

**Using lapbooks to enhance reading comprehension in fourth- grade  
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**Bogotá, D.C**

**2024**

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**2024**

## **Acknowledgements**

I would like to express my heartfelt gratitude to God for His guidance throughout this research journey. I am especially thankful to my advisor for his invaluable support and insightful feedback, which was instrumental in shaping this project. I also extend my appreciation to my colleagues and friends for their encouraging discussions and collaborative spirit. I also want to thank the teachers I've had along this way; their wisdom and dedication inspired me and laid the foundation for my academic growth.

Finally, I am deeply grateful to my family, my father, mother, brother and Miguel. Thank you for your unwavering support and belief in me, as your encouragement has been a constant source of strength.

## **Abstract**

This research project aimed to analyze the outcomes of using lapbooks for reading comprehension and vocabulary learning in fourth-grade students at I.E.D. La Merced. This study follows the characteristics of qualitative research, emphasizing an in-depth exploration of student engagement, comprehension skills, vocabulary learning, and the learning process. Additionally, the research incorporates the Project-Based Learning (PBL) approach to design a pedagogical intervention where lapbooks are the main instructional tool. By integrating lapbooks, this study seeks to create an interactive and visually engaging learning environment that supports students' reading comprehension and vocabulary learning through hands-on activities and personalized learning.

**Keywords:** *-Reading comprehension, vocabulary learning, lap books, project-based learning.*

## **RESUMEN**

Este proyecto de investigación tuvo como objetivo analizar los resultados del uso de lapbooks para la comprensión lectora y el aprendizaje de vocabulario en los estudiantes de cuarto grado de la I.E.D. La Merced. Este estudio sigue las características de la investigación cualitativa, enfatizando una exploración profunda de la participación de las estudiantes, las habilidades de comprensión, el aprendizaje de vocabulario y el proceso de aprendizaje. Además, la investigación incorpora el enfoque de Aprendizaje Basado en Proyectos (ABP) para diseñar una intervención pedagógica en la que los lapbooks son la herramienta principal de instrucción. A través de la integración de los lapbooks, este estudio busca crear un entorno de aprendizaje interactivo y visualmente atractivo que apoye la comprensión lectora y el aprendizaje de vocabulario de los estudiantes mediante actividades prácticas y aprendizaje personalizado.

**Palabras clave:** *comprensión lectora, aprendizaje de vocabulario, lapbooks, aprendizaje basado en proyectos.*

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## **Chapter I: Contextualization and Research Problem**

The present chapter presents the local, institutional context and the characterization of the group of students from the I.E.D. La Merced. Likewise, it shows the diagnosis, the problem, the rationale of the study, and the objectives of this proposal.

### **Local and institutional context**

Colegio La Merced I.E.D. is a girls' only public school located in the Gorgonzola neighborhood in the Puente Aranda sector in Bogotá. Colegio La Merced I.E.D. was founded in 1974; this school was the first official school for women's education in Colombia. That is why the school is recognized as one of the most important in the educational context for women in the country.

According to the school's Proyecto Educativo Institucional (P.E.I., 2023), the mission and vision of the institution are to establish itself as a local and national reference in the educational context by having excellent academic performance and encouraging imaginative, purposeful, and critical thinking in students allowing them to be true agents of social change. The institution develops some projects with the students, such as the 'Plan Lector' (Reading Plan), emotional management lessons for primary students and some emphasis in arts, technology, music, and accounting for secondary graders. Furthermore, the school's methodology is oriented around four main pillars: being, knowing, doing, and coexisting with others. These pillars guide the educational practices in the school and promote some values that contribute to the students' experience in the school and their personal development in society.

In terms of English classes, fourth-grade students now have a weekly two-hour class, which marks an increase from the previous years when they had just one hour of English

class per week. Despite this additional time, just one class in the week is not enough time for the students because the classes are constantly interrupted due to various institutional events, class cancellations, and other facts that do not allow the students practice and have a continuous learning experience in English as a foreign language.

### **Participants:**

Regarding the research participants for this proposal, there were 28 students from the I.E.D. La Merced in 405 grade in the morning. The population was around nine and ten years old. Through the application of a survey (see annex 1) it was possible to determine that most of the girls lived with their nuclear family, some others had an extended family, and others had single parents in charge of them. A total of 18 students mentioned that their relatives helped them to do homework, and just 10 girls said that they worked alone.

Concerning the girls' leisure activities, the students answered that they spent their time playing, watching TV, surfing on the internet, drawing, and, in some cases, reading. In response to the question of whether they practiced English outside of school, eight participants stated that they did so in their homes using apps such as Duo-lingo, whereas the remaining participants mentioned that they did not. According to this information, it was possible to determine that most of the students did not have constant contact with the English language in a different space aside the school.

Regarding the English classes, seventeen girls out of twenty-seven expressed positive feelings towards the subject indicating that they not only enjoyed the classes but also felt a sense of comfort and ease in participating. This suggested that these students could have a stronger fundamental understanding of the foreign language, allowing them to engage more confidently in the English classroom activities. On the other hand, the remaining students stated they were facing considerable challenges, particularly with aspects such as verb

conjugations and basic vocabulary learning. Their difficulty in understanding the basics of the language could slow down their progress and might even impact their interest and success in learning English.

Furthermore, when examining language skill preferences among the 405 girls, it was found that most of the students preferred doing creative activities like drawing and crafting during English lessons. This preference could indicate a need for more visually engaging and hands-on learning experiences, which might help reinforce language concepts in a more accessible and enjoyable way. A smaller group of six girls among the students expressed a desire to engage in reading activities in the foreign language, highlighting a potential interest in expanding their literacy skills in English.

To sum up, the previous information is relevant in this research project because it provides a deeper understanding of the participants' backgrounds, their relationship with the English language, and their individual interests. This knowledge enabled me, as a researcher, to tailor a proposal that not only addressed the unique challenges these students faced but also tapped into their preferences and strengths with the English language. By doing so, a learning experience that might be more engaging and meaningful for them was created.

### **Diagnosis:**

A diagnostic test was carried out in order to assess the students' current level of proficiency in English (see annex 2). This test was designed in alignment with the *Estándares básicos de competencias en lenguas extranjeras: Inglés* (Ministerio de Educación Nacional, 2006). The diagnostic test included various language skills such as reading, writing, and vocabulary knowledge. These skills were selected because they are interrelated and provide a comprehensive view of the students' overall language abilities. Reading and writing are closely connected skills that support effective written communication. To develop these

abilities, students need regular opportunities to practice both, with increasing levels of difficulty in reading materials and writing tasks. This connection is highlighted by the National Council of Teachers of English (NCTE, 2011), which explains that writing enhances reading skills and vice versa, while reading helps students internalize vocabulary and structures that improve their writing, creating a continuous cycle of growth.

To begin with, the reading section consisted of reading two adverts. The first one described how two people were dressed, a girl and a boy, and the students had to color the drawings according to the description of the clothes. In fact, fourteen students from the group comprehended the instructions and colored the drawings according to the instructions, but there were ten girls who struggled and did not follow the instructions and colored the images differently (See annex 2). In the second part of the reading section, there was another activity where the students had to read some parts of the house and just color the ones that were mentioned, but some students colored all the parts of the house in spite that they had already seen this topic.

An interpretation of this might focus on the challenges students were facing with reading comprehension and following multi-step instructions. While a total of nineteen students understood and completed the tasks correctly, the rest of the group may need more targeted support or practice in carefully processing instructions. This could indicate the need for reinforcement of vocabulary or concepts related to the activity, or perhaps clearer guide practice to ensure all students understand the task before they begin. It also suggested that previous exposure to a topic did not always guarantee an understanding of applied activities

Additionally, there was a writing part in the diagnosis test where the students had to draw and make a description of themselves using the verb To Be. Although they had examples and it was a topic they were actively working on, nine students from the group wrote things like: “*I am swin, me happy, we is happy, I am angri. I am happi*” (See annex 3).

