

**SITUATED READING: PROMOTING THE SOCIAL DOMAINS THROUGH
PICTURE BOOKS IN EFL**

MARIA CAMILA PACHECO FANDIÑO

This thesis is presented to obtain the diploma of Licenciatura en Español e Inglés

THESIS DIRECTOR

JOHANNA MONTAÑO MORENO

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, COLOMBIA

2026

ACKNOWLEDGMENTS

First and foremost, I want to thank for the most important presence in my life. Thanks to him, I was able to complete my career, write this thesis, and continue growing in various aspects of my life. His indirect support throughout this process represents that effort and family go far beyond what people think. He made me stronger and enlightened during this hard process.

I also want to thank my family, especially my sisters Carolina Pacheco and Sara Pacheco, and my niece Juliana Rojas. I kept focusing on moments of uncertainty; their encouragement helped and guided me through the best way to find my own path. In the same way, I want to express my friend and boyfriend's support, thanks to them I was able to finish this process due to they helped to continue even in the worst moments.

ABSTRACT

This document presents an action research project that attempted to describe the influence of a set of activities based on picture books focused on the social domains on the development of reading comprehension skills when literacy is understood. The study was held with a group of fourth graders at Liceo Femenino Mercedes Nariño. This research employed a qualitative paradigm, which focused on the description and interpretation of students' reading processes. The data was collected through questionnaires, artifacts, recordings, field notes, and interviews along the entire intervention process. For the data analysis, a triangulation approach was employed to guarantee validity and reliability to the results presented in the conclusions, and limitations of the project.

Key concepts: Picture books, literacy as a situated social practice, reading comprehension, social domains, and emotional literacy.

Resumen

Este documento presenta un proyecto de investigación-acción que intentó describir la influencia de un conjunto de actividades basadas en libros ilustrados enfocados en los dominios sociales sobre el desarrollo de habilidades de comprensión lectora cuando la alfabetización en entendida. El estudio se realizó con estudiantes de grado cuarto en el Liceo Femenino Mercedes Nariño: Esta investigación empleó un paradigma cualitativo, el cual se enfoca la descripción e interpretación de los procesos de lectura de los estudiantes mediante cuestionarios, artefactos, grabaciones, diarios de campo y entrevistas fueron aplicados para la recolección de datos a través de todo el proceso de intervención. Para análisis de los datos, se empleó un enfoque de triangulación para garantizar validez y fiabilidad de los resultados presentados en las conclusiones y limitaciones del proyecto.

Palabras clave: Libro ilustrados, lectoescritura como una práctica social situada, comprensión lectora, dominios sociales y literacidad emocional.

TABLE OF CONTENTS

TABLE OF CONTENTS	4
CHAPTER 1: THE PROBLEM.....	6
Context.....	6
Participants	8
Statement of the problem.....	8
Rationale	10
Research Question	12
General Objectives.....	12
Specific objectives.....	12
CHAPTER 2: THEORETICAL FRAMEWORK	13
STATE OF ART	13
THEORETICAL FRAMEWORK	18
Literacy as a situated social practice	18
Situated Reading.	19
Social skills Picture books.....	21
Social domains and social skills.....	23
CHAPTER 3: RESEARCH DESIGN	25
Research paradigm.....	25
Type of Study.....	26
Data Collection Instruments	27
Field Notes	27
Diagnostic test	28
Questionaries	28
Interviews	29
Recordings.....	29
Artifacts	30
Data collection procedures	31
Ethical Considerations.....	31
CHAPTER 4: PEDAGOGICAL INSTRUCTION.....	33
Vision of curriculum	33

Vision of learning	33
Vision of language	34
Vision the classroom.....	35
Instructional design.....	35
Cycle 1. Exploring my context.....	37
Cycle 2. Exploring my imagination	39
CHAPTER 5: DATA ANALYSIS	41
Data analysis procedures	41
Categories of Analysis	43
Promoting Social-Emotional Competence with Social Domains	44
Category 1. Encouraging role of picture books to develop EFL skills.	44
Reading comprehension around understanding morals.....	45
Creative Expression and personal connection with picture books	51
Vocabulary acquisition through emotional engagement	55
Category 2. Promoting Social-Emotional Competence with Social Domains.....	58
Emotional literacy and self-awareness	59
Mediation of social domain concepts.....	63
Category 3. Learner Agency and Participation Dynamics under Proficiency	
Constraints	66
Classroom participations	66
CHAPTER 6: CONCLUSIONS AND IMPLICATIONS	70
Conclusions.....	74
Implications	76
REFERENCES.....	80
ANNEXES	85

LIST OF TABLES

Table 1	37
Table 2	Error! Bookmark not defined.

CHAPTER 1: THE PROBLEM

Context.

This action research project was carried out in the public school *Liceo Femenino Mercedes Narriño* in Bogotá, Colombia, in Rafael Uribe Uribe locality, in the neighborhood of San Jose. It is a girls' school, with three types of shifts: morning, afternoon, and evening. Its academic calendar is A, and it has all levels of education (kindergarten, primary school, secondary, and high school). The school is around 109 years old and was founded by Diego Garzón, the parson of Las Cruces. As a first objective, the school tried to prepare women to work at home, having the name of *Sindicato de la Aguja, Artes y Oficios*, but later, they changed the name of the school to *Escuela Departamental Superior de Artes y Oficios para señoritas*. The school was located in a building on the street 15th with avenue 15th, in 1941 it was moved to Avenida Caracas No. 23-24 sur. In 1957 a Chapel in the middle of the school was inaugurated and in 1958 the school adopted the name of *Mercedes Nariño (María Mercedes Ramona Felicia Nariño Ortega)*, in honor of Antonio Nariño's daughter; between 1966 and 1972 two shifts were created, as well as the kindergarten and the Parents Association. In 2002 the school became public property, following the students' protest in 2001. Nowadays, the school has been recognized for its values and learnings achieving to be one of the nine best schools in the city and winning the *Premio a la Excelente Gestión Institucional 2012* in 2014. (Secretaria de Educación, 2022)

Liceo Femenino has open air spaces where students can have physical activity and a natural environment. However, classrooms do not have enough room for students or teachers to move comfortably. Although, the researcher, teachers, and students share an English laboratory that is larger than a typical classroom, since each group has more than twenty students, the space

is still insufficient to accommodate everyone properly. Anyway, classrooms have natural ventilation and illumination through big windows, and almost all the classrooms have a television, speakers, and a video beam. Nevertheless, teachers are not provided with the necessary elements to connect it and use it or other technological devices for their classes.

Moreover, the socioeconomic level of the students is about status 2 a 3, which according to the Departamento Nacional de Planeación (DNP), are low and medium-low in the classification of socioeconomic levels. In the same way, the institution has different people with different conditions, that is why, an inclusion program for students with special needs was established. In regard to its pedagogical principles, it is important to mention that the school follows the meaningful learning model as the main pedagogical basis, considering aspects taken from the constructivist method.

In addition, the mission of the school is to promote the integral formation of its students, enhancing values such as respect, honesty, identity, solidarity, and autonomy to help with their life project, attempting to transform the contexts where they can interact to guarantee living and coexisting enjoying a happy life to inhabit the present with dignity (Liceo Femenino Mercedes Nariño, n.d). In the same way, the school's mission was to be recognized at a global level for its quality service in 2025, having graduated students with excellence in its knowledge of society, coexistence and language skills in English and French, sciences, arts, communication and information technology as constructors of a respectful society of themselves and others (Liceo Femenino Mercedes Nariño. n.d).

Furthermore, the PEI (Proyecto Educativo Institucional) states that students will construct a coexistence that could transform the context in a critical, reflexive, and autonomous way, with the participation of the educational community. (Liceo Femenino Mercedes Nariño, n.d).

Participants

This study was conducted with 36 third-grade female students who were between six and nine years old, and their social status ranged from levels 2 and 3, which is common in those areas of the city. The diagnosis revealed that these students' English level was very low, considering that they were not able to understand simple sentences or instructions or produce any spoken language. Additionally, the diagnosis showed that most of the students lived with their families near the school in neighborhoods like Olaya, Metropolis, San Jose Sur, Quiroga, Gustavo Restrepo, but some of them lived far from the school. Their hobbies were going around, going to the park, playing, and reading. Most of the students preferred human subjects like Spanish, English, French, and social studies, but they did not express to have a specific reason to prefer them. Although they were children, all of them had a projection of life; for example, most of them wanted to be doctors, teachers, and police officers when they grew up. They had the support of their families in terms of being helped with their homework and subjects.

Also, they claimed to have a good relationship with their partners and with their teachers. However, taking into account the teacher's perspective, it seemed that the students argued strongly in different situations, creating bad competence. The teacher stated that it happened mainly because students were not aware of the impact and consequences of their actions and that they did not respect the authorities or recognize and follow rules of coexistence.

Statement of the problem

Bearing in mind the diagnosis held during the first semester of 2024, it was possible to establish that third-grade students were facing difficulties concerning all the language skills. However, the skill in which they showed more serious issues was reading. According to the Basic Learning Rights, students between first and third grade should understand basic

instructions, relate images with sentences and predict stories considering the title, illustrations and key words (Ministerio de Educación Nacional, 2006). Nevertheless, the diagnosis showed that students had not developed those skills; when they were exposed to a short text with images, they were not able to understand general ideas, relate images with events or identify main characters and specific ideas.

Regarding what was previously stated, it is relevant to mention that this situation might have been caused first, because in the regular classes, English was not considered as a tool to learn more than the language itself, and second, because reading in English did not play an important role in the school context, which resulted in an absence of a reading plan in English.

On the other hand, another major problem observed was the lack of reinforcement of the co-existing rules and values mentioned as the basis of education in the PEI of the school, which considers as a mission the promote respect, honesty, identity, solidarity, and autonomy (Liceo Femenino Mercedes Nariño, 2022, p.25). As mentioned before, students showed a significant lack of awareness regarding coexistence rules; consequently, they did not see teachers and adults as figures who deserve respect or consider the importance of learning as they should. Besides, students seemed to be unaware of the consequences of their actions beyond the grades they receive. Thus, this absence of consciousness limited their ability to make responsible decisions and develop social skills, which may help them grow as individuals.

All in all, it is necessary to propose alternatives to address these two critical challenges that were affecting the EFL classroom dynamics to improve students' performance in class as well their interaction with others.

Rationale

Nowadays, English has become the most important global communication tool due to it is one of the most spoken languages; besides, it allows people to access relevant information and develop new skills for their personal and professional growth, since people can be in contact everywhere. Additionally, speaking English engages people in different learning processes since this ability breaks language barriers due to it permits finding and understanding information that is not in their mother language, providing individuals with the possibility to reach the wide range of documents and books that are written or have been translated into English.

Furthermore, English serves as a tool for cultural exposure, as most information nowadays exists and is often available in English as the original version. It also connects people across countries, facilitating greater access between them and enabling the sharing of diverse perspectives. Moreover, in Colombia, knowing how to speak in English increases job opportunities, since people earn more money when they have a good English level. Therefore, engaging students in meaningful English learning processes since they are young, might help them to improve their lifestyles in general.

In the same line, developing reading skills within a framework of situated literacy could help students in their academic processes and their personal growth, considering that Reading goes beyond just deciphering words, and instead, it is an entrance for the acquisition of knowledge, building vocabulary, and the comprehension of the world, as it involves engaging with the texts assuming an analytical and critical position. Moreover, reading empowers people to interpret different perspectives and ideas, fostering empathy and cultural awareness, which is fundamental because it promotes independent development, critical reflection, and connections with different cultural contexts.

In this context, encouraging students to embrace values such as respect, responsibility, and empathy through reading might constitute a suitable alternative to address both reading skills and rules of coexistence awareness to achieve a better social interaction. Vygotsky's sociocultural theory (1978) emphasizes the role of social interaction and value-laden dialogue in shaping higher-order thinking skills that are essential for addressing future challenges, both individually and in social interactions. By internalizing these values, students can develop a stronger sense of responsibility and improve their relationships with others, leading to a more harmonious learning environment.

Therefore, this project aims to integrate education in values as a transversal approach, enhancing not only language skills but also the development of essential human qualities. Value-based education can serve as a bridge between cognitive learning and emotional growth, helping students become more thoughtful, empathetic, and responsible. This approach encourages personal and social development, equipping students with the necessary tools to navigate future challenges and interact respectfully with others, both within and outside the school environment.

All in all, it is necessary to provide students with alternatives that allow them to develop both their reading and their social skills, as these abilities are crucial for interpreting the world and understanding others. Therefore, this project places a strong emphasis on social skills, in which social roles and interactions between people are fundamental. Thus, personal growth and safe interpersonal relationships will be addressed with the support of picture books which seem to be a suitable alternative to deal with students' characteristics and needs due to they not only provide words for deciphering but also offer images and morals for students to look at the world and reflect upon the consequences of their actions and their responsibilities with others.

Research Question

What is the influence of using a set of activities based on picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is considered a situated social practice?

General Objectives

To describe the influence of using a set of activities based on picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice

Specific objectives

- To identify the roles of picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice
- To explore students' responses towards the use of picture books with content related to the social domains as a tool for both the development of reading skills and the promotion of social values in an EFL classroom

CHAPTER 2: THEORETICAL FRAMEWORK

This section of the document presents a critical review of studies that examined the impact of childhood literature on learning within national and international contexts. Moreover, this chapter defines and characterizes the main theoretical constructs that support this project, which include Literacy as a situated social practice, Situated Reading, Social Skills Picture Books, and social domains and social skills.

STATE OF ART

The first study considered relevant is titled *Illustrated Fables: A Meaningful Resource to Approach VYLs to EFL* by John Sebastian Orozco Forero (2020). It was a qualitative research study framed under the principles of action research in which the purpose revolved around the implementation of illustrated fables as a meaningful resource to approach EFL skills in children. Participants in the project were children in the first grade, between 6 and 7 years old, with some special needs. The purpose of the intervention was to analyze the students' English acquisition process by implementing fables to enhance their English skills. The project was organized into three cycles of intervention, in which a set of activities based on four illustrated fables was proposed. In relation to the research design, field diaries, recordings, surveys, and artifacts were used as data collection instruments, and a triangulation process for data analysis was followed. The results of this research showed that fables contribute to the development of vocabulary, but only through the repetition of three sequences (pre-reading, during-reading, and post-reading) which support the students' understanding process.

This research is important for the current study, considering Orozco's research has some similarities in terms of the population and the interest in engaging students in a meaningful and contextualized EFL learning process, going beyond the structural learning of the language. The

results of that study showed the benefits of using stories which provide images and a deep content to analyze. However, the contexts of intervention are different, keeping in mind that Orozco's research had to face the pandemic of COVID-2019, so the access to students at the end of the process was difficult; whereas this research was entirely implemented face-to-face, which allowed interaction with the students in the school. Besides, the current research attempts to use not only fables but also other types of picture books, which may help students improve their social domain and their reading comprehension skills.

The second study considered important for the current project was developed by Angela Salas (2024) and was titled "*Getting To Know Myself: Fostering Self-Awareness Through The Use Of Picture Books*". This qualitative action research aimed to describe the potential impact of picture books as an educational tool for fostering self-awareness and English Vocabulary learning in second graders at Colegio Domingo Faustino Sarmiento in Bogotá. The purpose of the intervention was to focus on the use of picture books in English as a tool for emotional and personal reflection, encouraging students to explore their personal growth. For the intervention, the researcher developed three phases of four classes, in which a general topic with its objectives and its vocabulary/grammar for teaching were studied, keeping students interested in the English process while values and feelings were addressed. For collecting the information, four instruments were used: field notes, diagnostic tests, artifacts, and interviews. Its results showed that students' motivation and interaction were achieved, although not all the students could improve their behaviors and interactions between them and their authorities.

This study is relevant to the current proposal because both studies attempt to address topics which go beyond the learning of the language itself. Sala's study has the objective of connecting students' feelings, emotions, and thoughts to EFL learning using picture books, while

the current study deals with social values as the main focus, considering the importance of developing the social domains. Thus, in Salas' project, the main purpose was to emphasize the students' self-awareness importance in order to improve their social behavior, understood as a set of social dimensions including the interpersonal relationships, emotional expression, or responsibility. The results evidenced that it is important to implement proposals which focus on a transversal approach, which imply students' reflections far from the traditional learning guide of the Grammar teaching.

The third study was conducted in a private school in Bucaramanga. The project is titled *“Online Read-Aloud Lessons with Picture Book to Improve the Reading Learning Experiences of Fifth Graders at a Private School in Floridablanca, Santander”*, and was held by Katherine Estevéz Gutiérrez in 2021. It was also a qualitative research project framed under the principles of action research with the purpose of determining how the use of interactive read-aloud with picture books in online sessions affects the reading learning experiences of a group of fifth graders. (Gutiérrez, 2021). The study took place in the Instituto Santa Teresita (INSANTE) with students between 9 and 10 years old. The purpose of the intervention was to promote activities and actions for the effective use of English experiences at school, and it was organized into four cycles of interventions, where four picture books were selected. In relation to research design, observations, tests, journals, videos, surveys, and interviews were used to collect information. The results of this research showed that the interventions focused on reading skills influenced students' interaction positively, it also improved the classroom interactions, making them willing to participate, collaborate, and express ideas using English. These changes contributed to noticeable improvements in vocabulary acquisition, reading comprehension, and overall communicative competence.

