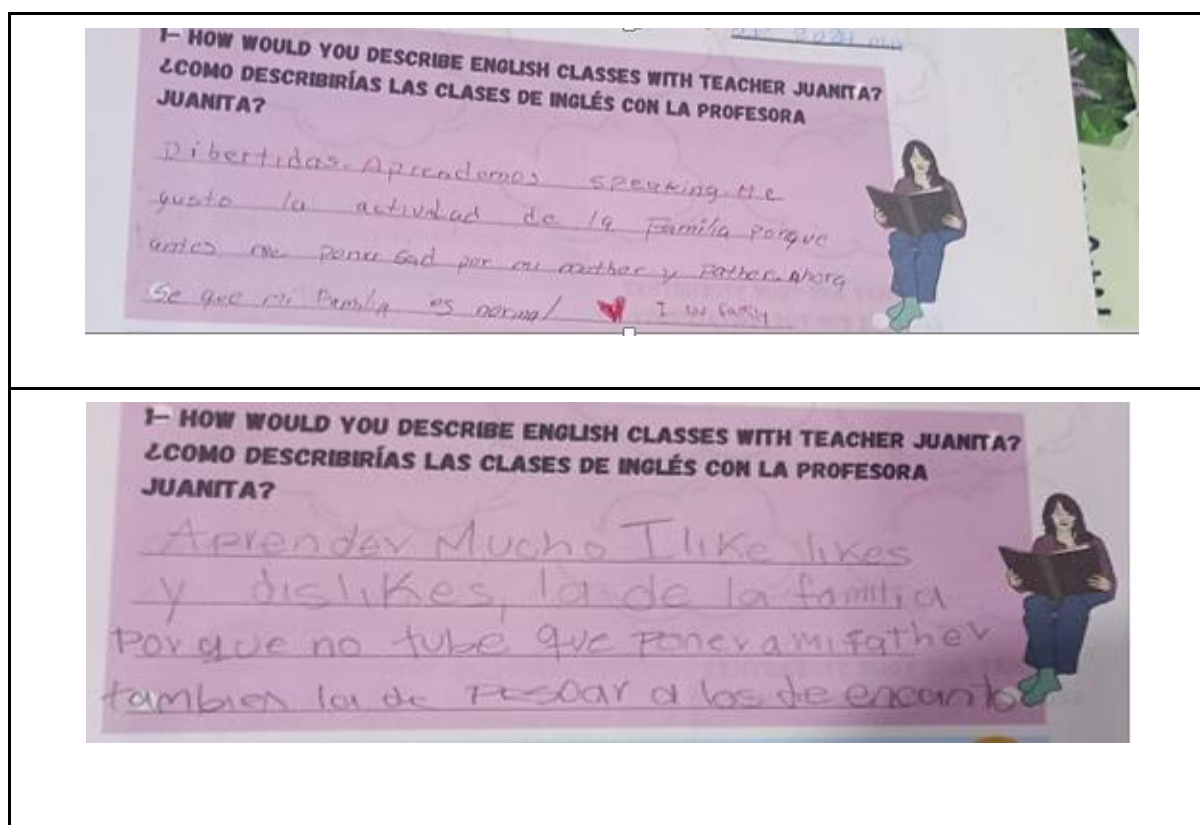


[Cycle #2. Artifact Family handcraft examples from students R, B, C, and S]

For instance, according to the last implemented questionnaire (See Annex 6), Students B and C suggested they enjoyed and appreciated the family activity due to previously struggling with judgment over their family unit. On one hand, student B suggested that as she did not have any relation with her parents, she was usually made fun of by her relatives; however, while designing the family artwork she felt happy to be proud of her family. On the other hand, student C expressed that despite learning a broad English family vocabulary, she was glad not to be forced to mention family members with whom she had no contact.

Table 8.

Questionnaires: Opinions about family members' class



[Cycle #3. Lesson #10. Extracts of the last questionnaire from students B and C]

In consequence, according to Marsh (2007), self-awareness development comes from settling academic environments that foster understanding and validate each young learner's experiences. Hence, the implementation of this lesson plan led to perspectives different from their own realities which added elements to the second cycle of the implementation where

students started to work in groups. Additionally, it may have added critical thinking questioning while rejecting preconceived ideals of the standardized family structure resulting in a reflective process of themselves. Thus, this reflection was key to engaging in the self-awareness process to consider how our experiences shape our identities.

Subcategory 2: Motivation and Autonomy

The second subcategory related to Self-concept enrichment led to elements such as motivation and autonomy of students. Firstly, Palomo del Blanco (2014) suggests that students feel autonomous and competent while doing an activity for themselves. Consequently, students showed signals of motivational development during the application of the project. The findings suggested the power of choice, the teacher guided students into the activity; nevertheless, each individual selected their path to do the activities based on their creativity and originality. Moreover, the exploration of children's realities motivated students to share experiences, combining English learning with self-discovery. This could be evidenced in lesson plan #6 and the artifacts of the same class.

- Learners started proposing their own designs and additions to the family handcrafting.
 - More confidence and willingness in suggesting ideas for the creation of activities compared to the first two classes where students seemed more reluctant to participate.
- [Cycle #2. Lesson #6 "Home". March 4th, 2024]*

To achieve this, the lesson plans created an environment where students felt safe to be themselves. As Schunk & Pajares (2009) allude, a vital element to increasing autonomy and motivation is focusing attention on effort over outcome. Hence, the process of learning the vocabulary, orally articulating it, and designing the artcrafting was more valuable for every child's experience. This entailed self-determination and improvement of performance. Consequently, this research found that monitoring the procedure of activities is more enriching than the result.

For example, student D struggled with motivation during the first lessons. She used to limit herself, doing everything she was told to do, never adding extra effort and ideas to the activities. During the implementation of the previously mentioned sixth lesson plan, student D struggled while designing her home. The learner was not satisfied with the fact that the roof did not share the same dimensions as the rest of the structure. Regularly, the girl would let the activity as it ended the first time; nonetheless, she decided to try over and over again challenging herself until achieving her vision of the house. Hence, in an extract of the recording, while presenting her family house, Student D suggested that she knew she could do better thanks to her classmate Student B (A student who struggled with the creation of a previous handcraft, and after trying harder, she could achieve her goal).

Table 9.

Artifacts: Encouragement of autonomy and motivation



[Cycle #2. Lesson #6 Artifact Family handcrafting of student D before and after.]

Student D: *“My family. I live with mi mother, mi father, mi two sisters, mermelada el Cat. I have a brother, he no is in mi house. I have 7 aunt, 3 uncles y 5 cousins” This house is a*

Teacher: *“Nos podrías contar tu experiencia al realizar la manualidad”*

Student D: “*Al principio no podía hacer el techo, me quedaba muy pequeño y feo... pero después de intentarlo muchaaaaas veces y no rendirme como mi compañera la clase pasada ya me quedo mejor. mi house*”

[Cycle #2. Recording of lesson #6. Extract of Student D's family members' presentation]

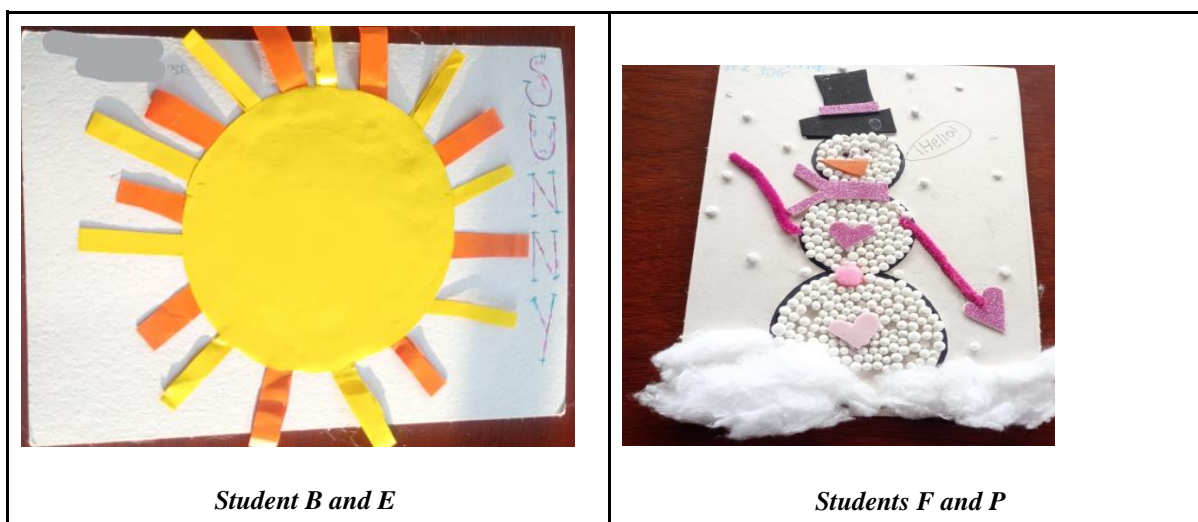
Another aspect of autonomy from the application of the projects aimed at students' innovation and resourcefulness when needed. In the fourth lesson appliance, students were requested to design a handcrafting of the weather. For instance, field note #4 evidences the frustration of Students B and E while designing the weather handcraft. A couple of girls were struggling with the circle in a sunny artcrafting. Nonetheless, young learners decided to use a lunchbox lid to create the perfect circle. Moreover, this initiative to handle problems within the classroom encouraged students to use additional materials to successfully achieve the task, as well as collaborative working with each other. After their proposal, the majority of girls found other objects to help them perform the task of creating different shapes for the activity.

