

**The Words and Sounds of Children's Picture Books and Poetry: A Strategy to Enhance
Oral Production Skills**

Laura Marcela Suárez Bautista

Advisor

Juan Sebastián Sabogal

Universidad Pedagógica Nacional

Facultad de Humanidades

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Abstract

This action research study framed in the qualitative paradigm was carried out with 29 second then third grade English learners at Magdalena Ortega de Nariño school. This project emerged after a phase of observation and diagnosis that showed that there was an absence of practice and development of oral skills in English. Consequently, it was identified that when the students pronounced the vowels they did so as if they were Spanish sounds, and that they had a lack of vocabulary when trying to speak in the foreign language. Therefore, a pedagogical proposal that included a set of activities based on children's picture books and poetry was put forward to improve pronunciation and vocabulary in oral production in English.

After analyzing the impact of the proposal, it was found that through the various activities the girls had some difficulties speaking in English, but they managed to pronounce new vowel sounds without resorting to their mother tongue and notice the difference between English and Spanish phonemes. In addition, they used new words to transmit short ideas orally in English and showed improvement in the recognition and use of words thanks to practice and the role of images. Likewise, it was discovered that using picture books and poetry can positively impact the English class setting with children.

Key words: children's picture books, children's poetry, oral production skills, vocabulary learning, pronunciation.

Resumen

Este estudio de investigación-acción enmarcado en el paradigma cualitativo se realizó con 29 estudiantes de segundo y luego tercer grado de inglés del colegio Magdalena Ortega de Nariño. Este proyecto surgió luego de una fase de observación y diagnóstico que evidenció que existía una ausencia de práctica y desarrollo de las habilidades orales en inglés. En consecuencia, se identificó que cuando las estudiantes pronunciaban las vocales lo hacían como si fueran sonidos del español y que presentaban una carencia de vocabulario al intentar hablar en lengua extranjera. Por ello, se planteó una propuesta pedagógica que incluyó un conjunto de actividades basadas en libros álbum y poesía infantil para mejorar la pronunciación y el vocabulario en la producción oral en inglés.

Luego de analizar el impacto de la propuesta, se encontró que a través de las diversas actividades las niñas tuvieron algunas dificultades para hablar en inglés, pero lograron pronunciar nuevos sonidos vocálicos sin recurrir a su lengua materna y notar la diferencia entre los fonemas del inglés y el español. Además, utilizaron palabras nuevas para transmitir ideas cortas de forma oral en inglés y mostraron una mejora en el reconocimiento y uso de palabras gracias a la práctica y el rol de las imágenes. Asimismo, se descubrió que el uso de libros ilustrados y poesía puede impactar positivamente en el ambiente de la clase de inglés con niños.

Palabras clave: Libro álbum para niños, poesía infantil, habilidades de producción oral, aprendizaje de vocabulario, pronunciación.

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The problem

This document is the report of a research project that was carried out for a year and a half with a group of second and then third grade students from the Magdalena Ortega de Nariño IED school and aimed to improve their oral production skills, specifically, the pronunciation and the use of vocabulary through the exploration of children's picture books and poetry. This chapter describes the context of the school where the study took place. Likewise, the population with which the research was conducted is characterized. Finally, the problem statement, rationale, research question and objectives are specified.

Contextualization

Local context

The research was carried out at the school Magdalena Ortega de Nariño IED, an official and public institution for girls which offers its educational services in the morning, afternoon and evening, the latter intended for a mixed population. The school is located in Las Ferias neighborhood, which is situated in the tenth district of Bogotá, called Engativá. This area is perceived as a commercial place, due to the considerable number of technical-mechanical revision premises that are found there. In addition, the surroundings of the school are mostly residential, but there are also businesses such as restaurants, malls, and access to main roads such as 68th Avenue and 80th Street.

In socioeconomic terms, the Cámara de Comercio of Bogotá (2007) points out that in the district of Engativá, the lower-middle economic class predominates, thus 76% of the properties belong to stratum 3 (p. 17).

Institutional context

The school Magdalena Ortega de Nariño IED has been recognized as an institution with high-quality reaccreditation since 2019 (Colegio Magdalena Ortega de Nariño IED, p. 12). It is a

female school, although it also provides education for men and women during the evening shift. In terms of pedagogical principles, the school names its PEI as *Formación de mujeres, jóvenes y adultos competentes para las exigencias del mundo actual*, since the mission of the institution supports the practice of pedagogical strategies within the Teaching for Understanding model, focused on the development of thought and human qualities for the benefit of cultural progress in the training of competent woman, youngsters and adults for the demands of the current world (Colegio Magdalena Ortega de Nariño, I.E.D, p.3). Likewise, its pedagogical model is the product of collective construction within the framework of Constructivism. In this way, the pedagogical principles of the school aim to achieve student-centered learning.

Regarding the physical space, the school is divided into three sections: primary, secondary and laboratories, each section with three floors. The distinctions among these sections were very evident not only in terms of structure, but also of coexistence. That is, primary school students have different spaces, educational events, recess time, and classrooms from those assigned to the secondary level. As for the school's facilities, there is a library, a multipurpose classroom, a school canteen, a cafeteria for teachers, an audiovisual room, two computer rooms, and a language room only available to secondary students.

Lastly, the second-grade classroom assigned to the population of this project had a large room. It had a television located in the central front part, above the board, and three lockers where material that could be used in activities during class was stored, and all students had access to supplies like scissors, colors, paper, or books. Moreover, the classroom had phrases and instructions in English, for example: sitting in order, silence, or keep the room tidy.

Population

The group of participants was made up of 29 students of the second grade (2A) and later third grade (3A) of the afternoon session. A survey was conducted with each pupil (Annex

1), as well as an interview with the head teacher (Annex 2) to characterize them, in terms of their personal profiles, likes, preferences and academic performance.

In this sense, the students were between 7 and 10 years old. Regarding their likes outside the classroom, it was found that they mainly enjoyed coloring, playing, drawing, or doing activities related to the academic day, such as homework. About the English class, they liked the activities they usually do, which are drawing, coloring, or watching videos. Likewise, the students indicated that they would like to add other activities to the English class, such as singing, playing, and painting more.

In relation to what was collected in the field diaries during the observation period, it is emphasized that the students were motivated to learn in English, and they actively participated in class. For instance, they tried to repeat some words, and if they had difficulties pronouncing some words, they constantly asked the teacher how to do it well. In the same way, the head teacher stated that the students were an attentive and receptive group, but that, sometimes, some girls were afraid to express themselves in English.

Diagnosis

A diagnostic workshop was applied to 28 of the students to determine their performance in vocabulary recognition and their needs and proficiency in four sections: writing, reading, listening, and speaking skills (Annex 3). The diagnosis was created following the topics raised by the Ministry of Education in the Basic Standards of Competencies and Basic Rights of Learning for the area of English, as well as in the head teacher's thematic planning.

Following the topics that second grade students had to know, in the writing session, four images illustrating a lion, a chicken, a banana and a dog were presented, and the students had to name each image in English. As a result, no student managed to write the 4 words, and 53%

of the students did not write any word, while the students who managed to write some words did so with spelling errors, for example, *leo*, *chiken*, *danana* or *bog*.

Concerning the reading activities, the pupils did an exercise to recognize the days of the week, and a minority of pupils distinguished them, and half of the children identified only two days. Regarding number identification, eight children managed to classify all the numbers from 1 to 5, while most girls could not identify any of the numbers. It is necessary to emphasize that this section could only be completed when the researcher-teacher read the questions aloud, which enabled better understanding since reading in English confused the students.

In the next segment, the students heard this question twice: *What is your name?*, and all the children were able to understand and answer by writing their names. In the following step, the words *cat*, *school*, *family*, *happy*, and *house* were presented, each one with an image that represented them. Subsequently, the researcher-teacher said 3 of the 5 words (*cat*, *happy*, *house*) 3 times and the students had to mark the words they heard. In the next exercise, the students had to color a drawing by listening to the numbers and associating with colors in English. The result showed that 22 girls successfully completed both activities.

Lastly, an individual speaking activity was carried out to check the students' vocabulary use and pronunciation. Therefore, the test demanded the students to answer orally the following questions: *what is your name?*, *how old are you?*, *how do you feel?*, *mention three members of your family*, *mention some places of your school*. Consequently, most of the participants did not know how to present orally their names in English, for example, they mispronounced the words *name */name/* and *my */mi/*. In other cases, the students were not able to express themselves and opted to speak in Spanish.

An analogous situation happened when the students were asked by their age and they answered in Spanish, for example by saying just the number *ocho*. Likewise, few students were

able to mention their feelings in English. Additionally, some of them tried to pronounce some places of the school, but they did it with some pronunciation issues, in words like library as **/libraril/* or school as **/escoll/* and **/esclash/*. In short, the students showed difficulties in expressing themselves orally in English, choosing to remain silent or answering in Spanish. This showed the lack of the vocabulary necessary to express ideas orally. In addition, it was recognized that the students made mistakes in the pronunciation of vowels, since they pronounced the words as if they had sounds in Spanish.

After presenting the results of the diagnosis, it was possible to discover the difficulties that the students had in recognizing vocabulary in the different activities. Moreover, it was found that listening was the skill with the best results, since most of them understood oral messages. Nonetheless, reading, writing, and speaking skills were those that had activities carried out with less success. Although it was important for the students to continue strengthening these skills, this project focused on the students' oral production or speaking skill, because, as it was evident in the diagnosis and in the interview with the mentor teacher, the pupils were in the process of learning to read and write in Spanish, and some of them were struggling to develop their skills. Therefore, it was decided not to focus this project on reading or writing to avoid complications and confusion in their process in both the mother tongue and the foreign language.

Accordingly, it is concluded that the weakest English skill that needed the most reinforcement was speaking. Thus, it was perceived that the students had difficulties expressing themselves orally and that they had a limited vocabulary, which prevented them from speaking in English, being forced to turn to Spanish. Moreover, when performing orally, it was evident that the pupils made pronunciation errors, especially of the vowel sounds of English.

Problem statement

The Magdalena Ortega de Nariño school, being constituted as a public and official institution, is under the educational guidelines established by the Ministry of Education, which

for English learning formulates the Basic Standards of Competencies necessary for each grade. In this sense, second grade students must reach an A1 or beginner level of English. Young learners should understand basic language about family, friends, games, and familiar places. Moreover, A1 users should be able to speak in English with short and isolated sentences that allow them to express their ideas and feelings about school and family, and to participate in conversations with clear pronunciation.

Nevertheless, based on the interview conducted with the mentor teacher (Annex 2), the diagnostic workshop (Annex 3), and the observations prior to implementation, it can be stated that the academic situation of the students did not reflect what is proposed for students with a beginner English level. During the interview, the lead teacher maintained that the class was underperforming in the English skills established by the Ministry of Education for second grade, which was confirmed with the results of the diagnosis and the observation that will be described below.

In line with what was reported, the information gathered in the field diaries (Annex 4) during the observation stage allowed for some relevant elements to be identified. First, it was noticed that when students tried to communicate orally in English, they had flaws because they had a limited vocabulary. For instance, in Spanish-mixed answers like *“Yo tengo 8 years”*. Similarly, difficulties were also found in terms of grammar, in sentences like *“I have 7 years”*. Second, it was witnessed that the class activities were focused on taking notes and representing through drawings the new vocabulary discovered in videos. Virtually all classes were conducted this way, which means that oral expression exercises were rarely performed.

Specifically, only in the first class observed the students practiced speaking, introducing themselves to the teacher-researcher. During the other classes, there were no oral practice exercises, but rather simple repetition words when the students asked them. For example, the students posed a question in Spanish, like *“¿profe, cómo se dice conejo en inglés?”*, to which

the teacher offered the answer “*rabbit*”, and all the students repeated the word. This activity was replicated in all classes, and it showed the students’ curiosity to know how to pronounce and write some words. However, when they pronounced the words, they made mistakes, especially with the vowels. For example, *days* */dais/, *my* */mi/, *green* */gren/, *room* */rom/, *I* */i/. This demonstrated that the students are not aware of the differences in pronunciation between Spanish and English, and therefore, they could not articulate new and different vowel sounds.

Considering the information gathered, it can be stated that the students have greater strength in listening skills, due to the focus that had been given to it in the English class. Nonetheless, the children did not meet the requirements of the Ministry of Education for second grade, as they faced difficulties when they had to use the vocabulary orally, choosing not to speak or to speak in Spanish. In addition, when they tried to speak, it was evident that they did not pronounce the English vowels correctly, since they produced them as sounds in Spanish.

Rationale

Currently, the teaching and learning of English in Colombia has become a necessity to belong to the globalized world. The Ministry of National Education (2006) also indicates this, and commands that children, young people and adults receive training in foreign languages to access today's society. In this sense, it is essential to strengthen the learning of English from the first educational levels and stages of childhood, so that through academic training they continue to strengthen the learned bases.

Medina et al. (2013) point out that the importance of teaching English to children is based on promoting strong foundations from childhood to learn and use the language in later situations. Likewise, the authors indicate that children's brain is in the process of development, and they have the potential to assimilate and promote different knowledge, which gives them, in the case of English, the possibility to build solid abilities, such as phonological awareness, the pronunciation of phonemes, or the repetition of words (pp. 191-192). Similarly, Piquer (2006)

specifies that teaching English to young learners aims to raise awareness and bring children progressively closer to the learning of the language (p. 115). Specifically, this project is important to build a contact with the learning of English that offers bases in the foreign language, namely in oral production skills, such as pronunciation and the use of vocabulary.

On the other hand, this project is focused on oral production skills, which are set by the Basic Standards of Competencies from the first educational levels. Along these lines, Srinivas (2018) stated that the oral or speaking skill allows us to express our ideas, thoughts, and feelings, as well as communicate opinions, points of view and interests (p. 10). Therefore, we find the most common form of expression through oral language, and it is fundamental to further develop this component of the language in its learning, to enable student's oral production.

On that account, this study turns to the use of a set of activities based on children's poems and picture books. Fleta (2017) indicates that the benefits that these resources bring to English learning through shared or aloud reading of the book allows students to combine verbal and visual information to engage them as observers but also as listeners of another language. By being observers, children are required to rely on the image to quest and understand meanings and vocabulary. And by being listeners, students actively receive linguistic input through their ears to be aware that language is made up of words and particular sounds.

In coherence, Cameron (2001) expresses, that "new language is largely introduced orally, understood orally and aurally, practiced and automatized orally" (as quoted in Fleta, 2019, p. 245). To this extent, picture books and poetry are resources that are framed in what was established by Cameron (2001), since it is through reading these materials aloud that English is introduced, and it is through listening that the students recognize elements of the language, to later use them through oral practice.

Research question

Considering the above, the following research question and objectives were raised:

What could be the impact of implementing a set of activities based on children's poetry and picture books to enhance pronunciation and vocabulary in English oral production of second graders at Magdalena Ortega de Nariño School?

Objectives

General objective

To analyze the impact of using a set of activities based on children's poetry and picture books to enhance pronunciation and vocabulary use in English oral production of second then third graders at Magdalena Ortega de Nariño School.

Specific objectives

1. To design and apply a teaching proposal that improves the pronunciation and vocabulary use of students when they produce orally in English
2. To identify the students' achievements in terms of vowel pronunciation when producing orally in the variety of activities based on picture books and poetry.
3. To describe the students' vocabulary use when producing orally in the different activities based on picture books and poetry.
4. To comprehend the role of children's picture books and poetry in an English class setting with children.

Literature Review and Theoretical Framework

Literature review

The following section offers a research overview that shows some studies linked to some extent with the proposal of this project. It is necessary to specify that these documents have not exclusively used picture books and poetry but have explored other literary genres. In addition, the language purposes of these papers are focused not only on oral skills, but also in different English skills. Of these documents, 3 are national and 2 international, all of them within the scope of the English class.