This project is fundamental due to highlighting the importance of using updated strategies to integrate reading in the schools through multimedia support, offering better experiences and a contextualized approach to students. Taking into account Gutierrez's implementation of picture books, results showed that the combination of images and words helped students to create an easier environment since these types of materials seem to awake students' interest in reading. However, Gutierrez's project had the limitations of the last pandemic of Covid-19, creating a lack of interaction with students. In the case of the present study, all sessions were face-to-face; and the picture books used attempted not only to improve textual and inferential reading but also to encourage students to reflect upon important coexistence values.

The fourth research is titled "*Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research*", and it was carried out in Agusan del Sur, Philippines by Nanette Acedillo (2023). It is a qualitative study with an emphasis on experimental research. The objective was "to evaluate the reading comprehension levels of the Grade 5 pupils through contextualized learning materials" (Acedillo, 2023). The participants were 121 pupils of fifth grade enrolled in the four sections of Grade 5 at Guadalupe Central Elementary School, Esperanza District II, Division of Agusan del Sur, during the 2022–2023 school year. The purpose of the intervention was to connect students' use of English throughout their lives with an embedded reading lesson based on experiences. The project was organized in a pre-test and a post-test using an experimental design. The results showed that frustration played an important role in reading skills and that the use of contextualized material helped students improve their reading comprehension skills.

This project is particularly relevant to the present research due to the practical strategies it provides to bridge the gap between language learning and interpersonal development, thereby

reinforcing the shared mission to care for well-rounded, empathetic, and critically engaged students. In terms of similarities, both studies focused on reading comprehension as a situated practice, utilizing literature to enhance reading comprehension while also aiming to boost students' motivation and interest. The differences lie in students' skills; in the current study, students lack sufficient English skills for reading comprehension, whereas the other study focused on a population where English is spoken, making the transversal purpose more effective.

The last study is titled “*Values and Intercultural Experiences Through Picture Books*”, by Tomé-Fernández and Ruiz-Martín (2019). It is a qualitative interpretive study that followed the paradigm of interpretation. The objective was to explore the how picture books can be used as an educational tool promoting values and intercultural understanding in a Spanish primary school. The participants were fifth-grade students between 10- and 11-years school in a Spanish primary school. The purpose of the intervention was to explore the uses of picture books as a pedagogical tool for promoting values and intercultural awareness, encouraging reflections, fostering different understandings, creating spaces of dialogue, and supporting literacy development. The project was organized in the selection of two picture books, the implementation of them, a data collection, followed by an analysis of responses and interpretation with conclusions. The results showed that students demonstrated emotional engagement through the stories, expressing empathy and producing in the classroom values such as tolerance, respect, and solidarity; it also increased the intercultural awareness in the students, and at the same time, reading comprehension and oral expressions improved.

This project is particularly relevant to the present research because both use picture books for implementation, also both focus on values for connecting with classrooms dynamic, for that it could be inferred that picture books can play an important role and can be used as a situated

learning. In terms of similarities, both studies focused on reading comprehension as a situated practice, utilizing picture books to enhance reading comprehension, while also emphasizing values and classroom behavior. Although the differences are conducted in the contexts because one is in Colombia and the other in Spain; at the same time, the current study promotes reading comprehension, values and social domains through picture books, while the other tries to promote values and intercultural understanding without focusing on any language skill.

THEORETICAL FRAMEWORK

Literacy as a situated social practice

Considering a traditional perspective, Literacy refers to the mechanical processes of reading and writing, Chall (1983) explains that the initial stages of literacy acquisition are conducted by mechanical skills such as decoding letters, recognizing words, and transcribing sounds into written symbols. However, Marrero-Colón (n.d.) states that literacy is an ability that goes beyond reading and writing; it is a skill that emphasizes the ability, confidence, and willingness to engage with language to acquire, construct, and communicate meaning. This broader view of literacy highlights the importance of developing multiple skills through various language experiences.

In addition, Barton and Hamilton (1998) argue that literacy practices are context-dependent, taking into account different social environments. Thereby, literacy practices help students to have significant learning experiences in which they can deal with topics that involve them directly. Integrating literacy as a situated practice influences and guides people to know and question social rules. Bearing in mind the purposes of this study, reading, as one of the main

goals of literacy, is understood as a powerful tool to read not only the written words but to understand the world.

Regarding Mahmoud (2024), the contextualization in EFL learning environments, especially with the selection of reading materials, provides strategies for students to reflect upon their contexts and life experiences in order to increase their social awareness. Thus, in this research, situated literacy is fundamental due to the proposal attempts to enable students to question and analyze the world, connecting the skills development with deep content related to social values and the social domain. In the context of this project, situated literacy serves as the foundation to approach reading from a critical perspective, integrating social values and language skills through the use of picture books. Thus, students not only improve their reading comprehension but also build the necessary skills for analyzing texts and reflecting on their broader meanings, particularly when it comes to reflecting upon values and social norms.

To conclude, it is possible to affirm that by acknowledging literacy as a situated social practice, the teacher could be better equipped to design interventions that resonate with the lived experiences of young learners. This strategy recognizes that literacy development goes beyond technical skills and is deeply rooted in social interactions and culture.

Situated Reading.

Gough and Tunmer (1986) explain that reading comprehension is the product of two skills: decoding and the comprehension of language, which work together to construct meaning from a text. However, the power of reading goes beyond decoding and comprehending language; it allows people to understand different topics better and later understand the world better. In this regard, Kintsch (1998) argues that reading is essential for world recognition since it helps to

decode environments, and this is developed more successfully if we work on a better comprehension of texts. Additionally, Gee (2000) argues that reading and writing cannot be separated languages skills or the use of acting and interacting in the world. He explained that in the world there is a necessity of seeing the language as an action which involves the material and social world through discourses. On the other hand, Barrett's taxonomy (1976) classifies reading comprehension in three progressive and interdependent levels: literal, in which people identify explicit meanings in the texts according to the information given, inferential, in which the analysis is supported by the use of textual or visual clues offering the reader the *possibility* to gain a deeper understanding of the purpose of the information; and critical, in which people can judge and identify values conveyed through the story, drawing personal lessons and reflecting on moral choices.

That is why, in this study, reading is understood as the foundational skill that enables comprehension and supports the acquisition of knowledge. Reading comprehension also contributes to individuals' personal growth by fostering the ability to relate to others. However, comprehension must be considered as a situated and contextualized process in which meaning can be constructed within specific social and cultural settings. Thus, reading is considered not only as the ability to decode texts and images but also as the capacity to interpret and understand different perspectives. Furthermore, interpreting the intervention with Barret's taxonomy, it provides a useful framework for guiding process: scaffold *literal* understanding through images and text, supporting *inferential* reasoning by offering multimodal clues, and creating authentic contexts for *critical evaluation* of values and social domains.

Social skills Picture books

Picture books are multimodal texts where students can combine the visual, the written, and the verbal narratives, providing the readers with opportunities to create conversations, interpretations, emotions, and relevance in terms of enhancing morals. Nikolajeva and Scott (2001) argue that picture books are a special tool where text and images work together to create meaning. The intersection between text and visual enhancement that exists in picture books is the way they communicate something; according to Nikolajeva and Scott (2001), humans have combined the visual and the writing interventions throughout all history. Also, “Pictures in picture books are complex iconic signs, and words in picture-books are complex conventional signs; however, the basic relationship between the two levels is the same. The function of pictures, iconic signs, is to describe or represent. The function of words, conventional signs, is primarily to narrate” (Nikolajeva and Scott 2001), that is why in this study, picture books are not simply visual aids; they have different elements where images and words are put in actions while meanings are created.

In addition, Meunier (2017) argues that picture books “can be considered a major component in a three-narrative system of representation: iconic, verbal, and spatial.” Therefore, in this study, written narratives and drawings are connected, creating three narratives with the physical size of the book. Also, Nodelman (1988) explains that picture books narrate fictional stories, which help in understanding the world, and with the illustrations, readers are provided with relevant information codes which fill the gap of clarification. Thus, in this study, picture books were selected considering their versatility and their functional and rich multimodal support which enable students to read different types of texts at the same time with more opportunities to interpret what is being read, leading to the improvement of the three levels of reading due to the

structure, design and content of the books help students to go beyond the act of literal comprehension.

In addition, in an educational environment, picture books have been proved as a suitable learning tool due to their combination of verbal and visual texts, which promotes the acquisition of a visual literacy. Hunt (1994) emphasizes their role in fostering visual literacy, helping students decode information beyond written words because of the richness of the images and illustrations that awaken students' interest and motivation. Moreover, the images also allow them to interpret emotions, actions, and social roles. Additionally, "Children's symbolic development, analogical reasoning, and thinking that is rooted in fantasy may impede their ability to retrieve information from picture books" (Chen, & Huang, 2023).

Considering the contents of the picture books, this childhood literature has all the characteristics of an educative tool and all the content that children could understand for interpreting the world. Furthermore, Chen and Huang (2023) suggest that teachers must implement picture books in their lesson plans with other tools that could give students more interest in their classes. Regarding that, picture books are the best way to implement values and social skills for enhancing their students' interest.

Additionally, in this study, picture books used were focused on content related to social skills. These texts present situations that encourage students to practice Environmental thinking, emotional expression, physical movement, exploring myself, imagining, remembering, rules of coexistence. Each book connects its narrative to a specific value and moral lesson, allowing students to reflect on everyday interactions while simultaneously enhancing their personal growth and language use. By situating literacy within these social domains, the intervention

promotes both comprehension and the ability to apply social skills meaningfully in classroom contexts.

All in all, students do not need to know every word from a text; they can create connections through images and connect the meaning around the written words. Visuals support that young readers can have in interpreting the written language, offering them opportunities to construct their understanding around values, providing emotional tone and narrative support, illustrations help children to interpret a meaning and allow them to comprehend the story and the inferential values. This dual interaction between pictures and text also invites readers to find personal relevance and significance, allowing them to form interpretations that resonate on an emotional and cognitive level. As such, picture books can become powerful tools for developing not only literacy skills but also social skills and empathy, encouraging students to explore and reflect on the moral and emotional aspects of the story in ways that go beyond the surface level of the text alone.

Social domains and social skills

In society, social domains are crucial for the construction of norms and values. According to each social domain, people have a way to act, to interact, or to decide. Regarding, Turiel (1983), social domains are the identification of different social elements as economy, politics, religion, morals, and social systems. Those have an important role in each person regarding their thinking, action, or development. That is why this project is focused on the development of social domains and social skills, due to their importance and impact in society, which allows people to follow a set of actions that everyone is involved in, making rules in society.

Nucci (2003) states that social domains relate to the morality of human beings. This domain is the basis of each criterion and allows the creation of norms and authorities in the community. Meanwhile, Turiel's (1983) seminal work on social domain theory provides a crucial framework by distinguishing between moral and conventional rules, thereby illuminating how children come to understand and navigate various social contexts. This definition can be interpreted as the way that social domains depict how children interact with the world around them, making tools for understanding why and how the world works. Nucci (2001) builds on this foundation by emphasizing the integration of moral education into pedagogical practice, arguing that explicitly addressing moral reasoning in the classroom fosters ethical decision-making and responsible citizenship. Together, these perspectives underscore the importance of designing educational interventions that not only enhance academic learning but also promote holistic social and moral development.

As mentioned before, social domains is a group of social elements that form social structures, and they also generate moral people, giving space for decision-making according to all the groups of domains with criteria. The narratives address topics such as environmental responsibility, self-confidence, active listening, recognition and expression of emotions, through imagining, creativity, and experiences, presenting situations that people face everyday specially in classroom interactions. In the project, the use focus on social domains and social skills attempted to reflect upon their importance as the basis of a society, serving students as a guide to understand the relevance of rules and identify proper actions and transgressions.

CHAPTER 3: RESEARCH DESIGN

This section of the project includes relevant aspects of methodological design, detailing the research paradigm, type of research, data collection instruments used and ethical considerations. It also presents the rationale behind each methodological choice and connection to the formulated questions of the data collection instrument that follows it.

Research paradigm

This project is framed in the paradigm of qualitative research. Regarding Merriam (1994), qualitative research makes important contributions to knowledge and practice, focusing on understanding meanings. In addition, Burns (1999) explained that qualitative interpretations and clarifications are part of the social context of the research; that is why observation and description have become the most important part of the research procedures, due to qualitative research needs to be extensive and specific, with different functions and goals than quantitative research. In consequence, qualitative research aims to make sense of the social context through contributions to knowledge and practices, including observations and descriptions.

This type of research has become part of teachers' practices as it seeks to contribute to society through the study of social contexts. Accordingly, the present study is grounded in this paradigm and aims to describe the influence of a set of activities based on picture books focused on social domains in the development of reading comprehension skills. Additionally, the study seeks to explore and guide students' attitudes and values related to coexistence, as well as their interactions with peers and authorities.

Type of Study

The current study is grounded in the principles of action research due to it aligns with the purpose of providing an alternative for a problematic observed. Considering McNiff and Whitehead (2002), action research is framed and guided by three principles: participation where everyone is affected and takes part in the research, critical reflection due to the systematic thoughts of actions, and progressive focusing, followed by the continuous questioning of the methods. This principle is reflected in the collaborative nature of the classroom in which this project took place due to students engaged in active reading, making reflections guided by the analysis of classroom dynamics using field notes and students' artifacts to evaluate the activities proposed and provide further guidance. Furthermore, Sagor (2002) describes action research as a process of investigation that is focused on helping the researcher; it is also defined by three elements: the construction of reflections, reinforcing the curriculum by areas of interest, and creating professional connections of cooperation and inquiry. It shaped the decision to integrate picture books into the literacy instructions for supporting reading skills and promoting social skills development and awareness. Action research's framework permits the researcher's position in investigating the way literature-based activities could enhance students.

Overall, action research is a process of investigation where the researcher is trying to prove a thought, which is followed by some relevant elements that are part of the contestant's participation, the reflection of the findings and thoughts. Thus, this study also focused on the cycles proposed by Burns (2010), which says that action research includes planification, which in the current study, was based on picture books which were selected considering some students' needs, the selection of books for allowing the exploration of social values as empathy and responsibility; action, which in this case, corresponds to the implementation of the lesson plans

designed: activities, games and guided reading, promoting the interpretation of images and texts in the students; observation, that was a constant along the process and was registered in field notes, questionnaires and artifacts; and reflection, when the data analysis was held to improve the implementation.

Data Collection Instruments

This project used a wide variety of data collection instruments that included field notes, artifacts, questionnaires, and classroom recordings. To ensure reliability of findings, the instruments were applied systematically and complemented by reflective field diaries that documented classroom dynamics and students' responses. Additionally, triangulation, which is a data analysis strategy, was the principal method for the analysis of the information obtained, considering that it provides validity and reliability to the results. Denzin (1978) conceptualized triangulation as the use of various methods, data sources, investigators, or theoretical perspectives to study a theory, thereby reducing the limitations and non-credibility. Furthermore, Lincoln and Guba (1985) emphasized triangulation as a technique to enhance the trustworthiness of a study, particularly in terms of credibility and confirmability. In the present study, triangulation was done by analyzing the perspectives of all the participants of the study which were gathered through the instruments previously mentioned.

Field Notes

According to Kalpokas and Hecker (2023), field notes are fundamental in the research qualitative process. This instrument is the proof of the researcher's observations, experiences, and thoughts. That is why these descriptions are not objective due to their complete content of interpretations and reflections. It also has two natures of description; on one hand, the literal capture of observations; on the other hand, the interpretation.

In this study, field notes are one of the most critical components for understanding the context and the students' dynamics from the researcher's point of view. There were made in total 20 field notes made during the whole process of observation, diagnosis, and implementation, with the objective of having a set of registers about students' behavior, responses, participation, and reflections in the activities with the researchers. Furthermore, in different field notes, the researcher made reflections about her own proposal, for the comprehension of the context, and some interpretation of students' behavior. Those observations and reflections are exemplified in ANNEX #1.

Diagnostic test

The Education Endowment Foundation (2021) states that diagnostic tests are relevant tools that attempt to show every process where students engage in their process of having or identifying advantages and disadvantages in the tests. This tool helps identify students' knowledge and what problems they have in terms of creating a more targeted teaching and support. In the current project, one diagnostic test was applied (ANNEX #2) at the beginning of the study, in September of 2024. The purpose of that was to identify the English level in the students regarding reading, listening, and writing it was considered These abilities, considering standards, and later the diagnosis, were fundamental to the decision of choosing reading comprehension as the focus in the project.

Questionnaires

Questionnaires were designed and implemented to explore students' perceptions towards emotional literacy, classroom dynamics, and their own participation. As Cohen, Manion, and Morrison (2013) say, questionnaires are primary data for collecting information. It is a structured tool that is answered by a complete form of answering questions. Moreover, it is composed of a

series of written questions with a purposeful order where the items would be closed (formed by predefined options) or open (free answers). In this study, questionnaires were used for characterization, the purpose of which was to identify students' context (ANNEX #3); and for the three cycles: for each cycle, the purpose was to identify the interpretation of the students in terms of understanding why they read the picture book, what they liked the most and their knowledge they thought they acquired (ANNEX #4). This instrument was the easiest data collection to answer for kids and had better comprehension of the information, which allows students to answer the questions more quickly, and researchers can better interpret the information given.