Contemplating this part of the test, most of them had some problems with the recognition of the structure of the verb to be, and the spelling of some words. Even though, these errors are a normal part of the English learning process at this stage and not a major concern, they provide an excellent opportunity to enhance and solidify their understanding. This is because making mistakes helps students to identify areas where they need improvement and encourages them to take risks while learning.

Finally, there was a part of the test where the use of English was evaluated, and the students had to read and color the parts of the house that they could recognize. However, twelve of the students ended up coloring all the images, while the rest of the group did not. This could indicate a lack of follow-through with instructions and even a lack of recognition of some words.

These findings provided important insights into the girls' English language abilities, their understanding of basic vocabulary, written and comprehension skills clearly demonstrated a foundational level of language. However, there was still a need for greater emphasis on grammar, reading comprehension, and vocabulary learning. While their skills at that time showed potential, focusing on these areas would be crucial for further growth and improvement in their overall language.

### **Statement of the problem:**

After a survey was conducted to understand the student's relationship with the English language, seventeen out of twenty-four girls reported that they enjoyed and felt comfortable learning English. However, the others stated that they found the language difficult due to challenges with grammar structure, and reading comprehension. For instance, in the survey, the participants were asked about the ability where they stood out, and just

three girls over twenty-four stated reading as their ability; the rest of the group answered listening and speaking.

Moreover, these findings reflected a broader trend in language education where students struggled to transition from basic vocabulary learning to the more complex task of reading comprehension. As students move from learning isolated words to understanding contextual meanings and grammatical structures, they may encounter significant hurdles. Research by Grabe (2009) emphasizes that reading is not just about decoding words but involves the integration of linguistic knowledge with cognitive skills. When students face challenges in grammar and comprehension, they are less likely to engage with texts meaningfully, limiting their ability to draw connections between new information and their prior knowledge.

In the same line, in accordance with the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (Ministerio de Educación Nacional, 2006), fourth-grade students are expected to comprehend the main idea of a short text, such as a description of a place or a person, and to identify a short instruction. However, in the observations done, the head English teacher evaluated the first term, and almost fifteen students from the whole group did not recognize the instructions for each question, so the teacher had to explain them in Spanish. This situation became repetitive as there were other moments in the English classes where the teacher had to explain the instructions in Spanish as well. This evidence showed that the students identified some words taught in the classes, but they did not recognize a simple sentence as an instruction.

In addition to the previous findings, it is important to highlight another concerning issue: fourth-grade students, according to *Derechos Básicos de Aprendizaje in English Basic Learning Rights (B.L.R.)* (2006) are supposed to be capable of describing themselves and others without inconvenience, but while almost 13 students from the group were doing the

diagnosis test, they were always asking how they could make a description, and despite the examples in the instruction of the activity, they neither read nor followed them.

Furthermore, the role of motivation and engagement in reading comprehension in this group could not be overlooked. According to Guthrie and Wigfield (2000), student motivation is closely linked to their reading comprehension abilities. Engaging students in reading through relevant and meaningful texts can foster a love for reading and improve comprehension outcomes.

The problems identified in this context center on fourth-grade students' struggles with reading comprehension, vocabulary, and engagement in English. Although most students reported enjoying English, many face significant challenges when transitioning from basic vocabulary to more complex reading tasks, which limits their comprehension abilities. Observations revealed that despite recognizing individual words, students often fail to understand simple instructions or sentences without teacher support in Spanish, indicating a gap between expected competency levels and actual performance as outlined in the *Estándares Básicos de Competencias en Lenguas Extranjeras* (2006). Additionally, a lack of motivation and engagement with reading materials further hinders comprehension, as students appear unmotivated by texts that lack personal relevance. This suggests a need for teaching strategies that address vocabulary comprehension and incorporate meaningful, engaging reading materials that resonate with students' interests, enhancing both their intrinsic motivation and their overall reading skills.

### **Rationale of the Study:**

Reading is a pillar of knowledge acquisition, both in daily life and in the academic environment. As students advance through their academic careers, developing reading and writing skills becomes increasingly important, significantly enhancing their abilities and

fostering lifelong habits (Rocha, 2012). In this context, it is crucial to recognize that reading serves as a pathway for children to acquire knowledge. When this activity is undertaken in both their mother tongue and a foreign language, students can have enriching experiences that support their personal and educational growth without limitations.

In the same line, according to the National Association for the Education of Young Children (NAEYC, 2018), the ability to read and write is a fundamental foundation for academic achievement and lifelong success. When students engage with a variety of texts, such as short stories, they encounter diverse perspectives and experiences that expand their understanding of the world. This exposure is essential for developing social awareness and empathy, enabling students to navigate the complexities of modern society more effectively. Consequently, establishing strong reading habits early in students' lives lays a solid foundation for academic success and personal growth, equipping them to face future challenges with confidence and resilience.

Despite the importance of reading, Colombia faces significant challenges in reading comprehension. The Program for International Student Assessment (P.I.S.A., 2018) highlights that Colombia ranks among the lowest countries in reading comprehension, underscoring the urgent need to address literacy issues from an early age. Strengthening reading skills in young learners is vital for reversing this trend, as robust reading abilities lay the groundwork for academic success across all subjects and enable students to engage critically with texts. Prioritizing reading from a young age can lead to improved literacy rates and better educational outcomes in the future.

To effectively foster reading skills, it is essential for students to actively engage in diverse activities, such as handicrafts and didactic exercises, which not only make reading enjoyable but also reinforce comprehension and retention. In this context, lapbooks emerge as an exceptionally effective tool for enhancing reading comprehension. These interactive,



hands-on resources allow students to organize and present information creatively, making the reading process more engaging and memorable. By incorporating lapbooks into their reading activities, students can summarize key points, explore vocabulary, and reflect on their understanding of the text in a personalized manner. This multi-sensory approach not only reinforces their reading skills but also caters to diverse learning styles, providing both visual and kinesthetic learners with opportunities to deepen their comprehension.

This is especially critical for English as a Foreign Language (EFL) students, for whom reading plays a pivotal role in language learning. Engaging these learners in various reading activities helps them build vocabulary, improve grammar, and understand language structures. By utilizing engaging resources like lapbooks, students can forge deeper connections to the language, facilitating their overall comprehension and retention.

Therefore, addressing the challenges in reading comprehension is crucial, as it goes beyond merely acquiring linguistic skills. As Harrison (2004) emphasizes, the significance of reading extends beyond knowledge development; it plays a vital role in shaping an individual's cognitive abilities, emotional intelligence, and even moral development. By enhancing reading comprehension skills, educators not only equip students with the tools for academic success but also lay the groundwork for critical thinking, self-awareness, and empathy—qualities essential for developing well-rounded individuals. This holistic approach to reading empowers students to navigate complex social dynamics and make informed decisions, fostering personal growth and responsible citizenship. Thus, the aim of this project is to present the reading process to the students as an enjoyable one in which they can acquire new knowledge and demonstrate their reading comprehension through the creation of a lapbook.

### **Research question**

How might the use of Lapbooks as a pedagogical tool contribute to the improvement of reading comprehension in fourth graders?

## **Objectives**

### **General objective**

To describe the utility of lapbooks as a pedagogical tool for enhancing reading comprehension in fourth grade EFL classroom.

### **Specific objectives**

- To analyze the reading comprehension process on fourth-grade students through the use of lapbooks.
- To explore the possible impact of lapbooks on student engagement and motivation in reading comprehension tasks among fourth grade EFL students.
- To examine the role of lapbooks in facilitating vocabulary learning among fourth grade EFL students.