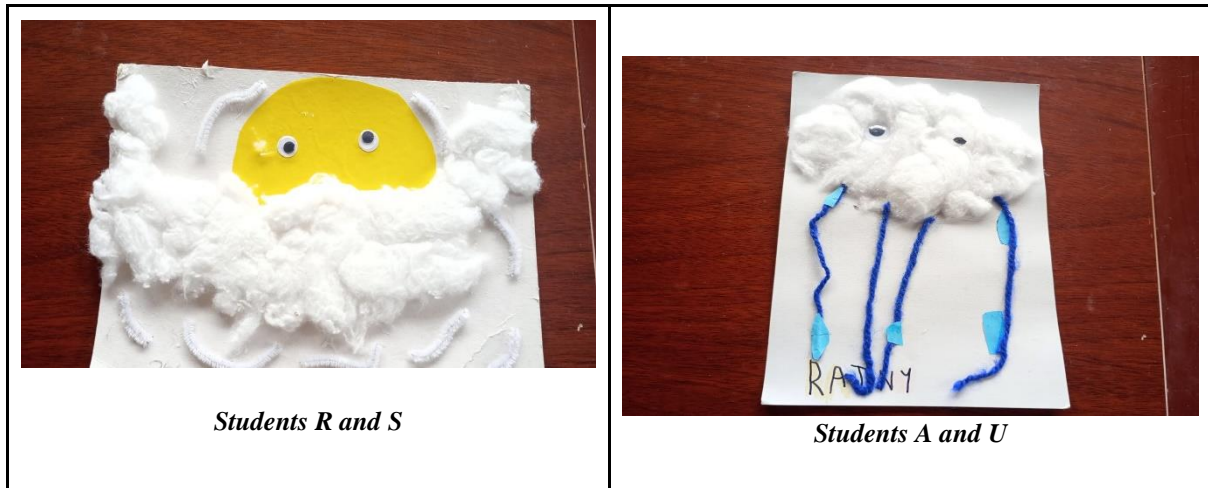
After students B and E used the lid of the lunchbox. Other learners looked for items to help the process too, such as erasers, sharpeners, tiny toys, glosses, the exterior part of the tape, coins, more lids, and even a necklace.

[Cycle #1. Field note #4 September 25th, 2023]

Table 10.

Artifacts: Example of the weather handcraft





[Artifact. Lesson #4. Weather handcraft of students B and E/ F and P/ R and S/ A and U]

Lastly, the fostering of autonomy and motivation increased a sense of belonging and confidence in learners. All of this is on account of the teacher adopting the role of facilitator and guide, promoting a student-centered environment, and positive culture of error.

The sense of belonging was incentivized, they were proud of their process and products. There were a couple of times when they thought they could not achieve a specific task, cutting or pasting or doing this shape. Therefore, after teaching and guiding the process, but not doing it for them, young girls realized mistakes were part of the process, but they could always try again. They grow in confidence in their abilities to create handcrafts.

[Cycle #1. Field note #4 September 25th, 2023]

Subcategory 3: Self-recognition: Identifying my abilities and limits

Students' self-recognition of abilities and limits can be evidenced personally and academically. Firstly, within the personal level, pupils showed awareness of personal traits that characterize them. As Knigge & Hannover addressed (2011) reflecting upon strengths and limits beyond the academic levels might holistically visualize students, supporting the centered-student atmosphere and self-concept encouragement setting.

-Recognition of abilities and limits regarding personal experiences may not completely impacted the development of classes, but it helped the individual's self-awareness

[Cycle #3. Field note #10. April, 2023]

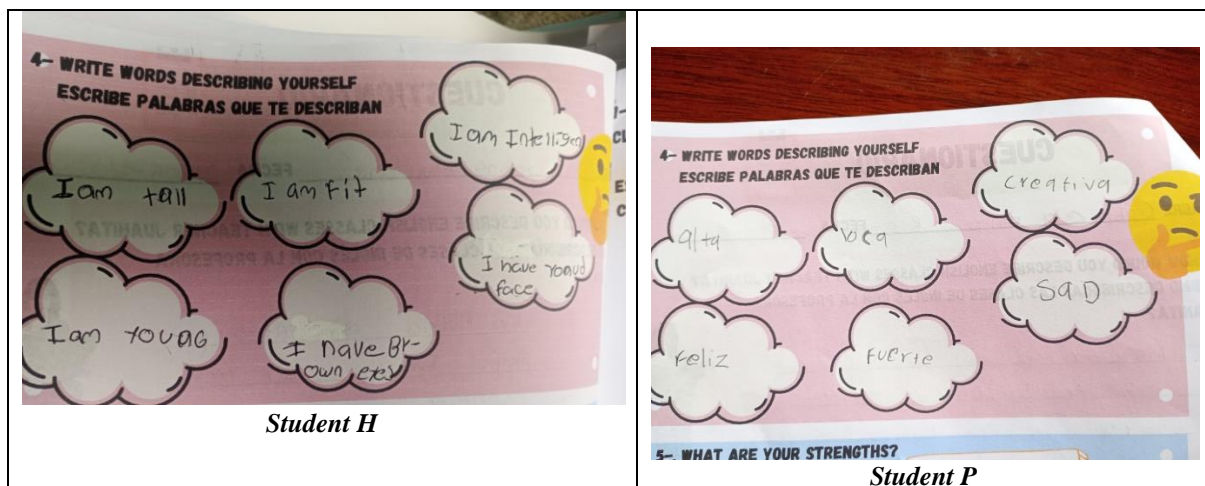
For example, student F addressed her strong features and identified them as a consequence of her grandmother. Also, students H and P were able to describe themselves physically and personally during the last questionnaires. Lastly, student J recognized their limits regarding different extracurricular activities. These different fragments of results differ when comparing them with the results of the first implemented questionnaires. Most of the results to the questions of what are your abilities and limits, established empty answers due to the lack of self-awareness or to the unfamiliarity with the concepts. Thus, creating these lesson plans focused on oneself allowed learners to introspect and analyze their personal sphere.

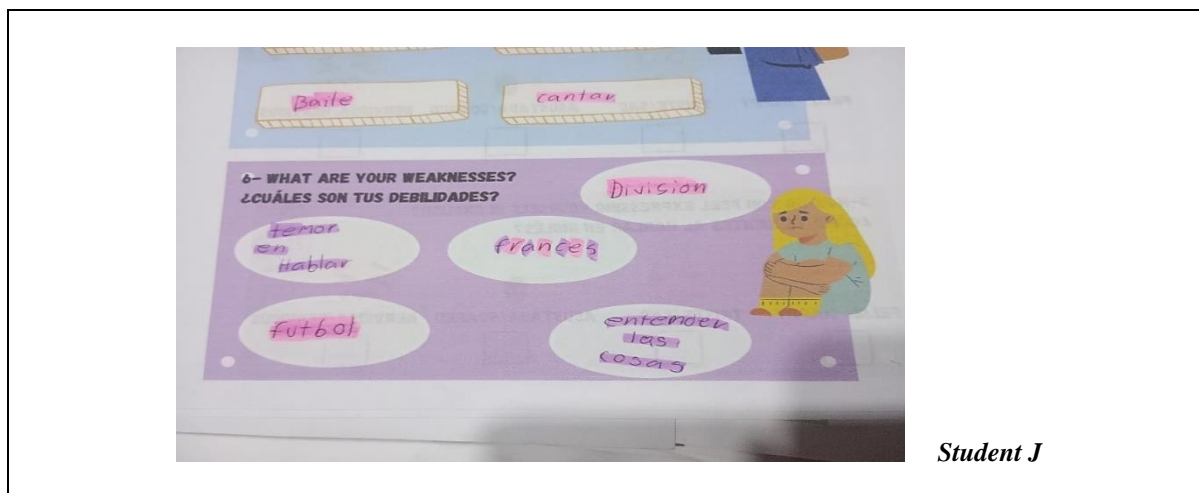
'My grandma is my best friend, and I strong porque ella es fuerte,' shared V, glowing with pride.

[Cycle #2. Field note #6. Fragments of self-recognition on a personal level]

Table 11.

Questionnaires: Evidence of self- recognition on a personal level.