In the first place, Hashemifardnia et al.'s research (2018) aimed to examine the effects of picture books on English vocabulary learning in 40 Iranian elementary students who were between 12 and 14 years old. In this way, a control group and an experimental group were selected, and a pre-test and a post-test were applied to both groups to assess the pupils' knowledge of vocabulary. The experimental group's classes were based on matching images and vocabulary from picture books. On the other hand, the control group's lessons were focused on using the textbook without pictures.

To this extent, the tests demonstrated that the experimental group significantly improved their English vocabulary learning compared to the control group. In this way, these findings are meaningful to affirm the effectiveness of picture books, and the images managed to attract and keep the attention of the students, showing that the relationship between words and image in the picture book has a relevant role in learning English vocabulary, promoting a close relation of the written and the visual text.

The paper by Vargas and Zamora (2016) aimed to determine the impact of the use of fables on the EFL speaking skill of 83 third grade students in a public school located in Bogota. In this sense, the researchers conducted a survey and an observation process with the purpose of recognizing students' strengths and weaknesses when learning English. In this way the implementation stage consisted of three steps in each class: Getting in contact with fables, oral production and bringing fables to life. In the first one of them, the authors proposed an introduction of the fables, therefore in each class a listening and reading exercise, and vocabulary comprehension activities were carried out. In the next phase, the students used the vocabulary to create fables that were presented orally by them. In the final moment, the students acted out the fables to promote communication skills.

The researchers concluded that fables enhanced the motivation and participation of the students in class. In addition, it was shown that the learners improved their speaking skill and

consequently, they also faced their nerves when speaking in another language. Likewise, it was highlighted that reading aloud and the familiarity of the fables allowed the children to associate and recognize new vocabulary. Therefore, this document is connected to the current one to the extent that it presented the influence of a literary genre to promote speaking skill and showed that through literary compositions, connections can be established with the students' experiences that will end up impacting their learning. Although this study did not use poetry or picture books, it does allow being aware of the relevance of literature to promote this skill.

Evenly, Guarín and León's degree thesis (2020) aimed to describe how the narration of two stories related to respect and equality values shapes early oral production with 53 first grade students at a school in Bogota that were in the process of learning to read and write in Spanish. In this way, a diagnostic workshop to analyze the student's English skills focused on speaking, listening and vocabulary was held. Regarding the classes, the authors planned three parts in each class. The stage prior to each reading consisted of the introduction of the vocabulary. Subsequently, the stories were read following strategies that captured the student's attention, such as changes in the tone of voices, visual aids, and the researchers' enacting of the main characters wearing customs or accessories. Lastly, the students orally answered simple questions about the stories.

In conclusion, the project demonstrated that the students improved their oral production, and the constant interaction in the classroom. On the other hand, the importance of creating material that supports the topics and facilitates learning and motivation was emphasized. Thereby, this research is relevant to evidence the positive impact of reading literary genres with a population that still develops initial processes in Spanish. It also shows the connection between reading and the development of oral skills.

Moving on, the main objective of Mendedelso's research (2020) was to describe the impact of implementing the Explicit and Systematic Phonics Instruction on the pronunciation of

vowel sounds of 30 second graders when they perform orally in a school in Bogota. This project was determined with the implementation of a diagnosis and observations to identify the needs and weaknesses of the students in English classes. In relation to the development of the classes, the researcher followed three steps in each class: modelling (explicit presentation of the phonics through demonstration), guided teaching (practice of sounds) and independent teaching (demonstration of the sound with minimal support). To develop the project, 14 classes were held, each one focused on a vowel sound (long and short sound) that was explained through games, videos, songs or reading short stories.

As a result, a positive impact was brought on the pronunciation of vowels in English and their oral performance by implementing Explicit Phonics Instruction. Likewise, the students became aware of the differences in pronunciation between Spanish and English, that is, although the author pointed out that not all the pupils could articulate the sounds, they all could recognize the differences. There was also an improvement in vocabulary learning with this proposal. Consequently, this project is extremely significant because it demonstrates the positive influence of connecting the learning of vocabulary and pronunciation to boost an oral skill. Moreover, this thesis shows the possibility of working on pronunciation with young learners.

Lastly, the research carried out by Sanabria and Ramirez (2018) had the purpose of promoting oral interaction in English using artistic activities based on children's poetry with 60 fourth graders in an institution of Bogotá. In this way, the needs of the students in terms of learning English were determined in an observation stage. During the implementation stage, a poem was presented in each class, along with the new vocabulary; then the understanding of the poem was reviewed to finally conduct activities based on the theme of the poem, such as the use of playdoh, creations with origami, or coloring.

Finally, the findings showed that children's poetry became a suitable material for learning vocabulary and recognizing some grammatical structures. Furthermore, it was highlighted that the students managed to make oral interactions in English among themselves, but also with the teacher, showing the possibility of articulating the new vocabulary to communicate. On the other hand, it was found that the artistic activities motivated the students during the English classes. In short, this work is significant because it establishes the clear connection between poetry and oral production and brings to the spotlight the importance of the entire reading exercise as an interactive and creative moment that motivates learning.

To conclude this literary review, it is necessary to emphasize that the compiled studies show the use of children poetry and picture books as an articulable strategy in English classes for young learners. Specifically, the benefits of these literary genres stand out in the connection established between images and words to recognize new vocabulary and the development or improvement in English skills, such as writing and speaking. Moreover, these papers identify the need to relate different activities that support each topic and manage to motivate learning. Finally, other children's literary genres presented evidenced a positive impact on the learning of English, especially in children who do not yet have a solid foundation in a foreign language.

On the other hand, within the existing literature, this study provided a perspective that contemplates the use of literary materials to jointly strengthen oral English skills, such as the words and sounds produced when speaking. From this outlook, the influence of various activities to promote the recognition of different phonemes and words that enhance the students' oral productions was explored.

Theoretical Framework

The following section presents the central concepts that guided the research. Therefore, to build this conceptual framework, the terms children's picture books, children's poetry, and oral production with its skills are considered essential.

Children's Poetry

Defining the concept of Poetry, implies recognizing its general conception, which Barrera (1998) establishes as the work or composition in verse that uses lyrical language, that is, the use of words, structures and tones to express feelings and emotions. Similarly, Pullinger (2017) states that poetry is a multimodal art form, since its processing is possible through different senses such as vision and hearing. In connection with this idea, the author highlights that, although the poem is read and has a written language, poetry is sound because the interaction with the poem is combined with a written form and a sound system that accompany the reading and that always evokes sounds even if it is not read aloud (p. 21).

Now, it is necessary to specify what children's poetry is and what its possibilities are. Vardell (2006) explains this type of poetry is an experience shared through reading aloud and the oral dimension, which is why children's poetry begs to be heard (p. 5). The author explains that poetry takes the form of a bridge for children to develop their first steps in language skills, since it introduces new vocabulary and expressions, reinforces word sounds, and phonic patterns, provides practice for word pronunciation, presents familiar situations in new ways through sensory language, and stimulates imagination (p. 8). Similarly, Barreras (1998) highlights that when using poems for children, teachers can try to get students to perceive sounds, rhythmical patterns or rhymes, or deduce the meaning of words (p. 233). In short, this resource must be used in a way that fits the learning needs of the students. In this project, children's poetry allows children to recognize sounds patterns and vocabulary through reading aloud, to then use them in their oral productions.

Ultimately, Booth and Moore (2003) spotlight that poetry creates and recreates experiences that are then translated into words, and it constructs meaning through imagination. These authors mention that children's poetry and its language speak directly to children, to their senses, their imaginations, their emotions, their feelings, their experiences of childhood (p. 23).

In this way, in addition to the linguistic benefits, children's poetry is an advantageous resource that allows kids to get closer to their own experiences, they can become familiar to each material to create a meaningful experience based on their connections with their lives.

Based on the above, children's poetry is constituted in this research from the following perspectives: its variety in the lexicon, its essential value and relation with sounds, and from the connection with situations experienced by the children that involve the student in a creative and meaningful process.

Children's Picture Books

Picture books are defined by Northrup (2012) as a literary genre composed of a small number of pages and not too many words. Words and art come together in this type of book, that is, the images and words support each other to build up the essence of the picture book (p. 2). Similarly, Fang (1996) explains that the illustrations in picture books are essential to the enjoyment and understanding of the story. Moreover, the images entice children to interact with the text because they motivate young readers to name objects or characters and to predict what is going to happen in the story (p.137). In this way, picture books become effective tools to stimulate and promote children's creativity by interpreting stories.

Following Northrup's (2012) ideas, picture books represent children's daily concerns or situations, for example, wanting a pet, talking about a family member, describing school stories or routine activities, etc. (p. 8). These characteristics frame the possible closeness between this resource and the experiences that the students have. In conjunction with this, Fang (1996) expresses that children picture books and their images represent situations that kids can identify with, what the author calls first-order symbols, which are mixed and complemented with second-order symbols, which are words that may be remote for the students. Thereby, the union of familiar and unknown situations and words enables maximum textual understanding.

On the other hand, Fleta (2017) points out some factors in the teaching of English by using picture books in environments with young learners. This author expresses that reading aloud develops skills such as speaking, listening and phonological awareness, because when children listen to a picture book during circle time and, at the same time, look at the images, they develop an understanding of the story and have access to acoustic, intonation and grammatical patterns of the language (p. 27). Then, this resource influences the learning of English, especially in the sound aspect that involves reading aloud.

In this sense, Fleta (2017) considers picture books as a material that can be used to explain the segmental and suprasegmental levels of English language to develop phonological awareness through the recognition of acoustic elements in books. The different phonemes that make up the words present in the book can be explored through reading aloud, emphasizing the pronunciation of each phoneme. This allows children to recognize the quality of sounds and to hear patterns to distinguish between those that sound the same or different. Thus, picture books are an ideal resource for working in English learning environments, mainly due to their aural component, which makes it necessary to listen to and read the book.

All in all, for this research, picture books are a literary genre that can be articulated in an English class mainly due to the following characteristics: its value to promote creativity in students through the interpretation of images, its connection with children's familiar situations or experiences, as well as its potential to contribute to the learning process, specifically, in its engaging way of presenting vocabulary and its relation with the sounds of words.

Oral production

For this research, the concept of oral production is considered to be a fundamental dimension in children's language learning, because as Monsalve and Correal (2006) point out, young learners find oral language to be the principal medium to share ideas, acquire new concepts and organize old ones. It is also the way in which children find the adventure of using

language to communicate (p. 132). Similarly, Srivinas (2018) highlights that through oral skills it is possible to express ideas, thoughts, interests and convey messages to other people by using appropriate rules, intelligible pronunciation and a relevant range of vocabulary (p. 10 – 11). In this way, through oral production, children experience the first ways of expressing themselves.

Likewise, Sterling (2007) specifies that five domains are manifested in oral production: phonology, which refers to the learning and distinction of the sounds that we produce in the language; semantics, which deals with the learning of concepts with their meanings and features; syntax, which handles with the grammatical rules that set the order that allows us to create sentences; morphology, which implies the recognition of the smallest units of meaning; and finally, pragmatics, which indicates the recognition of the social rules where speech arises (p. 583). Along these lines, for this study, the phonological and semantic domains are considered, that is, it focused on pronunciation and vocabulary pertinent to the population that makes up this project to strengthen their oral production.

Considering what has been described, students' oral production is conceived as a means of expression that is made up of various domains. Nonetheless, considering the English learning needs of the students, oral production was limited with greater emphasis on phonological and semantic aspects, such as the appropriate pronunciation and vocabulary used when performing orally. Thus, it is necessary to delve deeper into the definitions of pronunciation and vocabulary within the framework of oral production.

Pronunciation

Regarding pronunciation, it is necessary to highlight the contributions of Kelly (2000) and Edo (2014), who indicate pronunciation has been rejected and neglected by teachers and education during the teaching and learning of English. Especially, Edo (2014) states that, in English as a Foreign Language settings, pronunciation has not been a skill addressed by teaching (p. 263). Nonetheless, this concept is fundamental in speaking performance, since as

Disha (2018) claims, pronunciation is the way in which words are spoken, as well as the reproduction of language sounds to transmit messages more easily. Therefore, it is the production of sounds that we use to make meaning (p. 16).

Likewise, Pourhosein (2016) establishes that pronunciation is learned by repeating sounds and correcting them when they are inaccurately articulated. In this way, students acquire new habits or overcome difficulties derived from their first language. Besides, it is mentioned that the goal of pronunciation instruction is not to ask for native-like pronunciation; rather, the purpose is to achieve an intelligible pronunciation (p. 3). Consequently, within the framework of this study, these concepts support pronunciation as an essential element to contemplate the development of English learning activities and for students to carry out oral productions and express by conveying meanings through comprehensively pronunciation.

In this perspective, Gómez and Sánchez (2016) mention that there are two branches around phonology and pronunciation: segmental and suprasegmental aspects. The first component refers to the analysis of properties of discrete sounds, that is, a single segment, for example, vowels and consonants. The second branch analyses characteristics that extend over more than one segment, for example, intonation patterns, stress and rhythm (pp. 13-263).

In this sense, this research considers segmental characteristics, with special emphasis on vowel phonemes. Since as Pourhosein (2016) states, English as a Foreign Language teachers should be aware of their learners' needs and problems regarding pronunciation (p. 4). In this project, shortcomings were identified in the production and pronunciation of vowel sounds in the students' oral interventions during the observation stage and the diagnostic test. In this way, it is important to highlight the graphemes and phonemes, or vowel sounds that were addressed in this proposal: <a> /æ/ and /eɪ/, <e> /i:/ and /ə/, <i> /ɪ/ and /aɪ/, <o> /ɒ/ and /u:/, <u> /ju/ and /ʌ/.

This project focuses on vowel sounds from US English, since it is the most common teaching variant. Furthermore, this series of phonemes were selected based on the difficulties of the students, who made greater mistakes when pronouncing diphthongs or long vowel sounds. Therefore, it was considered to approach each vowel from its short sound and its long sound or from the diphthong. Thus, students could begin to be aware of the differences in terms of pronunciation between their mother tongue and the foreign language.

In relation to strategies for teaching pronunciation, Kelly (2000) explains that reading aloud is a means that, although writing-based, can successfully integrate pronunciation. This is because through reading done by the teacher or the students, connections are established between spelling and the pronunciation of the words. Then, a listening exercise is carried out by the students, which allows them to discover, notice and use elements of the language (p. 22). Thus, the reading of literary texts such as poems and picture books were used to introduce and recognize English vowel sounds and subsequently produced them.

In summary, pronunciation is considered in this project as the way of producing the sounds of the English language, from its segmental traits, specifically, the vowel sounds. Moreover, it is considered from its qualities to express and make meanings more easily when producing orally. Finally, it should be mentioned that the teaching of these phonemes was carried out and introduced through reading and listening, and not through direct teaching of articulatory issues, and then reproduced orally by the students in different activities.

Vocabulary Learning

The next concept associated with oral production in this theoretical framework is vocabulary, which is mentioned since its development is one of the objectives to reach with the use of children's poetry and picture books. In this way, vocabulary is one of the main components of language learning, because, as Ghazal (2007) points out, words are the basic components of a language since they label objects, actions and ideas without which people

cannot convey the intended meaning (p. 84). Similarly, Dakhi and Fitria (2019) state that language users employ words in expressing their feelings, ideas, and opinions (p. 16). In this sense, the recognition and learning of words makes communication and the expression of messages possible. In the context of this research, the students were experiencing their first approach to the language, and vocabulary learning allows for the expressions of students.

Moreover, Richard and Willy (2022) point out that vocabulary is constituted as a core element for language learning, since it provides the basis of how learners speak, listen, read and write (p. 255). Specifically, for this research, students will be exposed to reading picture books and poetry to recognize and mainly use new words orally, because, as Hiebert and Kamil (2005) express, novel words are commonly introduced to children via shared reading or read-aloud (p. 34). Subsequently, the words will be used with greater emphasis in speaking activities, after having heard them in the reading.