## CHAPTER II: Theoretical Framework and literature review

This chapter presents the theoretical framework, and the literature review, each study was selected based on its relevance to the current project.

### State of the Art

As the main concepts of this research, this section contains local, and national studies on the following key concepts: *reading comprehension, vocabulary learning, lapbooks, and project-based learning.*

**Table 1**

*State of the art*

<b>Project</b>	<b>Institution</b>	<b>Researcher</b>	<b>City/ Country</b>	<b>Published</b>
Improving Reading Comprehension and Critical Thinking Skills with Contextualized Graphic Novels	Universidad Pedagógica Nacional	Esteban Zamudio Rodríguez	Bogotá, Colombia	2022
Handicrafts in an EFL classroom: A didactic creative proposal	Universidad Pedagógica Nacional	Diego Castrillón Unívio	Bogotá, Colombia	2016
STORYTELLING & STORY-READING: A WAY TO ENHANCE EFL STUDENTS' LITERACIES	Universidad Distrital Francisco José de Caldas	María Ximena Rivera Pinzón	Bogotá, Colombia	2016
My English World: a didactic material that contributes to the learning and consolidation of the reading and the lexical competences of English as a foreign language for students in a public school.	Pontificia Universidad Javeriana	Samantha Valentina León Muñoz Diana Katherine Pesca Pérez	Bogotá, Colombia	2020

To proceed with this research, it has been to analyze previous studies conducted locally, and nationally. These studies relate to the processes of reading comprehension, vocabulary learning in EFL students, and the implementation of different didactic strategies used to enhance the process of reading comprehension.

In the first place, there is a qualitative research project titled *"Improving Reading Comprehension and Critical Thinking Skills with Contextualized Graphic Novels"* by Zamudio (2022), in which it is suggested that using diverse reading materials, specifically graphic novels, can benefit English as a Foreign Language students in public schools in Colombia. The study, conducted at Domingo Faustino Sarmiento School, found that graphic novels assist students in developing critical thinking abilities and gaining a deeper understanding of the main ideas in the stories.

This researcher proposed the reading of some graphic novels that surrounded students' lives in some aspects, such as bullying, child labor, and overprotective families. Then, he developed some lessons where the students could understand the contextualized stories, and at the same time, they were motivated because there was a different reading process. This study contributes to this research project since it provides a good characterization of the importance of reading in an EFL classroom, besides the implementation of different materials to read.

Zamudio's study showed that using graphic novels in the EFL classroom helped students improve both their reading comprehension and critical thinking. The students were able to grasp the main ideas of the stories more easily, and they were more interested in reading because the content was relatable, touching on issues like bullying, child labor, and overprotective families. The graphic novels kept them engaged and made the learning process

feel more meaningful, as they could connect their own experiences with what they were reading.

Secondly, the research project, *Handicrafts in an EFL Classroom: A didactic creative proposal* by Castrillón Univio (2016), focused on the use of handicrafts in an EFL classroom and how the creation of this material can contribute to the spontaneous oral interaction of the students. This study focused on Centro de Lenguas students at the Universidad Pedagógica Nacional. The researcher used different activities where the students had to see an example of the possible handicraft that they had to create and use their imagination and creativity to create a new one or replicate the one that the teacher showed them.

The main goal of the aforementioned activities was for students to use their prior knowledge of the English language to communicate their ideas with their classmates and the teacher during the creation process. At the end of this project, the students had better use of the language in terms of communicating their opinions and instructions; however, this project was also a challenge for the teacher because there were activities in which some students did not want to participate or preferred to do other activities.

In conclusion, Castrillon Univio's study demonstrates that incorporating creative activities, such as handicrafts, can effectively improve vocabulary learning in EFL students. It also highlights how these strategies motivate students to participate more actively and develop a positive attitude toward English classes. This research contributes to my project, which focuses on developing didactic materials to reinforce a specific skill or prior knowledge. While both projects involve creating materials to enhance a particular skill in EFL classes, my initiative focuses on improving reading skills using lap books as evidence of progress, whereas Univio's project aimed to improve speaking skills during the creation of handicrafts.

The following research is called “*Storytelling and story reading: a way to enhance students' literacies*” by Rivera Pinzón (2016). It is a qualitative action research applied on a public school located in Venecia neighborhood in Bogotá. The researcher focused on using storytelling and story-reading to improve literacy skills. Rivera selected some stories that could contribute to the expansion of new vocabulary of the students, writing, and reading comprehension exercises.

The research emphasized how short stories could engage students emotionally and cognitively, providing a rich context for language learning. By integrating storytelling into the classroom, students not only enhanced their reading comprehension but also expanded their vocabulary in a meaningful and context way. The study showed that storytelling fostered a more interactive and participatory learning environment, allowing students to reflect on and engage with the language in creative ways. This method also encouraged the active use of new vocabulary, making it easier for students to incorporate new words into their speaking and writing. Overall, the project highlighted the importance of storytelling as a pedagogical tool for developing both literacy and language skills in EFL learners.

This project can significantly contribute to my project demonstrating the importance of interactive, engaging activities in promoting reading comprehension and vocabulary learning. Storytelling, as highlighted in the research, is an effective tool for helping students make cognitive and emotional connections with the language, fostering a deeper understanding. Similarly, lapbooks, with their interactive and creative design, can be used as a tool for storytelling, enabling students to engage with and reflect on the stories they read through hands-on activities. This approach allows learners to explore narrative elements in a tangible way, reinforcing comprehension and vocabulary while promoting creative expression.

The next study titled “*My English World*”, conducted by León y Pesca (2020), presents a didactic material designed to support fifth and sixth graders at Juan Pablo Segundo School

in improving their English reading and lexical skills. This project offered structured activities and exercises aimed at enhancing students' reading comprehension while expanding their vocabulary by focusing on both reading comprehension and lexical competence. The material aimed to help students understand and use English in ways that were meaningful for them, especially as EFL learners. This was a qualitative study that focused on practical ways to improve language learning for young EFL students in the classroom.

In relation to my project, which uses lapbooks to enhance reading comprehension in EFL students, "*My English World*" lines up well with my goals. Both projects emphasize the importance of reading comprehension and vocabulary building. While "*My English World*" uses structured materials like reading comprehension exercises, vocabulary-building tasks, and interactive learning tasks, lapbooks provide a more interactive, creative approach that allows students to organize and visualize information. The focus on vocabulary in "*My English World*" also complements the potential for lapbooks to help students categorize and retain new words, making the learning experience more dynamic.

The next project "*Vocabulary Learning Through Didactic materials in a Cooperative Environment*" written by Beltrán (2017). Focused on an action research study conducted with children from 9 to 12 years old enrolled in a Basic English 1<sup>st</sup> course at the Centro de Lenguas of the UPN. The main objective of the project was to implement didactic materials in conjunction with a cooperative learning approach to enhance vocabulary acquisition among students. The research findings indicated that effectively designed and contextualized didactic materials significantly impacted vocabulary acquisition. Additionally, the study revealed that cooperative learning not only enhanced academic achievement but also fostered the development of social skills in students. Ultimately, this project emphasized the effectiveness of utilizing interactive materials and collaborative strategies to create an

engaging classroom environment that promoted vocabulary learning and enhanced communication skills.

Beltrán's project offers important contributions to current research by demonstrating how didactic materials, combined with a cooperative learning approach, could enhance vocabulary acquisition. Although this study focuses on vocabulary, its findings are relevant to the present project, which aims to improve reading skills through the use of lap books. The emphasis on interactive and contextualized materials supports the idea that engaging tools can significantly impact student learning. Furthermore, the cooperative learning aspect aligns with the project's goal of fostering a motivating and collaborative classroom environment, suggesting that integrating teamwork with lap books could further enhance reading comprehension outcomes.