Student J

[Cycle #3. Questionnaire #3. Fragments of self-recognition on a personal level. Students H, P, J]

Secondly, regarding academic abilities and limits, Bong (2001) mentions the significance of learning about academic strengths and weaknesses for English beginners. For instance, while developing the pedagogical proposal, students fulfill a simple self-assessment format (See Annex 7) at the end of each implemented cycle. Consequently, this self-assessment acknowledged a metacognitive process, where students could identify areas of improvement, as well as critically think about their own learning process. Here can be displayed some examples of this phenomenon.

Table 12.

Self-assessment format: Self recognition of academic abilities

<p>My process</p> <p>Student P</p>	<p>My process</p> <p>Student G</p>
------------------------------------	------------------------------------

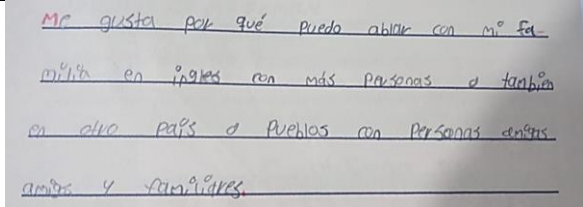
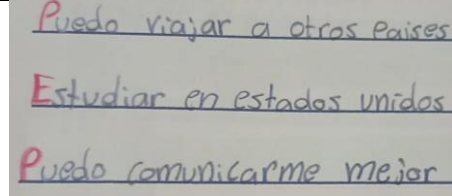
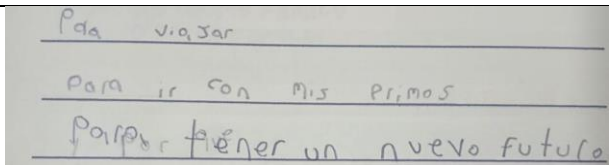
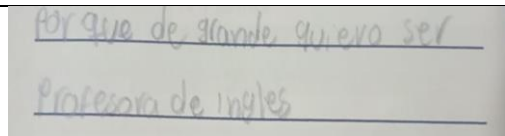
[Cycle #2. Artifact. Fragments of self-recognition on academic level Student P and G]

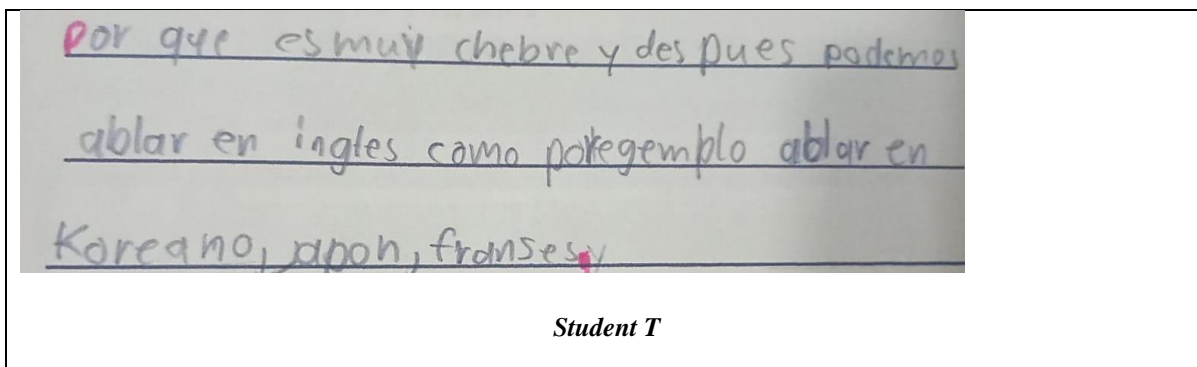
Category #2 Understanding the importance of English oral skills through PBL

Speaking skills were one of the main elements of this research regarding the English learning process itself. As it was mentioned before during the diagnosis, learners were interested in English oral communication, however, they needed more tools to engage in this area. As Brown (2015) mentions, these oral communications might help to articulate thoughts, ideas, and self-expression in general, and optimize social interactions. Hence, students' questionnaire results addressed learners' outcomes of the oral expression skills significance. Some of the results referred to the use of oral English to communicate with others' points of view and cultures, as well as, traveling, working, and appreciating languages in general.

Table 13.

Questionnaire: Student's opinion about English Speaking

 <p><i>Student K</i></p>	 <p><i>Student N</i></p>
 <p><i>Student S</i></p>	 <p><i>Student Q</i></p>



Student T

[Cycle #3. Questionaries' #3. Student K, N, S, Q, and T]

Subcategory 1: Expressing my thoughts.

The second category comprehends the dimension of communication in English using previous knowledge, as well as information about each one of the student's contexts. As it was explained in the previous category in light of the participant's reality was a relevant aspect of self-recognition; nonetheless, the created lesson plans were also designed to facilitate the English communication process within context. As Nunan (2015) explains one of the elements of oral communicative skills surrounds pronunciation and even though this pedagogical intervention did not exclusively focus on this aspect, there still could be found some results regarding that element.

For example, while presenting the weather handcraft (more precisely Snowy) as it is usual in Spanish, young learners pronounced the sound of s at the beginning of a word adding an e before the word resulting in esnowy. This phenomenon was presented in the majority of girls and it was improved by using an element of the Aesthetic Domain (physical movement) to demonstrate the falling of snow while emphasizing the s sound.

The physical movement and repetition during the weather explanation was initially intended to help remember the English vocabulary; however, it impacted the pronunciation of words like snow by connecting sound and movement to the word.

[Cycle #1. Field note #4. September 25th, 2023]

For instance, every time student F pronounced the word *snowy*, she intrinsically recreated the action of the dance with the correct sound of the word. This can also be evidenced in the recordings where student F reminds student G about this detail of English pronunciation.

Student G: The weather is esnowy. I use cotton, markers, cicles (She meant circles).Canada is esnowy, white snow fall in weather esnowy. esnowman tiene hat, escarf y bolitas blue and red. Tiene eyes, nose y brazos
The weather is esnowy. Yo quiero ver the weather is esnowy

Teacher: Thank you, Mariana, remember that there is not e before snowy, recuerden que no hay una e antes de
snowy

Student F: ¿Profe puedo decir algo? Recuerda lo de los movimientos que la teacher explicó. Así hago yo.
Ssssssssnowy (procede a hacer el movimiento) la s es como cae la ssssssnow, no le pones una e antes
[Cycle #1. Recording. September 25th, 2023.Extract of about pronunciation and detailed suggestion from

student F to student G]

Additionally, some other elements regarding pronunciation entailed repetition and other English abilities such as listening. This was with the aim of young girls to familiarize themselves and get used to the language to verbalize it later. By internalizing the language, students could build vocabulary while understanding pronunciation and intonation. For example, during the extract of field note #7 of the lesson on months, while pronouncing over and over the months of the year, students tended to mispronounce the stress of words.

*Regarding the mistaken stress of words: January, February, March, April, June, July, August, September,
 October, November, and December*

[Cycle #2. Field note #7. March 19th, 2024. Usual stress word mistakes while pronouncing the months of the
year]

Therefore, every time that we practice together as a class, I recommend young learners to clap in the correct syllable of stress for each month. This element of word stress can avoid speech difficulty. Although, as Hewings (2004) expressed word stress may not be a central aspect while teaching a foreign language to a beginner, starting to occasionally

mention the word stress might help to offer deeper detail of English characteristics to further language levels of learning.

Subcategory 2: Writing connection to speaking skills

Moreover, another aspect that unwittingly entailed the pursuit of English oral skills involved the writing elements. For instance, in the process of interiorizing and exteriorizing language learning, school policies required tangible worksheets and recording knowledge in their notebooks. Even though it was not first viewed as a part of the first lesson planning, some workshops concluded that textually organizing the learning lesson knowledge might help to give structure to students' English oral presentations. As exhibited in the recording of the last lesson of Cycle 1, students found it easier to have a structured draft for their longer presentations

Thence, as it is displayed, during Student H's presentation, the structure of the workshop aided elements to remind key vocabulary without limiting the addition of new elements of self-expression. Nonetheless, it is important to note that not all presentations and participation were structured, this is just an example of a useful activity.