Furthermore, vocabulary has been classified into two types: active or productive and passive or receptive vocabulary. Hiebert and Kamil (2005) state that the first type refers to the one that the students have been taught and are expected to be able to use in other situations or in other skills, for example, speaking or writing. On the other hand, passive vocabulary refers to words the students understand or recognize but do not use, such as in reading or listening exercises. Specifically, for this research, active vocabulary will be considered to allow students in the project to not only recognize new words, but also use them in different speaking activities.

Finally, Alqahtani (2015) points out that to face the task of teaching vocabulary, some strategies must be considered. Among these, the author highlights the use of illustrations to learn stories and new words simultaneously, articulating objects, drawings, images, or mimicry, which in turn enhances creativity and makes the material attractive for students.

In short, vocabulary is considered to go beyond a list of words. On the contrary, it is a fundamental factor in learning and teaching the language. In addition, for this study, vocabulary

is conceived from its qualities to communicate and express ideas. In this sense, it will be used as active vocabulary in speaking activities. Finally, following the authors' contributions, different strategies, such as the reading of children's picture books and poetry, are considered to enhance the learning and creativity of the students.

Research Design

This chapter has to do with the research methodology that was followed in this study. Therefore, the following elements are relevant to answer the research question and achieve the objectives proposed. In the first place, qualitative research and action research are defined. Subsequently, a section that explains the data collection processes through the instruments is included. Ultimately, the ethical considerations found during the process are indicated.

Research Paradigm

This study was carried out following a qualitative paradigm. From the perspective of Merriam and Tisdell (2016), qualitative research is interested in discovering the meaning of a phenomenon for those involved (p. 6). Moreover, the authors specify that the intention in following this paradigm is to understand "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 6). Particularly, for this project, understanding the experiences of the population was focused on their English learning process around the use of new strategies and activities that allow them to improve aspects such as vocabulary and pronunciation in their oral production.

Correspondingly, from the contributions of Denzin and Lincoln (2006) qualitative research studies situations from the meaning that people give them in their natural environment. This research paradigm uses a set of empirical materials, such as personal experience, introspection, interviews, artifacts, and productions to describe routines, problematic moments, and meanings in the lives of individuals. Thus, qualitative research deploys interpretative practices to achieve an understanding of the problem to be addressed (p. 10). In the case of this

project, it is expected to explore a teaching situation from its usual context to comprehend the perceptions, experience, and impact of children's poetry and picture books on the students' English learning process.

Therefore, qualitative research is ideal to understand and analyze the students' experience around various activities that enhance their pronunciation and use of vocabulary when producing orally. Moreover, the impact of the strategy will be determined through productions, artifacts, and observations of the researcher in the natural setting of the class.

Type of Research

The type of research undertaken in this project was action research, which under Costello's (2003) conceptions is defined as a cyclical and spiral process characterized by being practical, having a problem-solving emphasis, promoting reflection, considering the action to understand the practice, and finally, collecting and interpreting data (p. 6). Costello (2003) indicates that action research considers the teacher as a researcher, which involves carrying out research activities as a fundamental aspect of their role and function, with a view to collecting data on different issues in the classroom, including strategies for teaching and learning (p. 19). Namely, under the principles of action research, not only will a reflection be made on the impact on the pedagogical implementation, but there will also be a reflection on the practice of the teacher-researcher, as an active participant in the process in the classroom.

Similarly, Burns (2009) describes that the self-reflective and critical position does not imply assuming a negative outlook, on the contrary, it entails questioning and problematizing teaching, that is, identifying and developing new ideas or alternatives that improve an experience (p. 2). Thereby, this study observes the central characteristics of action research to reflect upon the teaching practice, but also to offer an alternative to the process of learning English, since, as identified in the observation and diagnosis stages, there is a deficiency in vocabulary and pronunciation when students produce orally.

Additionally, Kemmis and McTaggart (1998, as quoted in Burns, 2009, p. 8) maintain that action research has four stages: planning, action, observation, and reflection. In the first step, a problematic situation is identified and an improvement plan is developed; the next moment includes intervening in the teaching situation for a certain amount of time, while critically reflecting upon the new teaching exercise; the third stage entails systematically observing and documenting the effects of the action and the reactions of the participants to collect information; lastly, a reflection, evaluation, and description of the impact of the action is carried out. These stages are fundamental for the current project as they guided its development at different moments from the observations to obtaining and analyzing results.

In short, action research fits into this study because it promotes self-reflection on the teaching practice accomplished in the classroom. Furthermore, under this type of research, alternatives to the educational situation already described were proposed. Finally, the project was built following the stages of action research, which led to identifying a problematic situation, then acting, and in the end, reflecting.

Data collection instruments

For the development of this study, the instruments used for the collection of information are vital to achieve the established objectives and research question. In this sense, the following collection instruments were necessary: field notes, surveys, artifacts, a diagnostic workshop, interviews, and recordings.

Field Diaries

During this study, observations of the environment of the second, then third grade English class were carried out with the purpose of collecting information that contextualizes the participants and the learning situation of the students. The information obtained during the observation sessions was systematized in field diaries (Annex 4), as Merriam and Tisdell (2016) point out, this instrument is the written account of the observation and it should be highly

descriptive, giving details of the observed place, activities, participants, and their behaviors. In addition, field diaries need to be in a format that allows the researcher to easily find the desired information and contain a reflective component that collects the researcher's comments and interpretations of what was observed (p. 151). Likewise, Phillippi and Lauderdale (2017) suggest the use of field notes because they create a record of the development of the study over time and are valuable in analysis.

In this context, field diaries were considered an essential instrument in this study since they allowed the collection of information to characterize the setting of the population, describe, interpret their responses in class, and reflect on the activity carried out by the teacher-researcher. Ultimately, what was collected and organized in each field diary (Annex 4) was analyzed to present the results.

Surveys

In this study, the surveys were used as a way of data collection to know contextual elements of the participants. Accordingly, Holmes (2023) defines that this is a written instrument with an organized sequence designed to obtain relevant information from participants and of interest to the researcher (p. 2). Similarly, Merriam and Tisdell (2016) point out that this instrument attempts to explore people's attitudes and interests to obtain general information. Therefore, the surveys in this project provided the possibility of recognizing information about the students, with the purpose of characterizing their preferences (Annex 1) and perceptions about the English class in the end of each cycle of the project (Annex 5).

In consequence, the survey was considered as a fundamental instrument to carry out first characterizations of the group of second grade students and then to discover their insights throughout the development of the proposal. In addition, through the student's responses, class activities were proposed considering their opinions about the English class.

Diagnostic Workshop

In addition, within the framework of this research, the diagnostic workshop (Annex 3) was considered as a data collection instrument to find out the students' learning process, but essentially to identify information about the previous knowledge of the students in the English class, elements that guided the planning of the classes and the topics. Therefore, Iglesias and Sánchez (2007) propose the diagnosis as a form of systematic organization to collect information on an educational fact related to a subject or a group of subjects with the intention of optimizing the learning process. Furthermore, the authors emphasize that diagnosis can also be understood as a means to identifying difficulties in students. Thus, diagnosis is a basic tool in research because it allows explaining in depth what is happening at a given moment (p. 3 – 4).

Based on the above, the diagnostic workshop was conceived as a vital element in the development of this research, because this instrument made it possible to recognize the learning situation of the second-grade students, including their strengths and weaknesses, to build the current proposal and decide the path to take during the intervention.

Artifacts

For this project, the artifacts created by the students were considered an essential resource for data collection because they allowed to know the impact of the proposal in their English learning process. Merriam and Tisdell (2016) indicate that artifacts are a natural part of the research environment, which do not interfere with the setting, as other instruments, such as interviews do. Moreover, artifacts are physical objects that represent some form of communication that is meaningful for the participants, as well as a source of data for the researcher (p. 162). In the context of the current project, this instrument corresponded with the creations made by the students in each class, which were analyzed to understand the process and influence of the proposal.

In addition to their characteristics for collecting data, artifacts were essential in the students' learning process. Specifically, Rodríguez and Velasquez (2019) highlight the role of artifacts in early childhood education, emphasizing that the creation of the artifacts must link children's interests to make the proposed activities more attractive. They achieve the construction of knowledge and articulation of experiences (p. 65). Thus, this instrument is valuable to recognize the impact of the strategy, analyze the students' process, and identify the results based on the children's productions. Moreover, artifacts are fundamental in this project for their quality of creating meaningful activities for the pupils.

Interview

For the development of this study, the application of an interview as an instrument for collecting information was also considered. According to Taherdoost (2021, as quoted in Taherdoost, 2022, p. 39), an interview is a method of asking questions to gain qualitative and quantitative data. This instrument collects qualitative information because it shows the natural context of the participants. Moreover, the interviews are conducted to gather in-depth information about the participants' experiences by interpreting them.

Considering the above, in this study an interview was conducted with the head teacher (Annex 2) with the purpose of characterizing the second-grade students and their English learning process. Therefore, it was conceived within the framework of qualitative research with the determination to interpret the data around the students' experiences from a natural perspective immersed in the environment of the class, as is the case of the principal tutor.

Audio recordings

For this project, a special emphasis was placed on audio recordings as an instrument for collecting data, since, as Burns (2009) mentions, recording a situation captures oral interactions exactly as they were said. In this sense, recordings are more accurate than notes to document

oral messages (p. 70). In addition, an entire class can be recorded or only a small fragment that is of interest to the researcher, for example, the reaction to an activity.

Therefore, recordings of the students' oral participation were important for the analysis of the process and to determine the impact of the proposal. Especially, the recordings showed the pronunciation and vocabulary used when the students carry out speaking activities.

Ethical considerations

This study implied the permission of the parents to authorize the participation of the students in the data collection activities, since the students were minors. The permissions were consented, and they voluntarily accepted to participate in the study (Annex 6). The decision to participate or not in this investigation was respected and under the principles of preserving identity, since the name of no student or teacher is mentioned. Additionally, the instruments used did not contain comments that could be offensive or intrusive to any of the members of the investigation. They were used with the purpose of collecting information about the learning process of the students, and there was no intention of going beyond the academic space.

Chapter IV: Instructional design

This section describes the principles that support this pedagogical intervention. In this sense, visions of curriculum, language and learning will be developed. Likewise, the instructional design with the implementation cycles will be shown.

Pedagogical Approach

This proposal was based on the language-based approach. Following Too (2007), this approach promotes the use of literary materials in English classroom settings as a means that helps students develop their language skills. In consonance with this perspective, learning must be student-centered, activity-centered, and focused on fostering language awareness in students so that they can identify characteristic elements of the language. Likewise, within this

approach, literary texts are used as a resource to expose students to the target language. Within these texts, English can move between different fields of the language from the phonological, syntactical, or semantic. Thus, for this project, picture books and poetry were used to discover semantic and phonological components of the English language.

Curricular Vision

For this project, Grundy's (1994) contributions regarding the notion of curriculum as praxis are considered. From this perspective, the curriculum is a form of praxis, and thus it is developed through action and reflection. The curriculum is not only made up of plans that will be implemented but is constituted through an active process in which planning, action, and evaluation are integrally related (p. 160). Furthermore, Grundy's (1994) notion implies recognizing that learning and teaching arise in a dialogic relationship between teacher and students, and not as an authoritarian relationship. Thus, in the educational act, students are active subjects of their own process. In general, the curriculum involves a process of construction of meaning that begins with interaction and that integrates the students' contexts.

Consistent with the previous definition, Arnaiz (1999) specifies that the curriculum is constituted as a central element to respond to the different educational needs of the students. Moreover, the curriculum and the information that is reflected there must have meaning and sense for the student, being formed from their experiences and interests. On that ground, in this research, students were part of an environment that considered them as active subjects mainly from the selection of material that could be linked to their experiences, as well as considering their interests to carry out various activities that allowed them to create through language, but also to give meaning to the learning experience itself.

Vision of Language

This project is built under two notions of language offered by Tudor (2001): language as a linguistic system and as means for self-expression. Regarding the first concept, Tudor (2001)

explains that language or its parts, must be mastered as a requirement to achieve any meaningful form of communication. Additionally, it is worth noting that this system has various components. As Cunningsworth (1995, quoted in Tudor, 2001, p. 50) emphasizes, the language system has six components: grammar, vocabulary, phonology, discourse, style and appropriacy, and variety of the target language. Nonetheless, this project focuses on vocabulary learning and phonological characteristics, with emphasis on vowel pronunciation. This path was decided as a result of the needs and shortcomings identified in the second-grade students.

The other perspective on language that Tudor (2001) proposes is language as self-expression. This vision recognizes language as the means to express our emotions, wishes or aspirations, and to explore our interests, since language is not only a tool to achieve transactional goals, but also a means to express ourselves. This is because language learners are social actors, but in essence they are individuals in the personal and emotional sense. Moreover, this perspective of language also connects a holistic notion that aims to create a supportive atmosphere in which students feel confident to express themselves, without fear of being judged or rejected (pp. 65, 67). This vision is considered part of this study since students make their own creations to express their feelings, ideas, and meanings using the English language. Likewise, students were able to express and produce orally using vocabulary and pronouncing words, without worrying about making mistakes and being judged negatively.

Vision of Learning

To understand this concept, Tudor (2001) classified different perspectives on learning that were considered in this project. In this sense, learning is experiential, which involves direct experience with the target language and appears under the learning by doing approach that entails two characteristic factors: exposure to a substantial amount of input in the language, and learners' use of the language to communicate. Furthermore, this vision is guided by the following principles: messages focus, holistic practice, the use of authentic materials, the use of

communication strategies, and the use of collaborative modes of learning. Nevertheless, for this project only two principles are considered and described below.

In the first place, Tudor (2001) explains that the message focus involves creating conditions in which students use language to share insights or to achieve goals. It also implies focusing the students' attention on the language as a means of communication rather than as a code. The next fundamental principle is the use of authentic materials that represent real language and show authentic input in language learning, for example, materials that were not written for the purposes of teaching languages (pp. 80 – 81).

Therefore, for this research, experiential learning is contemplated by these principles to the extent that literature represents authentic material for students, specifically, picture books and poetry. These materials become the source of input to which students are exposed in order to be in contact with the target language and to learn and recognize distinctive features of the language, such as words or phonological aspects. On the other hand, learning the language implied that learners use it to communicate and express their ideas and feelings, using vocabulary and appropriate pronunciation.

Instructional Design

This instructional design aims to enhance vocabulary and pronunciation when performing oral productions through the implementation of a set of activities based on children's poetry and picture books in second-then-third grade English learners at the school Magdalena Ortega de Nariño. In this way, this proposal was divided into three cycles intended for 18 classes, but due to extracurricular activities and institutional matters, 15 sessions were held. Initially, the classes took four hours each week during the first cycle, but for the second and third cycle, the classes were held for one hour weekly.

In this regard, it is important to highlight that every two classes a children's poem or picture book was used, focused on a specific topic to recognize vocabulary that, in turn, exposed the students to a particular vowel phoneme through reading aloud of each material. Additionally, the content and selection of the material were based on situations that could be familiar to the students. In this sense, each resource was addressed from different stages: *warm-up*, which has to do with the introduction or recall the previous session; *pre-reading*, which intended to introduce the picture book or poem, vocabulary and phoneme of the class; *reading aloud* by the research teacher, which put the students in contact with the vocabulary and the phoneme; *post-reading*, which involved reading comprehension and recall of words and sounds; *creation*, which had to do with the production of the students linked to their experience, creativity and the content of each class; and *oral production*, which made possible the use of vocabulary and articulation of the vowel phoneme addressed in each class (Annex 7).