## **Theoretical framework**

This section addresses three key main constructs for this project: reading comprehension, vocabulary learning, and lap books.

### **Reading comprehension**

Defining reading is an important starting point, as it is a process through which students can access and understand information. It involves both sourcing information and decoding it to make sense. According to Nunan (2003), reading is a fluent process in which readers combine the information of a text with their own background knowledge to build meaning. This process directly involves the reading comprehension process.

According to Khoiriyah (2010), reading comprehension is a cognitive process where readers grasp an idea, interpret it through their experiences, and relate it to their own needs and



goals. This highlights how personal experiences play a key role in shaping understanding, as readers draw from their own backgrounds to make sense of new information. This process involves actively engaging with the text, drawing on prior knowledge to make connections, and applying insights to personal contexts. Additionally, effective reading comprehension requires critical thinking skills, allowing readers to evaluate information, analyze arguments, and synthesize new ideas, leading to a deeper understanding and retention of the material.

Furthermore, recent findings by Afflerbach et al. (2020) emphasize that reading comprehension extends beyond simply grasping the text; it entails the integration of knowledge, drawing inferences, and applying information in a relevant context. This illustrates the dynamic aspect of reading comprehension, which necessitates active participation and critical thinking. For instance, when students engage with literary works that address themes of justice or inequality, they should not only identify the characters' experiences but also relate those themes to contemporary social movements or issues, deepening their comprehension of the text's relevance.

Moreover, this perspective emphasizes that reading is not a passive activity; instead, it is a complex interaction between the reader and the text. Readers must utilize their background knowledge, contextual clues, and analytical skills to construct meaning. This process not only enhances comprehension but also fosters the ability to engage with diverse texts in various contexts, making reading a more enriching and personalized experience.

### **Reading comprehension levels**

Continuing to the preceded section, it is important to mention that, according to Harris and Hodges (1995), there are three levels of reading comprehension: Literal, inferential and evaluative. Likewise, Lynn (2008), emphasizes the importance of these three levels in the

process of reading comprehension, highlighting that effective reading instruction should address all three levels to enhance students overall understanding and critical thinking skills.

### **Literal comprehension level**

Literal comprehension is the foundational level of reading comprehension that involves understanding and recalling the explicit information presented in a text. At this level, readers focus on the surface meaning of the words and sentences, enabling them to identify key details, facts, and the main ideas conveyed by the author. This type of comprehension requires students to answer questions such as "Who is the main character?" or "What happened in the story?". By mastering literal comprehension, students build a solid groundwork for further analytical thinking, as it equips them with the necessary knowledge to engage with more complex layers of meaning in a text. Effective instruction at this level often includes strategies such as summarizing, identifying key details, and practicing recall through discussions or comprehension questions, ensuring that students can clearly articulate their understanding of the material before moving on to deeper levels of analysis.

### **Inferential comprehension level**

This level of comprehension goes beyond the literal meaning of a text, requiring readers to make connections, draw conclusions, and understand implied ideas that are not explicitly stated. According to Duke and Pearson (2002), this level of comprehension involves analyzing clues within the text, considering the context, and using prior knowledge to interpret characters' motives, predict outcomes, and infer relationships among events. For example, a reader might infer the emotional state of a character based on their actions and dialogue rather than simply relying on descriptive text. This type of comprehension fosters critical thinking and encourages readers to engage more deeply with the material, as they

must actively construct meaning rather than passively absorb information. Instruction that emphasizes inferential comprehension may include activities such as discussions that promote questioning, creating graphic organizers to visualize connections, and engaging in collaborative analysis of texts, all of which help students become more adept at drawing inferences and understanding nicety meanings.

### **Evaluative comprehension level**

This is the highest level of reading comprehension, where readers critically assess and judge the text based on their understanding, experiences, and values. According to Kintsch and Van Dijk (1978), this level involves analyzing the author's purpose, the effectiveness of the writing style, and the relevance of the themes or messages presented. Students engage with questions such as, "Do I agree with the author's perspective?" or "What is the significance of the message conveyed?" This process encourages them to form opinions, critique the text, and connect it to other texts or real-world issues. Evaluative comprehension fosters higher-order thinking skills and deepens engagement, as students learn to articulate their thoughts and reasoning. Instruction that supports evaluative comprehension may include debates, written reflections, or comparative analyses of different texts, allowing students to express their interpretations and support their evaluations with evidence from the reading. By developing evaluative comprehension skills, students become more thoughtful readers who can engage critically with literature and articulate their insights effectively.

The two selected comprehension levels for the current project are literal and inferential levels. Both literal and inferential reading are essential components of effective comprehension. Together, these reading strategies enable readers to not only grasp the text's surface meaning but also to explore deeper meanings and engage critically with the material.

The levels of literal and inferential comprehension are necessary in building comprehensive reading competencies among students. Literal comprehension provides students with the ability to understand information explicitly from the text, thereby laying a solid foundation upon which further details can be analyzed. Inferential comprehension challenges students beyond the superficial understanding of what has been written; it instills critical thinking in making connections and interpretations that require deeper engagement. Put together, these levels create a balanced approach to reading instruction that is essential in improving the general literacy of students and better equipping them to handle more complex texts. This dual focus suggests that the project aligns well with the aim of improving student engagement and motivation through the use of lapbooks.

The integration of literal and inferential comprehension strategies is vital for developing effective reading skills. Literal comprehension allows readers to grasp the explicit meaning of a text, answering fundamental questions about who, what, where, and when. This foundational understanding is crucial, as it sets the stage for deeper engagement with the material. Inferential comprehension, however, takes readers beyond the surface, encouraging them to make connections, draw conclusions, and interpret meanings that are not explicitly stated. This dual approach not only enriches the reading experience but also fosters critical thinking and analytical skills. By mastering both comprehension levels, readers become more engaged with texts, enhancing their vocabulary and language proficiency while preparing them for more complex literary challenges. Ultimately, the ability to navigate both literal and inferential comprehension equips students with the tools they need for academic success and a lifelong appreciation of literature.

Understanding these levels of comprehension is essential for educators, as it guides the development of instructional strategies that cater to diverse learners. This is particularly relevant to the current project, which aims to explore the utility of lapbooks as a pedagogical

tool for enhancing reading comprehension in fourth-grade EFL classrooms. By incorporating activities that target both literal and inferential comprehension, the plan was to design lapbook activities that could encourage students to identify key details and engage in deeper analysis of texts. This dual focus aligns with the project's objectives of analyzing the possible impact of lapbooks on student engagement and motivation, ultimately leading to a more comprehensive reading experience that might equip students with essential skills for navigating complex materials.

### **Vocabulary Learning**

Schmitt (2001) defines vocabulary learning as the process of gaining knowledge about a word's form, meaning, and collocations. He emphasizes that vocabulary is best understood when it is used and exposed repeatedly over time. Seymour (2023) echoes this idea, stressing that repeated exposure to words in various contexts is essential for enforcing retention and usage. Educators who recognize the importance of this repeated exposure can create an effective vocabulary learning environment, which contributes significantly to students' overall language learning.

According to Nunan (1999), vocabulary is more than just a list of target language words; it is an essential part of the language system and is closely interrelated with grammar. Nunan suggests that the lexical system of most languages can be divided into grammatical words, showing the intricate connection between vocabulary and grammar. Similarly, Phillips, as referenced in Suyanto (2009), emphasizes that vocabulary and grammar should be taught within a contextual framework, and that children should consistently have ample chances to practice the language they acquire in class. This highlights how vocabulary influences grammar and structure, both essential elements of language.