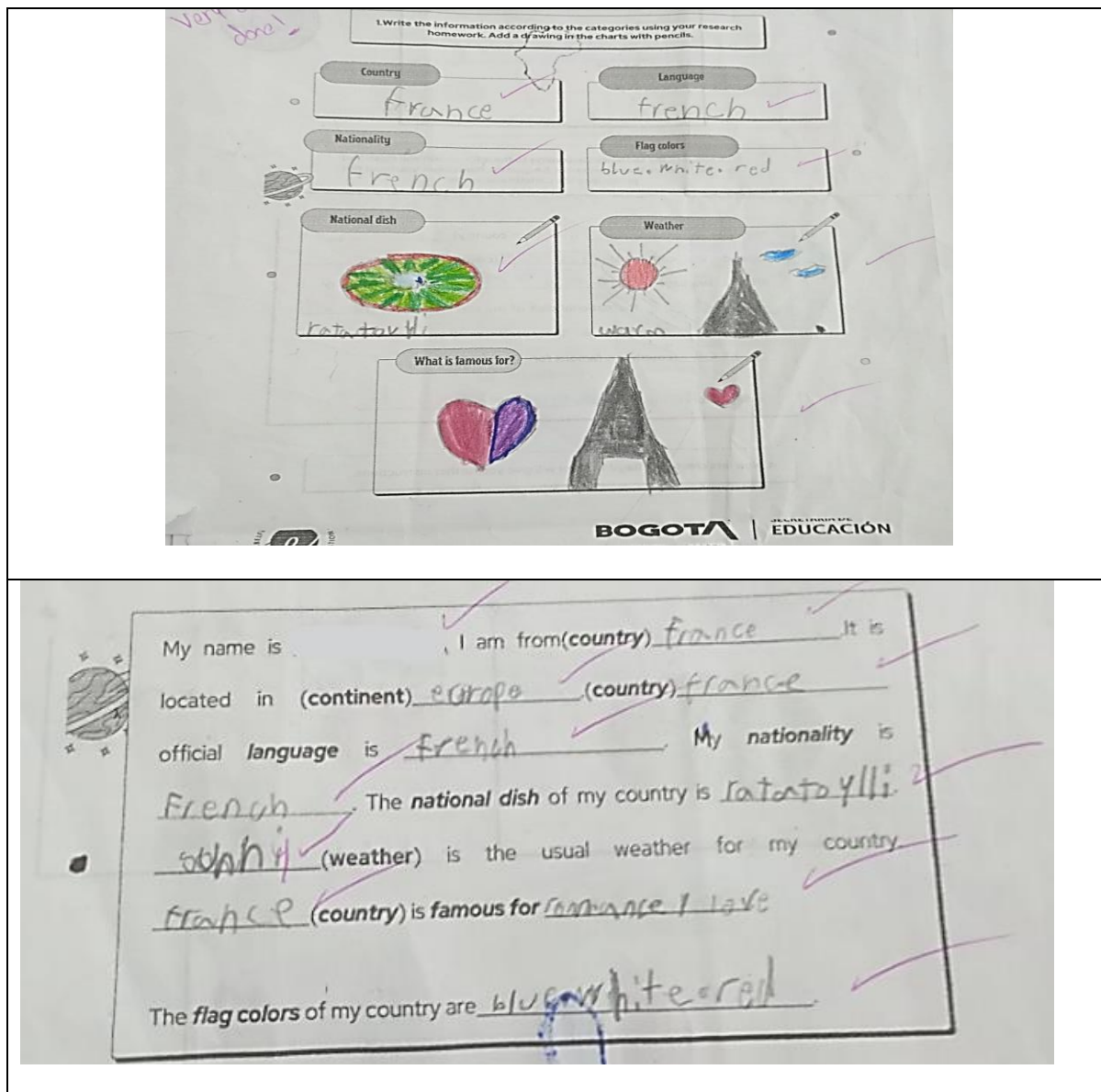
Mi name is... - I am from france. is lokete (located) in Europe. France official language is french (yo se french como salut, ans deux, trois).Mi nationality is french. National food is Ratatouille. France is famus for love and romance. The weather is sunny

Colors of flag white blue and red. France tiene la ifel tower and beautiful dress. Thank you

[Cycle #1. Field note #5. Presentation of student H]

Table 14.

Workshop: Evidence of writing impact on speaking activities.



[Cycle #1. Artifact. Student example of the structured draft of student H]

Additionally, writing was also present during the creation of the final handmade books. This allowed students to be aware of the differences between spoken and written English, as well as created a reinforcement of the vocabulary learned. For example, during the likes and dislikes activity, the drawing of each preference was labeled with the name of each item offering learners an extra element to their English learning.

Table 15.

Artifacts: Writing evidence in the Likes and dislikes activity.

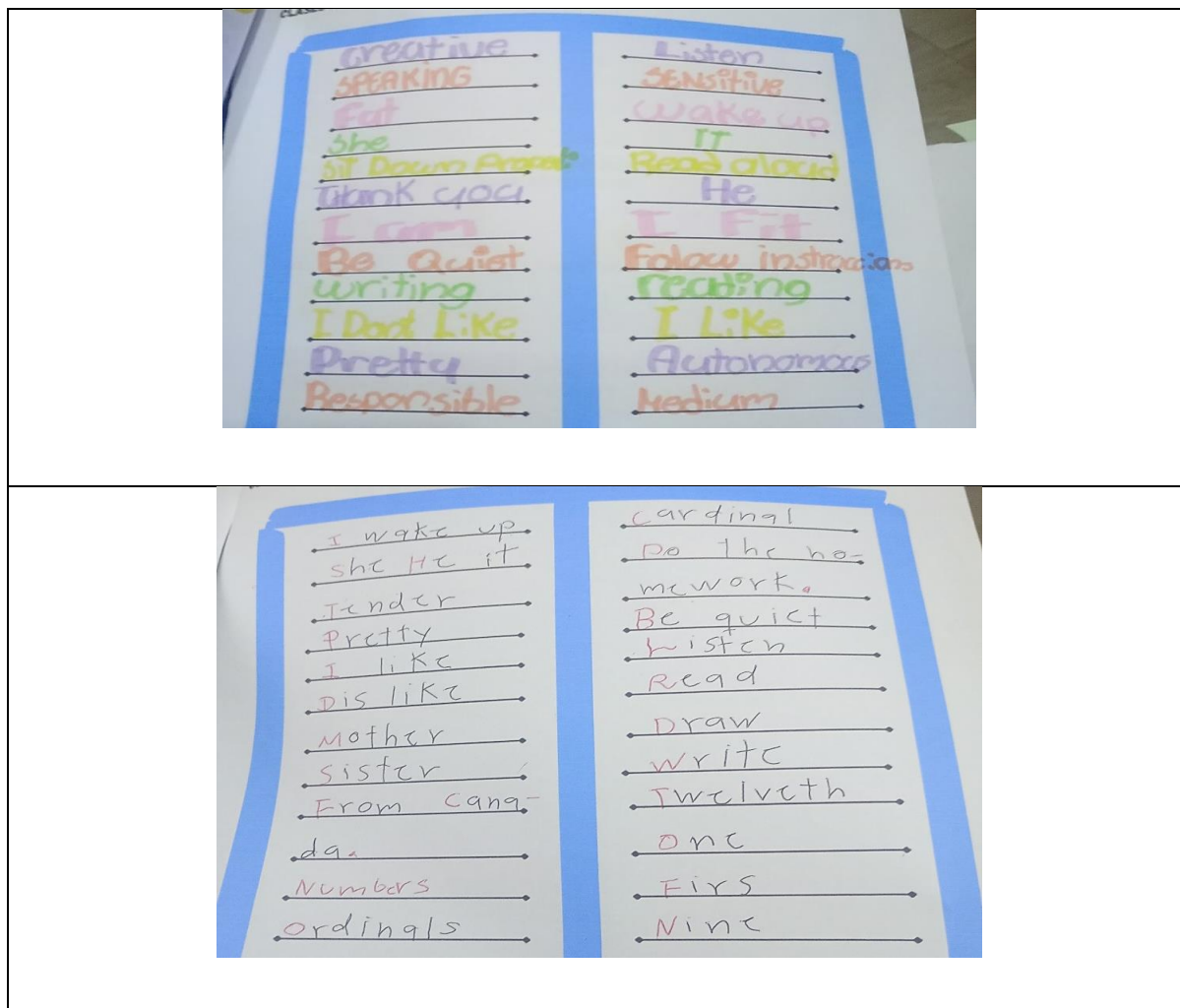


[Cycle #2 Artifact. Student example of the structured draft of group #2 and #4]

Lastly, the enhancement of writing was also evidenced in the last applied questionnaires where students created a list of the learned English vocabulary. The researcher formulated the question out of curiosity about the possible development of other skills rather than oral ones. The findings suggested that the majority of interiorized vocabulary could be expressed orally and in written form by most of the students.

Table 16.

Questionnaire: Writing evidence of vocabulary learning



[Cycle #3 Questionnaires. Student example of student A and M]

Subcategory 3: Collaboration, problem-solving skills, and leadership

The use of PBL was weekly used by creating tiny tasks (handcrafts) to recollect the English learning process. Bell (2010) referred to PBL characteristics to address real-world issues, these connections with immediate reality topics conceded more contextualized vocabulary to the class. Thus, this research highlighted students' voice within the ownership or learning, inquiry outcomes (where young learners investigated about foreign countries), teamwork (sharing ideas and feedback among classmates) as well as, public presentations pointing out the learning process during the whole pedagogical intervention.