Another significant element during the reading time was the *dialogic reading intervention* employed to read the children's picture books and poetry. This reading intervention is defined by Whitehurst et al. (1998, as quoted in Noble et al. 2020) as a reading that uses a series of conversational strategies to engage children in conversation with adults while reading. For this project the following strategies are considered: asking open questions, which refers to asking questions about what is observed in the book or story; wh questions prompts, which involves using this type of questions around the story, for example, what, why, where, when; and, finally, distancing questions, which deal with asking questions for the student to relate elements of the book outside the book, which in the case of this project, expanded to the students' experiences (Zevenberger and Whitehurst, p. 171-175, 2008). It was decided to rely on this to motivate the students during reading and to have fun while they came into contact with picture books or poetry, since through dialogue and reading it was possible to connect with their experiences. The pedagogical intervention is illustrated by the following table:

Table 1*Pedagogical Proposal*

Pedagogical proposal			
First cycle: <i>About me</i>			
Lesson topic, date and duration	Class objective	Language content	Resource
Who am I? Introducing myself. September 24 th and 25 th (2 classes – 4 hours)	To introduce myself and my talents by using words and expressions that present who I am.	1. Expressions and vocabulary to introduce myself 2. Modal verb to express talents: <i>I can</i> . 3. Sound of the vowel <a> /æ/.	Picture book <i>Incredible me!</i> by Kathi Appelt.
What do I like? My likes and preferences October 2 nd and 3 rd (2 classes – 4 hours)	To talk about things I like to do by using different verbs and expressions.	1. Expression to say likes: <i>I like</i> . 2. Verbs to express likes 3. Sound of the vowel <a> (diphthong) /eɪ/.	Picture book <i>Things I like</i> by Anthony Browne.
	To talk about things I like and don't like to eat by using different words related to food.	1. Expression to say likes and dislikes: <i>I like</i> , and <i>I don't like</i> . 2. Food vocabulary. 3. Sound of the vowel <a> (diphthong) /eɪ/.	Children poem <i>What I like</i> by Gervase Phinn and John Foster.
My feelings October 23 rd and 24 th (2 classes – 4 hours)	To talk about my feelings by using new vocabulary related to feelings.	1. Expression to say my feelings: <i>I feel</i> . 2. Vocabulary about feelings. 3. Sound of the vowel <e> /i:/.	Picture book <i>The color monster: A story about emotions</i> by Anna Llenas.
	To talk about the intensity of my feelings in different situations by using vocabulary related to feelings.	1. Adverbs of quantity to intensify feelings: <i>very</i> and <i>a little</i> . 2. Vocabulary about feelings. 3. Sound of the vowel <e> /i:/.	Children poem <i>Feelings</i> .
Second cycle: <i>The Others and Me</i>			
Who is my family? March 1 st and 21 st (2 classes – 2 hours)	To mention the people I live with by using new vocabulary to name my family nucleus.	1. Vocabulary related to members of a family. 2. Sound of the vowel <e+r> /ə/.	Children poem <i>Families</i> .
Professions April 5 th and 12 th (2 classes – 2 hours)	To mention my desired profession in a roleplay activity by using job vocabulary.	1. Professions vocabulary 2. First person pronoun: <i>I am a</i> . 3. Third person pronoun: <i>She is a</i> .	Children poem <i>Community Helpers</i> .

		4. Sound of the vowel <i> (diphthong) /aɪ/.	
Animals April 19 th and 26 th (2 classes – 2 hours)	To mention different animals in a roleplay activity by using vocabulary related to animals.	1. Animals vocabulary. 2. Third person pronoun: <i>It's a</i> . 3. Sound of the vowel <i> /ɪ/.	Children picture book <i>A Pet Like No Other</i> by Harriet Ziefert.
Third cycle: <i>My surroundings</i>			
My school May 3 rd and 24 th (2 classes – 2 hours)	To mention the school facilities by using new vocabulary related to places in the school.	1. School facilities vocabulary. 2. Third person pronoun: <i>It's the</i> . 3. Sound of the vowel <o> /u:/	Children poem <i>My school</i> .
My neighborhood May 31 st (1 class – 1 hour and 15 minutes)	To mention the places of my neighborhood through a game.	1. Vocabulary related to places in the neighborhood. 2. Vocabulary of actions that are done in the neighborhood. 3. Sound of the vowel <u> /ju:/.	Children picture book <i>My neighborhood</i> .

From this perspective, the first cycle was named *About me*. In this stage, the students had the opportunity to recognize themselves. The activities and classes guided them to discover how to introduce themselves, describe their likes, and talk about their feelings. The intention of this cycle was to enable the perception of the pupils through themes that would allow them to talk about themselves as individuals.

The second cycle was called *The others and me*, which was proposed with the aim of making the students recognize themselves in relation to those around them in their environments, such as the recognition of the family members with whom they live, the recognition of professions in the community, and the distinction of the animals that inhabit their surroundings.

Finally, *My surroundings* was planned as the third cycle, which intended for the students to recognize the environments that surround them, and thus be able to talk and express their

perceptions of those spaces. In this way, topics such as my school and my neighborhood were tackled.

As can be seen, these cycles were built based on the context and situations that were familiar to the students. For this reason, the thematic and material selection sought to connect with their experiences, allowing questions connected to the students' lives to be formulated in each reading. Furthermore, the thematic proposal intended to achieve a staggered process, in which the students first identified themselves individually, later recognized themselves in a community, which involved being aware of those around them, and then explored their relationship with the spaces that surround them.

Data analysis and Findings

This chapter will present the analysis of the data collected during the pedagogical intervention through recordings, field diaries, surveys and artifacts. In addition, the data analysis process that was followed to determine the categories and understand the results is presented. Finally, the emerging categories are described with their corresponding subcategories.

Data Analysis Procedures

Data analysis in conjunction with qualitative research adopts an inductive process, which is framed within grounded theory, as noted by Merriam and Tisdell (2016). From the perspective of this approach, the inductive stance aims to derive meaning from the data collected (p.31). In the context of this research, the data was collected from the observation to the implementation phase, in which the emphasis was on data about oral production skills. Following the grounded theory, the data collected comes from the instruments, previously mentioned in chapter 3.

After data collection, the information was reviewed through a comparison process. As Corbin and Strauss (2015) point out, by making constant comparisons, the data is organized into manageable pieces that are compared in search of similarities or differences. Thus, in this

research, the information collected with the instruments was compiled and put together in a chart to compare the segments of information so that the categories of analysis emerged.

Subsequently, a color-coding system was used, which was intended to recognize patterns and establish connections in the collected data (Hernández-Sampieri and Mendoza, 2018, p. 442). In this way, a color was assigned to each aspect found in the data, with the purpose of identifying significant elements in the developed process and unifying them into a center of the study. Finally, the research question, objectives and theoretical framework were used to construct the analysis categories that will be presented below.

Table 2

Matrix of categories of analysis

Categories of analysis		
What could be the impact of implementing a set of activities based on children's poetry and picture books to enhance pronunciation and vocabulary in English oral production of second graders at Magdalena Ortega de Nariño School?		
Specific objectives	Categories	Subcategories
To identify the students' achievements in terms of vowel pronunciation when producing orally in the variety of activities based on picture books and poetry.	Discovering new vowel sounds in English (Pronunciation)	The vowel sounds I produce
		Are they different sounds?
To describe the students' vocabulary use when producing orally in the different activities based on picture books and poetry.	Discovering new words in English (Vocabulary learning)	What does the image tell you? Relation image-word.
		The words I recognize: Passive vocabulary
		Let's use the words: Active vocabulary.
To comprehend the role of children's picture books and poetry in an English class setting with children.	Children's picture books and poems in my English class (Role of the material)	Active learners: Participation of the students
		What about the material? Student's response to the books and poems

Data analysis

Category 1: Discovering New Vowel Sounds in English (Pronunciation)

The first category refers to the pronunciation of the vowel sounds that the students discovered during the implementation of the project. As mentioned earlier, pronunciation is one of the five domains that make up oral production (Sterling, 2007). For this research, this component of language is particularly understood as the way words are spoken and as the use of sounds in the language to convey messages (Disha, 2018).

Furthermore, the pronunciation was not intended to be native-like but rather produced with intelligible vowel sounds following the American model. Thus, through the diagnosis and observation period, it was initially determined that the students would get to know a short and a long sound or diphthong for each vowel. In such a way, the following sounds were established: <a> /æ/ and /eɪ/, <e> /i:/ and /ə/, <i> /ɪ/ and /aɪ/, <o> /ɒ/ and /u:/, <u> /ʌ/ and /ju/. Due to different extracurricular events unrelated to the project, it was not possible to tackle the vowels <o> and <u>, for which only one sound was addressed.

To identify the students' achievements in terms of production of vowels, the first subcategory explores how they were able to produce new vowel sounds orally to convey an idea. The second subcategory shows that although some of the students had difficulties to articulate the phonemes, they recognized that the vowel sounds repertoires of English and Spanish are not identical. These elements will be explored in greater depth and detail below.

Subcategory 1: The Sounds I Produce

This category has its basis on the notion that pronunciation is the way in which words are produced phonetically and orally to transmit or express messages (Sterling, 2007). This is consistent with the guidance from the Ministry of National Education that young English learners should speak with clear pronunciation using both sentences and words (p.19). In this scenario, eight English vowel phonemes were addressed, three of which were short sounds and five were

long sounds or diphthongs. Overall, the students showed satisfactory performance when speaking and using the phonemes, either in short sentences or occasionally to say a single word with the appropriate pronunciation. It is worth remembering that in this project the students found their first path to produce orally in English, therefore, the sentences they produced were not very long. To delve deeper into this, the girls' achievements will be detailed in order of vowel graphemes, addressing the two phonological realizations in each one.

In this sense, the vowel <a> was approached from its phonemes /æ/ and /eɪ/. Therefore, during the initial session implemented, the final task intended that the students introduce themselves and say their talents with the verb *can*, with an emphasis on the phoneme /æ/. This would be one of the first opportunities in which the students spoke in English during the class. Of particular significance was the fact that the students first heard the sound through the activities and the reading of the first picture book, but then, when introducing themselves, some of them had difficulties when saying the word *can*. An example was registered in a field note:

“When I pointed out the word “can” to Student Y in the workshop, she told me the meaning in Spanish and tried to pronounce the word, but she did it as a word in Spanish: */kan/”

[Field note, second session, September 26th, 2023]

In this fragment it was noted that the student mispronounced the sound /æ/. In this first session of the project, the students were presented with four expressions to introduce themselves and one to talk about their talents with the verb *can*. Unfortunately, when it came to speaking in English, the students had trouble saying the sentences. To some extent, it is assumed that this happened because the girls were not used to speaking English and the task could represent a large expanse of words for them. However, this situation was not replicated in all cases, since some of the students managed to produce the sound when they spoke, particularly with the expression *I can*. This was recorded as follows:

Teacher: ¿Y qué es lo que puedes hacer?

Student U: I can sing [/kæn/]

Teacher: Muy bien. Very good!

[Who am I?, September 26th, 2023, Student U]

Student SJ: Sing cow Lola

Teacher: con el "I can"

Student SJ: I can sing cow Lola [/kæn/]

[Who am I?, September 26th, 2023, Student SJ]

As evidenced, the students managed to produce the phoneme /æ/ in the context of a sentence to express their talents. This first class was valuable because it was the starting point for the girls to begin conveying their messages orally.

The other phoneme associated with the vowel <a>, /eɪ/, was addressed from the topic of things the students liked to do during the third and fourth sessions and through the reading of a picture book. Let us explore one entrance from the second field diary to analyze some issues connected with the production of this phoneme:

"I asked: *what is this verb?* Showing the book and referring to the character's likes, and the students answered *pintar* or *dibujar*. Very few of them, tried to read and say the verb in English, but they pronounced as words in Spanish, for example, paint /peint/ as **/pain/*".

[Field note, third session, October 2nd, 2023]

As this excerpt shows, following the Spanish pronunciation was the baseline in the production of the diphthong /eɪ/, but later an improvement was registered at the end of the session. For instance, the following transcription was taken from an activity in which the students acted out what they liked to do:

Teacher: *Student MC*, what do you like to do?

Student MC: *[She acts out the verb]*

Student SJ: Soccer, soccer, soccer

Teacher: Soccer está bien, pero ¿el verbo que ella está haciendo cuál es?

Student SJ: Play, play, play! [/pleɪ/]

All the students: Play [/pleɪ/]

[My likes, October 3rd, 2023, Some students]

In the previous recording, it can be noticed that the students remembered the verb in English and the diphthong, like in the word “play”, which was said as /pleɪ/. This was a positive outcome, as several students began to produce words with this phoneme, in contrast to the way the class started. Even a curious case was presented and recorded as follows:

“In a moment *Student Ñ* said “play” as /plai/ with the wrong pronunciation of the vowel <a>, but her friends told her that it was not like that, and they said to her that “play” is pronounced /pleɪ/”.

[Field note, third session, October 2nd, 2023]

This example shows how some students recognized an example of inappropriate pronunciation in a classmate, while also providing the appropriate articulation. In this case, the students showed progress in terms of their awareness of one English vowel sound.

Comparably, when it came to the vowel <e>, the students got to learn the phonemes /ə/ and /i:/. Regarding the first sound, the students satisfactorily pronounced the vowel e + r, which in American English is realized as an r-colored schwa, represented with the symbol /ə/. This phoneme was explained to the students as if it were the roar of a dinosaur, and this made them enjoy the explanation and try to imitate and simulate the dinosaur sound during this class. At the end, they were able to articulate the vowel when mentioning family members, as evidenced in the following recording.

Teacher: ¿cómo dicen mamá en inglés?

Some students: mother [*/moðer/]

Teacher: mother [mʌðə/]

Some students: mother [*/moðə/]

Some students: sister [*/sistə/]

Some students: brother [*/broðə/]

Some students: father [fəðə/]

[My family, March 1st, 2024, Some students]

This recording shows how the students produced the sound proposed for the session while saying the family members in English when looking at some images. For the word *mother*, they did not do it right on the first attempt, saying */moðer/, but after repeating it, they did it successfully producing the phoneme /ə/. This transcript also shows that the girls correctly

articulated the phoneme to which they were exposed and for which they got an explanation, unlike those vowel sounds for which they had not received explicit instruction. For example, /ʌ/, which is realized in the word *mother* /mʌðə/, but the pupils articulated as /o/. This situation reflects how the students began to improve their pronunciation due to explicit explanation.

This progress was evidenced in another class as well. During the diagnostic workshop, one of the students said *mother* as */moðer/, following the pronunciation of Spanish vowels and consonants, but during session six she managed to say it considering the English pronunciation of the combination <-er>. The following chart demonstrates the situation described:

Table 3

Comparison of pronunciation of the phoneme /ə/ in isolated words

Diagnosis workshop	Sixth session about family members
Interviewer: Mention some members of your family. Menciona algunos miembros de tu familia. Student D: Mi <u>mother</u>, mi <u>father</u> y mi <u>sister</u>. [*/moðer/, /faðer/, /sister/] [My family, May 19th, 2023, Student D]	Students D and Q: [They make the sound /ə/] Teacher: ¿Abuelo? Students D and Q: Grandfatheeer! [/granfəðə-/ Teacher: ¿Abuela? Students D and Q: Grandmother [*/granmoðə-/ Teacher: ¿Hermano? Students D and Q: Brotheeer! [*/broðə-/ [My family, March 1st, 2024, Students D and Q]

As the first line of the transcription shows, in post-diagnosis classes the student D and her classmate managed to articulate the sound /ə/ correctly without it being in the context of a word or a sentence. The transcription shows that the students said the word with emotion, lengthening the last vowel. This suggests that they successfully recognized this new sound enough to produce it orally with the correct pronunciation without resorting to the sounds of their native language. Moreover, the purpose in that class was to say the phrase “*I live with my [member of the family]*” with the phoneme /ə/. The outcomes prove a successful performance:

Student D: I live with my father, mother, brother [*/modə-, fadə-, sistə-/]

Teacher: very good

Student D: rawrrr!