The significance of vocabulary learning extends beyond simple word acquisition. It plays a pivotal role in overall language development, particularly influencing reading comprehension and communication skills. Research by Beck, McKeown, and Kucan (2002) emphasizes that direct instruction in vocabulary helps students learn not just words, but also strategies for independent vocabulary learning. This approach fosters autonomy, enabling learners to use context clues and engage in deeper exploration of unfamiliar vocabulary, thus supporting their growth as independent language users.

### **Vocabulary Learning in Foreign Language Contexts**

In foreign language learning, vocabulary learning becomes even more crucial. Nunan (1991), emphasizes that vocabulary is a fundamental component of language learning. A strong vocabulary base empowers learners to confidently participate in conversations without the fear of not knowing the right words. Taking this into account, vocabulary is often described as the foundation of language, and as Alqahtani (2013) explains, it encompasses all the words known and used by a person, as well as the rules for combining them. Without mastering vocabulary, it is almost impossible to achieve fluency in any language.

Engaging students with vocabulary through diverse methods such as contextual learning, interactive exercises, and real-life practice can greatly enrich the learning experience. Phillips and Suyanto (2009) argue that vocabulary should always be taught in context, and students should be given ample opportunities to practice using new vocabulary in class. This approach not only boosts retention but also helps learners become more confident and competent in their language skills.

Considering the previous concepts, the significance of vocabulary learning is essential for the current pedagogical proposal, as it plays a critical role in enhancing language acquisition and reading comprehension. Focusing on vocabulary enables students to improve

their ability to understand and engage with texts, directly impacting reading skills. Nation (2001) emphasizes the importance of both breadth and depth of vocabulary knowledge, particularly in a foreign language context, where learners must grasp not only individual words but also their meanings and usage across different contexts. Vocabulary plays a crucial role in comprehension, enabling students to access meanings at both the literal and inferential levels. At the literal level, a solid vocabulary foundation is necessary to understand the basic meanings of words and phrases. Without sufficient knowledge, readers struggle to grasp even surface details. On the inferential level, vocabulary is equally important for understanding implied meanings, making connections between ideas, and drawing conclusions based on context. Therefore, vocabulary learning is not merely about memorizing words; it is integral to the overall language learning process and essential for developing effective reading comprehension skills.

As Beck, McKeown, and Kucan (2002) note, a rich vocabulary allows learners to interpret more complex ideas and analyze relationships between words, which supports deeper levels of comprehension. Thus, a well-developed vocabulary enables students to move beyond simply decoding text, allowing them to engage more critically and thoughtfully with the material, which is essential for enhancing reading comprehension in EFL learners.

Finally, Schmitt, (2008) further underscores the importance of repeated exposure and learning strategies. This aligns with the current project's focus on interactive and meaningful learning experiences. By incorporating varied activities such as contextualized materials, cooperative learning environments, and opportunities for real-life practice the project ensures that students encounter vocabulary multiple times in diverse contexts, thereby reinforcing retention and understanding.

## **Lap books**

Lapbooks are interactive, hands-on learning tools that serve as a personalized collection of foldable booklets, pockets, and flaps containing information on specific topics. According to Pearson, a lapbook is an innovative educational resource that features various components like folders and interactive elements designed to enhance learning. It promotes active engagement, enabling students to interact with the material in a tactile way. Lapbooks are particularly beneficial for developing language skills, as they encompass the four essential language competencies: listening, writing, reading, and speaking. This characteristic makes them especially useful in language acquisition settings, allowing students to gain vocabulary and grammar knowledge while enjoying the creative process of making their lapbooks.

According to Rusthon (2005), “a lapbook is a complete collection of booklets and display material from a particular study gathered and displayed in a folder-book that fits in your lap. This media can provide information and stimulate students’ minds” (p.11). The process of creating lapbooks involves several key steps, as outlined by Peycheva and Lazarova (2018): selecting a relevant topic, organizing the lapbook, designing a visual model, and finally, creating the lapbook. These procedures guide students through a structured approach, ensuring that their lapbooks are well-organized and comprehensive.



## **Steps to Create a Lapbook**

The process of creating lapbooks involves several key steps, as outlined by Peycheva and Lazarov, (2018). These steps provide a structured approach to ensure that the lapbooks are well-organized and comprehensive:

1. **Selecting a Relevant Topic:** Choose a theme or subject that aligns with the curriculum and is appropriate for the students' age and language proficiency.
2. **Organizing the Lapbook:** Plan the layout of the lapbook, determining what components (booklets, flaps, pockets) will be included and how they will be arranged.
3. **Designing a Visual Model:** Create a visual representation of the lapbook's design. This can include sketches or templates that show how the various elements will fit together.
4. **Creating the Lapbook:** Assemble the lapbook by cutting, folding, and pasting the components according to the design. Students should also add content related to the chosen topic, such as summaries, illustrations, and vocabulary.

## **Contribution to reading comprehension**

Lapbooks might contribute to the reading comprehension process by promoting active engagement and reflection. As students create lapbooks, they must process and synthesize information from texts, which helps deepen their understanding. This hands-on approach allows them to organize content visually, catering to diverse learning styles (Sipe, 2008). For example, a lapbook may contain sections where students identify the main idea or supporting details from a text, helping them build stronger literal and inferential comprehension skills.

On the other hand, lapbooks significantly contribute to the reading comprehension process by promoting active engagement and reflection. As students create lapbooks, they must process and synthesize information from texts, which helps deepen their understanding. This

hands-on approach allows them to organize content visually, catering to diverse learning styles (Sipe, 2008).

As the current project focuses on the enhancement of reading comprehension in an EFL classroom, the procedures can be modified to suit the specific needs of students. The following steps, adapted by Percheva and Lazarova, (2018), illustrate how lapbooks can be effectively integrated into reading comprehension activities:

1. **Teaching Structure of Short Stories:** One of the first steps to achieving total comprehension of a text.
2. **Selecting Short Stories:** The teacher selects different short stories that are appropriate for the students' language level.
3. **Identifying Key Elements:** Helping students identify the main idea, supporting details, and vocabulary meaning in the short story.
4. **Arranging the Text:** Instructing students to arrange the text based on its generic structure and language features by sticking or arranging it inside the lapbook.

### **Chapter III Methodological design**

This chapter aims to provide a conceptual overview of the research paradigm, type of study, data collection instruments, procedure, data analysis, ethical issues, and pedagogical intervention.

#### **Research paradigm**

Due to the nature of this project, which is to describe how EFL primary students can enhance their reading comprehension through the creation of lapbooks qualitative research is

a perfect fit. Qualitative research allows the researcher to interact with and analyze the participants' behaviors, thereby making significant distinctions from the phenomenon studied

Qualitative research seeks to collect, analyze, and interpret data from a specific population. In support of the previous idea, according to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a human social problem. Additionally, qualitative research gathers participants' experiences and perceptions, allowing the researcher to comprehend the social, cultural, and contextual factors in the participants' lives.

### **Research type**

Action research, as defined in *Research Methods in Education* by Cohen, Manion, and Morrison (2018), involves a cyclical process of planning, acting, observing, and reflecting, which allows for continuous improvement of teaching practices. It empowers educators to be both researchers and practitioners, engaging in a systematic inquiry that directly influences their classroom environments. This participatory approach enables teachers to tailor interventions to their unique contexts while continually assessing the outcomes. Moreover, the iterative nature of action research fosters adaptive strategies, making it especially effective in addressing dynamic challenges in educational settings, such as improving reading comprehension in EFL classrooms. By focusing on real-time feedback and reflection, this method supports the creation of practical, context-specific solutions.