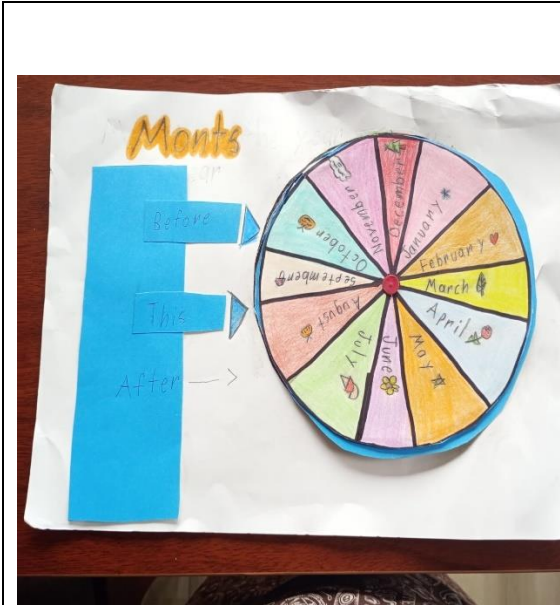
Collaborative work might be illustrative in an extract of the last field note of the pedagogical field note #10 while presenting the handmade books. Students shared details about family traditions for birthdays encouraging each other with commentaries and sharing their own experiences. Likewise, that moment of the presentation transformed into a conversation where young learners could discuss and share their experiences and processes while creating this specific art craft, as well as exchanging traditions of birthdays.

While Group #3 presented their final handmade books, classmates added commentaries regarding their experiences with birthdays, as well as describing the process of creation of handmade books
[Cycle #3. Field note #10. Final handbook presentation of students A, I, J, and K. March 19th, 2024]

Moreover, young learners described how the student adopted the role of leader and assigned responsibilities to her peers, as well as came up with solutions to disagreements among the groups. For example, group #3 equitably divided work for the months and birthday class. On one hand, students J and K, who were usually good at dimensions adopted the role of creating the circle and divided it into 12 equal parts. On the other hand, student I and young learner A added color to the different sections. Then all of them were decorating the months of the year. In the end, while students J and K designed the outside part of the handcraft, learners A and I practiced the correct pronunciation of each month. Nonetheless, regarding the birthday design, participants J and A disagreed about the distribution of work. Student I as leader of the team suggested they changed roles to be more dynamic during the class. As a result, students K and A were in charge of the dimension of divisions of the six squares, meanwhile, individuals J and I were designing the cupcakes. As it happened before at the end of the task all of them helped to decorate each one of the tiny cakes and practiced together on the lexicon. Thus, teamwork allowed them to perform an assignment understanding the dynamics of how the individual has a representative repercussion on the group performance.

Table 17.

Artifacts: Months handcrafts.



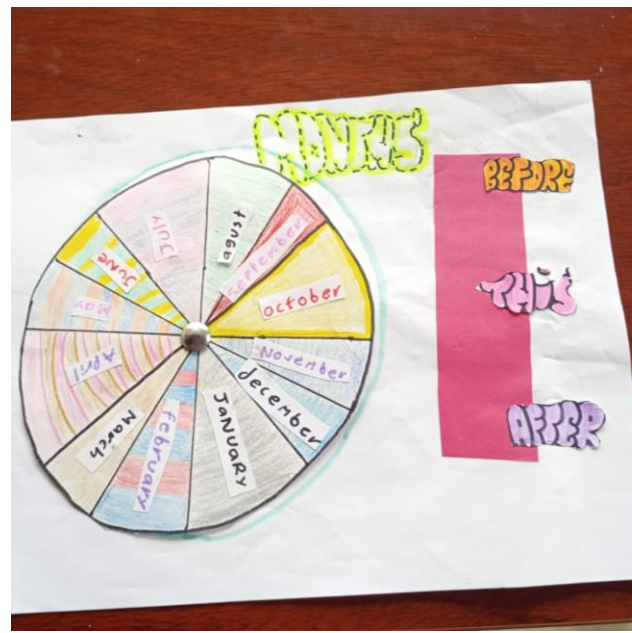
Group #3,



Group #4



Group #5



Group #6

[Cycle #3. Artifact. Final handbook presentation of months of the year students. Group #3, #4, #2, and #6]

However, not every work dynamic worked as swiftly. The previously mentioned participant (Student L) who seemed to have a neurodivergent mind was excluded from a variety of groups due to her struggle with interacting in a team. To deal with it, it was necessary to chat with the students about other people's abilities. Hence, some aspects were identified to try to optimize the learning process and comfort of student L. This learner was disturbed by noise, was non-verbal at periods of the class, preferred to do the same activity during the whole class, and needed visual representation to perform the task. As a result, while creating the activities most of the time she keeps the original example handcrafts to guide herself into the activity. Although she attended only 4 of the pedagogical implementations due to her regularly missed classes, she was present during the last lesson plan. As a result, some highlights of the recording can be evident in her oral English skills (See Figure 26), and here are some examples of her handcrafting.

Student L: La familia mote (mother), mama me da comida, bote (brother) juega, juega y juega

-Flag Colombia, amarillo, azul y tref, det, ret (red)

*-*Muttering*Cat, cat, cat, cat, tiene pelo, es café y suave.*

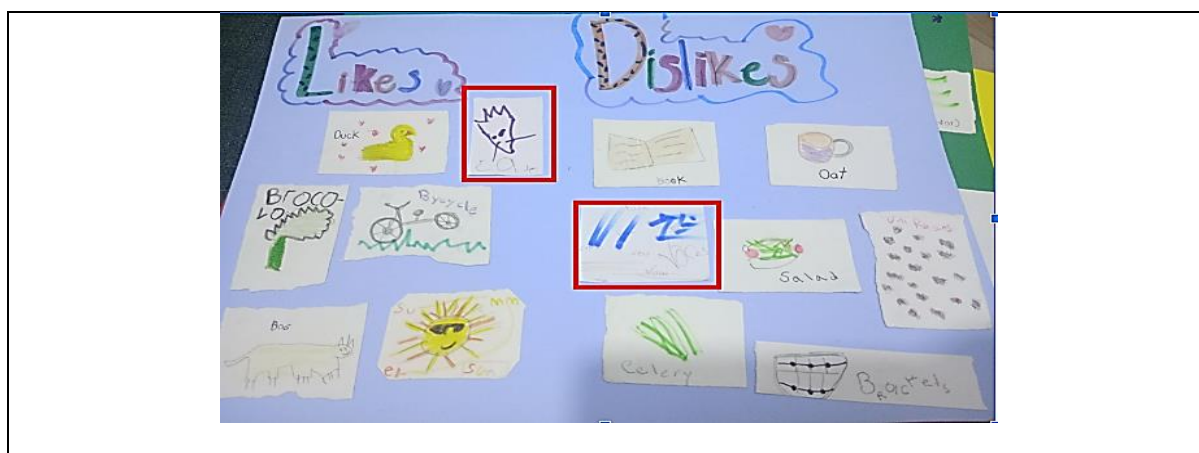
*-*Muttering* I like cat, cat. no me gusta nada voces*

*-*Yelling* feliz cumpleaños para december, es mi mes. *Normal voice* También se agust, mai, september, october, november, november and december .*

[Cycle #3. Recording. Final handbook presentation Student L]

Table 18.

Artifacts: Final handmade book evidence of Neurodivergent student





[Cycle #3. Artifact. Final handbook presentation. Likes and dislikes and Colombian flag of student L]

Category #3 Aesthetic Domain: Handcrafts, Handmade Books, and Contextualized Vocabulary

The findings of the third category allude to the encouragement of the process of learning contextualized vocabulary. As Schmitt & Schmitt (2020) suggested vocabulary in context enhances comprehension and engagement with the lexicon. Visual aids and interactive scenarios were useful tools to represent the words and solidify the learner's understanding of the vocabulary. Moreover, this type of vocabulary also alludes to choosing topics that are part of the daily lives of students to optimize communication in English.

Subcategory 1: Vocabulary learning: Tiny task to expand my world

Visual aids were used during the implementation of the project and may have enhanced retention and acknowledgment of English vocabulary by associating the concept with their real-world counterpart. Thereby, the visual aids captured learners' attention with their color and familiar connection allowing the engagement of new vocabulary.

Table 19.

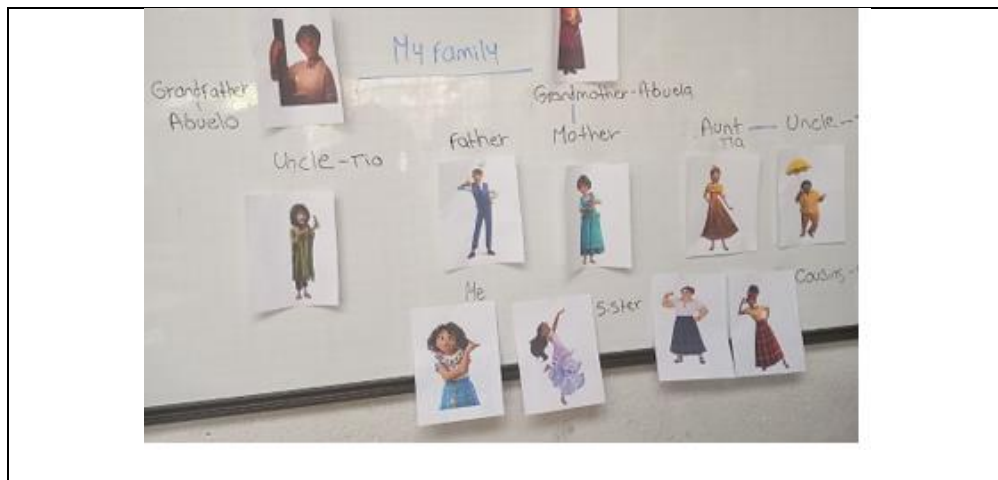
Visual aids to interiorize English lexicon: English speaking countries class



[Cycle #1. Lesson #2 Examples of the visual aids used to enhance English vocabulary learning.]