Interviews

As is known, interviews are tools for collecting information in a verbal form; they also involve different types of interviews, according to their structure: there are three: the structured, which follows a script with an established order; semi-structured, which combines predetermined questions with the possibility to go further around things that could occur during the interview; and unstructured, which is informal without any guide to follow before the conversation. According to King, Horrocks, and Brooks (2019), interviews in qualitative investigation have the purpose of exploring several experiences through conversation. In the current study, the interviews provided specific information about some data that was impossible to search, interpret, or observe in terms of the characterization or diagnosis of the students; therefore, the researcher used a semi-structured interview (ANNEX #5) because the information needed was precise.

Recordings

Along with the project, five audio recordings were taken during the first cycle when the second picture book was implemented, then in the second cycle with songs and finally

in the third cycle were taken two, one for the students' reflection and another for the focus group. Considering Tessier (2012), in qualitative research, recordings are all the videos and audio that were captured during the data collection, which were transformed into verbatim writing speeches, allowing the researcher to go deep into the details that could have been missing in the field notes. The purpose of those recordings was to deeply register the students' answers through conversations and reflections surrounding the activities. All the recordings were transcribed literally for qualitative analysis, which is included in ANNEX 6 as evidence of the recollection process and data analysis.

Artifacts

These documents were produced by the participants who were giving the information through physical material, offering the researcher varied insights into the study. As Glasser and Strauss (cited in Merriam, 1994, p. 126) explain, such data can provide descriptive information, confirm emerging hypotheses, generate new categories and propositions, offer a historical perspective, and track changes and development.

Student artifacts, such as workshop responses, drawings, reflective writings, posters, and collaborative activities. These materials were produced during planned interventions and were collected with the students' consent. Consequently, for this research, the artifacts include materials as responses, reflective writings, drawings, posters, and collaborative activities, created by the students' work in the intervention. These artifacts allowed the researcher to observe the evolution of students' emotional literacy, agency, and participation in monitoring their progress. Each piece was analyzed in relation to the categories developed in the study and is included as a sample in the ANNEX #7

Data collection procedures

For this project, data were collected between 2024 and 2025, over approximately two years. Data collection began in the second semester of 2024 with the distribution of informed-consent forms to the students' parents, since the participants were minors and their participation required parental authorization. Field notes were taken from the first week of observations through the final week of interventions; likewise, recordings and artifacts were collected as activities occurred throughout the process. Each data-collection instrument had a specific purpose and was used to examine different aspects of the project. As is common in qualitative research, these types of data supported the analysis and helped establish the credibility of the findings. Finally, a triangulation process was applied to analyze the various data sources and to reduce bias and limitations.

Ethical Considerations

This research was conducted with ethical principles, particularly given the involvement of minors and the emotional nature of the study. All participants were informed about the purpose and scope of the research, and their participation was voluntary and informed by students' parents. Informed consent was obtained from the students' parents through written authorization, ensuring transparency about the use of classroom materials and student artifacts (ANNEX #8). Students were also verbally informed about the study and encouraged to ask questions or express concerns at any point. The data collected including field notes, questionnaires, and student artifacts were handled with confidentiality and stored securely.

The researcher maintained a reflective stance throughout the process, recognizing her dual role as both educator and investigator. Care was taken to ensure that the research activities did not interfere with the students' learning experience or emotional well-being.

CHAPTER 4: PEDAGOGICAL INSTRUCTION

In this section, the visions of curriculum learning, language, classroom, and that support the pedagogical intervention are defined and characterized. Moreover, the instructional design and the cycles of intervention are explained in detail.

Vision of curriculum

Considering the context of the current study, curriculum is understood considering Saylor, Alexander, and Lewis (1974), who claim that the curriculum is defined as a structured set of learning opportunities aimed at achieving specific goals and objectives for a particular population within a school setting, guiding teachers' instructional practices. Thus, the curriculum has to provide opportunities to generate projects based on the institution's objectives, the students' needs, and future expectations. In addition, it has to guarantee the best strategies to foster students' learning processes. Regarding the theoretical basis of this project, this study draws on the concept of a situated curriculum, in which learning is constructed through meaningful experiences and supports students' emotional development. Furthermore, elements of the societal curriculum are incorporated, understood as learning that occurs through formal instruction combined with interaction, shared values, and emotional literacy practices (Cortés, 1981). Therefore, the curriculum implemented in this project was designed to respond to the students' lived experiences, institutional goals, and future expectations, fostering participation, empathy, and agency.

Vision of learning

Learning in this project is a central element, understood as a situated and transformative process in which students' interactions with their environment, peers, and emotions play a crucial

role in fostering reflection on their context. Through the learning process, students can access different perspectives and interact with different subjects to enhance their skills and express their thoughts, furthering the acquisition of knowledge. Moreover, learning is understood as a dynamic course of action in which students create meaning through participation, dialogue and expression rather than relying on the uncritical repetition of concepts and beliefs.

Additionally, Thorndike (1928) states that learning is the result of experience and involves understanding the world. This perspective is relevant to the present project, as the learning process enables students to become familiar with each lesson through experience. Consequently, when students engage in effective learning processes, they are better prepared to develop critical thinking skills that will support them in their lives. This also aligns with fostering emotional literacy, in which the activities are designed to help students to connect with lessons.

Vision of language

Language, in this project, is understood as a socially situated practice. According to Geel (1996) language as a social practice focuses on literacy practices that are shaped by social relations. From this perspective, language is constructed through interaction, reading, and the negotiation of meaning. A range of multimodal tools such as images, gestures, and written texts play a central role in supporting students' development. Therefore, in this project language is understood as a vehicle for communication and interaction.

Therefore, in this project language is understood as a medium for communication and interaction. Importantly, through language it is possible to engage with social domains, as described by Turiel (1983), who distinguishes between moral, conventional, and personal

domains of social knowledge. This connection highlights that language is not only about decoding or expressing ideas but also about negotiating values, norms, and personal choices. Accordingly, the intervention situates language learning within picture books that integrate values and social skills, allowing students to experience language as a tool for comprehension, reflection, and participation in diverse social domains.

Vision the classroom

Considering the objectives of this project, the classroom becomes a space for communication and reflection, where emotions are integrated into the learning process and students feel safe to participate and narrate their experiences in English. In this sense, Freire (1970) argues that the classroom is a site for critical thinking, where dialogue, discussion, and the co-construction of knowledge take place. Therefore, this research seeks to create opportunities for students to question their perceptions and values while considering their own context and perspectives. Therefore, the classroom is understood as a social space where students interact with others, learn from shared experiences, and develop a deeper understanding of themselves and their partners.

Instructional design

This project was designed to engage students in a Reading experience in which they could explore different perspectives on their own values by picture books with content related to social values in an EFL classroom. Accordingly, the instructional design is framed in the concept of Reading as a situated social practice; thus, picture books function as multimodal tools through which literacy becomes active and meaningful, and where students' agency is developed within social domains.

Considering Ellis (2003), the proposal follows a sequence of stages, including pre-task activities (activation), scaffolding, main interaction, reporting (referred to in this project as artifacts), language focus, and assessment. The overall goal of the intervention was to strengthen students' social values, agency, and Reading comprehension in English, using picture books as a bridge between language and their lived experiences.

Therefore, the intervention proposal was organized in three cycles in which six picture books were used: *The Lorax* by Dr. Seuss, *From the Head to Toe* by Eric Carle, *The Color Monster* by Anna Llenas, *Not a Box* by Antoinette Portis, *The Memory Book: A Grief Journal for Children and Families* by Joanna Rowland, and *Where The Wild Things Are* by Maurice Sendak. Additionally, each cycle consisted of 2 lesson plans, divided into approximately 18 sessions each. The time allocated for the first semester was 3 hours, and for the second semester, it was one and a half hours. Moreover, it is worth noting that the interventions were developed during the second semester of 2024 and the first semester of 2025.

Table 1. displays the plan of intervention, keeping in mind the cycles, lessons, objectives, suggested language, picture book used, and aspects of the social domains considered.

Table 1. Cycles of study.

CYCLE	PICTURE BOOK	LESSONS	OBJECTIVES	SOCIAL DOMAINS- SOCIAL SKILLS
Cycle 1 Exploring my context 2 lesson plans for 7 classes	Picture books: <i>The Lorax</i> by Dr. Seuss and <i>From the Head to Toe</i> by Eric Carle	• environmental thinking • Getting to express my movements	- Foster reading comprehension and moral inference; - Build emotional vocabulary and multimodal expression. - Promote learner agency through artifact creation and presentation; - Connect book themes to students' social behaviors and values.	- Social active communication -Moral reasoning and values recognition -Cooperation and participation:

Data collection instruments: Field notes, Interviews, questionnaire, Recordings, and Artifacts.				
Cycle 2 Exploring my imagination 2 lesson plans for 3 classes	Picture book: <i>The Colour Monster</i> by Anna Llenas and <i>Not a Box</i> by	• Exploring myself • The limits of my imagination	- Develop emotional literacy: name, organize, and reflect on feelings; - Strengthen reading comprehension through inference and visual cues. - Foster imagination, agency, and identity through creator tasks; - Produce multimodal artifacts that link emotions/values to personal experience and simple English output	- Emotional literacy - Personal identity and agency: - Creativity and collaboration
Data collection instruments: Field notes, Interviews, Final questionnaire, Recordings, and Artifacts				
Cycle 3 Appreciating what is around me 2 lesson plans for 3 classes	Picture book: <i>The Memory Book: A Grief Journal for Children and Families</i> by Joanna Rowland, and <i>Where The Wild Things Are</i> by Maurice Sendak	• Remembering Box • Who does the rules work?	- Support emotional literacy around memory, loss, and resilience. - Develop reading comprehension through inference, sequencing, and multimodal cues - Foster imagination and identity by linking story worlds to personal narratives. - Promote learner agency through artifact creation and oral/written presentation - Provide safe, affective space for expressing and regulating emotions in/through English	- Conflict resolution and empathy - Resilience and emotional regulation
Data collection instruments: Field notes, Interviews, Final questionnaire, Recordings, and Artifacts				

Table 1

Cycle 1. Exploring my context.

The first cycle, *Exploring my context*, was designed with the objectives of fostering reading comprehension and moral inference, building emotional vocabulary and multimodal expression, and promoting learner agency through artifact creation and presentation. This cycle

required more time than the others (seven sessions), because it represented the students' first encounter with English picture books and demanded a gradual introduction to both the texts and the activities. The selected literature included *The Lorax* by Dr. Seuss and *From Head to Toe* by Eric Carle, which together provided opportunities to integrate moral reflection, environmental awareness, bodily movement, and emotional expression.

Through *The Lorax*, students reflected on the importance of nature and the responsibility of caring for the environment. Activities such as questionnaires and word searches guided them to identify values like respect, empathy, and responsibility, while discussions connected these themes to their own social behaviors. These interventions directly supported the development of moral reasoning, values recognition, and social active communication, as students practiced expressing their ideas and listening to peers in collaborative exchanges. Group activities, including songs and shared reflections, further reinforced cooperation and participation, encouraging learners to engage collectively in meaning-making.

Meanwhile, *From Head to Toe* offered a playful and embodied approach to language learning. Students explored their movements and feelings, imitating animals and identifying actions performed by themselves, their peers, and the characters in the book. This multimodal practice allowed them to connect physical actions with emotional states, thereby strengthening emotional expression and comprehension. Mimic activities and partner interactions promoted social and emotional skills, as learners became more aware of their own bodies and emotions while also recognizing those of others.

Cycle 2. Exploring my imagination

The second cycle, Exploring my imagination, was designed with the objectives of developing emotional literacy by naming, organizing, and reflecting on feelings; strengthening reading comprehension through inference and visual cues; fostering imagination, agency, and identity through creative tasks; and producing multimodal artifacts that linked emotions and values to personal experiences expressed in simple English. This cycle lasted three sessions, during which students engaged with two picture books that opened spaces for emotional exploration and imaginative creation.

The first book, *The Colour Monster* by Anna Llenas, introduced students to the importance of recognizing and naming their emotions. Through songs, drawings, and guided discussions, learners identified feelings such as happiness, sadness, anger, calmness, and excitement, and connected them to colors and personal experiences. These activities directly supported the development of emotional literacy, helping students to organize their emotions and express them in English. At the same time, the multimodal nature of the tasks combining music, art, and language encouraged emotional expression and comprehension, while peer sharing promoted social respect and empathy.

The second book, *Not a Box* by Antoinette Portis, invited students to expand their imagination by transforming a simple box into endless possibilities. Through images and short written sentences, learners created imaginative scenarios, such as flying, building, or inventing new worlds. These interventions fostered personal identity and agency, as students expressed their own ideas and took ownership of their creations. The collaborative sharing of artifacts further strengthened creativity and cooperation, as learners valued one another's imaginative contributions and practiced tolerance and respect for diverse perspectives.

.Cycle 3. Appreciating what is around me

The third cycle, Appreciating what is around me, was designed with the objectives of supporting emotional literacy around memory, loss, and resilience; developing reading comprehension through inference, sequencing, and multimodal cues; fostering imagination and identity by linking story worlds to personal narratives; promoting learner agency through artifact creation and oral/written presentation; and providing a safe, affective space for expressing and regulating emotions in English. This cycle was planned for three sessions of reading and creative activities, but unfortunately, it could not be fully completed due to time constraints in the school schedule.

The first book, *The Memory Book: A Grief Journal for Children and Families* by Joanna Rowland, introduced students to the importance of remembering and processing grief, often in relation to family experiences. Through guided discussions, memory-box activities, and opportunities to narrate personal memories, learners practiced spiritual and moral reflection, connecting their own life stories to the themes of the book. These interventions supported the development of resilience and emotional regulation, as students were encouraged to express feelings of loss, sadness, and hope in a safe environment. The activities also fostered empathy and social participation, since sharing memories required listening to and respecting peers' experiences.

The second book, *Where the Wild Things Are* by Maurice Sendak, was intended to extend the cycle by exploring imagination, rules, and emotional regulation through narrative play. Although it could not be implemented due to limited class time, its planned activities aimed to strengthen conflict resolution, empathy, and identity building by encouraging students to reflect on Max's journey, the wild creatures, and the return home.

CHAPTER 5: DATA ANALYSIS

This chapter shows the analysis of the data collected during the intervention process, as well as a discussion of the findings that emerged from the analysis. Thus, the analysis is presented according to the resulting categories and subcategories, which are exemplified with fragments taken from the data collected.

Data analysis procedures

Firstly, it is important to clarify that the data was collected since the second semester in 2024, including the characterization of students, teachers' interviews, diagnostic tests, field notes, and artifacts. The analysis of the data in this study followed the principles of the Grounded Approach for data Analysis, since it was conducted systematically, and it obeys a logical order, which will be part of the analysis. According to Glaser and Strauss (1967) the grounded approach builds the theory for ordering systematically and analyzing data rather than testing a hypotheses; it generates concepts and frameworks that are based on the participants' experiences; and an inductive analysis which, in the case of this proposal, was used to describe the influence of using a set of activities based on picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice keeping in mind that this approach enables the researcher to discover and explore experiences rather than relying on pre-established categories.

Secondly, the first stage of data organization consisted of scanning and organizing the data to have the best perspective of the information obtained. Then, a folder on the researcher's computer was created to provide a better view of the information and to track damage or loss. This folder, in turn, had subfolders to classify the information by period and depending on the instrument type. So, they were used to classify the information into the period during which the

data was collected regarding the cycles of intervention. Also, the artifacts and the activities the students developed during the intervention period were taken physically into the students' notebooks or activities in class. After having organized and stored the collected data, the information was revised to find the possible categories that could emerge from these data by coloring depending on the study's objectives or the abilities they belonged through coloring, naming, grouping and patterns that could emerge on the data collected, the most common answers, reactions and possible conclusions were selected and considered. Finally, having organized the data as mentioned before, the information was placed within the potential categories to develop an elaborate discussion under the light of the research objectives.

Thirdly, this study assumed the perspective of an insider, which Harris (1976) called an *Emic perspective*. In qualitative research, this perspective allows the researcher to understand the participants' own experiences, emotions, and viewpoints instead of imposing an external schema that could misrepresent their insights. In this sense, the preservice teacher and novice researcher played an active role in the classroom that went beyond the observation; thus, they participated in the learning process alongside the students. Accordingly, the researcher got into the students' learning environment, engaging directly with students, their thoughts, feelings, and readiness to participate, which became important to the exploration of data analysis. The progress was monitored by the students' progress throughout the lessons, gathering their feedback, interpretations, and perspectives on each activity. This emic stance was essential for capturing the nuances of student behavior, emotional literacy, and agency. It enabled a participant-centered approach, where students' voices, interpretations, and feedback shaped the analysis. The intervention based on picture books and social-domain concepts was evaluated through this lens, recognizing learning as a situated, emotional, and co-constructed experience.

Categories of Analysis

The categories of analysis were established based on the focus of this research, whose objective was to describe the influence of using a set of activities based on picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice. The specific objectives were, on the one hand, to identify the roles of picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice. On the other hand, they aimed to explore students' responses towards the use of picture books with content related to social domains as a tool for both the development of reading skills and the promotion of social values in an EFL classroom.