In line with the paragraph above, Parsons and Brown (2002), describe action research as a form of investigation designed by teachers to solve problems and improve professional practices in the classrooms. In consequence, action research is used in educational practices because it emphasizes reflection and connects the gap between theory and practice. That is why this type of research is key to this project, which consists of developing a solution to the problem found in an EFL primary classroom. Through observations, data collection, and the

creation of a hypothesis, it is possible to understand how students can improve their reading comprehension in EFL

### **Procedures for action research**

To conduct action research, a series of systematic steps must be followed. According to Cohen, Manion, and Morrison (2018), the process begins with identifying a problem or area for improvement in a specific context, such as an EFL classroom. Once the issue is identified, the researcher formulates a plan of action based on current theories or observations. Next, the intervention is implemented, and data is collected through various methods, such as observations, surveys, or tests. Following this, the researcher analyzes the data to assess the effectiveness of the intervention. Finally, reflection on the findings helps inform further actions or adjustments. Ultimately, this cycle of planning, acting, observing, and reflecting repeats as needed to ensure continuous improvement and adaptation to the educational context.

Additionally, Carr and Kemmis (2003) highlight the importance of reflection as a crucial element of action research. Rather than being confined to the final stage, reflection occurs throughout the process and guides the researcher in adjusting as necessary. This continual reflection ensures that the research evolves according to the needs of the participants and the context, leading to more meaningful and effective educational outcomes.

### **Data collection instruments**

For this project, various data collection instruments were used, such as surveys, field notes, and artifacts, to carry out the triangulation process and provide research validity. According to Patton (1999), triangulation refers to the use of multiple methods, data sources, or researchers to develop a comprehensive understanding of the phenomenon.

## **Field notes**

Field notes are crucial for documenting the intricacies of human behavior within its context. They serve as foundational data for analysis, enabling researchers to thoroughly explore the phenomena they investigate and discover insights that might otherwise go unnoticed (Lofland & Lofland, 2013). This perspective highlights the crucial role of field notes in research, particularly when analyzing participants' behaviors and responses to the use of a foreign language. Furthermore, having written documentation enhances the reliability of the project, in contrast to relying solely on memory, which can lead to the loss of valuable information.

## **Tests**

According to Roediger et al. (2011), testing in educational institutions is not only a means to assess and grade students, but could be a highly effective tool to promote learning and retention. Testing allows for retrieval practice, which reinforces a student's capability to recall and use knowledge in flexible ways in different contexts. In addition, frequent testing encourages regular study habits in the students and provides opportunities to learn what they do not know. Moreover, tests play an important role in creating a strong, transferable knowledge foundation.

## **Artifacts**

Students' artifacts include the creation of drawings, writing, etc. These artifacts allow the researchers to analyze if the creation of project-based learning, such as the lap book, helped the students enhance their reading comprehension in their EFL classes. As Schawrtz, Tsang, and Blair (2016) note, "student generated artifacts, such as drawings, and writings, act as a

cognitive tool to enable learners to externalize their thinking, providing opportunities for reflection and deeper comprehension” (p.45).

### **Ethical issues**

Ethical issues in this research proposal are very important because they ensure that this project can be developed with integrity and, at the same time, protect the identity, rights, and confidentiality of the students Campbell and McNamara (2007) conclude that confidentiality means that participants can be open to us and tell us their stories in confidence but refuse to allow us to use their data. In other words, participants share their thoughts for the investigation, but they may not want their statements to be directly quoted. According to the previous data, an important step was taken, and that was to provide the students and their parents with informed consent that included detailed information about the study and the importance of their participation in this project and guaranteed them confidentiality.

## **Chapter IV Pedagogical instruction**

This chapter presents the pedagogical intervention crafting for implementing this research, focusing on the vision of the classroom, language, student and teacher. Furthermore, the instructional design segment outlines the activities and dynamics implemented during the interventions.

### **Pedagogical approach**

This research is framed with the Project-Based Learning (PBL) that is an instructional approach that engages students in exploring real-world problems and challenges through collaborative projects. According to Thomas (2000), Project-Based Learning (PBL) is a student-centered approach to teaching that fosters an engaging classroom environment where

students actively tackle challenges and gain a deeper understanding through their exploration. This student-centered methodology emphasizes active learning, where students work in groups to investigate complex questions, conduct research, and create meaningful products or presentations.

Additionally, Krajcik and Blumenfeld, (2006) characterize project-based learning (PBL) as a method that focuses on enhancing students' comprehension through their active participation in relevant and meaningful contexts. Consequently, PBL not only teaches content but also fosters the development of essential skills such as collaboration, critical thinking, and communication.

In addition, Bell (2010) explains that PBL promotes active learning through inquiry and investigation, which allows students to take ownership of their learning. As a result, this method encourages learners to work collaboratively, ask questions, and apply their knowledge to real-world scenarios.

Furthermore, Larmer and Mergendoller, (2015) emphasize that PBL involves a structured process in which students explore a problem or challenge, collaborate with peers, and ultimately create a project that is presented to an audience. This format not only enhances students' understanding of the subject matter but also develops the essential skills needed for success in the 21st century.

Incorporating Project-Based Learning (PBL) into the current project provides a powerful framework for fostering student engagement and deepening understanding. This approach not only emphasizes student-centered learning but also promotes collaboration, inquiry, and real-world relevance. By allowing students to take ownership of their learning through hands-on, meaningful projects, PBL aligns perfectly with the project's goals,

ensuring that students develop essential language skills while actively engaging with the texts they explore.

### **Visions of the project**

Given that this study was grounded in the theoretical framework of the pedagogical approach known as Project Based Learning (PBL), it was essential to define and elucidate the project's perspective on the classroom environment, the role of the student, the nature of language, and the function of the teacher considering its foundations.

### **Vision of the classroom**

The classroom evokes a traditional environment, where the teacher serves as the central authority figure, delivering instructions and guiding the lessons. The students actively listen and participate. The learning takes place with the interaction between the teacher and the students, building a strong relationship between the participants and the teacher.

Conversely, the vision of a classroom space within a Project-Based Learning (PBL) environment prioritizes flexibility, invitation, and collaboration. This design includes movable furniture such as desks and chairs that can be easily reconfigured, enabling students to work in small groups or independently based on their needs. The classroom is adorned with bright colors and inspirational visuals that highlight student projects, learning goals, and thought-provoking questions, fostering an atmosphere that encourages curiosity and creativity (Thomas, 2000).

### **Vision of students**

According to Deci and Ryan (2000), the vision of students emphasizes careful listening and responsive engagement guided by the teacher. While they interact with the material and contribute to class discussions, their involvement is often reactive, frequently



depending on the teacher for guidance rather than showing initiative. The close-knit environment promotes a feeling of community and inclusion, but it may restrict their autonomy and readiness to venture beyond the prescribed syllabus. The aim is to motivate these students to become more self-directed learners while preserving a respectful classroom atmosphere.

In the Project-Based Learning (PBL) environment, the vision of the students revolves around becoming proactive, engaged learners who take ownership of their education. They are encouraged to explore real-world challenges, collaborate with peers, and think critically as they work on projects that interest them. Students actively participate in discussions, ask questions, and seek out information, fostering a sense of curiosity and innovation.

### **Vision of language**

Language is a tool for meaningful communication and connection; in this context, students respond to the teacher's prompts using the grammar structures and vocabulary learned in the context of the classes. According to Vygotsky (1978), language serves as a social tool that enables learners to interact with their peers and the teacher, facilitating the co-construction of knowledge. This traditional view emphasizes the teacher's role in guiding language use within a structured learning environment.

On the other hand, in a Project-Based Learning (PBL) environment, the vision of language focuses on its use as an interactive, dynamic tool for authentic communication. Language is not just a subject but a means for students to express ideas, collaborate, and solve real-world problems. Students engage in meaningful conversations, discussions, and presentations, using language to ask questions, explore concepts, and share their project findings.