Table 20.

Visual aids to interiorize English lexicon: Encanto characters



[Cycle #2. Lesson #6 Examples of the visual aids used to enhance English vocabulary learning.]

Likewise, implementing activities with topics and examples that resonate with young learners might have reinforced vocabulary and validated students' identities and personal interests. For instance, the movie *Encanto* worked as a tool during the family lesson plan to teach the members of families. An interactive game was played by groups. The teacher mentioned a relative and the different groups needed to “fish” the character of *Encanto* that adopt the role of the family to the main character.

Table 21.

Fishing game materials for family members 'class



[Cycle #2. Lesson #6 Examples of the use of Encanto characters used to enhance English vocabulary learning.]

Moreover, the use of context in vocabulary is connected with the real-world application of the language. This link between students' world and English learning allowed them to grasp the meaning of words and their use more productively. As a consequence, young learners not only were able to identify the meaning of words but also the context and connotation of the lexicon. For instance:

- The difference between home and house
- The difference between like /love don't like /hate
- Variety of ways to call relatives such as Mother, mom, and mommy

These findings enhanced the real meaning of words rather than the mere translation or definition. Moreover, conveying different meanings and intentions while orally

communicating in English could have helped students to think critically regarding the use of the language, as well as, drawing connections between words.

Student O: She hates carrots, ¿cierto amiga?

Student K: No, I don't like carrots

Student O: Bueno pues lo mismo

Student K: Nooo es lo mismo I dont like carrots si me toca me las como. Pero por ejemplo I hateee con todo mi corazón cheese. No lo como nunca

[Cycle #2. Lesson #8. Extract of a recorded conversation between students O and K.]

Subcategory 2: Look what (I) and (We) did with (my) (our) bare hands!

A worth first mention aspect to address regards the implementation of the weather lesson plan where students needed to work in pairs. The organization of materials was essential to improve the time management and performance of students. For example, different packages according to the weather type were offered in lesson plan #4. This procedure prevented from spending unnecessary time into distributing the equipment to achieve the plastic art. Additionally, an example of an expected handcraft made by the teacher is also a crucial characteristic to optimized performance within the Aesthetic Domain sphere.

Table 22.

Organized material for weather activity



Cycle #1. Class #4. Example of the organized packages of materials for the Weather Handcraft.

September 25th, 2023

Lastly, during the application of the project, learners created multiple handcrafts to support contextualized vocabulary learning. Hence, as the second lesson plan description suggested the process of creating the handbook with weekly tasks was enhanced by the mental representation that was evoked. This visualization of the lexicon entailed sorting the information about each learned English word and contrasting it with prior knowledge. Furthermore, the tangible item, in this case, the handcraft, created an effective bridge between vocabulary, art, and the immediate context of students.

Handcrafting works as an instrument to create a mental representation of the English vocabulary.

Cycle 1 Field note #4. September 25th, 2023

Furthermore, working on handcraft activities while learning the English language promoted the development of fine motor skills techniques. For example, craft activities like cutting, pasting, shaping, coloring, and decorating enhanced coordination and precision. Thus, as the craftwork entailed the use of patterns, handling of material, and different tools, the small muscles of the hands and fingers were also exercised. The use of vocabulary and phrases associated with the crafts makes it easier for them to learn English while at the same time challenging students to follow the instructions and use their imagination on the task. Consequently, this project provided an opportunity for engagement and interaction that supports both the acquisition of language and the development of fine motor skills. All of this created handcrafting was compiled in unique handmade books that enhanced the work of the whole project.

Table 23.*Final handmade books***CHAPTER 6: Conclusions****Conclusions**

When using the framework of self-concept activities, the process of students' self-recognition is crucial for their personality development and growth as it inspires self-knowledge, autonomy, and motivation. Getting involved in such reflective activities makes them recognize their weakness and strengths as students, which gives them a better

understanding of their differences and potential. In addition, this improved self-concept enables the learners to take charge of their education and learning processes, the sense of focus and motivation is also developed where learners can pursue thoughts and accomplish goals that are personally defined. Students became self-conscious, handled challenges, and achieved their objectives approaching failures positively, developing a robust self-identity. Therefore, the inclusion of self-concept activities in this proposal was quite relevant to the learner's accomplishment of their academic and other life dimensions.

Moreover, integrating oral expression skills into Project-Based Learning (PBL) helped to improve students' communication competence, especially in English. Students expressed their thoughts during activities involving discussion, presentation, and peer interaction. This collaborative learning offered adopting active and autonomous roles to the learners. Likewise, young learners engaged in elements regarding pronunciation, word stress, trust in speaking their minds, and contextualized vocabulary. Additionally, the process of writing can unknowingly strengthen oral English. When students are being forced to utilize their own thoughts through writing, they will automatically work on ensuring the vocabulary and sentence structures of what is meant can be applied to spoken language. The process nature of writing pushes divers to think about content deeply.

Lastly, English oral skills and Aesthetic Domain activities can be utilized to foster vocabulary learning. This approach is transformative in both lexical complexity and development. By utilizing visual tools such as vibrant pictures, pictures, and interactive activities learners there can create an increasingly stimulating and engaging learning context that enables learners to remember and apply new words. Making handmade books made the student actively involved in learning and reinforced vocabulary learned, while also diving into their fine motor skills through the manipulation of materials. Lastly, this integration also

explored creativity and originality, emphasizing in the importance of each students' point of view.

Implications

In the first place, the implementation of this pedagogical project provided the school with tools to empower younger women as is expected in a school that values women's education. The development of skills within the school facilitated the development and advocacy of students' beliefs. Through participation, the students were engaged in activities that enhanced their leadership abilities, creativity, and deductive reasoning in addressing challenges through integration. Furthermore, emphasizing speaking skills in English conveyed a practical purpose for communicating and collaborating within the school. At last, this pedagogical research provided creative and self-assured learners who can lead and mobilize people for change in their community.

By incorporating this research students not only developed their communication skills through creative projects but also gained the confidence to express themselves. It may have fostered collaboration, critical thinking, and problem-solving, enabling students to take ownership of their education and develop a sense of belonging and community.

The implication in teaching English as a foreign language offered integration of arts and creativity to the classroom. Also, the project enhanced reflections on the importance of developing student-centered environments to create a more engaging English learning where students adopt an active role.

To end, developing this initiative into practice was a highly rewarding and informative experience for the researcher. The researcher observed the transformations of students as they navigate student self-recognition, expressing their world and recognizing the powerful influence of arts with education. Furthermore, this research offered the educator

iterative feedback and adjustment while also providing valuable insights into teaching methods and student engagement.

Limitations

Three main limitations were identified during the appliance of the project.

- On the first cycle of the project, the days of implementation were Mondays. The research faced a certain number of holidays as well as “jornadas pedagógica”(pedagogical days) requested by school policies. As a result, some classes, topics, activities, and handicrafts needed to be accommodated to the available days.

- A couple of students who participated in the first cycle (as the study was implemented in the second part of 2023) did not attend at the beginning of 2024 since they changed schools.

- The teacher/ researcher struggled with time management of the group and time at the beginning of the project, resulting in the lengthening of countries' lesson plans.

Future research

It may be enriching to explore different elements of the Aesthetic Domain. Aspects regarding other types of expression such as visual, auditory arts, or using the plastic arts conveyed in a distinct form apart from handmade books. This with the aim of analyzing the impact of other types of art on English learning. Another aspect worth researching might address the encouragement of Self-concept through different English skills, as deeply exploring written outcomes from the research. Lastly, a variation of this research could involve conversational activities to optimize English oral skills, those conversational settings might be plays or debates.

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Annexes

Annex 1: Questionnaire Design 1

ALL ABOUT ME!

HELLO
MY NAME IS _____

I AM ___ YEARS OLD

WHAT NEIGHBORHOOD DO I LIVE IN?
¿EN QUE BARRIO VIVO?

WHAT KIND OF TRANSPORT DO I USE TO GET TO SCHOOL
¿QUÉ MEDIO DE TRANSPORTE USO PARA LLEGAR AL COLEGIO?

BUS/BUS

WALK/A PIE


BIKE/BICILETA

MOTORBIKE/MOTO

CAR/CARRO

OTRA MANERA _____

WHO DO I LIVE WITH?
¿CON QUIÉN VIVO?