[My family, March 21st, 2024, Student D]

Teacher: I live with my ...

Student C: I live with my.. ee.. Sister, mother [*/maɪ modə, sistə/]

Student C: I live with my sister, mother [*/mi modə, sistə/]

[My family, March 21st, 2024 Student C]

In those examples, the students showed they were able to produce the phoneme /ə/ in a sentence, and not only in isolated words. In the first case, student D expressed that she lived with her father, mother and sister, and she finished the intervention by imitating the roar of a dinosaur, the way the sound was explained and turned out to be successful for them to both enjoy the class and produce the sound. The second student needed a little more help to say the whole sentence, but then, she repeated it twice adding her family members, despite mispronouncing the word “my”. On both occasions, she articulated the phoneme /ə/ nicely, showing that she could produce this phoneme in short sentences to convey an idea.

Given that the letter <e> was being covered, the phoneme /i:/ was also addressed. The students' performance with this phoneme was reported as a laudable production of this sound. For instance, in the coming excerpt:

Student SJ: Yo quiero ver The Color Monster [Unintelligible due to noise]

Student SJ [Reading from the book]: I can help you, let's try to make sense of how you feel [*/fel/]

Teacher: Acuérdate cómo se pronunciaba.

Student SJ: Feel [*/fi:/]

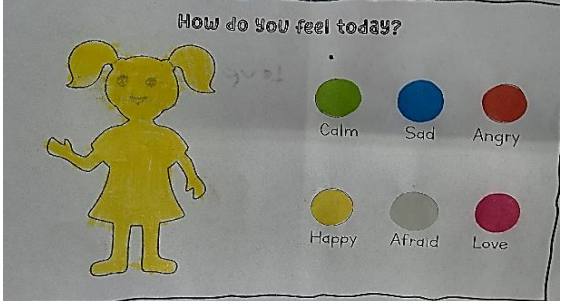
[My feelings, October 23rd, 2024, Student SJ]

This is an example of the student SJ, who wanted to read the picture book *The Color Monster*. She started reading, and while she was doing so, she mispronounced the word *feel* as /fel/. The teacher did not articulate the correct vowel, but just pointed out the mistake, and it was enough to make the student correct herself and say it appropriately as /fi:/. Moreover, during her reading, the student suitably read the verb *can* as /kæn/, which has the sound /æ/, addressed in previous sessions, showing that this pupil learned that phoneme, and was able to produce it in other situations.

Another case in which the students showed remarkable progress producing the long sound of the vowel <e> is presented in the table below:

Table 4

Pronunciation of the phoneme /i:/ in short sentences

Teacher: ¿cómo te sientes hoy? Student V: I feel ... [fi:l/] Teacher: dale Student V: I feel happy. [fi:l/] Teacher: Muy bien, very good. [My feelings, October 24th, 2023, Student V]	 [My feelings. Artifact 2. Student V.]
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The previous table reveals that the student was able to say her emotions with a short sentence in English by using the expression *I feel* with the appropriate pronunciation of the phoneme /i:/. One aspect worth mentioning is that these recordings captured real situations, namely, that the girls used English to really express how they felt that day, considering how they painted the silhouette.

The letter <i> was the next in the process. This vowel was handled from the phonemes /ɪ/ and /aɪ/. The short sound /ɪ/ was explored in the context animal vocabulary and the third-person pronoun “it’s”. However, during classes eleven and twelve it was noticed that not all girls were able to say the third person pronoun correctly. This was recorded in the field diary:

“It was noted that the students remembered most of the vocabulary related to animals, but not all of them remembered the pronunciation of the pronoun “it’s” or its meaning”

[Field note, twelfth session, May 3rd, 2024]

This field diary reports on the findings during the second session, which handled the phoneme /ɪ/. It evidenced the hurdles that the students faced from one class to another when

trying to say “it’s”. They were unable to satisfactorily say the word, because they pronounced it as if it contained an /i/ or /e/ in Spanish. However, it turned out to be a phoneme some girls could produce easily, as this recording proved:

Student C: It's a fish [/ɪts/] [/fɪ/]

Teacher: it's a fish! Dime

Student S: it's a dog [/ɪts/]

Teacher: it's a dog. Dime

Student A: it's__flamingo [/ɪts/] [*/flamɪŋoʊ/]

Teacher: it's a flamingo!

Student Ñ: it's a kitty [/ɪts/] [/kɪti/]

Teacher: it's a Kitty! Dime, Student Ñ.

Student Ñ: a dog

Teacher: It's a dog. Very good!

[Reading of a picture book, April 19th, 2024, Some students]

At that time, the reading of the picture book *A pet like no other* was taking place. The students were naming the animals they saw on each page. The intention was that they would be able to say the animal with the pronoun *it's* and the correct pronunciation of /ɪ/ and they certainly did it. As detailed, they said “it’s” satisfactorily, but they also mentioned the words *kitty* and *fish* as /kɪti/ and /fɪ/ rightly. The word *flamingo* was produced as /flamɪŋoʊ/, that is, the student A did not pronounce <a> and <ng> correctly, but she properly realized the vowel <i> as /ɪ/, which was the phoneme explained in the class, showing that explicit instruction in phonemes impacted the way students produced sounds. On the other hand, one student forgot to mention the article *a*, but she did not make a mistake in the pronunciation of the <i> in “it’s” or “flamingo”. This was a significant step in the path of oral production of the students, because they managed to name and communicate using sentences in English and with the proper pronunciation.

Regarding the phoneme /aɪ/, it was tackled in conjunction with the topic of professions and addressed through different activities. In that way, the students started to show their performance producing this phoneme in some words. This table depicts this situation:

Table 5

Pronunciation of the phoneme /aɪ/ in single words before and after reading

Pre reading	Post-reading
Teacher: ¿Veterinaria? All the students: Vet Teacher: ¿Bombero? All the students: <i>Friter</i> Teacher: ¿Chef? All the students: chef Teacher: ¿Piloto? All the students: Pilot [*/pilot/] [Professions, April 5 th ,2024, All the students]	Teacher: ¿Cómo se dice piloto? Student Ñ: Pilot [*/pilot/] All the students: pilot, pilot, pilot! [*/paɪlot/] Teacher: Pilot! [Professions, April 5 th ,2024, All the students]
	Teacher: ¿Cómo se dice bombero? All the students: Firefighter [/faɪrfɑɪtə-/] Teacher: ¿Cómo se dice piloto? All the students: Pilot [*/paɪlot/] [Professions, April 12 th ,2024, All the students]

This table is a demonstration of the students' progress in producing the phoneme /aɪ/. In the pre-reading activity, the students became familiar with the vocabulary related to professions, and in the recording, they were asked about the professions that they saw in some cards. This was their first attempt at saying occupations and they did it following the pronunciation in Spanish, for example the word *pilot*, which was pronounced as /pilot/, while in the word *firefighter* /faɪrfɑɪtə-/ there was greater complexity, since in addition of saying the <i> as the vowel in Spanish, they were unable to say it in a comprehensible way, and said *friter*.

After reading the poem *Community Helpers* and after the students had more contact with the vocabulary and the phoneme /aɪ/, they were asked again about the pronunciation of the word *pilot*, and just one student realized it as /pilot/, but the other students produced thrivingly the phoneme /aɪ/ in the word. During the subsequent class, this exercise was repeated to check retention of the pronunciation. Positively, all the girls managed to say these words by articulating the phoneme, specifically, a great improvement in the word *firefighter* /faɪrfɑɪtə-/ was registered, since at the beginning they could not even say the word in an understandable way, but at the end, they mentioned it and the two <i> in the word were said using the phoneme /aɪ/.

For the last vowels <o> and <u>, a single sound was taken, for the reasons already explained. Thus, the vowel <o>, particularly the repetition <oo> was associated with the sound /u:/. Although this is not a general pronunciation rule, this phoneme was shown because the topic to tackle was school facilities, and the appearance of words spelled with <oo> pronounced as /u:/ was recurrent. The pupils were taught this common pronunciation, alien to Spanish, to connect both vocabulary and phonemes. The first attempts of the pronunciation of this vowel were recorded like this:

“some students read the title on the board *My school* as */eskol/ or */esʃol/. Similarly, they tried to read the word *lunchroom*, but they said this word with the Spanish pronunciation of vowels as */lunchron/, */lunron/. In this way, they were not able to say it intelligibly”

[Field note, thirteenth session, May 3rd, 2024]

As recorded in this field diary, some students were not familiar with the /u:/ sound spelt in that way and chose to pronounce it like they pronounce the vowel <o> in Spanish, /o/. They were not even able to pronounce the words clearly, and what they were saying was not comprehensible. Thus, from the beginning of the class, the difficulties that some girls were facing in saying the phoneme were recognizable. What this data shows is consistent with what was found in the diagnosis. However, the following table demonstrates progression.

Table 6

Comparison of pronunciation of the phoneme /u:/ in single words

Diagnosis workshop	Closure session
Interviewer: Menciona 3 partes de tu colegio Student F: mmmm Interviewer: ¿Te sabes alguna? Student F: (Silence)	Teacher: Mention some places of your school, menciona algunos lugares de tu colegio, ¿cuáles recuerdas? Student F: ammm Teacher: In English Student F: school [*/esku:l/] Student F: classroom [*/klasru:n/] Student F: playground [/pleɪgraund/]
[Diagnostic test, May 19 th 2023, Student F]	[Closure session, June 07 th 2024, Student F]

In these recordings, the student was unable to name any place in her school during the diagnosis. In contrast, during the closure session, Student F mentioned three places that can be found in the school. This is not only an improvement in the use of vocabulary, but it especially shows that in these words she produced the phoneme /u:/ when saying *school* and *classroom*. Moreover, she named the word *playground* with the suitable pronunciation of the phoneme /eɪ/, a sound that was explained in previous sessions. This represented a step forward in the way she pronounced different words using the various phonemes seen in class.

Similarly, as the long vowel sound /u:/ was worked on in relation to the topic of school facilities, the students produced this phoneme correctly when saying some sentences to indicate some parts of their school, as it was recorded.

Teacher: ¿cómo se dice comedor en inglés? What is this place?

All the students: It's the lunchroom [/ɪts/] [*/lunchru:n/

Teacher: Very good!

[My school, May 24th, 2024, All the students]

In this evidence, the students produced the sound /u:/ in a sentence to mention where we were at that time, since the students took a tour of the school. In the example presented, they looked for the card that had the drawing of the *lunchroom* and showed it while saying “it's the lunchroom”. The students successfully produced the phoneme /u:/ in that sentence. They pronounced the first vowel <u> in the word as if it were a sound in Spanish, saying */lunchru:m/, but it is important to highlight that the phoneme /ʌ/ of the vowel <u> was not addressed; there was the intention to do so, but it was not possible due to extracurricular activities.

Finally, the vowel <u> was addressed from the phoneme /ju/. This sound was handled from the topic of the places in the neighborhood in connection to some verbs and the sentence / *usually*. This class was developed in less time than usual, due to scholarly activities not related to the English class. Therefore, not all oral activities were completed, but some elements in the articulation of this phoneme were highlighted. An example is presented in the following excerpt:

Student E: I usually play [*/ju:suai/ /pleɪ/]

Teacher: Where?

Some students: In the park

[My neighborhood, May 31th, 2024, Some students]

This recording shows that student E managed to produce the phoneme /ju/ to express an everyday action, even though the class could not be completed, she managed to correctly produce the sound. This example shows that constant and explicit exposure to a phoneme during a class can positively impact the way it will be produced when speaking.

In conclusion, the different activities allowed the students to be able to produce orally, which generated a positive impact on their way of producing the phonemes of some vowels in English. Although difficulties were encountered, the students managed to communicate ideas through short sentences and words with the appropriate sounds, a situation that was not reflected in the initial diagnosis.

Subcategory 2: Are They Different Sounds?

When talking about pronunciation, it is necessary to discuss the recognition of different sounds. Throughout the project, the students experienced some challenges in producing the phonemes of the vowels in English. However, in various activities it was evident th

at they remembered that these vowels sounded different as compared to the vowels in Spanish. In the closure sessions, this was recorded.

25. Mention two things you learned in English class.
Menciona dos cosas que aprendiste en la clase de inglés.

a. decir los miembros de la familia y decir los animales en inglés
Que la i suena como a i

[Closure session 2, May 10th, 2024, Student T]

27. Mention any vowel sounds you remember.

Menciona algún sonido de las vocales que tu recuerdes

4. e los o suenan aveses como u

[Closure session 3, June 7th, 2024, Student J]

27. Mention any vowel sounds you remember.

Menciona algún sonido de las vocales que tu recuerdes

cuando ay l e suena como i

[Closure session 3, June 7th, 2024, Student U]

These answers from the students show how, after some time, they still remembered that the vowels do not sound the same, and they even wrote how the vowels <e>, <i> and <o> sound. During the closure session of the second cycle, the students were asked to say the things they had learned in the English class, and very assertively, one of the students mentioned that the vowel <i> sounds like /aɪ/. Likewise, in the third closure session the students recounted the vowel sounds that they remembered. For example, the student J pointed out that the vowel <o> sometimes sounds as /u:/, and the student U remembered something from the first cycle: the fact that when there is double <e>, it sounds like /i:/. What the girls pointed out, allowed understanding that even if the classes passed, they managed to learn that there are different vowel sounds in English and that they are not the same as those in Spanish.

Another meaningful example of this recognition occurred in the last session of the project. The following images elucidate the details of that lesson.

Are vowels pronounced the same in Spanish and English? ¿Las vocales se pronuncian igual en español y en inglés? <u>en español se pronuncia normal y ingles diferente</u>	[Closure session 3, June 7th, 2024, Student U]
Are vowels pronounced the same in Spanish and English? ¿Las vocales se pronuncian igual en español y en inglés? <u>no cuando se repite no suena igual</u>	[Closure session 3, June 7th, 2024, Student S]

Regarding this closure of the third cycle, the question “Are vowels produced the same in Spanish and English?” was raised. Consequently, out of 16 girls who responded, 15 stated that the vowels are not produced in the same way in Spanish and English, with only one of them claiming that they are. This is a praiseworthy outcome in terms of the students' learning.

Moreover, some girls elaborated further in their response. For instance, the Student U mentioned, “*en español se pronuncia normal y ingles diferente*”, what she decided to name as normal or different is understood as the distinctive productions of the vowels in both languages,

since in Spanish each vowel has a unique and consistent pronunciation, while in English the pronunciation of a single vowel is different and varies. Besides, Student S specified, “*no cuando se repite no suena igual*”, which refers to some phonemes addressed in class, such as /i:/ which appears when there is a double <e>, or the phoneme /u:/ which is produced sometimes with double <o>. This indicates that the student recognized that when there is a duplicated vowel, it does not sound as a vowel in Spanish.

Ultimately, these statements from the students indicate the progress they made when it comes to pronunciation. And although for some students the task of pronouncing new vowel sounds became a difficult exercise, it is also noted that they can affirm that there are no identical vowel sounds in English and Spanish. This is a huge advance in the pronunciation work with the students, because their initial interventions during the observations and the diagnosis did not reflect an adequate pronunciation of the vowels in English and this also represented that they did not know that there were different sounds, therefore, they realized them as they did in Spanish. But in the end, they managed to recognize the difference.

Category 2: Exploring new words in English (Vocabulary learning)

The second category of analysis presents the findings linked to the advances that students showed in terms of their vocabulary learning. As it had been stressed in the theoretical framework, vocabulary is one of the core components of language since through words it is possible to express messages (Dakhi and Fitria, 2019, p. 16). In the grounds of this project, vocabulary was used by the students to try to convey ideas, thus promoting their speaking skill.