## **Vision of the teacher**

In a traditional classroom, the vision of the teacher is that of a central authority figure who directs the learning process. The teacher is responsible for delivering information, explaining concepts, and maintaining order. Instruction is typically teacher-led, with a focus on structured lessons, clear objectives, and step-by-step guidance. The teacher provides explanations, asks questions, and monitors student progress, ensuring that students follow the curriculum closely.

In contrast to, in the PBL classroom, the teacher acts as a facilitator and guide, supporting students in taking ownership of their learning. Instead of direct instruction, the teacher encourages inquiry, collaboration, and problem-solving. They provide resources, ask guiding questions, and offer feedback, helping students develop independence, creativity, and critical thinking skills through hands-on, real-world projects.

## **Pedagogical intervention**

The pedagogical intervention of this project centered around integrating lapbooks into the fourth-grade EFL classroom to enhance students' reading comprehension. By using this tool, students engaged in hands-on, interactive activities that might encourage critical thinking, vocabulary learning, and active participation. This approach, grounded in PBL, allowed learners to take ownership of their reading tasks, fostering deeper comprehension through collaboration, creativity, and the integration of language skills with visual and kinesthetic learning tools.

Furthermore, the intervention aimed to provide participants with a dynamic and engaging learning experience that could promote autonomy and collaboration. In line with the school's curriculum and key topics for fourth-grade students, the intervention focused on

fostering essential language skills such as reading comprehension and vocabulary development. By using lapbooks, students were encouraged to explore reading materials in more depth, organize information visually, and make connections between texts and their personal experiences. This approach not only supported the school's educational goals of helping students understand and process information from various texts, but also promoted critical thinking, creativity, and active learning, aligning with the overall vision for student development.

### **Cycle 1:**

The first phase focused on introducing students to the concept of lapbooks and short stories, laying the foundation for future learning. The goal was to familiarize students with basic short story elements such as characters, setting, and plot through the story *Brown Bear, Brown Bear, What Do You See?* During this phase, students explored the story by identifying and describing the animals and colors featured, while being introduced to the concept of lapbooks as a creative tool for organizing information. This cycle emphasized foundational language skills, such as using the *to be* verb and asking and answering questions in the present simple tense. Activities were designed to build students' awareness of how stories work, while encouraging participation through visual and hands-on tasks. The cycle helped students develop their initial understanding of short stories, setting the stage for deeper comprehension.

### **Table 2**

*First cycle of the pedagogical intervention*

CYCLE	LESSON PLAN	OBJECTIVE	MATERIAL	LANGUAGE
i. Embarking on our journey!  Introduction and awareness.  Duration: ( 2 lessons of a 60 minute class per lesson)	1. Let's recognize a Lap- book!	<b>General</b> <ul style="list-style-type: none"> <li>To introduce students about what is a Lap- book and what are short stories with one sample as is Brown Bear, Brown Bear What Do You See?</li> </ul> <b>Specific:</b> <ul style="list-style-type: none"> <li>Students will be able to explain what is a Lap- book</li> <li>Define what a short story is</li> <li>Identify key elements of a short story like the characters, setting and plot.</li> <li>Students will be able to create a part of the story.</li> <li>Identify and describe the colors and animals featured in the story.</li> </ul>	Images about what is a Lap- book, art supplies, color papers.	<ul style="list-style-type: none"> <li>Personal Information To be verb</li> </ul>
	2. Introduction to short stories.		Short story text, whiteboard and markers, visual aids, story elements.	<ul style="list-style-type: none"> <li>Parts of a short story: Characters, plot and resolution</li> </ul>
	3. Brown Bear, Brown Bear What Do You See?		PDF book Brown Bear, Brown Bear What Do You See?	<ul style="list-style-type: none"> <li>Colors</li> <li>Animals</li> <li>To Be verb structure</li> </ul>

## Cycle 2

The second cycle aimed to deepen students' reading comprehension by focusing on literal understanding of texts. Using *Good Night Moon*, *Pete the Cat and the Cool Caterpillar*, students were guided through activities that involved answering literal questions, identifying objects and characters, and describing emotions. This phase helped students connect with the text on a basic level, focusing on key story details such as who, what, and where. Students were encouraged to express what they understood by summarizing the stories and creating sections of their lapbooks, showcasing their comprehension visually. This phase also incorporated vocabulary expansion and grammar practice, such as using prepositions of place and the present simple tense. The focus was on ensuring students could extract and articulate information directly from the text.

### Table 3

*Second cycle of the pedagogical intervention*

CYCLE	LESSON PLAN	OBJECTIVE	MATERIAL	LANGUAGE
ii. Discovering an amazing world behind short stories.  Literal reading comprehension  Duration: ( 4 lessons of a 60 minute class per lesson)	4. Exploring: Good Night Moon by Margaret Wise.	<b>General:</b> The students will be able to: <ul style="list-style-type: none"> <li>• Answer different literal questions from the texts.</li> </ul> <b>Specific:</b> <ul style="list-style-type: none"> <li>• Identify and describe objects in the room</li> <li>• Describe the emotions of the characters.</li> </ul>	PDF: Good Night Moon by Margaret Wise. Whiteboard, markers, art supplies.	<ul style="list-style-type: none"> <li>• Vocabulary Related to objects in the room.</li> <li>• Reading comprehension through questions from the story, like:               <ul style="list-style-type: none"> <li>• What is the title of the story?</li> <li>• Who is the main character?</li> <li>• What is the rabbit's bedtime routine?</li> <li>• Present simple tense.</li> </ul> </li> </ul>
	5. Lap-book comprehension activity for "Good Night Moon".	<ul style="list-style-type: none"> <li>• Create a part of the Lap-Book with the key elements of the story.</li> <li>• Summarize what they understand from the story.</li> </ul>	Premade Lap- book pieces, brainstorming of the story.	<ul style="list-style-type: none"> <li>• Prepositions of place.</li> <li>• Vocabulary related with colors, and objects in the street.</li> <li>•</li> </ul>
	6. Exploring: Pete the Cat and the Cool Caterpillar.	<ul style="list-style-type: none"> <li>• Write their own bed time routines.</li> <li>• Use prepositions of place.</li> <li>• Expand their vocabulary by identifying and discussing some</li> </ul>	<ul style="list-style-type: none"> <li>• PDF: Pete the Cat and the Cool Caterpillar.</li> <li>• Markers, whiteboard.</li> <li>• Art supplies</li> </ul>	

		things presented on the books.		
	7. Lap- Book section summarizing Pete the Cat and the Cool Caterpillar.	<ul style="list-style-type: none"> <li>• Summarize the main events in the short story.</li> <li>• Present their Lap-book sections to the class.</li> <li>• Answer to literal questions about the short stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- made Lap- book template.</li> <li>• Art supplies</li> </ul>	

### Cycle 3

The last cycle named: “*Explored an amazing world*” was dedicated to enhancing students’ inferential reading skills, moving beyond literal comprehension. Through stories like *Pete the Cat and the Banana* and *Pete the Cat I Love My White Shoes*, students were encouraged to make inferences about characters’ thoughts, feelings, and motivations. This phase emphasized critical thinking, as students supported their inferences with textual evidence and participated in group discussions. Emotional vocabulary and adjectives were highlighted, along with the exploration of preferences and personal opinions. Students created lapbook sections to showcase their inferences and reflections, further fostering independent thought and creativity. This cycle promoted deeper engagement with the texts

and encouraged students to think beyond surface-level details, enhancing both comprehension and personal connection to the material.