Thus, the first category that emerged from the analysis is titled *Encouraging the Role of Picture Books in Developing EFL Skills* and the second category, *Promoting Social-Emotional Competence through Reading*; both categories are aligned with the first specific objective. The third category, *Learner Agency and Participation Dynamics under Proficiency Constraints*, addresses the second objective and focuses on students' responses. All categories are further supported by subcategories that deepen the analysis.

Table 2. Visual representation of the categories resulting from the analysis.

RESEARCH QUESTION	
What is the influence of using a set of activities based on picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is considered a situated social practice?	
RESEARCH OBJECTIVE #1	RESEARCH OBJECTIVE #2
To identify the roles of picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice	To explore students' responses towards the use of picture books with content related to the social domains as a tool for both the development of reading skills and the promotion of social values in an EFL classroom

CATEGORY #1	CATEGORY #2	CATEGORY #3
Encouraging role of picture books to develop EFL skills	Promoting Social-Emotional Competence with Social Domains	Participation dynamics and agency in a low-proficiency context
Subcategory #1 Moral Imaginaries and Reading Insight Subcategory #2 Creative Expression and personal connection with picture books Subcategory #3 Vocabulary acquisition through emotional engagement	Subcategory # 1 Emotional literacy and self-awareness Subcategory #2 Mediation of social domain concepts	Subcategory #1 Collective Storying in Class Subcategory #2 The proficiency level as a barrier

Table 2

Category 1. Encouraging role of picture books to develop EFL skills.

This category refers to the potential of picture books as a tool for fostering literacy skills in students' English learning process. As discussed in Chapter 2, picture books integrate images and written text, enabling learners to construct meaning not only from vocabulary and linguistic input but also from visual elements. As mentioned earlier, picture books were implemented in a transversal way, in which students' dynamics, social domains and behavior played the role of enhancement using this childhood literature with morals. The data revealed that this multimodal support enhances students' understanding of the messages conveyed through reading. Furthermore, it promotes creative expression and supports vocabulary acquisition, contributing to the development of their overall literacy skills.

Crawford, Roberts and Lacina (2024), claim that picture books are multimodal complex texts that offer a set of visual and verbal tools that show the students' comprehension of the structure and vocabulary, while also connecting the meaning of the text and its illustrations, giving an affective engagement in character and themes. In brief, picture books support the

literacy process, providing a better understanding of the information. Considering what was stated previously, this category gathers data related to the role of pictures books in encouraging EFL skills improvement such as reading comprehension skills, oral and written expression, and vocabulary learning. Consequently, these results will be illustrated through three subcategories: *Moral Imaginaries and Reading Insight*, *Creative Expression and personal connection with picture books* and *Vocabulary acquisition through emotional engagement*.

Reading comprehension around understanding morals

This subcategory refers to the situated reading process that students developed around picture books and the morals in them, interpreting emotions, values, and social meanings. As mentioned before, the process of literacy goes far beyond decoding words; it is a multimodal situated practice, where students' creative meanings are constructed through the interaction of images, words, and personal experiences. Considering Marybelle Marrero-Colón (2019), literacy is the capacity to read and write; it is a skill that emphasizes the ability, confidence, and willingness to engage with language to acquire, construct, and communicate meaning; moreover, Kintsch (1998) mentions that reading is the recognition since it decodes environments, and this is developed only through working on a better comprehension of texts. All in all, this subcategory will analyze how students interpreted the texts depending on the reading of images and words.

In this regard, the data showed that students' understanding went beyond the literal meaning of each picture book; students interpreted the material from their own perspective, giving a significant personal meaning that could be used in their lives. Moreover, it was true to infer that students liked images with unfamiliar words, reducing their reliance on translation, giving a decoding into the moral of stories as big concepts; at the same time, it empowered students in the expression of feelings, emotions, and moments they were not used to talking

about in classes. All in all, the data illustrated that picture books with content related to social domains became a multimodal tool that helped reduce the lack of understanding, comprehension, and discussion spaces.

(..) The conversations were thoughtful and personal. The student #30 said, “Mi mounstro va a ser rosado porque amo a mi familia” Another added, (student #24) “El mio is green—porque mi mama dice que soy brava y feliz.”

[Field note #14. Second cycle: April 22nd, 2025. Lines 10-12]



[Artifacts #11 and #17. Second cycle. April 22nd, 2025. Students #30 and #24]

Here, it is possible to infer that the students made a connection between the literal meaning of the book and linked it with the context, which involves even creating new possibilities to express. These aims show that students translating story prompts (designing a monster) into personal, affective meanings. They prefer describing the text and appropriate its

symbolic vocabulary (colors, emotion words) to represent family and identity, which means inferential reading and emotional projection. Even when they did not express their ideas in English, the comprehension and analysis was evident.

“¿Qué aprendiste de los libros?”

Student #32: ‘Cómo guardar mis sentimientos, cómo expresarlos, recordar personas que ya no están con nosotros.’”

[Focus group #2, Thrid cycle: May 27th, 2025]



[Questionnaire #1, Second cycle. May 6th, 2025. Student #32]

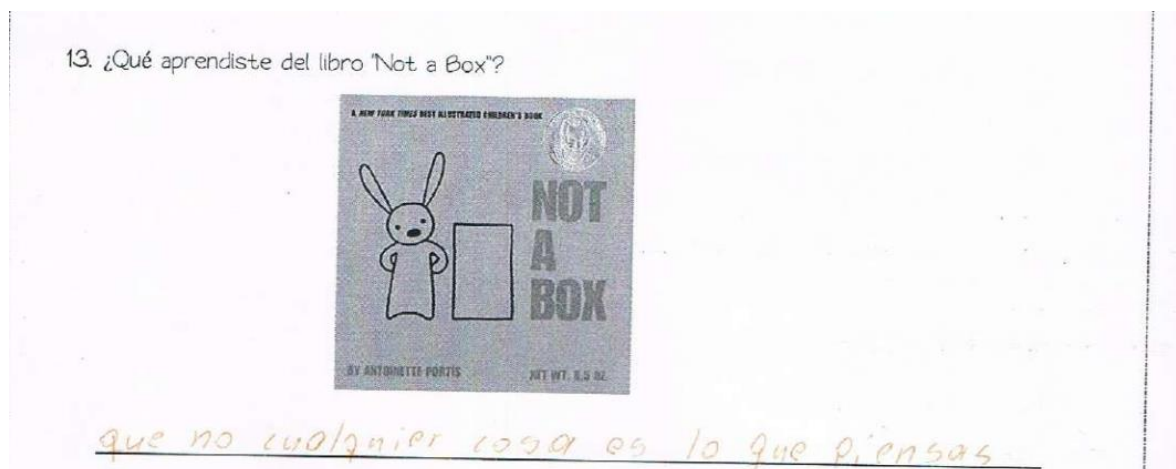
These fragments show that students interpreted deeply the picture book and connected the story's moral in which went around the interpretation of multiples emotions in people comprehending that human being do not used feel one emotion. Students with their own context, giving significance in their perspectives. These explicit statements connect book themes (memory, emotion) to students' real-life concerns. It demonstrates a clear movement from text to personal meaning and shows the intervention's role in fostering emotional literacy.

(..) Today's class was surprisingly different due to most of the students argued that the picture book *Not a Box* had the purpose of exploring their imagination, even some of them did creative boxes in which are not related with the drawings of the book.

[Field note #15. Second cycle: April 29th, 2025. Lines 23-26]

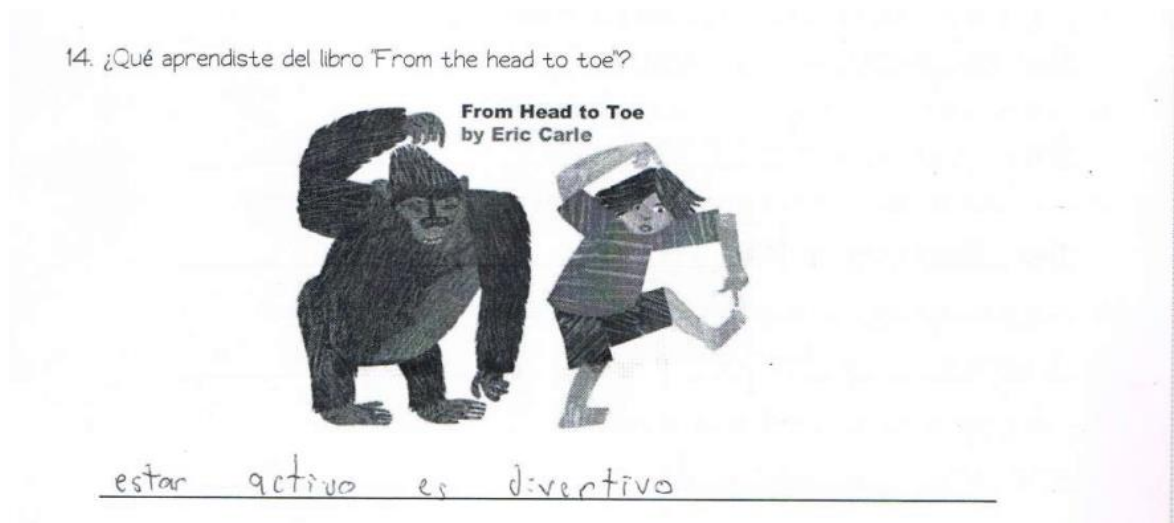


[Artifact #16. Second cycle. May 6th. Student #23]

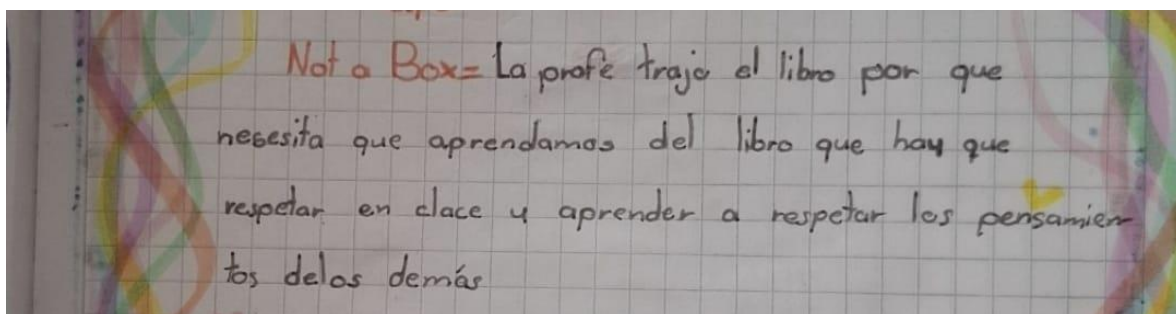


[Questionnaire #12, Second cycle. May 6th, 2025]

The fragments reveal that students went beyond inferential and the explicit content of the picture books; they connected the texts and their moral lessons to their own social contexts. This demonstrates that comprehension was not limited to literal understanding but into inferential moral reasoning, where learners interpreted the purpose of the stories in relation to their lived experiences. Those connections illustrate how picture books worked as mediating tools, connecting students to negotiate values and reflect on social domain as moral, conventional, and personal. In this way, the intervention fostered both literacy and social development, showing that language learning through picture books can enhance comprehension and cultivate students' ability to evaluate and apply moral lessons in different contexts.



[Questionnaire #38, Second cycle: May 6th, 2025. Student #8]



[Artifact #18, Second cycle: May 20th, 2025. Student #32]

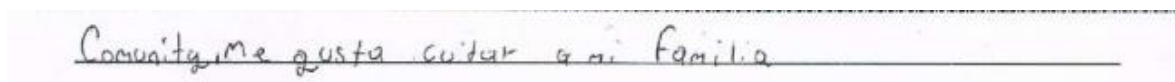
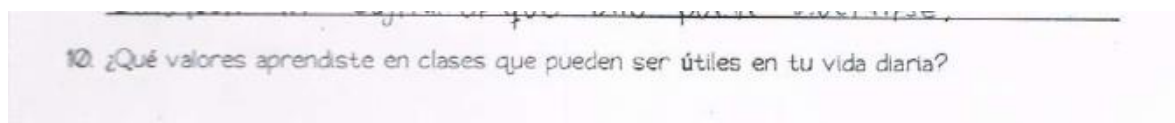
The previous fragments illustrate that the different picture books and activities transformed the students' interpretation of different morals in the picture books. Data revealed that the fourth-grade students were able to decipher the purpose in the texts; some of them were able to derive the literal meanings there, but others tried to infer the reason why the literature was brought to them. Additionally, the information collected also showed that several students could demonstrate their knowledge acquired regarding values that had been taught before. Also, the intervention activated a personal connection with the text, the student articulated that connection using vocabulary drawn from the book and subsequently transformed it into a tangible artifact —

a memory box, a Not a Box poster, a drawing — that concretized and circulated the meaning. For example, during the box activity, a student described “keeping my feelings... remembering people,” reutilized lexical items from the story, and transposed them onto her artifact; in another episode, a child reported that Not a Box allowed him “to use my imagination,” and with group prompts enacted that idea in play and image.

Creative Expression and personal connection with picture books

This subcategory refers to the connections between the different books and the creative expressions of the students that demonstrate they have linked their perspectives and understandings of the texts, thanks to situated learning. As aforesaid, Barton and Hamilton (1998) suggest that literacy practices are context-dependent, considering different social environments, which is why the situated learning in the intervention made an environment where students can communicate and relate their feelings, experiences, and expressions through the different activities, as it helps students to have significant learning and could help them have better reading comprehension. Overall, this category describes students’ expressions across the different picture books’ activities.

The data shows that students used vocabulary in activities for expressing themselves, having connections with feelings in the stories, and giving symbolic thinking around them using their own interpretations. Furthermore, the intervention fostered an environment where students not only read picture books but also related them to their own emotions, experiences, and interpretations, which enhanced both creative expression and reading comprehension.



[Questionnaire 15, Second cycle: May 5th, 2025. Student #2]

-What did you learn? Saben que significa?

-ST2: Yo aprendí los libros

-¿Que aprendiste de los libros?

-ST2: A controlar mis emociones y los valores.. y lo de community

-ST24: Yo aprendí de todo

- ¿Qué es de todo?

- ST24: A guardar mis sentimientos, expresarlos... emmm, recordar personas

- St4: En Not a Box, yo aprendí a usar mi imaginación y aprendí a divertirme para que mi imaginación vuele

-ST10: Valores, a expresar emociones. Aprendí a recordar a las personas que ya no están con nosotros, aprendí los valores. Aprendí los sentimientos...

[Focus group 3, May 27th, 2025]

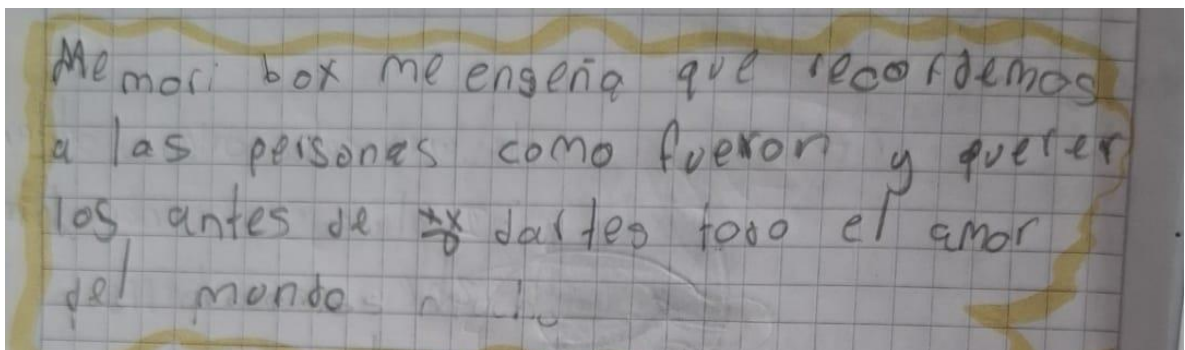
Here, students connect the idea of community as an action of caring for their family, additionally, the vocabulary given was used for the students and involved in the importance of family, specially the student #2 who in multiple cases demonstrated an interest for the picture book and the value of community due to she related it with the importance of taking care her family members. Also, the students linked book themes to emotional regulation and imaginative play, showing that the activity invited both affective reflection and creative risk-taking. Additionally, the data show that students transposed story language into personal and social frameworks, producing both talk and artifacts that concretized those links. Verbal data reveal lexical reuse and inferential moves: students repeatedly used vocabulary from the books to describe emotions, family relations, and values, indicating that they applied story concepts to their own experiences.



[Artifact #10, Second cycle: May 6th, 2025. Student #21]



[Artifact#12, Second cycle: May 6th, 2025. Student #15]



[Artifact #34, Third cycle: May 27th, 2025. Student #15]



[Artifact #4, Second cycle: May 6th, 2025. Student #3]

Physical artifacts demonstrate how students materialized story language and values; choices of images, labels, and objects show lexical reuse and symbolic linking between book themes and personal experience. These patterns indicate that picture books work as mediating tools; through situated classroom activities, students connected meanings across the morals, conventional, and personal domains, thereby producing creative expressions that both reflect and extend comprehension.