Along with this definition, vocabulary was perceived from two angles (Hiebert and Kamil, 2005). On one side, active vocabulary, which refers to the one that students can use or produce, for example, by speaking or writing. And on the other hand, passive vocabulary, which has to do with the words the students can recognize, but not use, for instance, in reading or listening activities. Specifically, this study focused on active vocabulary, but when collecting the

data, it was found that there was also valuable information regarding passive vocabulary. In addition, in terms of vocabulary learning, it was found that the images presented in picture books and poems, as well as in various activities, played a significant role when learning words. These situations are precisely described in the following subcategories.

Subcategory 1: What does the image tell you?

When it comes to learning vocabulary, images played an important role, as they graphically accompanied unknown words and expressions. There is a fruitful relationship in which image-word appeared together to aid learning. As Hussain and Karim (2022) and Liu (2023) explain, young learners are drawn to looking at pictures and this leads them to learn elements of the language in an easy and effective way, because images construct visual associations with vocabulary.

During this intervention, the students were in contact with images that impacted on their vocabulary learning process. This relationship between images and words emerged even from the moment the girls interacted with the first picture book, which was composed of a variety of images that explain or accompany each page. A field diary complements this information:

“On one page of the book appeared the sentence: “*Nobody wears a smile like this*”, and the students tried to guess which part of the body the character was referring to. They looked at the image and started to say some parts of the face, and they managed to say *sonrisa*, although it was said in Spanish, it was an opportunity to review this topic”

[Field note, first session, September 25th, 2023]

It was common for girls not to understand the picture books or poems just by listening; but by showing them the images, they captured the meaning of what was meant. For example, during the first reading, the students connected what they saw in the book to guess the meaning of some words, such as “*smile*”, which was unknown to them. In this sense, images were an effective aid, since they allowed understanding the text and learning the meaning of the words.

In the third class the students discovered the first poem and this connection between words and images continued to strengthen. After an initial reading, in which they identified a new phoneme, they continued with a second reading, and something important was found, as narrated below. The words that the students did not recognize the meaning of are underlined and in italics:

Teacher: I like <u>cold</u> ice cream All the students: Me gusta el helado Teacher: <u>But most of all</u> I like the jellies <u>my mum makes</u> All the students: Me gusta la gelatina Teacher: I like spaghetti All the students: Me gusta la pasta Teacher: <u>That is what I like.</u> I like fried eggs All the students: Me gustan los huevos fritos [Reading of a poem, October 3rd, 2023, All the students]	I like cold ice-cream  But most of all I like The jellies my Mum makes   I like spaghetti, That is what I like I like fried eggs,  [Poem <i>What I like</i> with images]
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This is the recording of the first reading of a poem. At that moment, they began to translate the poem from what they understood, although they were not asked to do so. Although they did not exactly understand the whole lines of the poem, they interpreted and associated rightly all the food vocabulary illustrated with an image. Due to the effectiveness of the images to convey meanings that were witnessed in this reading, this presentation of the poem was maintained in all the other ones. All in all, the images found an important place to learn words, as explained further now:

Teacher: How do you feel when you have a bad grade at school? Student V: Triste Teacher: ¿Qué creen que es, con la imagen? Student Ñ: Que saqué un cero [My feelings, October 23rd, 2023, Students V and Ñ]	 [Image from post-reading activity, October 23rd, 2024]
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In the previous recording, the image was presented to depict the meaning of the question. Curiously, student V got the meaning just with the picture, and after hearing the

situation, she was able to quickly respond, without translating the question, but showing a correct interpretation of it through her coherent answer. A similar case was experienced with student Ñ, who inferred the meaning of the situation by relying on the image, and she manifested that the image represented the situation “... *saqué un cero*”. It was not a wrong statement, but at the same time it is clear she did not seem to realize the meaning of the actual words “*bad grade*”, but she got the idea that the image transmitted.

Definitely, the images in that class helped the students learn new specific words, but also, they allowed them to imagine possible meanings and posit guesses, thus giving them the possibility to assume their learning process in a more autonomous and constructive way. This is fundamental because as Liu (2023) stated images are not only an input of knowledge to learn the vocabulary itself, but also a way to teach them to learn for themselves, allowing them to be more efficient in their independent learning (p. 2).

This foray into images also had a background of careful selection, since as is known, an image can represent more than one thing or word, and the intention with the images was to support the learning process with this visual support. Therefore, it was always important to look for images that allowed for possible interpretations within each topic addressed and that the students associated meanings when they were in contact with the reading.

Finally, in this relationship with the image and the word, the students not only interpreted the images provided, but they also had the opportunity to create their own images, especially drawings, to support their vocabulary learning. As exemplified in these creations:



[My family, Artifact 8, Student A]



[My family, Artifact 13, Student H]

These artifacts made during the eighth session were based on the drawings that the students crafted about their family members. Through the visual representation that each student made of their family, they were able to show the relationship between words and images. In those examples, they associated the members of the family, such as *sister*, *father*, *mother*, or *cousin* with the drawings as a way of illustrating them. In this sense, the students established a clear connection between their drawings and the English vocabulary, which in the end would allow the students to better recognize the vocabulary related to their own images (Annex 8).

In conclusion, images played a fundamental role when it came to getting in contact with new vocabulary. When reading the material, the images allowed students to make predictions about the new words and thus associate meanings. But also, the creation of their own images was essential to relate meanings and their own experiences.

Subcategory 2: The Words I Recognize

The second factor found during the analysis connected with vocabulary was the word recognition that the students achieved. Word recognition, under Hiebert and Kamil's (2005) perceptions, is involved in reading and listening activities. In this research, it was discovered that girls, in addition to using vocabulary, were able to recognize it in listening activities and, on rare occasions, in reading exercises.

Before implementing the classes, it was found that listening was the skill in which girls performed best, as almost all of them understood basic words or common sentences. Nonetheless, listening exercises were not left aside throughout the project, considering that in all the classes the students were listeners of a picture book or poem read aloud. This certainly helped keep the students in constant and direct contact with the target language, but it also allowed them to expand their understanding by hearing different words and expressions. This recognition of words began to be noticeable in the third session. Here is an occurrence of that.

Teacher: Entonces, [*student F*], what do you like to eat?

Student F: I like pizza

Teacher: What don't you like to eat?

Student V: o sea, qué no te gusta

Teacher: Very good.

[My likes, October 3rd, 2023, Students F and V]

This is a clear example of how a student managed to understand what the question "What don't you like to eat?" meant. While student F was trying to remember what this sentence expressed, student V quickly pointed out to what her classmates should say: "o sea, qué no te gusta". This student proved that she easily recognized the expression "*don't like*" in a listening exercise after the reading of a poem, in which they became familiar with it. Other cases like this were identified during the reading time in that class:

Teacher: but I don't like chocolate shakes

All the students: no me gusta la malteada

Student Q: No me gusta la malteada de chocolate

Teacher: Muy bien. I don't like grapes

All the students: No me gustan las uvas.

[My likes, October 3rd, 2023, All the students]

This recording contains a great illustration of the recognition of words and expressions while the reading of a poem was being developed. The students started to identify the meaning of the expression *I don't like*. In this sense, they translated the sentences they heard, which reflected that they were able to orally understand these new words. In the incoming sessions the students continued improving their recognition of words, a specific case is detailed in this recording:

Student SJ [Reading from the book]: This is sadness. It is lonely and blue, and it washes over you like the sea.

Student SJ: ¡ay, no!

[My feelings, October 23rd, 2023, Student SJ]

In the previous case, the student SJ demonstrated the comprehension of the fragments she was reading in the picture book *The color Monster*. She said, "*¡ay, no!*" as an expression that indicated her reaction to the things that the character that represents the emotion *sadness* experienced, that is, she demonstrated her reading comprehension skill. Moreover, she recognized different words that appeared in the book, since she understood the meaning of

what she read without difficulty. This was a wonderful demonstration of the way the student could learn and recognize new words through reading.

Other students evidenced listening comprehension when they heard a question, as posed in this recording:

Teacher: [Student Ñ], who do you live with?

Student Ñ: con mi mother, father, bro..ee, grandmother, con mi...brother y ya.

[Closure session 2, May 10th, 2024, Student Ñ]

Teacher: Dale [Student C], what do you like to eat?

Student C: Ice cream.

[My likes, October 3rd, 2023, Student C]

These students successfully understood the question they heard, and therefore, were able to respond. In the first case, the question “*who do you live with?*” was immediately replied with consistency and in connection to the topic tackled in the matter of discussion. In the other situation, student C mentioned a food that she liked after hearing the question “*what do you like to eat?*”. Being able to answer certain questions is a clear indicator of understanding and recognition, because in order to respond with ideas, it is first necessary to comprehend the message received, a step that is achieved if the expressions and words are known.

All in all, the new vocabulary appeared in its passive form, that is, in written exercises, but mainly in auditory ones. In these activities, students expressed or produced messages after recognizing or identifying new words or expressions, indicating that listening was also impacted by the development of this project.

Subcategory 3: The Words I Use

This subcategory exposes the students’ use of vocabulary throughout the project. To cover the vocabulary of the course, eight topics were undertaken: *Who am I?*, *My likes*, *My feelings*, *My family*, *Professions in my community*, *Animals*, *My school* and *My neighborhood*. The active vocabulary or the use of words was promoted through speaking exercises that took place throughout the class, but especially at the end of each session, a moment in which the

students had the opportunity to orally present their creations to their classmates by using the new words and expressions.

The students used different words since the first session of the project, in which the aim was that they introduced themselves by using different expressions, such as, *my name is*, *my last name is*, *I am [age] years old*, and *I am from [place]*, as well as *I can* to talk about the talents that made each girl unique. The first production of a student is illustrated now, the mispronounced words are underlined.

 [Who am I?, Artifact 1, Student SJ]	Student SJ: <u>Who am I?</u> ¡ay! <u>Who am I?</u> Student SJ: My self-<u>portrait</u>. Student SJ: My name is [name], my last name is [last name], I am eight years old, I am from Bogotá, Colombia. [Who am I?, Sept. 26th, 2023, Student SJ]
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In the presented artifact and recording, the student SJ was introducing herself with the vocabulary she had learned in class. This was the first opportunity to start using vocabulary in the transmission of oral messages and this girl used the words correctly to communicate her ideas, showing an understanding of vocabulary. Additionally, she also ventured to use other words orally when trying to read everything she saw in the workshop, that is the case of the title “*Who am I?*” or the reading of the sentence “*My self-portrait*”.

It is necessary to mention that in this class several girls had problems saying all the sentences. This was assumed to be because they were not used to speaking English, and the sentences prepared for this class were too many for them. Fortunately, this situation occurred in the initial class, because it allowed me to reflect on the number of words that the girls could use and thus prepare the classes with something that they could say. Another aspect worth

highlighting is the progress of the students in describing who they were. The context before and after the implementation can be seen in the succeeding table:

Table 7

Vocabulary used to introduce myself during the diagnosis and closure session.

Diagnosis	Closure session
Interviewer: What is your name? ¿Cuál es tu nombre? Student F: [Name] Interviewer: In English, ¿te acuerdas cómo decir mi nombre es? Student F: Is <u>my</u> [name]. [Diagnostic test, May 19 th 2023, Student F]	Teacher: What is your name? Student F: My name is [Full name] Teacher: very good! [Closure session 3, June 7 th 2024, Student F]
Interviewer: What is your name? ¿Cuál es tu nombre? Student T: <u>My</u> name is [Name] Interviewer: Ok, how old are you? ¿cuántos años tienes? Student T: Nueve [Diagnostic test, May 19 th 2023, Student T]	Teacher: What is your name? Student F: My name is [Full name] Teacher: How old are you? Student T: I am nine years old. [Closure session 2, May 10 th 2024, Student T]

In these recordings there is a clear contrast between the students' performance during the diagnosis and their performance later during a closure session. During the diagnosis, the students F and T did not have the vocabulary necessary to say their names or ages, but in the final class, they were able to use the vocabulary they had learned and said those expressions correctly both in terms of pronunciation, vocabulary and grammar. This shows a progressive advance in the vocabulary learning and use of these students.

Similarly, the use of new words and expressions continued in subsequent classes. In the following case, the girls were introduced to the expressions *I like* and *I don't like* to talk about their preferences. The brevity with which the girls began to use these expressions in the classroom and their oral productions is highlighted. As a result, they quickly understood the meaning and produced them as detailed below.

Teacher: What do you like to eat? Student M: I like pizza Teacher: What don't you like to eat? Student M: I don't like <u>greens</u>.	
[My likes, October 3 rd , 2023, Student M]	[My likes, Artifact 4, Student M]

The artifact proposed for the creation moment of that class was called *My Mini-book of Food*, in which the students found some plates that were divided into *I like* and *I don't like*, and they drew on them considering their food preferences. In this sense, student M relied on her creation to use words when speaking, and she used correctly the two expressions. She mispronounced the word greens /gri:ns/ as /greens/, but in that class the students did not yet know the pronunciation of double <e> in English. It was also an opportunity to use vocabulary in writing, which although small, promoted this skill in words like *pizza*, *cake*, *cheese* or *greens*.

An exercise that students enjoyed using vocabulary to talk about feelings was recorded:

 [My feelings, Artifact 21, Student LZ]	Teacher: How do you feel when your family scolds you? Student G: cuando a uno la familia lo regaña Student Q: I feel sad (she showed her sad puppet) All the students: sad Teacher: How do you feel when you don't have to do homework? ¿cómo te sientes cuando no tienes que hacer tarea? Student O: ¡Feliz! (she showed her happy puppet) Head teacher: ¡Uy, [Student O]! All the students: happy Teacher: How do you feel when someone bothers you in class? All the students: <u>angry</u>. */[angri/] [My feelings, October 23rd, 2023, All the students]
 [My feelings, Artifact 7, Student S]	

These examples documented the students' achievements during the fifth and sixth sessions. A relevant factor in these recordings is the use of the vocabulary learned related to feelings. In this exercise, they listened to some situations illustrated with images and had to say how they felt in those cases, raising the puppet that represented that feeling. Although the purpose of that class was to mention *I feel* plus the feelings, at the end, the students only mentioned the feelings. Only student Q who was able to say *I feel sad*. However, this is considered an applaudable example, since the students managed to use those words to express how they really felt in different situations.

Following this path, the students continued to show how they used words to communicate ideas. Another moment in which this situation was exemplified was documented:

		
[Professions, Artifact 2, Student R]	[Professions, Artifact 9, Student C]	[Professions, Artifact 3, Student J]
Student R: I am a police officer T: very good [Professions, April 12th, 2024, Student R]	T: What is your profession? Student C: I, I am vet T: I am a vet Student C: I am a vet [Professions, April 12th, 2024, Student C]	T: What is your profession? Student J: I am a teacher T: a teacher, very good! [Professions, April 12th, 2024, Student J]

The vocabulary used in that class was linked to occupations and its practice was promoted through speaking. For this purpose, a role-play exercise was done. The students created a crown with singular elements of each profession and an identification card that contained a drawing of the students wearing the clothes that characterize those professions. For instance, student R made the common cap of police officers, as well as the handcuffs, and she made an identification card with her name and her drawing as a police officer. The whole class replicated this procedure, each girl with her desired profession. Then, in this activity, students

acted out or simulated that they were practicing their profession in the future. With great participation and constant practice of the words, the girls used this vocabulary in their performances with good pronunciation, and above all, without resorting to Spanish words, as exemplified by students S, R and J.

In conclusion, during the project it was evident that the students used different words through short sentences that managed to transmit or communicate an idea. Initially, the girls showed a lack of vocabulary that prevented them from saying something in English, choosing to say it in Spanish. However, as the project progressed, the girls encountered new words and began to use them in short messages. Although the girls did not produce long sentences, it should be emphasized that they did not usually produce any type of oral message.

Category 3: Picture Books and Poems in my English Class.