MOM-MAMÁ <input type="checkbox"/>	BROTHER-HERMANO <input type="checkbox"/>
DAD-PAPÁ <input type="checkbox"/>	SISTER-HERMANA <input type="checkbox"/>
GRANDFATHER-ABUELO <input type="checkbox"/>	AUNT-TÍA <input type="checkbox"/>
GRANDMOTHER-ABUELA <input type="checkbox"/>	UNCLE-TÍO <input type="checkbox"/>

OTROS _____

DRAWING OF MY FAMILY
DIBUJO DE MI FAMILIA

WHAT MY PARENTS/TUTORS DO FOR A LIVING?
¿EN QUÉ TRABAJAN MIS PADRES/TUTORES?



FEW OF MY FAVORITE THINGS ARE MIS COSAS FAVORITAN SON

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____


DO I HAVE ENGLISH CLASSES OUTSIDE SCHOOL?
¿TENGO CLASES DE INGLÉS FUERA DEL COLEGIO?

SI

NO

WHERE? DONDE? _____

DO I LIKE ENGLISH? WHY?
¿ME GUSTA EL INGLÉS? ¿POR QUÉ?



DATE/FECHA _____

THANK YOU!

Annex 2: Questionnaire Design 2

CUESTIONARIO

NOMBRE _____ FECHA _____

**1- WHAT ARE YOUR FAVORITE HOBBIES?
¿CUÁLES SON TUS PASATIEMPOS FAVORITOS?**

**4-WHAT ACTIVITY WOULD YOU LIKE TO USE AT THE ENGLISH CLASS?
¿CUÁL DE LAS SIGUIENTES ACTIVIDADES TE GUSTARÍA USAR EN LA CLASE DE INGLÉS? PUEDES MARCAR VARIAS RESPUESTAS**

<p>MÚSICA <input type="checkbox"/> </p> <p>BAILAR <input type="checkbox"/> </p> <p>PINTAR <input type="checkbox"/> </p> <p>HABLAR EN FRENTE DE LA CLASE <input type="checkbox"/> </p>	<p>LEER <input type="checkbox"/> </p> <p>DIBUJAR <input type="checkbox"/> </p> <p>MANUALIDADES <input type="checkbox"/> </p>
---	--

OTRAS-¿CUÁLES? _____

**2- HOW DO YOU FEEL EXPRESSING YOURSELF IN PUBLIC?
¿CÓMO TE SIENTES AL HABLAR EN PÚBLICO?**

FELIZ/ HAPPY	TRISTE/SAD	ASUSTADA/SCARED	NERVIOSA/NERVIUS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5-WHAT WOULD YOU LIKE TO BE WHEN YOU GROW UP?
¿QUÉ TE GUSTARÍA SER CUANDO SEAS GRANDE?**

**6-WHAT IS YOUR FAVORITE SUBJECT? WHY?
¿CUÁL ES TU MATERIA FAVORITA? ¿POR QUÉ?**

**8. WHAT ARE YOUR WEAKNESSES?
¿CUÁLES SON TUS DEBILIDADES?**


**7- WRITE WORDS DESCRIBING YOURSELF
ESCRIBE PALABRAS QUE TE DESCRIBAN**

**10-DRAW YOURSELF
DIBUJATE A TI MISMA**

Thank
you

**8. WHAT ARE YOUR STRENGTHS?
¿CUÁLES SON TUS FORTALEZAS?**

Annex 3: Field notes

 UNIVERSIDAD PEDAGÓGICA NACIONAL		FACULTAD DE HUMANIDADES DEPARTAMENTO DE LENGUAS TRABAJO DE GRADO 1 FIELD NOTES	
Field note #4			
Educational Institution: Liceo Femenino de Cundinamarca Mercedes Nariño.		Date: September 25th, 2023	Grade: 308
Teacher:		Practitioner:	
Topic: Weather		Number of students: 35	
Observation		Interpretation	
<ul style="list-style-type: none"> There were some inconveniences at the beginning of the class due to the keys of the classroom were missing for a while. After a while the head teacher gets to the class with backup keys. 		<ul style="list-style-type: none"> Teacher takes some time going to one classroom to another . Therefore, we agreed to me picking up the keys before in order to optimize the time of the class 	
<ul style="list-style-type: none"> I did not have the worksheets due to a problem with the order request of the school regulation. I had some issues because we were going to start the class with the explanation of the English speaking countries, and then there was going to be a connection between what type of weather each country had. 		<ul style="list-style-type: none"> We also agreed to remind the teacher each week to fulfill the request order. 	

<ul style="list-style-type: none"> The first activity was a song about the weather. Five types of weather were represented into five different movements. Rainy (hands going down slowly and in zigzag representing the water falling from sky) Sunny (there was a big jump) Snowy (the hands were at the top of the head representing the top hat of an snowman) Tropical (jump to the right, jump to the left) Cloudy(covering your eyes). 	<ul style="list-style-type: none"> This first introductory activity had great reception from student focusing the class attention and helping them to get introduced to the topic of the day.
<ul style="list-style-type: none"> One group of girls at the back of the class was not paying attention. So, I brought them up to the front to involve them again in the activity. However, one girl was really upset and did not want to do anything nor even talk to me 	<ul style="list-style-type: none"> I talked to her in private and found out she was mad at the head teacher because he changed her usual seat in the classroom. We fixed the issue and she normally participated in all activities of the class.
<ul style="list-style-type: none"> The class was divided into 5 groups of 6- 7 girls to share materials. Each one of them had specific necessary material to develop their handcraft. I do believe that I took quite a lot of time handing them the material because there are a lot of details in each handcrafting. Then when I got to the last group a lot of time had already passed, so the last group was a little bit behind during the class. After that I proceeded to assign one of the types of weather of each group 	<ul style="list-style-type: none"> For the next group, which was not the focus group of this research, but it is still a third grade I created packages with material in order to optimize time explanation and improve time management. This task/project indeed achieved the expectations. But I still believe I need to plan way better activities due to the time; for example, the handcrafting required quite a lot of details that maybe could have been reduced in order to create a less complex activity for third graders. Therefore, students did not finish the whole activity. Every group had enough materials to develop the activity, but young learners needed to decide how to divide those materials so everyone could finish the task.
<ul style="list-style-type: none"> Girls were working in pairs per handcrafting, however they needed to share the materials with other 2 pairs of students. For example if they have one cardboard for all of them, they need to work 	<ul style="list-style-type: none"> This problem solving skills contributes to the PBL implementation due to this is one of the strategies to teamwork

<p>on their problem solving skills in order to make the material enough for everyone to achieve their task.</p> <ul style="list-style-type: none"> • Learners use a lid of a box to crate the circle • After students B and E used the lid of the lunchbox. Other learners looked for items to help the process too, such as erasers, sharpeners, tiny toys, glosses, the exterior part of the tape, coins, more lids, and even a necklace. 	
<ul style="list-style-type: none"> • I was constantly passing through the groups in order to keep up the process, answering questions and guiding girls in each step of the handcrafting. Moreover, while I was doing this rounds each time I reminded girls the pronunciation and meaning of their assigned type of weather, also asking to repeat it after me. 	<ul style="list-style-type: none"> • Repetition helps young learners to get familiar with the vocabulary pronunciation and meaning. Likewise, the handcrafting works as an instrument to create the mental representation of the English vocabulary.
<ul style="list-style-type: none"> • There were some difficulties in terms of the team work. Some division between girls, rivalities or unfamiliar faces. I got two requests for changing the groups because they don't like to work with each other 	<ul style="list-style-type: none"> • The tables of their main classroom are organized to work in groups of four. However, when it is time to change groups and create different interactions girls seem reluctant to work with new people.

<ul style="list-style-type: none"> • The weather activity was enriching, the learning process was successful in order to learn vocabulary. Likewise the skills from the aesthetic domain were highly developed; students had the opportunity to interact with many materials(cotton, wool, cardboards, scissors, glue, tapes, crazy eyes, glitter, pipe cleaners, color markers, they work with different shapes. 	<ul style="list-style-type: none"> • Regarding fine motor skills, young learners need more work on the use of scissors, and their cutting skills need to be refined.
<ul style="list-style-type: none"> • As the activity progressed, girls needed a lot of personalized help in each handcraft. Some were struggling with shapes, others with dimensions of size and organization of the materials. 	<ul style="list-style-type: none"> • The sense of belonging was incentivized, they were proud of their process and products. There were a couple of times when they thought they could not achieve a specific task, cutting or pasting or doing this shape. Therefore, after teaching and guiding the process, but not doing it for them, young girls realized mistakes were part of the process, but they could always try again. They grow in confidence in their abilities to create handcrafts. The activity seems to be beyond the language, but actually, the artistic product was a bridge that connected the representation of the English vocabulary.
<ul style="list-style-type: none"> • The oral presentation of the activity require a simple sentence Today's weather is _____ (complete according to each assigned weather 	<ul style="list-style-type: none"> • This activity was missing and postponed to the next class due to lack of time however young learners practiced during the whole class the pronunciation of the weather. Also, they correct themselves and others while practicing

Annex 4: Interview

English teacher's interview

1. How many years have you been teaching English? How has been your experience?

Answer: I have been teaching English for 6 years. My experience as an English teacher has been enriching as I have had the opportunity to work with students of different levels and ages. It has also allowed me to continuously learn and explore new teaching methods and approaches to improve my classes.