The data demonstrated that picture books became a tool for exploring students' creativity and expressions, organizing multiple topics, and incorporating them in other activities, as shown in the two boxes. Inside them, students fill them with different values they have seen in the past, practicing their vocabulary. Additionally, through imaginative activities, they explore other objectives and interpret possibilities within their environment. With reflections, they link their stories to their lives. Furthermore, the information collected also showed that several students could demonstrate their knowledge acquired regarding values that had been taught before. Also,

the intervention activated a personal connection with the text, the student articulated that connection using vocabulary drawn from the book and subsequently transformed it into a tangible artifact: a memory box, a Not a Box poster, a drawing that circulated the meaning. For example, during the box activity, a student described “keeping my feelings... remembering people,” reutilized lexical items from the story, and transposed them onto her artifact; in another episode, a child reported that Not a Box allowed him “to use my imagination,” and with group prompts enacted that idea in play and image.

Vocabulary acquisition through emotional engagement

This section refers to how students acquire new vocabulary related to emotions and values through emotional engagement using activities based on picture books. Considering Clarence Green and He Sun (2025), reading picture books enriches the frequency and diversity of children’s emotional vocabulary, giving evidence that emotional engagement through illustrations accelerates vocabulary acquisition. That is why, the following data revealed that students could acquire a set of vocabulary thanks to the acquisitions through picture books due to the connections between them and the stories.

- Yo aprendí los valores
- ¿Qué valores aprendiste?
- Community
- Solidarity
- Generosity
- Creativity

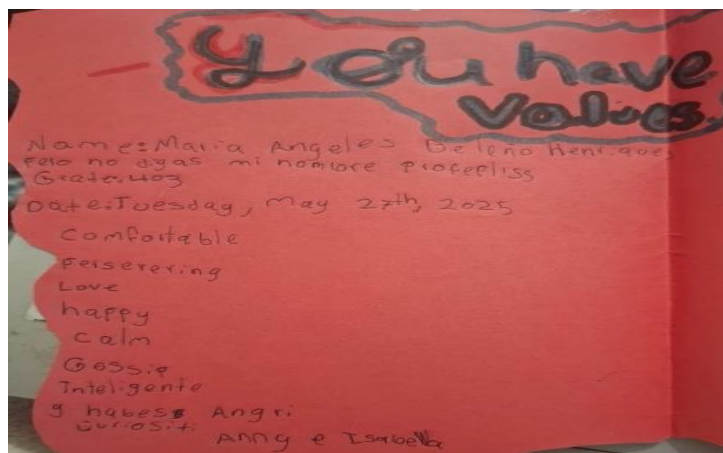
[Focus group 3, May 27th, 2025. Student #2]

- How do you feel in your classes?
- (..)
- I feel happy happy happy
- We love your classes
- I feel happy

- Sleppy
- Happy
- Excited
- Sleppy
- Happy, sad and sleppy
- Re sad
- Sad ¿Why?
- Porque te vas

[Focus group 3. Third cycle May 27th, 2025]

Repetition and affective emphasis show both increased comfort with emotion labels and genuine emotional engagement; language is used to index lived feeling, not only to answer questions. The intervention fostered in students' emotional and valued vocabulary through emotionally engaged, multimodal activities. Students repeatedly used both concrete emotion vocabulary (happy, sad, sleepy, excited) and abstract value terms (community, solidarity, generosity, creativity), often using these words in explanations of personal experience ("Porque te vas"; "a controlar mis emociones"). These patterns indicate that vocabulary learning is promoted by situated interactions rather than memorization.



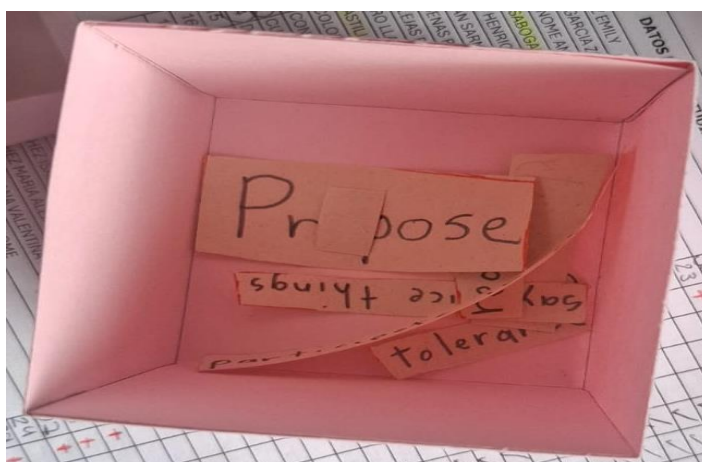
[Artifact 67, Third cycle, May 27th, 2025. Student #9]

Before starting the class, I say hello to the students, they had the routine of answering “Hello teacher, how are you?”, I answered “Fine, and you?” And surprisingly, they responded with different emotions in English; the expression they used the most was “sleepy” because it was early.

[Field note #16. Second cycle: May 6th, 2025. Lines 1-3]



[Artifact 52, Third cycle, May 20th, 2025. Student #1]



[Artifact 34, Third cycle, May 13th, Student #7 2025]

Visual products concrete vocabulary use: students select, arrange, and label lexical items on boxes/posters, which function as external storage for new words and as prompts for classroom talk. The data revealed that students used vocabulary in activities for expressing themselves, having connections with feelings in the stories, and giving symbolic thinking around them using their own interpretations. Furthermore, the intervention fostered an environment where students not only read picture books but also related them to their own emotions, experiences, and interpretations, which enhanced both creative expression and reading comprehension. To sum up, this subcategory shows that picture-book activities work as multimodal affordances that attempts to be a reproducible process, students could interpret those connections using lexical items drawn from the books, and then materialized them in artifacts (memory boxes, posters, drawings) that consolidated and circulated meaning within the classroom. Students not only named feelings and values but also recontextualized story language into play, image, and shared products; these transformations reveal how situated learning enabled both vocabular and deeper interpretive work rather than superficial recall.

Category 2. Promoting Social-Emotional Competence with Social Domains

This category takes into account the process around the transversal intervention in the students, due to the project being considered to have a learning beyond the acquisition of the language. As mentioned in Chapter 2, social domains are elements that construct structures which generate moral people, giving space for decision-making according to all the groups of domains with criteria. That is why the next data shows how students generate new connections and social dynamics between them, which will be shown by three subcategories of analysis that were developed in this section:

Emotional literacy and self-awareness

This subcategory refers to the way in which students express themselves and their emotions through the different activities, as every picture book has its focus on a social domain, it is possible to infer that students engaged an awareness of that in an inferred form. Regarding Nikolajeva (n.d) , picture books offer emotional learning, due to illustrations inviting children to infer and mirror characters' feelings; images become a center stage in expressing emotions; emotional literacy allows the theory of mind, and the ability to name and regulate students' own emotions. All in all, the following data revealed that students can reflect on their feelings in response to picture books, growing their emotional literacy and self-awareness.

(..) Every time when the class starts, the teacher and the researcher use to say “Hello” to the students. Now, they saw some emotion vocabulary, they used to answer with an emotion in English, usually they said “Sleppy” it would be because they found this emotion a little of bit funny.

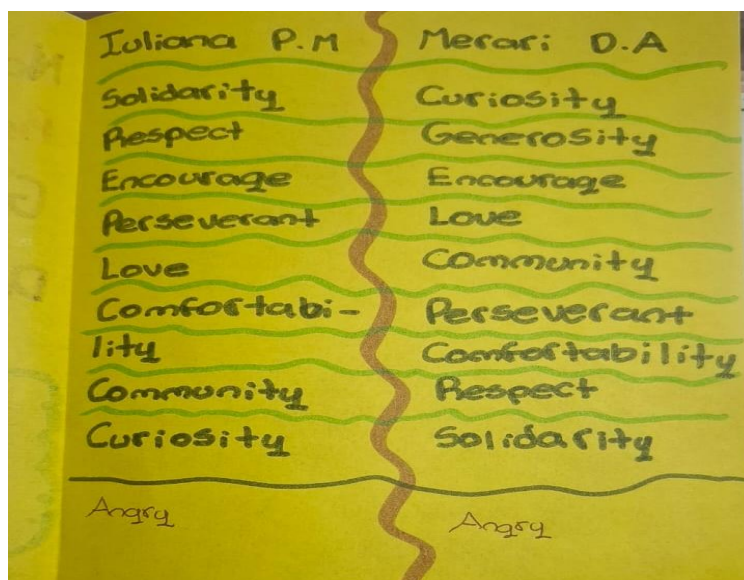
[Field note #12. Second cycle: April 2nd, 2025. Lines 2-5]



[Questionnaire #13, Second cycle. May 6th, 2025. Student #11]

The data indicate that emotional engagement with picture books supports both the breadth and the depth of students' emotional vocabulary. Repeated exposure to illustrated books and guided activities appears to have increased not only the frequency with which emotion words were used for the students could access (e.g., happy, sad, sleepy, excited, remembering, controlling emotions). Importantly, students showed that language indexed lived feeling and social meaning. For example, the exchange "A controlar mis emociones y los valores... a guardar mis sentimientos... recordar personas" links vocabulary to regulation, memory, and relational concerning inferential move from story content to personal practice.

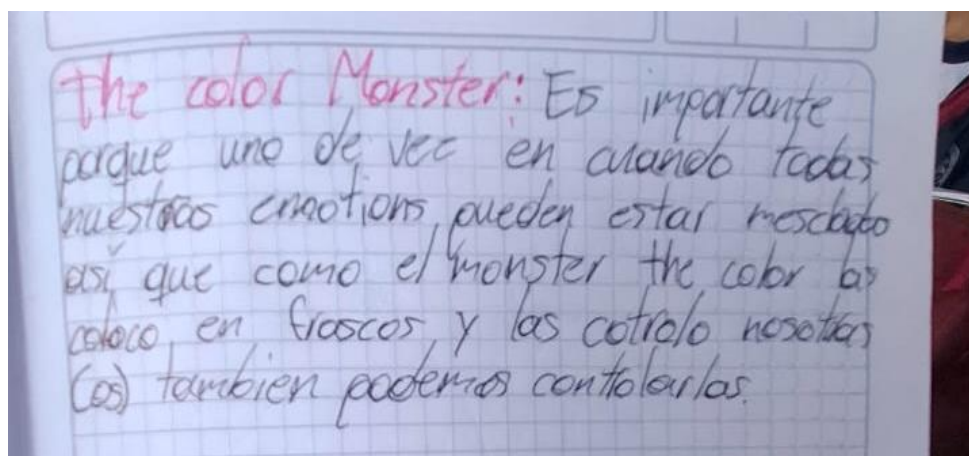
Also, students list abstract values that are present during the whole intervention (community, solidarity, generosity). They are alongside concrete feelings, showing movement from concrete emotion words to more abstract value vocabulary.

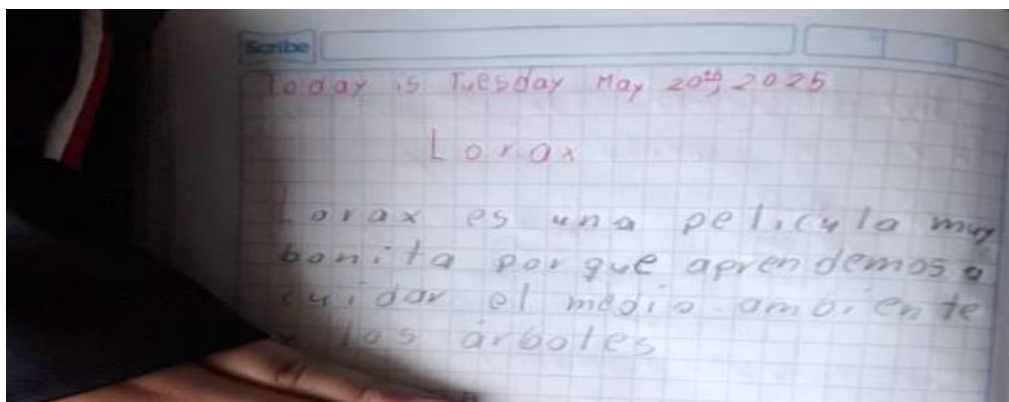
[Artifact 65, Third cycle, May 27th, 2025]

-¿What did you learn in all classes?

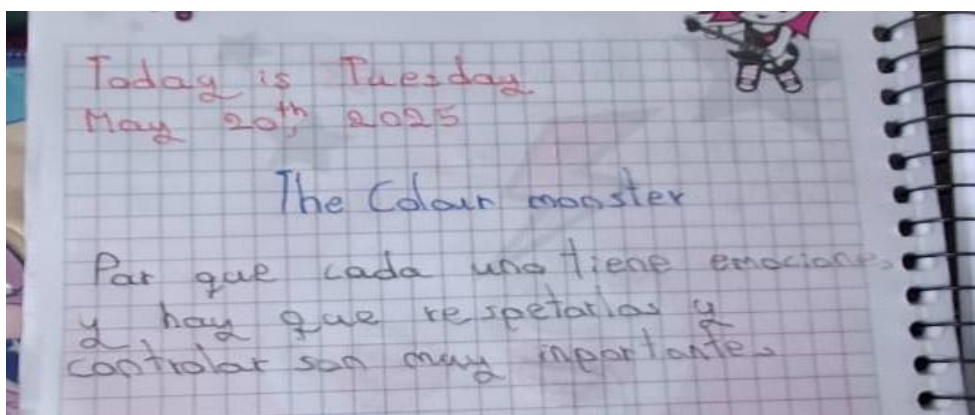
-Yo no sabia donde poner las emociones y las puse en el lugar correcto

[Focus group 3, May 27th, 2025]

[Artifact 5, May 6th, 2025. Student #11]



[Artifact 11, May 6th, 2025. Student #6]



[Artifact 17, May 20th, 2025. Student #24]

These fragments highlight the development of students' emotional literacy and self-awareness through their engagement with picture books. The data reveal that learners just did not acquire vocabulary but used emotion and value terms to articulate their lives for regulating feelings and reflecting on social relationships. For instance, when a student reported "a controlar mis emociones y los valores" or explained sadness with "porque te vas," language was employed as a tool for self-regulation and interpersonal meaning-making. Repetition of emotion labels such as "happy happy happy" shows growing comfort and fluency, while the introduction of abstract values like "community, solidarity, generosity, creativity" demonstrates

an expansion from concrete feelings to broader moral concepts. These responses indicate that students were becoming more aware of their emotions, able to name them, and capable of linking them to social contexts.

The data revealed that the activities can build emotional literacy and self-awareness at various stages. Firstly, visual support helped to decode emotion vocabulary, making it so that students can talk and regulate their emotions. Secondly, activities like “The Color Monster” help students to project their emotions and organize how they are and how they feel.

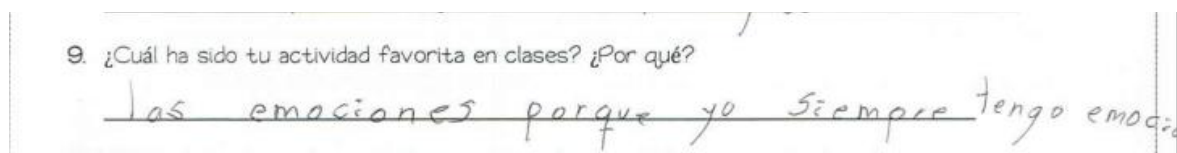
Mediation of social domain concepts

The subcategory makes mention of how students internalize key social domains. In the intervention, students did not become aware of the social domains, but through the different activities, students acquired knowledge around values and social norms, which involve the social domain. As previously mentioned, Nucci (2001) builds on this foundation by emphasizing the integration of moral education into pedagogical practice, arguing that explicitly addressing moral reasoning in the classroom fosters ethical decision-making and responsible citizenship. That is what the present study is about: the fact that social domains have not been taught explicitly. All in all, this subcategory will analyze how students engage in social domains through values and social norms.

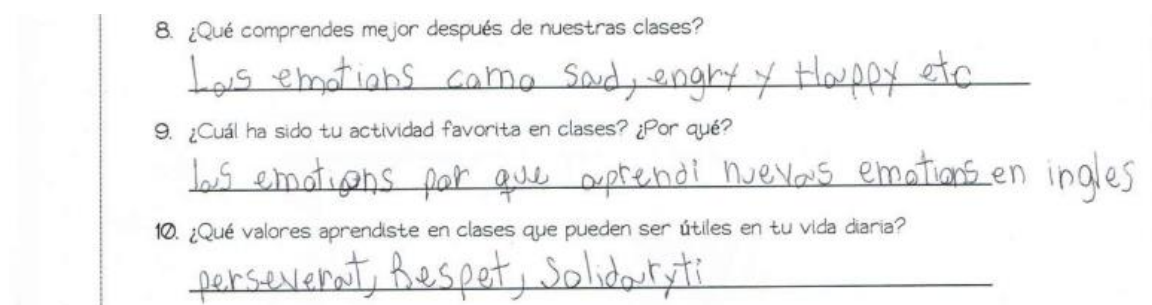
The data shows students’ conciliation of social domains in the classroom surrounding social values, such as respect, solidarity, responsibility, fairness, empathy, and social norms, through the reflection of the picture books. Moreover, it is true to infer that students considered these values to be important in their lives, and they acquired them through the activities, even though they already knew them in Spanish. The following data samples illustrate this claim:

(..) The teacher in that moment asked to the students “¿Por qué creen que la profe les trae todo esto?”. And some students argued that it would be because English is important, but other student interrupted them and argues “No! Es porque el libro nos dice que debemos tener nuestras emociones para saber como nos sentimos, Verdad profe?”