In the last category of this project, the picture books and poems were analyzed in terms of their impact on the English class development. In this sense, children's picture books and poems are literary and authentic materials, as Castillo et al (2017) point out, which offers for the learners the opportunity to be in contact with the English language, either through individual reading or through the oral dimension of shared reading aloud, as occurred in this project, even though the texts were not written for language learning purposes. The impact on the language skills were already detailed, but now the interest is in the perception that the students had of these resources and the impact on the atmosphere of the English class. These factors will be discussed in greater detail in the following subcategories.

Subcategory 1: Active Learners

This subcategory has been named to refer to the participation that the students had during the development of the project, as they were actively involved in tasks based on the picture books or poems. Along these lines, the reading aloud of the materials happened in what was called "*The reading circle*". The students formed a circle to interact among them and to

listen to each book or poem. This organization facilitated the interaction of the pupils and helped the readings to be enjoyed, because it was possible to create a dialogue and, as Senawati, et al (2021) stated, this invites the students to share their opinions and make connections between the details in the story and their lives, creating a stage for sharing experiences (p. 91).

During this project, it was found that the students actively participated in the different activities, since each resource and exercise was linked to their contexts and in some way to their close experiences. This allowed the students to speak from what they know in their surroundings, but also to create an environment of trust to express themselves. Below is a field diary excerpt that illustrates this scenario.

“They started to talk a lot about animals, they mentioned funny facts about their pets and some situations they have lived with them. For example, Student K told us that her cat is so funny, and she said: “profe, mira que mi gato salta mucho, y corre por toda la casa y hace cosas chistosas”, she said this while she was laughing”

[Field note, tenth session, April 19th, 2024]

This field diary shows how the students interacted while the picture book *A pet like no other* was read. The girls began to connect what they saw and read with their own experiences. The *Student K* even decided to share something she found funny about her cat, and she laughed showing how much she enjoyed talking about it. These data show that the girls' participation is not only due to the material, but also to the connection with their lives.

In line with this idea, the reading followed the dialogic intervention strategy, defined as the use of conversational strategies that engage children in conversation while reading (Noble et al, 2020). This dialogue around each picture book or poem was formulated so that the students could talk about their experiences based on the theme of each resource and to perceive in a familiar and enjoyable way. A field diary portrays this:

“I asked them questions on every page, and they wanted to talk about their experiences in relation to the picture book. For instance, when the character of the book is dressing up, I

asked: “Have you ever dressed up? What do you want to dress up as on Halloween?” To improve understanding of the questions, I showed the book and said it immediately in Spanish. Then, the girls were telling their Halloween experiences in which they like to dress up, and they said that some were going to dress up as animals or Merlina”.

[Field note, third session, October 2nd, 2023]

In this class, the picture book *Things I Like* was read to address what the girls liked to do. In this sense, based on what the character in the book liked to do, questions were asked so that the girls could talk about their preferences. The questions worked very well to get them to actively participate in the reading, and to get them to talk about themselves, as happened in the example of the field diary, where they talked about dressing up. It is important to highlight that this participation and attitude of the students is due to books and poems, but also to the activities based on these resources which make it possible to find familiarity with the reading materials and the students' lives.

Up to this point the data shows that the girls participated enthusiastically because a connection was established between their experiences and the material. On many occasions the girls participated voluntarily, without being asked to do so, as these recordings present.

Student Y: I feel

Teacher: Dale, [Student O].

Student V: ¿profe, después de [Student O] puedo seguir yo?

Student Ñ: profe, después de [Student V] sigo yo

[My feelings, October 24th, 2023, Students Y, V and Ñ]

Student V: happy

Teacher: ¡Bien!

Student DO: ¡profe, yo!

Student X: ¡profe!

Teacher: dale, [Student DO]

Student X: ¡noo!

[My feelings, October 24th, 2023, Students DO and X]

These recordings report an activity in which the students were saying how they felt that day. They began to participate voluntarily to share what emotions they were feeling. In the first example, the students nominated themselves to show their drawings along with their feelings. In

the second case, the students raised their hands with the aim that one of them could be chosen for the activity, even student X said in a discouraged manner the expression “no” when she was not called to participate. This indicates that they felt motivated to partake in the different activities. One student even mentions something related to this matter, which is portrayed below.

23. ¿Qué es lo que más te gusta de la clase de inglés?	[Closure session 1, Oct 30 th , 2023, Student W]
<u>presentar los trabajos y los proyectos</u>	

In what was previously stated, the Student W wrote that what she liked most about the English class was presenting her work to her classmates. Since after each lesson, to strengthen their ability to speak, the girls socialized their artifacts or creations. These situations definitely show how the girls participated actively and without fear of being judged negatively, because throughout the project everything was built from their experiences, making it always feel like a positive atmosphere to talk and give opinions. Likewise, an example around participation was presented in a closure cycle, as shown now.

21. Did you like the books we read? Why? ¿Te gustaron los libros que leímos en clase? ¿por qué?	[Closure session 3, June 7 th , 2024, Student Q]
<u>Si me gustaron por que trataba de leer hacer preguntas y participar</u>	

In that closure session, Student Q affirmed that she liked the picture books because besides trying to read, she tried to ask questions and participate, which shows that it does not only involve a matter of English skills, but there is also a behavioral and attitudinal factor in class, which led the student to participate because for her it was a pleasant exercise.

In closing, the material selected to develop this proposal allowed the students to actively participate in the different activities, which in turn was related to motivation and the welcoming atmosphere that was generated by the familiarity of the books and poems in connection with the

students' experiences. This scenario made it possible for the girls to share different experiences and feel comfortable participating in the English class.

Subcategory 2: What About Picture Books and Poetry?

This last subcategory describes the students' perceptions and insights regarding the use of the material proposed during this project. In this way, the opinions that were collected from the students when they had contact with the children's picture books and poems showed that in addition to impacting on some language skills, a positive reception by the students was also perceived. Although there are some situations that should be considered when implementing these resources in the English classroom to avoid an eventual loss of attention and interest. All these aspects are detailed below, first showing the aspects that sparked their interest and then addressing the issues to bear in mind.

These resources were selected as an alternative to what the students were used to, which were videos that presented translation into Spanish of the target language. In addition, in an initial survey, students were told what these resources consisted of and were given the option to vote for their inclusion in English classes. Picture books and poetry were positively received, as all the girls said they wanted to learn about them. In this way, these resources were included based on the girls' first reactions upon discovering them. Then during the implementation, the students affirmed that they liked these resources since they perceived picture books and poems as enjoyable material. The following data represent this:

2 Sobre mi clase de inglés

21 ¿Te gustaron los libros que leímos en clase? ¿por qué?

Si eran bonitos

22 ¿Te gustaron los poemas que leímos en clase? ¿por qué?

Si eran diferentes

[Survey 6, Oct 30th, 2023, Student Y]

2 Did you like the books we read? Why?

¿Te gustaron los libros que leímos en clase? ¿por qué?

me gustaron porque eran muy curiosos y divertidos

2 Did you like the poems we read in class? Why?

¿Te gustaron los poemas que leímos en clase? ¿por qué?

me gustaron porque sonaban muy lindos

[Survey 1, May 31st, 2024, Student J]

¿Les encantan los libros de inglés?
 I love my English class
 21. Did you like the books we read? Why?
 ¿Le gustan los libros que leímos en clase? ¿Por qué?
Si y mucho porque son divertidos
 22. Did you like the poems we read in class? Why?
 ¿Le gustan los poemas que leímos en clase? ¿Por qué?
Cierto y mucho porque son divertidos
 23. What did you like most about English class?
 ¿Qué es lo que más te gusta de la clase de inglés?
Los libros en inglés

[Survey 4, May 31st, 2024, Student V]

This information collects the students' perceptions of the material used. Both poems and picture books were received positively by the students, including Y, V and J, who said that those resources were beautiful, different, and fun. Pupil J even mentioned that poems sounded nice, which could indicate the aural and sound-related aspect that was emphasized during the readings. It should be noted that these opinions of the girls relate to what they witnessed in the classroom every time the material was presented. Furthermore, it should be highlighted that the way of displaying the book or poem was essential to achieving this impact. The following data portray this:

"In this session, I continued using gestures and changing the tone of my voice when reading, and the girls could better understand what was being read. While this was happening, they were attentive and even laughed and imitated the actions I did with my body"

[Field note, third session, October 2nd, 2023]

"I stuck on the board a drawing or poster of the Color Monster and jars that represented the feelings. This caught the attention of the girls, and they asked about that monster, they were excited to read the book to know more about the character"



[Field note, fifth session, October 23rd, 2023]

[Poster on the board, October 23rd, 2023]

These field diaries show that in addition to presenting the book or poem, it was necessary to use the body and gestures to represent the reading, as well as tones of voice that

maintained the students' interest. Likewise, this exercise was accompanied by elements that set the mood in the classroom to present the readings, as in the case of *The color monster*, which arose the curiosity of the students. Undoubtedly, linking these elements to the reading of these materials made it possible for the students to enjoy the moment of reading, and perceive it in a pleasant way. On the other hand, it was found that even if the aforementioned elements are involved, the length of the material must be carefully selected. As expressed by Student O.

22. Did you like the poems we read in class? Why?
¿Te gustaron los poemas que leímos en clase? ¿por qué?

Que son muy divertidos. Y Pero a veces son muy largos

[Survey 9, June 7th, 2024, Student O]

“As we advanced in the reading, the students lost attention and were scattered, I even had to pause the reading to invite them to read again. It is assumed that this occurred due to the length of the poem, at the level of sentences that were more complex and longer”.

[Field note, sixth session, October 24th, 2023]

In the opinion of student O, the poems, although enjoyable, are sometimes too long. This goes hand in hand with what was documented in the field diary during a class in which a poem was read, which was not received positively by all the students due to its length. This perspective is valuable because it allowed reflecting on the length of the material, specifically, of the poems. Although it may be perceived as a fun activity, if the reading is extensive, it cannot have a positive impact on the process or on the students' attitude towards the class. Finally, in relation to these materials, the students mentioned aspects of their own learning. Below are some examples presented:

¿Te gustaron los libros que leímos en clase? ¿por qué? Si <u>nos enseñan mucho y aprendo inglés</u> ¿Te gustaron los poemas que leímos en clase? ¿por qué? <u>Si porque nos enseña inglés para recordar</u> [Survey 11, October 30th, 2023, Student O]	Did you like the books we read? Why? ¿Te gustaron los libros que leímos en clase? ¿por qué? <u>Por que aprendo mas.</u> Survey 10, June 7th, 2024, Student U]
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2. Sobre el libro que leímos en clase. 21. ¿Te gustaron los libros que leímos en clase? ¿por qué? <u>si porque me ayuda a aprender ingles.</u> [Survey 14, October 30th, 2023, Student S]	Did you like the book we read? Why? ¿Te gustó el libro que leímos en clase? ¿por qué? <u>me gustó mucho y por que aprendí muchos animales en ingles</u> [Survey 9, May 10th, 2024, Student R]
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These data show that students also recognized their learning by themselves, which implies a positive impact on their academic process with English. For example, among these perceptions it is highlighted that they considered that these materials helped them to learn and that they learned much more, such is the case of the animals in English that were presented through a picture book. Likewise, one of the students pointed out that through these resources she learned English to remember, which is significant because it shows an impact on her learning that goes beyond the English class and transcends to the point where she can remember her knowledge in English.

In short, the picture books and poems for children were material that was positively received by the girls, who found it to be a resource that they could enjoy. On the other hand, the girls themselves also perceived an influence of these materials on their English learning process. And although this is significant, it should not be forgotten that the length and difficulty of each text must be carefully selected so as not to provoke a negative reception.

Conclusions and Implications

This chapter presents the conclusions obtained based on the previous data analysis and considering the objectives of the project. It also outlines the limitations that emerged during the development of the proposal and describes some suggestions for further research.

Conclusions

This qualitative study intended to analyze the possible impact of using a set of activities based on children's picture books and poetry to improve pronunciation and vocabulary in the oral production of English in second grade students. From this objective, three specific objectives were defined: to identify the students' pronunciation achievements, describe their use of vocabulary when producing orally, as well as to comprehend the role of children's picture books and poetry in an English class setting with children.

In this sense, picture books and poems were a valuable instrument for girls to come into contact with the foreign language, because although it was writing-based, the girls became listeners of a reading, rather than actual readers. Moreover, these resources enabled the development of various activities that had a positive impact on the students' English learning, but they also impacted the atmosphere that was generated and perceived in the classroom.

Consequently, it is important to note that with this proposal, the students discovered their first path to produce orally in the foreign language. Thus, their pronunciation achievements were remarkable throughout the project, whether when pronouncing vowels in isolated words or in the context of short sentences to convey an idea. It was also perceived that the students had greater difficulty when it came to short sounds than when it came to long sounds or diphthongs.

Of great significance is the fact that they managed to produce new vowel sounds without resorting to the sounds of their native language. Even though the pronunciation task was a more challenging exercise for some students, favorable results were discovered that show that they were able to recognize and affirm that the vowel sounds in English and Spanish are indeed different sounds. Moreover, the students were able to internalize some sounds, even to use or mention them in later classes. In this instance, it is important to highlight the value of addressing aspects of pronunciation when teaching English to young learners, since it is from these stages of development that habits and foundations for learning are built.

Regarding the second specific objective, related to the use of vocabulary learning, the data samples show that the activities based on the picture books and poems were conducive to the students using new words and expressions through oral production exercises, which allowed them to communicate short messages about themselves, their preferences, emotions, future desires, and other ideas. During the proposal, the pupils were exposed to a variety of activities, and this promoted the constant use of different words. The fact that they are short messages cannot be overlooked, but it must also be noted that they were all messages that communicated a real and familiar situation for each girl, in addition to being sentences that the girls were unable to say before the project.

Furthermore, in relation to the recognition of vocabulary, the results showed an advantageous impact on other language skills that were not contemplated when the project started, for example, in listening and rarely, in reading. This, in view of the fact that the girls were able to recognize some words and expressions, mainly through oral messages and sometimes when reading short sentences or isolated words. They also managed to answer properly to some questions after hearing them, showing their understanding of different and new vocabulary. Likewise, when it came to vocabulary, a valuable relationship between image and word was discovered, as the images became a visual aid that supported the learning of new words and reading comprehension. The girls were not able to capture the meanings while only listening to the reading, but with the images, students predicted and recognized possible meanings of new words, coming to a more constructive way of learning in which the students themselves took on the task of elaborating meaning from what each one interpreted. In relation to this idea, images were also created by the girls through drawings that represented the new vocabulary to associate meanings and connect with their own experiences.

In terms of the material used, namely picture books and poems, the data revealed that they were valuable resources to positively impact students' oral production skills, but also

showed that they manage to influence teaching environments with young English learners. Firstly, these materials, although not having a didactic character of their own, made it possible to create various activities that were closely connected with the contexts and experiences of the girls, which made them participate actively and feel comfortable getting involved in each stage of the classes and allowed them to assume an active role in the classroom. Even the reading itself allowed for the emergence of a dialogue that included the participation of all and let them draw connections between the reading and their contexts. It is worth noting that these participations were not always in English, but they provoked the students to be in contact with the readings in a foreign language. Moreover, it is necessary to emphasize that these materials can represent a limitation if the difficulty of the text and its length are not properly selected, since it could generate a less than positive reception in the listeners or readers of each material.

Limitations

During the implementation of this project, one of the main limitations lies in the extracurricular activities, which were effectuated during the time allocated to the English class and prevented the project from being implemented as planned, since only 15 of the 18 planned classes were carried out.

Another important limitation had to do with the search for material, especially for picture books. It was a difficult task since this material was not easily accessible. In addition, the selection of each book required that it had specific vocabulary and phonemes to present in class, which made it more complicated to find material that followed the specifications regarding the words and sounds that were intended to be addressed in the sessions.