2. What type of approach and didactical tools do you use to implement your English classes in primary school?

Answer: In primary school, I use a communicative approach, where the students are encouraged to use English in real-life situations. I also use a variety of didactical tools such as songs and pictures to make the classes engaging and meaningful for the students.

3. May you describe the main aspects of the English curriculum of Liceo Femenino Mercedes Nariño for third graders?

Answer: The main aspects of the English curriculum for third graders at Liceo Femenino Mercedes Nariño include developing their listening, speaking, reading, and writing skills. The curriculum also focuses on teaching basic grammar, and vocabulary, and introducing cultural aspects of the English-speaking world.

4. What English ability represents the most challenge for this grade?

Answer: The English ability that represents the most challenge for this grade is usually speaking. You know, the fear and lack of confidence while learning a foreign language is always a barrier to students, but I am working on it.

5. What would you say are the main learning English strengths of the 306 classroom?

Answer: The main learning English strengths of the 306 classrooms could be their enthusiasm and willingness to participate in class activities. They also seem to enjoy learning in general, really curious

6. In your opinion, what are the main learning English weaknesses of the 306 classroom?

Answer: One of the main learning English weaknesses of the 306 classroom could be the lack of exposure to English outside of the classroom, which affects their English proficiency. And also they are really loud as you have experienced, it's kind of difficult to keep classroom management sometimes.

7. How can we as English teachers support the development of a positive self-concept in our young learners?

Answer: Well, we can support the development of a positive self-concept in our young learners by helping them be aware of their efforts, focusing on their strengths, and creating a safe learning environment where they feel supported and motivated.

8. Do you have any recommendations for me as an English teacher/investigator?

Answer: My recommendation as an English teacher/investigator would be always to keep learning and updating your teaching methods to adapt to the different needs and challenges that students face in their language-learning journey. It is also important to propose real and grounded classes. Also, do not overwhelm yourself so much, we all have been there and we all have come out successfully of it...regarding the thesis.

Annex 5: Informed consent

 UNIVERSIDAD PEDAGÓGICA NACIONAL COLOMBIANA	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR028INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Encouragement of self-concept and English speaking skills throughout the application of project based learning and the creation of life- books (Fomento del autoconcepto y las habilidades orales en inglés a través de la aplicación del aprendizaje basado en proyectos y la creación de libros de vida)
Resumen de la investigación	El proyecto abarca el autoconcepto como eje principal para el desarrollo de habilidades orales en inglés. Así, por medio de la creación de proyecto, como el libro de vida, sus hijos aprenderán a reconocerse a sí mismos mientras aprenden inglés.
Descriptor clave del proyecto de investigación	Autoconcepto, aprendizaje a través de proyectos, oralidad en inglés, identidad, autonomía, libros de vida.
Descripción de los posibles beneficios de participar en el estudio	Potencialización de las habilidades orales en inglés de los estudiantes. Asimismo, se fomentará el autoconcepto y auto reconocimiento de los niños por medio de creación de un proyecto educativo (libros de vida)
Mencione la forma en que se socializarán los resultados de la investigación	Se dedicará una sesión de clase para conocer los resultados del proceso. Asimismo, el proyecto y sus resultados se podrán visualizar en un documento de carácter pedagógico, disponible en el repositorio de la Universidad Pedagógica Nacional.
Explícite la forma en que mantendrá la reserva de la información	Toda información obtenida de la presente investigación será confidencial, no se usarán datos personales de los menores de edad ni se pondrá en riesgo su identidad. Solo la investigadora se hará cargo de la recolección y análisis de los datos.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 3

Datos generales del investigador principal	Correo electrónico: jmartinezp@upn.edu.co
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PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____

Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Firma del participante (si aplica),

Nombre: _____

Identificación: _____

Fecha: _____

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____


La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 6: Last implemented questionnaire


CUESTIONARIO

Nombre _____
Fecha _____


1- HOW WOULD YOU DESCRIBE ENGLISH CLASSES WITH TEACHERS? ¿CÓMO DESCRIBIRÍAS LAS CLASES DE INGLÉS CON LA PROFESORA?




2- HOW DO YOU FEEL EXPRESSING YOURSELF IN PUBLIC? ¿CÓMO TE SIENTES AL HABLAR EN PÚBLICO?




FELIZ/ HAPPY




TRISTE/SAD




ASUSTADA/SCARED




NERVIOSA/NERVIUS




3-HOW DO YOU FEEL EXPRESSING YOURSELF IN ENGLISH? ¿CÓMO TE SIENTES AL HABLAR EN INGLÉS?




FELIZ/ HAPPY




TRISTE/SAD




ASUSTADA/SCARED




NERVIOSA/NERVIUS




4- WRITE WORDS DESCRIBING YOURSELF ESCRIBE PALABRAS QUE TE DESCRIBAN



5-. WHAT ARE YOUR STRENGTHS? ¿CUÁLES SON TUS FORTALEZAS?

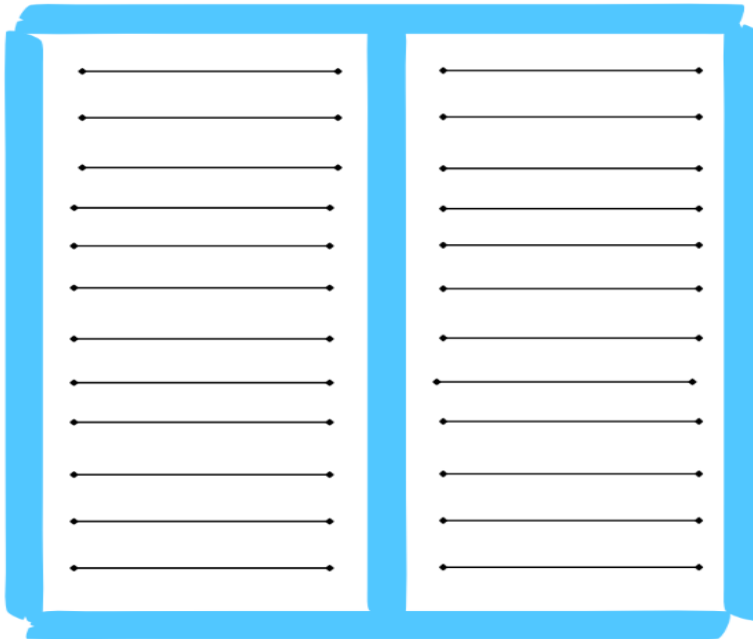


6- WHAT ARE YOUR WEAKNESSES? ¿CUÁLES SON TUS DEBILIDADES?

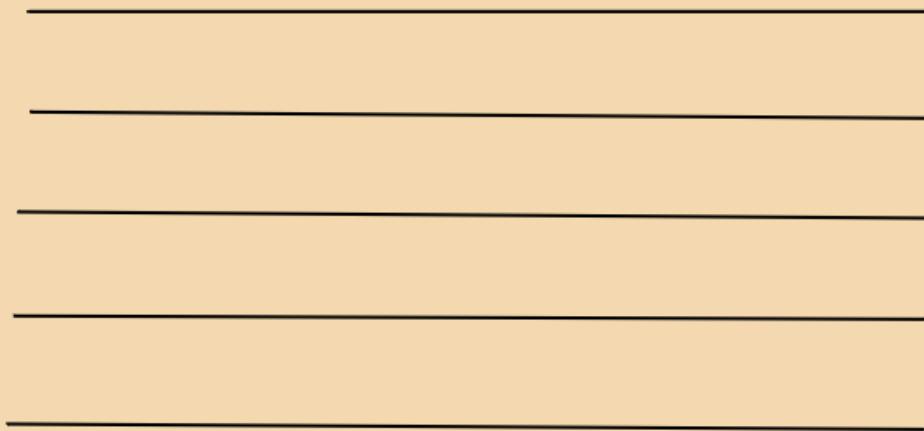


7-WRITE IN ENGLISH SOME VOCABULARY YOU HAVE LEARNED IN THE ENGLISH CLASSES OF TEACHER

ESCRIBE EN INGLÉS ALGUNAS PALABRAS QUE HAYAS APRENDIDO EN LAS CLASES DE INGLÉS DE LA PROFESORA



**8-DO YOU THINK SPEAKING ENGLISH IS IMPORTANT? WHY?
¿CREES QUE HABLAR EN INGLÉS ES IMPORTANTE? ¿POR QUÉ?**



Annex 7: Self-assessment format

Date _____

My process



Great



Good



Regular



I can do better



I did not work in class today

Strengths _____

Limits _____