[Field note #12. Second cycle: April 2nd, 2025. Lines 24-27]



[Questionnaire #2. First cycle, March 27th, 2025. Student #21]



[Questionnaire #4. First cycle, March 27th, 2025. Student #34]



[Artifact #4, Second cycle, May 13th, 2025. Student #20]

The fragments show that picture-book content were transforming into opportunities for reflection on values and norms. For instance, the greeting ritual where students responded with emotional vocabulary illustrates how mediation provided a playful context for practicing emotional literacy and linking language to lived feelings. Similarly, when a student explains, the mediation strategy of sorting emotions allows students to move from an affective experience to an awareness of emotion management. The evidence demonstrates that picture books, combined with teacher mediation, became tools for emotional literacy and social development, enabling students to articulate values, regulate emotions, and situate their learning within broader social domains. This visual organization shows social norms in terms of: students converted abstract values into actionable classroom practices. During presentations, peers justified why an action was “responsible,” revealing emergent moral reasoning.

Category 3. Learner Agency and Participation Dynamics under Proficiency

Constraints

This category refers to the participation and attitudes of the students around picture books in the classes. As mentioned earlier in Chapter 1, one of the significant issues with dynamics in class was the interaction between students and teachers, as it became apparent that they did not respect authority figures and lacked effective communication skills. Also, considering Norton (2013) explains that identity, backing, and imagined communities are shaping how learners choose to participate in the classroom, depending on their behavior, learners act strategically based on social positioning, emotional safety, and perceived value of participation. It is for that reason that this category tries to explain how students' interactions were shaped through activities by four subcategories of analysis that were developed in this section:

|Classroom participations

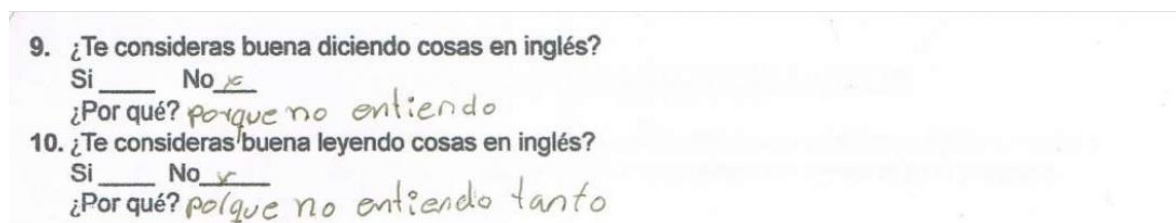
This subcategory refers to the process of participation in the students, due to how it was shown in the characterization, students had a lower English level than the standard required. Even then, the students did not understand what the written parts of the books meant; they could infer and read images, which allowed them to understand not only the text but also the vocabulary they worked on. That is why it could be said that thanks to the activities and the improvement of reading, students had more activities and participated in classes.

Participation is a social practice that depends on identity, opportunity, and affordances. Vygotsky (1978) observed that cooperation is fundamental; ideas about social mediation explain how tools (images, artifacts, language frames) scaffold participation. Participation shows how students can move, observers to active contributors through guided tasks and when classroom

tasks validated their voices and offered low-risk modes of expression, students invested in participation.

(..) Before to start the class the teacher explained that the most important grade in the subject is about Spelling she argues “la que no sepa deletrear, no pasa” so she started to call the attendance. (...) Then, when I started to question to the student how they are, only one student answered me, but I heard other saying “no le entiendo nada”

[Field note #2. First cycle: April 2nd, 2025. Lines 4-10]



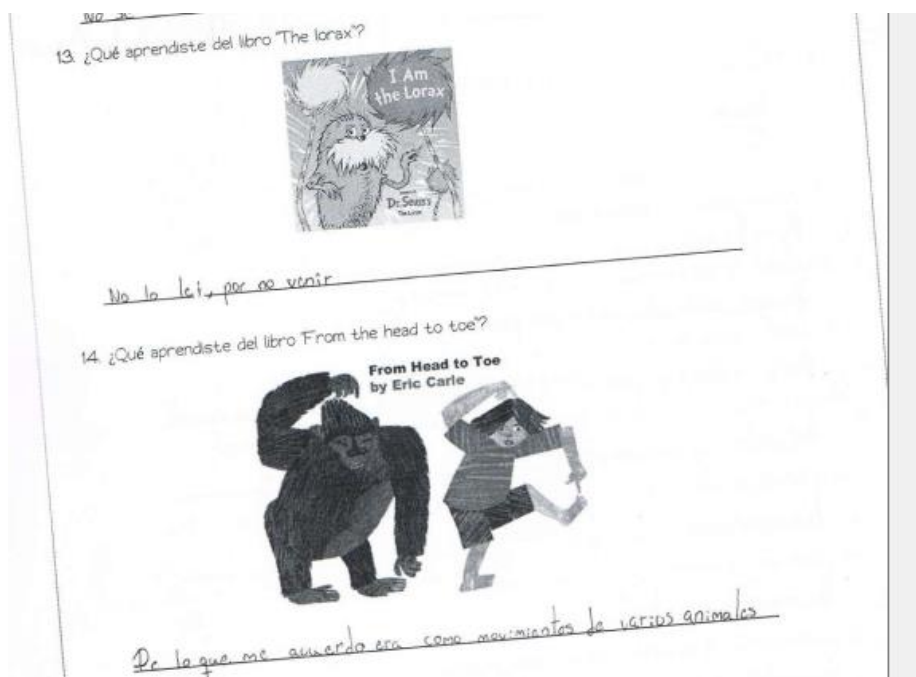
9. ¿Te consideras buena diciendo cosas en inglés?
 Si ____ No x
 ¿Por qué? porque no entiendo

10. ¿Te consideras buena leyendo cosas en inglés?
 Si ____ No x
 ¿Por qué? porque no entiendo tanto

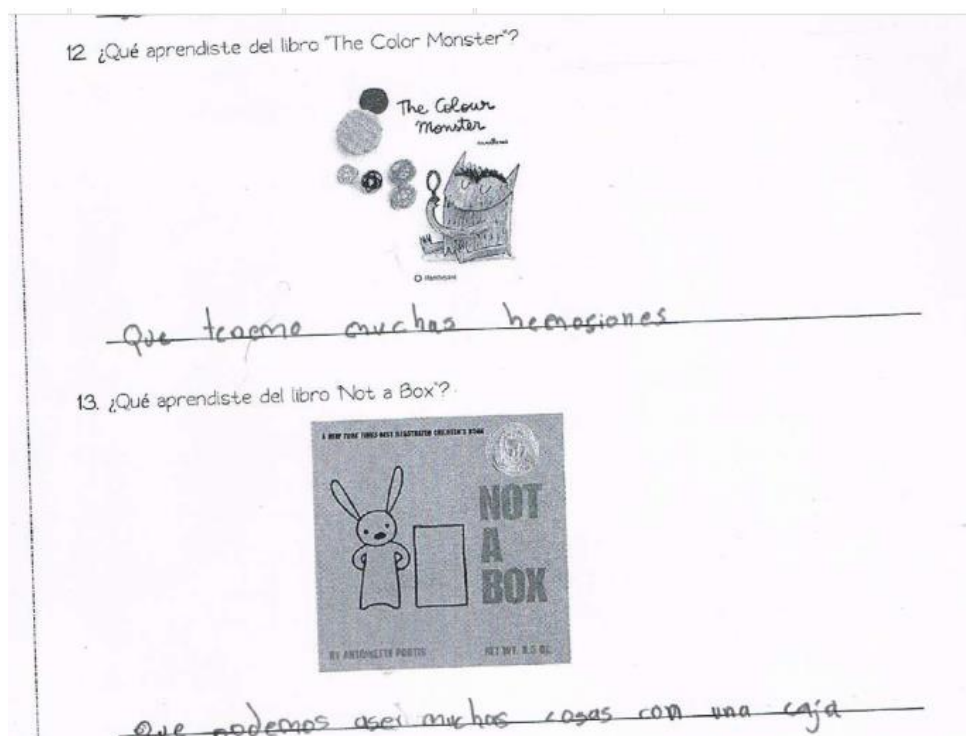
[Characterization Survey S#3, September 10th, 2024]

. At the start, many avoided speaking or responded only when directly prompted, often expressing frustration (“no le entiendo nada”). This baseline highlights the importance of mediation: the teacher and researcher introduced multimodal tools—images, artifacts, emotion vocabulary, and routines—that scaffolded participation and lowered the risk of speaking. For example, the greeting ritual where students answered with emotion words (“sleepy,” “happy”) transformed attendance into a playful, low-stakes opportunity to contribute. Over time, these strategies shifted students from passive observers to active participants, validating their voices and creating a sense of belonging language in meaningful, multimodal activities, the intervention enabled students to engage despite their limited decoding skills, demonstrating that participation can be fostered through encouraging and values of expression. Participation became a pathway

for students to practice new vocabulary, negotiate social norms, and build confidence in their identities as English learners.



[Questionnaire #4. First cycle, March 27th, 2025]



[Questionnaire #4. First cycle, May 6th, 2025]

Responses moved from minimal content to value-laden answers (e.g., referencing feelings, values). Even when written English was limited, students used images and short lexical items to express understanding, showing a gradual shift from silence to multimodal contribution.

-What did you learn in the classes?

- Yo aprendí a recordar a los que ya no están, a respetar a los animals y a poner mis emociones

[Focus group 3, May 27th, 2025]

In a semi-structured group talk, students articulated moral and emotional learning using vocabulary rehearsed in class. Their ability to verbalize these ideas—sometimes mixing Spanish and English—indicates increased willingness to participate and a growing sense that their contributions matter.

The data showed a clear pattern: multimodal activities lowered linguistic barriers and created alternative entry points for participation. Students who lacked decoding skills nonetheless contributed by interpreting images, producing artifacts, and using rehearsed lexical items in talk. Participation shifted from teacher-prompted responses to more spontaneous, value-oriented contributions. In short, picture-book tasks functioned as mediational tools that redistributed participation opportunities—enabling identity work, increasing investment in classroom talk, and supporting a gradual move toward engagement despite proficiency constraints.

The proficiency level as a barrier

This subcategory goes around how English students' level affected significantly the process of comprehension of the topics and values in the classes, due to how it was shown in the characterization, students had a lower English level than the standard required. Although the constant intentions of interaction between the students, the researcher and the picture books, students faced multiple problems in terms of communication and understanding. Although for the students it was difficult to fully interpret the written sections of the books, they try to decode making inferences. This visual reading enabled them to construct meaning engaging with the vocabulary introduced during the activities. That is why it could be said that the low level of students created a gap of non-comprehension giving the students less capacities of interpreting the moral in the different lessons.

As Westwood (2009) explains, reading comprehension requires fluency and accurate decoding; without these, meaning construction becomes difficult. In the intervention, students often did not understand the written parts of the books, which confirms that insufficient proficiency in the target language hinders comprehension. Also, Tompkins (2011) argues that comprehension is a multifaceted process dependent on phonology, syntax, semantics, and pragmatics. When these language skills are underdeveloped, students cannot fully comprehend textual meaning. The data from characterization and field notes illustrate this challenge: students avoided spoken participation or expressed frustration showing that their limited proficiency restricted engagement. However, multimodal mediation through images, artifacts, and emotion vocabulary helped bridge this gap, enabling students to infer meaning and expand their vocabulary. Thus, low English proficiency makes comprehension more difficult, but situated, multimodal strategies can scaffold understanding and participation.

(..) “Students all the time are telling me in Spanish, sometimes there is an intention of speaking in English but they interrupt themselves asking “profe, como puedo decir en español” then they did not speak more in English, although sometimes there are students who translated the other ones, making the researcher easier for speaking in English. A constant pattern in studentus that sadly is heard is the sentences “no entiendo” because they cannot listen and translate for a long time

[Field note #4. First cycle: October #24, 2025.]

9. ¿Te consideras buena diciendo cosas en inglés?
 Si ____ No X
 ¿Por qué? Porque No entiendo

10. ¿Te consideras buena leyendo cosas en inglés?
 Si ____ No X
 ¿Por qué? casi No

[Characterization #3, September 10th, 2024. Student #27]

(...) T: ¿Si entendieron que toca hacer?

-ST10: ¿Pero profe, eso toca hacerlo en español o en ingles?

T: En inglés, claro.

ST4: Profe pero yo no entendo en inglés.

T: Pues todas te ayudamos (...)

[Focus group 3, May 27th, 2025]

The data illustrate how limited English proficiency constrained participation, as students reverted to Spanish when they cannot have a communication in English. The recurring request, “*profe, cómo puedo decir... en español*”, shows an intention to engage but also reliance on the first language. Peer mediation emerged when some students translated for others. However, the constant refrain “*no entiendo*” reveals cognitive barriers, students could not listen and translate

simultaneously for extended periods, which limited the comprehension and discouraged participation. These findings underscore the importance of multimodal mediation images, artifacts, and emotion vocabulary to reduce reliance on translation and provide accessible entry points into participation

12. Si pudieras cambiar algo sobre el proceso de aprendizaje, ¿Qué sería y por qué?

Para mi algunas palabras de resto no porque ya entiendo de vez en cuando.

[Questionnaire #4. First cycle, March 27th, 2025]

12. Si pudieras cambiar algo sobre el proceso de aprendizaje, ¿Qué sería y por qué?

que no se atoban ingles

[Questionnaire #4. First cycle, May 6th, 2025]

T: Well, today we're going to do another activity

ST6: Profe, hoy vamos a hablar en inglés?

T: Pues claro, esta es la clase de ingles

ST6: Ash

[Focus group 1, May 27th, 2025]

The proficiency use of the language in the students did not just create difficulty in terms of comprehension, it also reduced the participation in the activities. When students do not understand English concepts they prefer to say that is not their interest or just do not participate in that, that is why this kind of behavior were common in the starting of the intervention, later as it was showed in the precious subcategory, they liked to participate not taking care the language. To conclude, the proficiency English level in the students helped to contribute the students to see the activities as non- interested or funny in their perspectives. Although the intervention within a set of multimodal activities and spaces with low pressure demonstrated that is possible to reduce

the height in terms of stress in the students, help the awareness, trueness and activate the interest in activities.

CHAPTER 6: CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the current project that were drawn considering the discussion of findings presented in Chapter 5. It also describes the practical implications for the participants in the study as well as for the institution where it took place. The chapter closes by describing the barriers found along the research process and finally suggests some alternatives for further research.

Conclusions

This action research project examined how a set of activities based on picture books with content related to the social domains might influence fourth graders' reading comprehension skills development when reading is considered a situated social practice. To achieve this goal, two research objectives were established: (1) To identify the roles of picture books with content related to the social domains on fourth graders' reading comprehension skills development when reading is understood as a situated social practice and (2) To explore students' responses towards the use of picture books with content related to the social domains as a tool for both, the development of reading skills and the promotion of social values in an EFL classroom .

Keeping in mind the data analysis findings, it is important to mention that picture books operated as multimodal possibilities that supported comprehension, vocabulary, and social-emotional learning. Specifically, picture-book activities encouraged emotional engagement that made moral and value content accessible; measurable vocabulary acquisition around feelings, values, and book lexicon; and observable processes of meaning-making in which setting, personal connection, lexical reuse, and symbolic artifact production formed a recurring sequence that let the comprehension visible and sharable. Participation and interactional dynamics were central: students' attitudes and teacher mediation shaped the extent to which learning transferred

across contexts. Overall, when students actively participated and linked texts to their lives, reading activities promoted deeper interpretive work rather than superficial recall

Considering the first objective, data revealed that picture books played two main roles: first, an encouraging role for EFL skills development, considering that through the use of picture books with contents related to the social domains students showed some advance in their reading comprehension skills, creating connections between the morals of the stories and their own lives. Besides, thanks to the emotional engagement that picture books offer, there was a significant vocabulary acquisition around morals, values and some words in the books. As for the second role, picture books served as a way to promote certain social emotional competence since the contents addressed in the books were entirely connected to social domain concepts.

According to the second objective, the analysis revealed that the participation dynamics changed, considering that the participation of the students and their involvement in their learning process started to be more significant even with the students' low proficiency level. It might be caused by the classroom dynamics which changed depending on students' attitudes.

To conclude, picture books with content related to the social domain constitute a suitable alternative to engage students in situated reading processes that allow them not only to improve their language skills and class participation, but also to reflect upon their own behaviors and their emotional responsibility. In this kind of process, students are challenged to do their best, and when the reading skills are seen as a fundamental process, students can think deeply.

Implications

This project generates a set of practical and scholarly implications for people who have an interest of it, because its multimodal, values-centered picture-book intervention produced changes in reading comprehension, vocabulary, participation, and emotional literacy.

The findings reinforce a view of literacy as a socially situated practice in terms of comprehension in which emerges through interactional patterns, multiple production, and identity work rather than through just decoding. Future researchers should prioritize multimodal sequences as reading-aloud, guided prompts, multimodal production, reflection and expanding assessment frameworks to include artifacts, classroom talk samples, and portfolios. Research agendas should test how picture-book sequences go further their content and across mixed contexts where methods can capture participation and meaning making with traditional measures.