Further Research

This project provided insights on the impact on oral production skills, such as pronunciation and vocabulary, when using activities based on children's picture books and poems. Therefore, this study offers a useful tool for those who wish to explore teaching English

to young learners focusing on their speaking skills. However, there is also the possibility of inquiring about the impact on other language skills. Here it is stated that it is possible, but the search could be expanded to skills such as listening, reading, or writing. Likewise, for future research, the development of oral production skills with children could be further explored, mainly, the instruction on pronunciation and its impact of the learning process of young learners. And vocabulary learning could continue to be investigated from different strategies that consider the needs and stages of children.

Furthermore, this study opens the door to venturing into the use of other types of children's literature in English, not only picture books or poetry, but also incorporating different literary genres and from various modalities which adapt to the environment and level of each educational population. Finally, this research is an invitation to consider literary materials in the learning processes of children who are even developing their literacy process in their mother tongue. This is not an impediment to being in contact with productions in English through literature; on the contrary, each resource adapts to the needs of children, as in this case that the children were not readers of books or poems but were listeners.

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ANNEXES

Annex 1: Characterization survey



UNIVERSIDAD PEDAGÓGICA NACIONAL
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ENCUESTA DE CARACTERIZACIÓN

Objetivo: Esta encuesta se aplica con el propósito de identificar los gustos y preferencias de las estudiantes del grado 2A, jornada tarde, del colegio Magdalena Ortega de Nariño IED. Esta caracterización se realiza en el marco de una investigación pedagógica que pretende conocer aspectos del proceso de aprendizaje del inglés. Gracias por su participación.

1. Información personal

¿Cómo te llamas? _____

¿Qué edad tienes? _____

2. Tus gustos y preferencias

2.1. ¿Qué te gusta hacer cuando no estás en el colegio?

2.2. ¿Te gusta la clase de inglés?

Sí ____ No ____ ¿Por qué? _____

2.3. ¿Qué temas te gustaría aprender en tu clase de inglés?

2.4. ¿Qué actividades te gustaría hacer en la clase de inglés?

2.5. ¿Te gustaría conocer poemas cortos en inglés?

Sí ____ No ____

¿Te gustaría conocer libros ilustrados o animados en inglés?

Sí ____ No ____

Annex 2: Interview with head teacher



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ENTREVISTA

Objetivo: Esta entrevista se realiza con el propósito de caracterizar al curso 2A, jornada tarde, del colegio Magdalena Ortega de Nariño IED a través de la información ofrecida por su docente titular.

1. Presentación

1.1. Breve presentación personal y profesional de la docente.

Buenos días. Me presento: mi nombre es _____ tengo 52 años. En mi profesión: Soy Licenciada en Psicopedagogía de la Universidad Externado de Colombia. Tengo varias especializaciones. La última fue en Pedagogía de la Recreación Ecológica. Llevo 23 años de experiencia, específicamente con el distrito. Y antes de eso, me desempeñé como orientadora, en la comunidad salesiana, específicamente, en el Colegio León 13.

2. Información sobre el grupo y la clase de inglés.

2.1. ¿Cuánto tiempo has sido directora de grupo de 2A? ¿Qué asignaturas tienes a cargo?

Llevo con el grupo segundo A (2A) 2 años. Lo recibí en primero y este año en segundo. Las asignaturas que tengo a cargo son ... Pues queda más fácil decir cuáles no tengo a cargo. Entonces, no dicto educación física, directamente, porque la enfoco respecto a la danza. Pero pues llega el apoyo de los practicantes. Informática la dicta la maestra, y las demás nos corresponden a cada director de curso.

2.2. ¿Cómo describes al grupo de manera general?

Mi Grupo ... ¿cómo es mi grupo segundo A (2A)? Las puedo describir como un grupo fantástico de niñas, receptivas, atentas. Con ellas he trabajado la metacognición, el empoderamiento, la fuerza interior, la autodisciplina, el autocontrol, manejo e identificación de emociones, la solución asertiva de conflictos, la tranquilidad, la observación en contexto, muchísimas habilidades que creo han contribuido en estos dos años a que se cree y se sienta una dinámica de grupo agradable, agradable para trabajar. Así puedo describir a mi grupo con muchísima alegría, muchísimo cariño y orgullo.

2.3. ¿Cómo describes al grupo, en particular, en la clase de inglés?

Particularmente en la clase de inglés, yo siempre he sentido que en el colegio hace falta darle más relevancia al área ... Mucho temor de las niñas para asumir, asumir el vocabulario, para incorporar en forma cotidiana el vocabulario que vamos aprendiendo o el material que vamos encontrando con algunas palabras en inglés, pero sobre todo temor frente al área al expresarse en inglés.

2.4. ¿Qué fortalezas y debilidades tiene el grupo en la clase de inglés?

Fortalezas en la clase de inglés: que buscamos muchísimo material, sobre todo audiovisual. Partimos de manejo de canciones, partimos de la didáctica y lo lúdico para poder trabajar con ellas. Debilidades: las antes mencionadas, el temor frente a poder apropiarse y sentir que es posible estar hablando en esa otra lengua. Entonces lo veo básicamente en eso.

Agregó a lo anterior que, pues siento bastante rezago en el manejo de contenidos, las competencias, las habilidades que plantea el Ministerio, estamos muy por debajo de eso.

2.5. ¿Cuáles habilidades del inglés se abordan con mayor intensidad y cuáles con menor frecuencia? (Lectura, escritura, habla, escucha, vocabulario).

Las habilidades básicas que hacemos con mayor fuerza, obviamente en segundo ... primero y segundo, que venimos en un proceso, es sobre todo escuchar. Muy poco en irnos a escribir porque hay varias niñas estaban aún en el proceso de desarrollar y afianzar el proceso lector en lenguaje. Entonces ya entrar a cómo escribimos en inglés crea confusión, confusión en ellas. Entonces básicamente era escuchar.

Annex 3. Diagnostic workshop



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TALLER DIAGNÓSTICO

1. What is your name? _____
2. Escucha las palabras y marca las imágenes que las representen.


Cat


School


Family


Happy


House

3. Une con una línea la cantidad de estrellas con el número en inglés.


Five


Three


Four


Two


One

4. Encierra en un círculo qué día es hoy, en un cuadrado qué día será mañana, y en una nube qué día fue ayer.

Saturday Wednesday Monday Friday

Sunday Thursday Tuesday

5. Cada número representa un color. Colorea la imagen siguiendo los números.

2	Blue
4	Red
1	Yellow
3	Green



6. ¿Sabes cuáles son estos animales y alimentos? Escribe en inglés.











Speaking section



Name: _____



Question



Answer

What is your name?

How old are you?

How do you feel?

Mention three members of your family

Mention some places of your school



Comments: _____

Annex 4. Field note template

Field note N°	
Institution	Magdalena Ortega de Nariño IED
Date	
Grade	2A J.T
Session objective	
Language content	Vocabulary: Sound:
Number of students	
Intern's name	Laura Marcela Suárez Bautista
Senior's name	

Observation and description	Reflection/analysis

Annex 5. Surveys to discover the students' perceptions.

2. Sobre mi clase de inglés

21. ¿Te gustaron los libros que leímos en clase? ¿por qué?

si porque me ayuda a aprender ingles,

22. ¿Te gustaron los poemas que leímos en clase? ¿por qué?

si porque yo soy fanatica de los poemas.

23. ¿Qué es lo que más te gusta de la clase de inglés?

aprender

24. ¿Cambiarías algo de la clase inglés?

no jamas como lo cambiaria.

2. Sobre mi clase de inglés

21. ¿Te gustaron los libros que leímos en clase? ¿por qué?

porque tiene muchas experiencias

22. ¿Te gustaron los poemas que leímos en clase? ¿por qué?

me encantan los Poemas

23. ¿Qué es lo que más te gusta de la clase de inglés?

los Poemas

24. ¿Cambiarías algo de la clase inglés?

nunca cambiaria

2. Sobre mi clase de inglés
About my English class

22. Did you like the poems we read in class? Why?

¿Te gustaron los poemas que leímos en clase? ¿por qué?

Si por que son muy bonitos
y me encantaron

23. What do you like most about English class?

¿Qué es lo que más te gusta de la clase de inglés?

que aprendo cosas nuevas
en ingles

24. Would you change something about English class?

¿Cambiarías algo de la clase inglés?

No por que me gusta todo

Annex 6. Informed consent.

 UNIVERSIDAD PEDAGÓGICA NACIONAL CONSTITUCIÓN DEL 20 DE AGOSTO DE 1959	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

Ciudad y fecha: _____

Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, 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, actuará como Responsable del tratamiento de mis datos personales¹, 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 sensibles² 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.

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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: _____

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² 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 promueva 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).

Annex 7. Lesson plan template

Cycle 1: About Me				
Lesson plan 3: Feelings				
Session 5				
Course: 2A J.T.	Institution: Magdalena Ortega de Nariño	Date: October 23 rd and 24 th	Time: 240 minutes	Intern's name: Laura Marcela Suárez Senior's name:
Lesson topic	My feelings			
Expected Learning Outcomes	General: 1. To talk about my feelings using new vocabulary related to emotions. Specific: 1. To recognize vocabulary to express their feelings: <i>How do you feel?, I feel, happy, sad, angry, afraid, calm, love.</i> 2. To review vocabulary about colors ¹ : <i>yellow, blue, red, gray, green, pink.</i> 3. To identify different sounds and pronunciation of the words [e fi:/: feel – feeling/s – sleepy – tree – green – see /fi:l – fi:trj – fi:trjz – 'sli:pi – tri: – gri:n – si:] to improve their speaking skill.			

ACTIVITIES SUMMARY (FIRST SESSION)			
Activity	Lesson Stage	Skill(s) / Language Component	Time
1. Singing, and dancing: If you're happy and you know it, clap your hands!	Beginning of the class/Warm-up activity.	Listening. Speaking. Vocabulary.	15'
2. Who is the Color Monster? Activating my prior knowledge and predicting with the image.	Pre-reading section.	Speaking. Vocabulary.	10'
3. A new adventure with a picture book: Reading <i>The color monster</i> .	Reading of the book.	Listening. Reading. Speaking. Vocabulary. Pronunciation.	20'
4. Completing the feelings of the Color Monster: What do I understand of the story?	Post-reading section.	Speaking. Vocabulary. Pronunciation.	15'
5. Puppets about feelings: creating puppets to express how I feel.	Creation of the students.	Writing. Vocabulary.	35'
6. How do you feel when? Using my puppets and saying my feelings in specific situations.	End of the class/Oral production.	Speaking. Listening. Vocabulary. Pronunciation.	15'

ACTIVITIES DESCRIPTION			
Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link
1	Teacher-Students	1. The teacher will start the class by asking <i>what did you learn the previous sessions?</i> And the students will participate voluntarily to remember the last topic. 2. Later, the teacher will ask, <i>"How do you feel today?"</i> She will explain that this question is used to know the feelings of others. The students will say how they are feeling at that moment. In this way, the teacher will introduce the topic of the class. 3. Subsequently, the teacher will play the song <i>If you're happy</i> on the TV. This song will be played twice, the first time to recognize it and the second one to repeat, dance and sing it. 4. The teacher will ask <i>what feelings appeared in the song?</i>	1. TV 2. The song <i>If you're happy</i> is in the following link: https://drive.google.com/file/d/1wIKAYCnUxYc3d8cnBZmLEdJupzZfKt/view?usp=sharing
2	Teacher-Student Students	1. The teacher will ask the students what they think the title of the book <i>The color monster</i> refers to? Additionally, they will see the image of the monster on the board. 2. The teacher will explain that this monster has many colors and that each one of them represents a feeling. 3. The teacher will ask <i>What feelings do you think the monster has?</i> 4. The teacher will put 6 jars with 6 colors (yellow, blue, red, gray, green, pink) on the board around the monster (each jar has a color). Afterwards, she will ask the 3 feelings that appeared in the song (happy, angry, scared/fright) and will locate them in each jar. For example, the feeling happy will be located with the yellow jar. In this sense, 3 jars will remain without assigned feeling. Therefore, the teacher will say <i>Let's discover what other feelings the monster has through this book.</i> In this way, she will introduce the book.	1. The image of the monster is in the following link: https://drive.google.com/file/d/1d7WHApUZYVMPfMf7_lyqNybGzgcNjB/view?usp=sharing 2. The images of the jars are in the following link: https://drive.google.com/file/d/1clK6AezTBMQ2IQQPu3K_QG2ko_MNdlb/view?usp=sharing 3. Maps 4. The image of the board is in the following link: https://drive.google.com/file/d/1d2IFu0KJ5Ry1bbQCigYVWVD5mg@smshhE/view?usp=sharing
3	Teacher-Student Students	1. The teacher will show the class book <i>The color monster</i> . The students will sit on the floor in a circle. The teacher will do it too. 2. The teacher will read the book aloud. She will make constant pauses to show the image and associate the meaning. In addition, the teacher will explain the meaning of the words through gestures and the body. Likewise, the teacher will relate the feelings with the colors that are in the book. On the other hand, during reading the teacher will emphasize on the pronunciation of words with e sound e fi:/: feel – feeling/s – sleepy – tree – green – see /fi:l – fi:trj – fi:trjz – 'sli:pi – tri: – gri:n – si: / Students will repeat these words to practice the pronunciation. 3. In addition, the teacher will ask questions in some images to relate the book to the students' experiences. These questions will be answered as a group.	1. The image of the monster is in the following link: https://drive.google.com/file/d/1d7WHApUZYVMPfMf7_lyqNybGzgcNjB/view?usp=sharing 2. The images of the jars are in the following link: https://drive.google.com/file/d/1clK6AezTBMQ2IQQPu3K_QG2ko_MNdlb/view?usp=sharing 3. The image of the board is in the following link: https://drive.google.com/file/d/1d2IFu0KJ5Ry1bbQCigYVWVD5mg@smshhE/view?usp=sharing

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4	Teacher-Student Students	1. The teacher will ask <i>what the book was about?</i> 2. Later, the teacher will ask <i>what are the tree feelings that the monster was missing?</i> Then the students will guide the teacher to place the feelings in the jar that are stuck on the board. 3. Likewise, in each color and jar, the students' understanding of story will be reviewed. For example, when the feelings will be organized, the teacher will ask in each jar: What did the monster do when he felt happy? What did the monster do when he felt sad? What did the monster do when he felt afraid? What did the monster do when he felt anger? What did the monster do when he felt calm?	1. The image of the monster is the following link: https://drive.google.com/file/d/1d7WHApD7VMPMd7_jyqcNy8GzeqcbN8/view?usp=sharing 2. The images of the jars are in the following link: https://drive.google.com/file/d/1d7WHApD7VMPMd7_jyqcNy8GzeqcbN8/view?usp=sharing 3. The image of the board is in the following link: https://drive.google.com/file/d/1d2Fu0K5HyUbbG2CqYWWU2smg0snshL/view?usp=sharing
5	Students – Students	1. The students will receive a sheet to create some puppets. Then, they will cut each monster. They need to identify the feeling and according to it paint all the monsters. 3. Later, the students will stick a popsicle stick to each monster and create their own puppets. In each popsicle stick the student will write the feeling.	1. The images to create the puppets are in the following link: https://drive.google.com/file/d/1N77M2xlJHl_us0n8TYqDGBz3W4zZLuq/view?usp=sharing
6	Student	1. The teacher will ask some questions and will show images on the TV to represent the questions. Moreover, the students will say / feel happy, sad, angry, calm, or afraid according to the situation and they will show their puppet to answer. The teacher will ask the following questions: 1.1. How do you feel when someone gives you a gift? 1.2. How do you feel when your family scolds you? 1.3. How do you feel when you do not have to do homework? 1.4. How do you feel when you have a bad grade at school? 1.5. How do you feel when someone bothers you in class? 1.6. How do you feel when you watch videos or movies you like? 1.7. How do you feel when you go to sleep?	1. The images that represent the questions are in the following link: https://drive.google.com/file/d/1qa_QJ2BySuvi2OqQh2dJWR6APGb2G4J/view?usp=sharing 2. TV

Annex 8. Relation image- word with students' creations.