Schools should keep in mind time, space, and resources for multimodal work and integrate an English reading plan that treats values education as transversal rather than directly in their mother language. Moreover, the most important recommendation for future researchers is to see the EFL not only as an English skill, or as a disconnected subject which would not be linked with other areas, but it is true to say that the process is slower than other languages and requires sustained, contextualized exposure. Consequently, Teachers should design low-risk entry points to participation (images, role play, artifact tasks) that allow learners with limited decoding skills to contribute meaningfully. Use short language frames and repeated opportunities for lexical reuse during pair and small-group work so story language transfers into personal expression. Other important recommendation is the Implementation of quick formative checks like

mini-presentations and artifact shares, and a short post-lesson reflection to notice language use and adapt scaffolds.

This project demonstrates that picture books focused on social domains can function as powerful, multimodal mediators of reading comprehension in EFL contexts when activities are designed to provoke emotional engagement, social scaffolding, and symbolic production. Practical implementation requires coordination and time, but when it is well done, these practices promote richer comprehension, stronger vocabulary acquisition tied to meaning, and increased learner agency. Multimodal picture-book sequences can help students see themselves as readers and makers: they support emotional connection to texts, authentic vocabulary use, and the production of shared artifacts that circulate meaning. Students gain both lexical resources (emotion and value vocabulary) and procedural strategies for naming and organizing feelings, which support emotional regulation and participation. When lessons invite personal connections, students show greater willingness to speak, reduced fear of mistakes, and stronger peer collaboration.

Action research carried out in the classroom can provide rich, emic insights, but it also requires careful planning to ensure continuity and reflexivity. Keeping a reflective diary and a continuous reflection was very useful for documenting decisions and reducing potential bias. For future implementations, it would be helpful to combine these qualitative insights with clearer pre- and post-measures in order to make stronger claims about students' progress. Also, working through interactive cycles, reflecting quickly, and making small adjustments along the way helped improve both teaching practices and the analysis process. These strategies are recommended for other practitioner research projects.

To conclude, picture-book interventions that are focused on social domains generate benefits at multiple levels: they enrich comprehension and vocabulary, foster emotional literacy and participation, and demand changes in curriculum design, institutional scheduling, teacher support, and assessment practice. To sustain these benefits should plan multimodal lesson sequences, recognize multimodal evidence of learning, provide targeted teacher training, and secure the time and space needed for sustained implementation.

Limitations

The current study faced several limitations, which involve the organization of the schedule in the university and the school, such as limitations related to the groups selected for the school for implementing and characterizing, the excessive events in the school, which make it impossible the implement in some months, which follows the lack of time for the implementation due to the past implications mentioned and the lack of time for the process of writing.

Firstly, with respect to the schedule in the university and the school, the researcher encountered significant time-management problems caused by a lack of coordination between institutions. Initially, at the beginning researcher was assigned to work in a group in the afternoon, but later the researcher was reassigned to work with another population, restarting the process of characterization and drafting the project, which created delays and duplicated work. These disruptions produced a considerable disadvantage for the researcher, who had to re-plan activities, get to know new students and try to gain confidence. This delay in the process reduced instructional continuity. As a result, several planned stages could not be completed as intended, and by the end of the project, available time was insufficient to fully implement or consolidate all activities. Also, the school nowadays has significant activities that deeper

the implementation and curricular activities students have. This project did not have the exception of being affected by several activities and was related to the previously mentioned implication; the disadvantage was bigger.

Secondly, respecting previous disadvantages, the university and schedules made it difficult the implement and writing of the project because academic subjects were crossed with English schedules in the population, which caused less time for implementing, but at the same time, the academic subjects in the researcher made it difficult to write the project.

Further research

For this study, the most important objective was to comprehend the influence of a set of activities based on picture books focused on the social domains on developing reading comprehension skills within a framework of literacy as a situated social practice in an EFL fourth-grade classroom, future studies should prioritize longitudinal designs that allow time for language acquisitions, integrate picture-book activities with social studies, art, and values education to reinforce meaning across disciplines, and incorporate regular, multimodal assessment (rubrics, student reflections, audio/video samples) to capture shifts in comprehension, participation, and reader identity rather than relying solely on discrete test scores.

REFERENCES

- Acedillo, N (2023). *Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research*. International Journal of Scientific and Research Publications.
- Barrett, T. (1976). *Taxonomy of reading comprehension*. In R. Smith (Ed.), *Handbook of reading research* (pp. 49–66). Newark, DE: International Reading Association.
- Barton, D., & Hamilton, M. (2005). *Literacy practices*. In D. Barton, M. Hamilton, & R. Ivanič (Eds.), *Situated literacies* (pp. 25-32). Routledge
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Chall, J. (1983). *Stages of reading development*. New York: McGraw-Hill
- Chen, M., & Huang, Y. (2023). *Analysis on the role of picture books in children's cognitive development education*. Educational Administration: Theory and Practice, 30(1). <https://doi.org/10.52152/kuey.v30i1.767>
- Cortes, C. (1981). *The societal curriculum and the school curriculum: Allies or antagonists?* Educational Leadership, 36(7), 475–479
- Denzin, N. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw-Hill.
- Departamento Administrativo Nacional de Estadística (DANE). (n.d.). *Estratificación socioeconómica*. <https://www.dane.gov.co/index.php/servicios-al-ciudadano/servicios->

[informacion/estratifihttps://repositorios.educacionbogota.edu.co/bitstreams/ba1480c5-3e6e-4e60-af7e-1b99c1ec0370/download](https://repositorios.educacionbogota.edu.co/bitstreams/ba1480c5-3e6e-4e60-af7e-1b99c1ec0370/download)

Education Endowment Foundation. (2021). *Improving literacy in Key Stage 2: Guidance report* (2nd ed.). <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Estévez, K. (2021). *Implementation of online interactive read-aloud lessons with picture books to improve the reading learning experiences of fifth graders at a private school in Floridablanca, Santander*. Recuperado de: <http://hdl.handle.net/11634/35256>

Freire, P. (1970). *Pedagogy of the Oppressed* (M. B. Ramos, Trans.). Herder and Herder.

Gee, J. (2000). *Reading as situated language: A sociocognitive perspective*. *Journal of Adolescent & Adult Literacy*, 44(8), 714–725

Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Aldine.

Harris, M. (1976). History and significance of the emic/etic distinction. *Annual Review of Anthropology*, 5(1), 329–350

Hunt, P. (1994). *An introduction to children's literature*. Oxford University Press

Kalpokas, N., & Hecker, J. (2023). *The ultimate guide to qualitative research: Part 1 – The basics*. <https://atlasti.com/guides/qualitative-research-guide-part-1>

King, N., Horrocks, C., & Brooks, J. (2019). *Interviews in Qualitative Research* (2nd ed.). Sage

Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage

- Liceo Femenino Mercedes Nariño. (2022). *Proyecto Educativo Institucional (PEI)*. Secretaría de Educación del Distrito.
- Mahmoud, M. . (2024). *Contextualizing EFL textbook selection: A sociocultural perspective on meaningful learning*. *Journal of Language and Education*, 10(1), 45–62.
<https://ssrn.com/abstract=5376689>
- Marrero-Colón, M. (2019). *Literacy and young learners: Reading, writing and beyond*. Cambridge English. <https://www.cambridge.org/elt/blog/2019/10/04/literacy-young-learners>
- McNiff, J., & Whitehead, J. (2002). *Action research: Principles and practice (2nd ed.)*. RoutledgeFalmer.
- Meunier, C. (2017). *The cartographic eye in children's picturebooks: Between maps and narratives*. *Children's Literature in Education*, 48(1), 21–38.
<https://doi.org/10.1007/s10583-016-9302-6>
- Merriam, S. (1994). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers
- Ministerio de Educación Nacional. (2006). *Estándares Básicos de Competencias en Lenguas Extranjeras*. Espantapájaros Taller.
- Nikolajeva, M., & Scott, C. (2001). *How picturebooks work*. Routledge.
<https://doi.org/10.4324/9780203960615>
- Nodelman, P. (1988). *Words about pictures: The narrative art of children's picture books*. University of Georgia Press.
- Nucci, L. (2001). *Education in the moral domain*. Cambridge University Press.

- Orozco, J. (2020). *Illustrated fables: a meaningful resource to approach VYLs to EFL*. Recuperado de: <http://hdl.handle.net/20.500.12209/12114>.
- Sagor, R. (2000). *Guiding School Improvement with Action Research*. Alexandria, Virginia, United States: ASCD. Retrieved from <https://epdf.pub/guiding-school-improvementwith-action-research.html>
- Salas, Á. (2024). *Getting to know myself: fostering self-awareness through the use of Picture Books*. Recuperado de: <http://hdl.handle.net/20.500.12209/19770>.
- Saylor, J., Alexander, W., & Lewis, A. (1974). *Curriculum planning for better teaching and learning*. Holt, Rinehart and Winston.
- Secretaría de Educación de Bogotá. (n.d.). *El Liceo Femenino de Cundinamarca Mercedes Nariño cumplió 106 años de historia*. Portal Institucional de la Educación en Bogotá. https://www.educacionbogota.edu.co/portal_institucional/noticia/el-liceo-femenino-de-cundinamarca-mercedes-narino-cumplio-106-anos-de-historia-y
- Tessier, S. (2012). From Field Notes, to Transcripts, to Tape Recordings: Evolution or Combination? *International Journal of Qualitative Methods*, 11(4), 446-460. <https://doi.org/10.1177/160940691201100410> (Original work published 2012)
- Thorndike, E. L. (1928). *The fundamentals of learning*. Teachers College, Columbia University Press.
- Tomé, M., Senís, J., & Ruiz, D. (2019). *Values and intercultural experiences through picture books*. Universidad de Zaragoza. Repositorio Institucional de Documentos. <https://zaguan.unizar.es/record/88441>

- Tompkins, G. (2011). *Literacy for the 21st century: A balanced approach (5th ed.)*. Boston, Pearson.
- Turiel, E. (1983). *The development of social knowledge: Morality and convention*. Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Westwood, P. (2009). *What teachers need to know about reading and writing difficulties*. Camberwell, Victoria. ACER Press.

ANNEXES

Annex #1: *Field note*

 UNIVERSIDAD PEDAGÓGICA NACIONAL	Universidad Pedagógica Nacional Field Diary FACULTAD DE HUMANIDADES – DEPARTAMENTO DE LENGUAS LICENCIATURA EN ESPAÑOL E INGLÉS		
No. 18	Date: 20 /05/2025	Place: Liceo Femenino Mercedes Nariño	Time: 1.5 hours
OBSERVATOR: OBJECTIVE: Look for the students' perspectives on passing away and the connections with the book.	We began today by reading <i>The Book of Remembering</i>—a gentle, poetic story that explores how memories shape us and how the people we love continue to live in our hearts. The book's language and illustrations invited quiet reflection, and students responded with thoughtful expressions and questions about memory, love, and loss. Students were invited to reflect on someone they remember fondly—someone who “lives in their heart.” This activity aimed to foster emotional connection and personal storytelling, aligned with the project's focus on literacy as a situated and meaningful practice. Students used colored pencils, crayons, and markers to create portraits or symbolic representations of that person. Some added hearts, stars, or favorite objects to represent shared memories. Alongside their drawings, they wrote short sentences such as. Of course, with the teacher's help because they do not know how to create this kind of sentence in English: • “I remember my grandma's hugs and how she made me feel safe.” • “My dog Max lives in my heart because he always made me laugh.” • “I remember my cousin who taught me how to dance.” The classroom atmosphere became quiet and respectful. Some students chose to present their drawings aloud, while others preferred to display them silently. This moment revealed how picture books can open spaces for emotional expression, empathy, and reflection. The activity also allowed the teacher to observe students' ability to connect personal experiences with narrative elements, offering valuable insight into their emotional and social development. The classroom became a quiet, respectful space where emotions were honored and shared. Some students chose to present their drawings aloud, while others preferred to display them silently.		
INTERPRETATION:	This activity was deeply moving. It allowed students to connect literacy with emotional expression, and gave space for vulnerability, empathy, and storytelling. It also reinforced the idea that remembering is an act of love—and that our hearts carry stories that shape who we are. Students supported each other beautifully, offering kind words and gentle encouragement.		

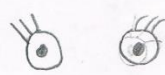
Annex 2: Diagnosis test

DIAGNOSTIC TEST

Name: Amy Naomi
Date: Tuesday September

1. Listen and draw









2. What is your favorite color? Reds

3. What's your favorite food? pasta

4. What's your favorite sport? care

5. Read and answer





a. What's the girl doing?
she gusta leer

b. the girl has black eyes (T/F) T

c. There is a boy (T/F) F

My Animal Friends

I have three animal friends.
The first is a big, brown dog. He has long ears and a short tail. He loves to play.
The second is a small, white cat. She has blue eyes and soft fur. She likes to sleep.
The third is a tall, yellow giraffe. He has a long neck and brown spots. He enjoys eating leaves.

d. The dog is big and brown (T/F) T

e. The dog has short ears (T/F) F

f. the cat has blue eyes (T/F) T

g. the cat is small and white (T/F) T

h. The giraffe has a short neck (T/F) F

i. The giraffe is yellow with brown spots (T/F) T

6. Draw a picture of the story

ANNEX #3: Characterization questionnaire

CUESTIONARIO DE CARACTERIZACIÓN

¡Bienvenida! Nos alegra que estés aquí. Este cuestionario nos ayudará a entenderte mejor y a hacer cosas que te gusten más. Responde con honestidad y si tienes alguna pregunta, estamos aquí para ayudarte. ¡Gracias!

Nombre: _____

Edad: _____

Fecha: _____

1. ¿Con quién vives?

2. ¿Alguien te ayuda con tus tareas en casa?

Si ____ No ____

¿Quién? _____

3. ¿Cómo te sientes en tus clases de inglés?



Feliz



Triste



Enojado



Hambriento



Avergonzado

4. ¿Qué se hace en la clase de inglés?

5. ¿Qué es lo que más te gusta de tus clases de inglés?

6. ¿Qué es lo que menos te gusta de tus clases de inglés?

7. ¿Te consideras buena escuchando cosas en inglés?

Si ____ No ____

¿Por qué?

8. ¿Te consideras buena escribiendo en inglés?

Si ____ No ____

¿Por qué?

9. ¿Te consideras buena diciendo cosas en inglés?

Si ____ No ____

¿Por qué?

10. ¿Te consideras buena leyendo cosas en inglés?

Si ____ No ____

¿Por qué?

11. ¿Qué temas recuerdas que se hayan trabajado en tus clases de inglés?

12. ¿Cómo te sientes en el colegio?



Feliz



Triste



Enojado



Hambriento



Avergonzado

¿por qué? _____

13. ¿Qué materias te gustan más?

14. ¿Cómo te llevas con tus compañeras?

15. ¿Qué te gusta hacer en tu tiempo libre?

16. ¿Te gusta leer?

Si ____ No ____

¿Por qué? _____

17. ¿Qué sueles leer?

¡Gracias por responder a estas preguntas! Tu opinión es muy importante para mí.



www.elf.com

ANNEX #4: *Questionnaire Format*

CUESTIONARIO DE FINALIZACIÓN CICLO 1

¡Bienvenida! Nos alegra que estés aquí. Este cuestionario nos ayudará a descubrir como va tu proceso de aprendizaje, además de explorar los temas que más te gustaron para seguir haciéndolos.

Nombre Maria J. [redacted]

Fecha _____

1. ¿Como te sientes en tus clases de inglés?



Feliz



Triste



Enojado



Hambriento



Avergonzado

2. ¿Qué se hace en la clase de inglés?

Aprender cosas nuevas

3. ¿Qué es lo que más te gusta de tus clases de inglés?

los juegos de las cartas

4. ¿Qué es lo que menos te gusta de tus clases de inglés?

no me gusta escribir en inglés

5. ¿Qué temas hemos trabajado en clase que te han parecido más interesantes?

las emociones y los números

6. ¿Qué nueva palabra o tema aprendiste durante el proceso con la profesora?

las emociones

7. ¿Qué temas recuerdas que se hayan trabajado en tus clases de inglés?

las emociones, los números y la presentación

8. ¿Qué comprendes mejor después de nuestras clases?

los números

9. ¿Cuál ha sido tu actividad favorita en clases? ¿Por qué?

las emociones por que son divertidas y chérras

10. ¿Qué valores aprendiste en clases que pueden ser útiles en tu vida diaria?

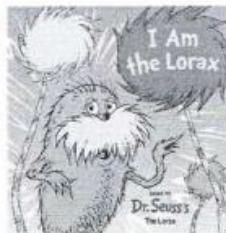
base

11. ¿Cómo crees que podemos hacer las clases más interesantes para ti?

12. Si pudieras cambiar algo sobre el proceso de aprendizaje, ¿Qué sería y por qué?

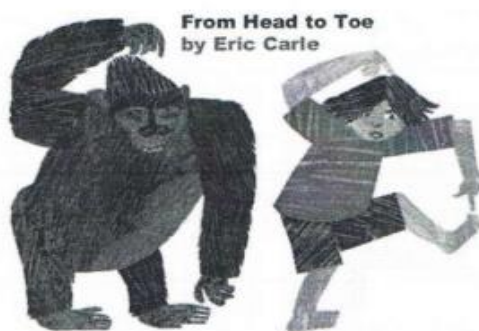
nada todo es divertido

13. ¿Qué aprendiste del libro 'The lorax'?



¡No! cortar los Arboles

14. ¿Qué aprendiste del libro 'From the head to toe'?



las personas son como animales

15. ¿Qué libro te gustó más?

The lorax

¡Gracias por responder a estas preguntas! Tu opinión es muy importante para mí



ANNEX #5 : Interview format**Formato preguntas entrevista**

1. ¿Con qué elementos tecnológicos cuenta el colegio para hacer sus clases?
2. ¿Cuántas estudiantes hay en el curso?
3. ¿Tiene alguna estudiante con necesidades especiales en el aula?
4. ¿El colegio cuenta con el programa de inclusión? Si es así, ¿Capacitan a los docentes para ello? Si no es así, ¿considera que tiene estudiantes con algún tipo de condición física, psicológica o cognitiva? ¿Como hace para planear sus clases con esas estudiantes?
5. ¿Cuál considera que es la mayor dificultad de las estudiantes de tercero para aprender inglés?
6. ¿Qué fortalezas tienen las estudiantes de tercero en relación con el inglés?
7. ¿Qué habilidad considera que necesitan fortalecer las estudiantes de tercero?
8. ¿Cómo suelen trabajar las niñas de tercero? En grupo o individual
9. ¿Cuál cree que es el mayor desafío para enseñarles inglés?
10. ¿El colegio tiene algún plan lector en inglés?
11. ¿Cómo adapta sus lecciones para asegurarse de que todas las estudiantes, independientemente de sus habilidades, puedan participar y aprender?
Inclusión
12. ¿Alguna vez se ha abordado el tema de valores desde el área de inglés? ¿Cómo?

ANNEX #6: Transcription of recording

-¿Con qué elementos tecnológicos cuenta el colegio para hacer sus clases?

RTA: así máquinas pero yo no tengo acceso, no... yo con sí tocaría consutarlo con que hay un salón pienso, que digo pero hay la posibilidad de un salón especializado en inglés, donde encontramos un videobeam, grabadora, mi tableta; así es...

-¿Cuántas estudiantes hay en el curso?

RTA: Por curso hay entre 35 y 40, pero al final siempre se van retirando.

-¿Tiene estudiantes con necesidades especiales?

RTA: bueno... todo el colegio sí tiene alguna estudiante con necesidades especiales en las aulas, varias de hecho, son varias tenemos desde dislexia, problemas cognitivos, problemas físicos, problemas en los familiares, que inciden mucho también en la en el proceso de aprendizaje ya que fallan por diferentes motivos, porque están con la mamá están, con mi papá que están, con el abuelo. Entonces no pueden asistir. También la parte económica y sí, pero de esto más bien son pocos los que no son pertenecen a un grupo especial.

-Listo, eh... ¿el colegio cuenta con el programa de inclusión?

RTA: Sí señor es bastante bueno. No, de hecho, tenemos inclusión y tenemos un cuerpo de orientadores tiempos te guían una ruta y los procesos diagnósticos donde se confirma lo que dicen, los pasitos que manejan ciertas estrategias para que no todos le puedan incrementar para que la enseñanza de las niñas te

ama practicaba para nosotros los propios campos para ellos de la televisión obviamente un eh material no hay mucho pero con lo poco que ya están hemos tenido avances No soy tan apuntada en grande si no quisiera y a su río la necesidad de como la niña que nosotros teníamos ese año antes de Seattle no trae tanta aldeana cuarta eh se propuso que ahí que empezamos a preparar desde allá para que ya tengan un bachillerato más autónomo por mejores herramientas para que esto sobrevivan la diferencia entre Mariano ayer listo cuál cosera que es la mayor dificultad de las estudiantes de tercero para aprender inglés en falta de apoyo en familias digámonse por tiempo el color Una pandilla no comprometidas no le dan más la importancia a la patria académica lo semana nos equivocamos con en vacaciones de octubre propusieron que dieran la película loras en plan de familia y solo 10 de 120 días lo vieron porque no la verdad me pareció como el plan se le salía el picho de la versión de 18 minutos para que nos da tan a las 2:00 y podía decepcionante ni siquiera para ver televisión 18 minutos en familia para que para que estuviera llenado las expectativas del objetivo serán La concientización del amor medio ambiente hoy en día sobre todo con la necesidad de agarrarse haciendo de agua que nos pareció como muy propicio para que la familia conscientemente salvará todas las precauciones para ahorrar agua que se le mareó más solamente decir que hay 1% de habilidades tienen las estudiantes de tercero en relación con el inglés afortunadamente la mayoría le gusten o sea que no les gustan ha sido por diferentes motivos hay un regaño de algunos docentes anteriores, no lo que Inventaban un patito pero la mayoría tenía un solo practicante y cada practicante volvía a retomar lo que hacía la anterior pero no comenzamos en realidad ni la patada en tercero deberían mirar ciertos su vocabulario pero tienen un nivel como de privado con cara de segundo ahorita para cuarto nos tocaría ay pero se ocurrió con llenar tercero en cuadro qué habilidad considera qué es más necesaria hará para fortalecer a las estudiantes de tercer una pared que se llama Orange que ellas aprendan a hablar más a escuchar más Soy de las que crecen el universo se debe a perder como se aprendió la lengua más desde la cuna que fue oral y escuchando más que escribir y leer pero obviamente sin descuidarle las 2:00 habilidades pero empatizan más en lo que esa y escuche las niñas suelen trabajar más en grupo o individual más en de hecho aquí la distribución de los Salones para aprovechamiento del espacio son mesas de 4 para que siempre esas 4 niñas estén comprometidas con los que se trabajan en equipos pero afortunadamente tampoco Les van a enseñar cómo se debe trabajar en equipos que todos aportamos todos tenemos dudas todos tenemos opinión tenemos sugerencias nos podemos equivocar te dejan a la que más sabe la carga y ella cuando no perder la materia así trabajamos las 2:00 van en coche y en general cual considera que es el mayor desafío para enseñar inglés el mayor desafío siempre va a ser el app el poco tiempo en el colegio para el año en Gran Vía hace 3 horas sino hasta el 2:00 y eso requiere que a pesar de que en las casas tenemos internet tenemos televisiones entendiendo tenemos lugares Los datos no le prestan atención tanto video Oporto que hay en las casas para en YouTube para que las casas con la ayuda de alguien dice sea una hermana un hermano mayor se arrayan viendo contenidos en inglés muy cortos de 1 minuto 30 segundos ese descuido es muy grande porque viendo cada 8 días inglés va en menos la el resultado no tienen una forma de encontrar que pases de la casa que hay con la tecnología hoy en día es mucho más fácil no te lo general en YouTube un TikTok Tantas redes sociales que donde se encuentra contenido importante no les dice un patito pero respuesta o sea ellos no aprobar su asegurar para que la niña vea 1 30 segundos de video porque no es fácil se gasta en un dato sino que papá no puede así 30 segundos del de del celular entonces hay chido como toallas entre el otro positivo de la de las herramientas vitales en las casas porque debería apoyar los 30 segundos de un video que vea o una película en inglés cómic una caricatura verás algún programa una película que ya han visto en español para que la retomen les porque esos 5 La gente que se va aprendiendo un idioma a la edad de ellos ya más grandecitos pues va a ser mucho más conciencia y van a tener mucho más temor para enfrentarse a otros pero me parece que debería ser un proceso mandatario un profe el colegio tiene algún plan lector en inglés no hay en español es bastante lograr que se propuso en algún momento de la torre para media fortalecida teníamos 4 seminarios y sin embargo también ya con la implementación del idi también pasó el segundo plano que ya se acaba no hay Más te cuenta que debería ser deberían plantear eh papitos para que le desquitan así aquí fuera un párrafo con tanto de eso a un internet con dibujos que te que sirven de apoyo pero no lo hay aquí desafortunada me volvemos a los tiempos de académico técnico son muy reducidos porque no hay un apoyo de rentable que se podía ampliar el 21 estará aquí Un profe cómo adapta sus

lecciones para asegurarse de que todas las estudiantes independientemente de sus actividades puedan participar y aprender me tomo como meta que todos deben hablar muy cuidadoso en el salón como tan distribuida de mesa de 4 tomo meta con mesa y siempre que te du cada una de la niña como colores que están atendiendo entendiendo y escribiendo lo que hay del tablero es que yo les pongo juntos en la cuadernos donde le demuestren que estamos pendientes ya porque si no no tienen la costumbre de copiar tablero no tienen la costumbre de soñar con la atención mi pregunta todavía la participación espontánea en clase es limitada y base en inglés siempre son 10 o 15 niñas que es un buen número pero las otras 20 son muy veo una indignación de interpre Saludos individualmente han ido perdiendo el miedo obviamente pero desafortunadamente son procesos de un año y a 30 años llega otro profesor de color llamé todo el día me cuento más pasiva entonces este vuelve a perder lo que es la habilidad de de trabajo en mis hijos eh cometer errores cometer errores y mirar ya dónde está el error para poder ser consciente de que ya no lo debo cometer son cositas muy elementales pero no sabes enseñando desde chiquitas al año siguiente ya no tienen ni a que hojas o sea no saben cuándo definir casi no saben pues qué te equivocas pues no sabiendo de nada claro Y compartiendo el malo ay caray de la equivocación no aprende por qué retiro sí de hecho qué días al euro prejucisamente le hiciste como ma one Days y algo así le dijiste y ahí no como su nombre y tú les dijiste a todas como a pero no hagan lo del europeo hay tiempo y dice pero por lo menos ella participó a más de una ni siquiera fue capaz de decir nada y eso eso tuvieras como esos favoritos ella sí hay que decirles negativos pero también cogimos pues solamente los negativos cualquiera se deprime pero no tienes el juego a favor y ya al último pasó con 80 teniendo mamá que sabe inglés pero porque es lo mismo la calidad de tiempo la casa no es ni familiar fuera que fuera familiar americano pero desafortunadamente también 3 preocupaciones no dejan no dejan que la que se les dedice 10 minutos 15 minutos nos hablamos de inglés Matemáticas del español hay por mi cantidad de material que deben ver pero no hay apoyos desde las casas así sean profesionales Sí ese es el claro ejemplo y pro por último alguna vez has abordado el tema de valores desde el área de inglés varias veces y es muy interesante no tanto porque es el valor sino que muchas veces las niñas en este colegio y nosotros que he estado creen que el respeto es un problema de casa y no es una cosa de sociales una cosa de que uno debe respetar inclusive al habitante de calle como a la escena de oficina porque respeto al ser humano no es al estrato social el simplemente el simple hecho de saludar despedirse por favor gracias se está perdiendo mucho en las casas pues hay que tomarlo desde la casa afortunadamente en inglés hay muchos de estos cortos que se pueden prestar donde hay párrafos de situaciones muy bonitas de solución del problema que son aplicables a niñas de tercero desafortunadamente no se pudo aplicar en este Aspiro que el avión entra en cuartos que ya tengan un poco mejor el vocabulario puedan ya a tomar un texto de un párrafo de 10 renglones leerlo entenderlo y poder discutir qué le pasó a esta persona para que ellos destaquen el valor que se hizo buscamos en la película con lo poco que se vio el grado la versión de su vida se dio la clase a la que se consiguió el nuevo medio para hacerlo y ella reconocían algunos valores se destilan inglés y se les queda o sea no es cuestión de que sea igual porque ya se entienden cuáles son los valores desafortunadamente no los aplican pero es una forma muy fácil de de hilar realidad de curas algo muy transversal Y sobre todo que se les queda por la situación de julanita de gitanito podemos verificar o corrobora con situaciones que se dan en clase la falta de respeto porque la forma como se tratan a veces es decir respetuoso que sea inconsciente y así lo como en la casa pasa y yo lo lo asumí acá y hay líneas que se hizo delicadas que empujarlas eso no es respeto es de hecho es un violento pero ellas y muchas están normalizando las conductas años no sí de hecho eso fue.

ANNEX #7: Student Artifact example



ANNEX #8: *Informed consent*

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018
FOR009GSI	Fecha de Aprobación: 18-06-2018 Versión: 01 Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

expedida en _____ con C.C. ☒ C.E. ☐ No.
 representante legal del menor
 identificado con T.I. ☒ NUIP ☐ No.

declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad, disponible en la página web www.pedagogica.edu.co, actuaré como Responsable del tratamiento de mis datos personales³, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles⁴ y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasvreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____
Nombre: _____
Identificación: _____

³ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

⁴ Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Documento Oficial. Universidad Pedagógica Nacional.

Annex #9: Lesson plan**Lesson plan N°5: CONFIDENCE AND DANCING**

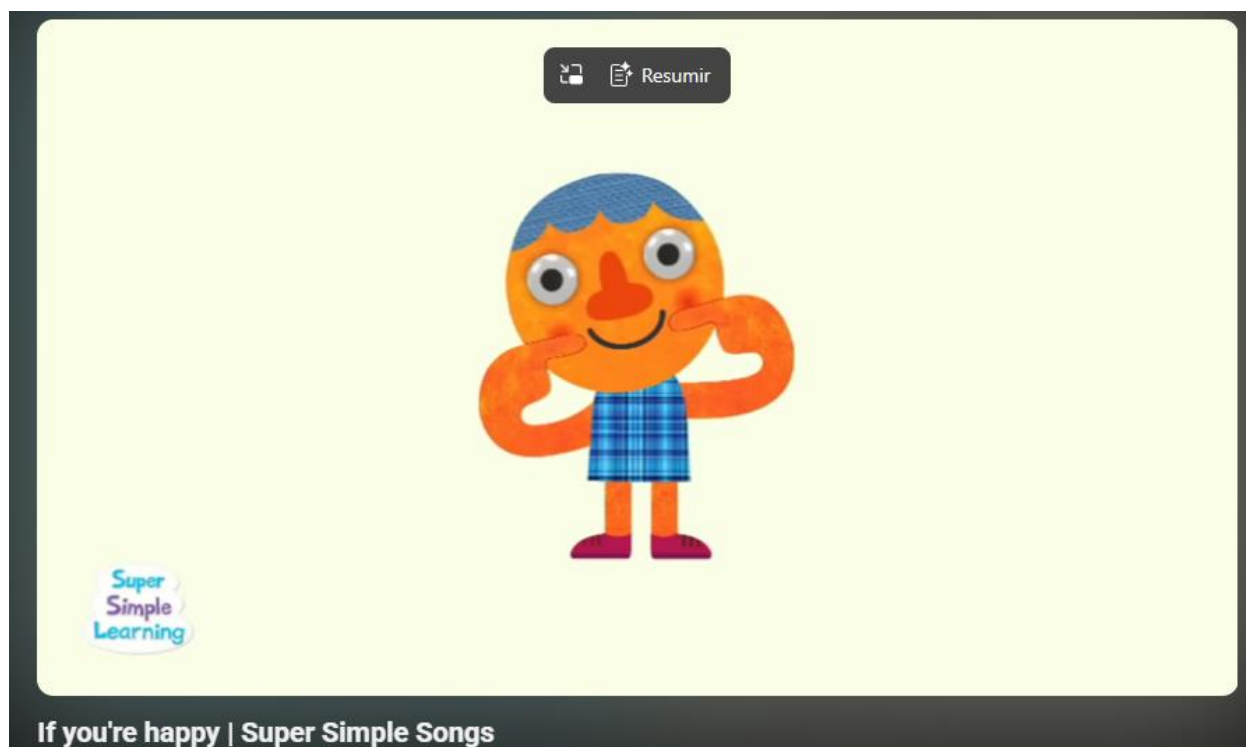
Lesson plan: 5		Time:
Grade: 403	Institution: Liceo Femenino Mercedes Nariño	
Date: March 12 th , 2025		
English teacher: Pre-service teacher:		
Language Contents: • Vocabulary of values • Emotions • “The Color Monster”		

Objectives:
• Students will be able to express through basic vocabulary of expressions • Students will know new vocabulary around values and emotions • Students will recognize some vocabulary in the story • Students will have a reflection on their emotions and experiences

TIME	Procedures
15 minutes	• Greetings and welcome to the class. • Explain again the system points. Warm-up: Song “If you’re happy” Using the video beam, the teacher will show the students the song “If You’re Happy” (ANNEX #1). They will repeat the actions, and then they will learn the song through repetition, concluding by singing the song without music.
10 minutes	Vocabulary Introduction Using another video (ANNEX #2), students will answer some questions about emotions. They have to answer yes or no, depending on the emotion. Between every question, the teacher will ask, “When do you feel (emotion)?” and students will try to answer.
10 minutes	Vocabulary introduction in terms of values The teacher will write a list of values on the board, and students will try to remember them or guess what means that values and how we are acting considering the values.

20 minutes	Reading the picture book The teacher will open the book (ANNEX #3) and students will listen and see the story, when the monster appears, the teacher will ask the students “What do you think the monster is feeling here?”, they will answer by mimicking or just talking.
20 minutes	Creative Activity The teacher will distribute a piece of paper to each student, they have to draw their own “emotion monster” using colors to represent how they feel today. To understand better the colors, they have to write the emotional meaning somewhere on the paper, this drawing will be on the portfolio.
25 minutes	Reading Comprehension Activity In their notebooks, students will answer the next questions • Why did the Color Monster feel confused? • Which emotion do you feel most like today? • What did the color Monster learn about emotions?
20 minutes	Reflection Activity They also will answer the next questions but using the focal group, they will answer by mimic or talking. • What new word did you learn today? • What color would you use to show how you’re feeling now? • What can you do to help a friend who feel sad or angry?

Annexes:#1.



#2.



#3