**Table 4**

*Third cycle of the pedagogical intervention*

CYCLE	LESSON PLAN	OBJECTIVE	MATERIAL	LANGUAGE
iii. Discovering an amazing world behind short stories.  Inferential reading comprehension  Duration: ( 4 lessons of a 60 minute class per lesson)	8. Exploring the inferential reading comprehension with: Pete the Cat and The Banana.	By the end of this lessons students will be able to (SWBAT): <ul style="list-style-type: none"> <li>• SWBAT: Make inferences about the characters' thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• PDF: Pete the Cat and the Cool Caterpillar.</li> <li>• Art supplies</li> <li>• White board and markers.</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Likes and dislikes</li> <li>• Food vocabulary</li> <li>• Adjectives to describe food</li> </ul>
	9. Lap-Book section: Pete the Cat and the Banana.		<ul style="list-style-type: none"> <li>• Pre- made Lap-book template.</li> <li>• Art supplies</li> </ul>	
	10. Exploring: Pete the Cat I Love my White Shoes.	<ul style="list-style-type: none"> <li>• Support their inferences with evidence from the text.</li> <li>• Engage in group discussions and critical thinking activities.</li> <li>• Show through the Lap- book their main ideas or personal opinions of the short stories.</li> </ul>	<ul style="list-style-type: none"> <li>• PDF: Pete The Cat I love My White Shoes by Eric Litwin.</li> <li>• Art supplies</li> <li>• White board and markers.</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes vocabulary</li> <li>• Feelings and emotions</li> <li>• Present simple</li> </ul>
	11. Lap-Book section: Pete the Cat I Love My White Shoes.		<ul style="list-style-type: none"> <li>• Pre- made Lap-Book.</li> <li>• Art supplies.</li> </ul>	

## Chapter V Data Analysis

This chapter presents the data analysis, along with the interpretation of the gathered information and the process followed throughout the project. The analysis focuses on the key categories developed: Reading Comprehension, Motivation, and English Vocabulary Learning. These categories provide insight into the impact of the pedagogical intervention and how students engaged with the activities, offering a comprehensive view of the project's development.

### Grounded approach

The grounded theory method is a systematic and comparative research approach designed to develop theories directly from data. It requires researchers to actively engage with their data while conducting ongoing analysis. Data collection and analysis occur simultaneously, each influencing the other in a dynamic, iterative process. This continuous refinement leads to more focused data and deeper theoretical insights. Grounded Theory typically addresses a specific real-world context, with the goal of developing a substantive theory grounded in the collected data. Through comparative analysis, which enhances clarity and credibility, the research process follows four stages: collecting data, comparing it to form broad concepts, identifying key elements within each concept to group them into themes, and finally, establishing relationships between these themes (Corbin & Strauss, 2015).

### **Category 1: Exploring the World of Texts (Reading comprehension)**

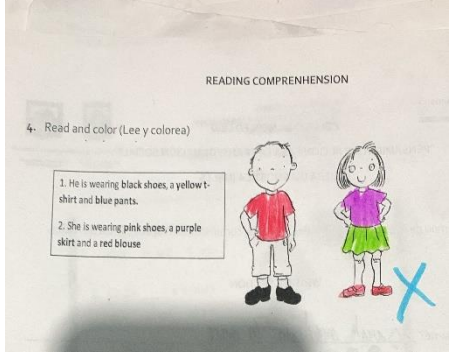
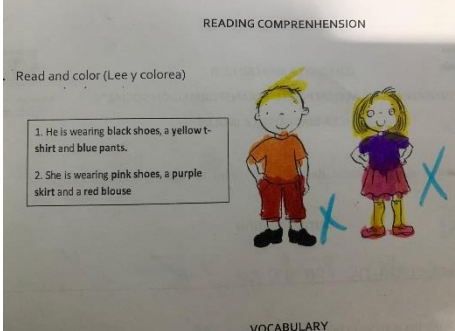
To enhance reading comprehension skills among EFL students. The current study tried to establish an inclusive environment that was conducive to such a process. This is a significant step in that the learners are enabled to learn and put to practice diverse levels of comprehension. Based on the literature review, literal and inferential comprehensions were taken to be the two levels of comprehension that needed to be implemented. In this case, literal comprehension made students identify and recall explicit information from texts, while inferential comprehension developed the ability of students to make connections between the text and their experience, to draw conclusions, and find deeper meanings. It therefore deals with the question of how reading comprehension ability can be improved, based on the two levels to higher understanding.

#### **Subcategory 1: Literal comprehension: Uncovering key ideas and explicit details from the text**

Literal comprehension is critical for developing reading skills, as it involves the ability to decode and understand the explicit content of a text. Beck, McKeown, and Kucan (2002), not only for grasping surface meanings but also for paving the way toward higher-order thinking, including inferential and evaluative comprehension.

In the initial part of the characterization, a diagnostic test was carried out (see Annex 2) to assess the students' level of reading comprehension in the English language. However, as mentioned earlier in the diagnostic section, some students struggled to follow the instructions of the reading exercise. This difficulty indicates potential challenges with the literal reading component, particularly regarding the identification of colors and clothing.

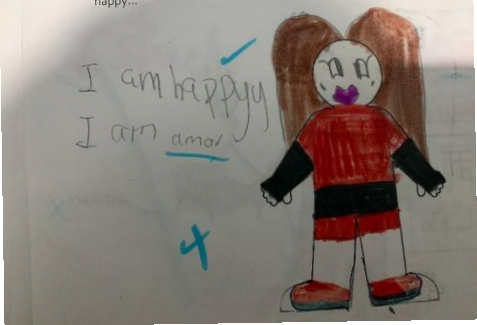
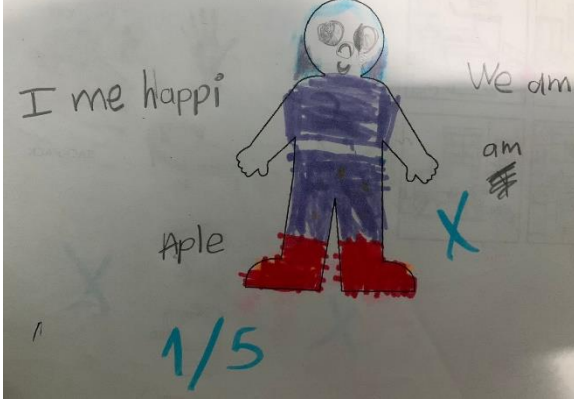
Literal comprehension involves the ability to understand and recall explicit information presented in a text. In this case, the students' difficulty in recognizing colors and clothing indicated that they were struggling with basic, surface-level understanding of the text. This suggested that they might have had trouble grasping the direct, concrete details being described, such as identifying objects or matching descriptions with visual elements.

	
<p><b>Diagnosis test. Student X. Diagnosis stage.</b></p>	<p><b>Diagnosis test. Student Z. Diagnosis stage.</b></p>

Continuing with the awareness stage, an important element to consider was the close connection between writing skills and reading comprehension. During the diagnostic test, it became evident that some students struggled with the writing component, which had a direct



impact on their ability to comprehend what they read. For example, students who had difficulty forming sentences or spelling correctly were also less able to decode and understand written texts. This suggested that their challenges with writing hindered their ability to process and interpret information effectively during reading tasks. Strengthening both writing and reading skills was essential then to improving overall comprehension.

	
<p><b>Diagnosis test. Student Z. Diagnosis stage.</b></p>	<p><b>Diagnosis test. Student M. Diagnosis stage.</b></p>

One of the initial short stories worked with the students was one called *Brown Bear, Brown Bear, What Do You See?* a simple yet effective book for young learners due to its repetitive structure and familiar words. Through the reading of this story, the students were able to demonstrate their understanding by identifying the animals and colors mentioned, which aligned with their prior knowledge of the English language. The story was read aloud by the teacher and the students were able to engage with the text through guided reading. In this activity the students participated actively in a follow-up activity where they played *What do you see?* in the classroom, identifying objects and colors around them to understand the story and apply the vocabulary they had learned, demonstrating strong participation and solid grasp of literal comprehension.

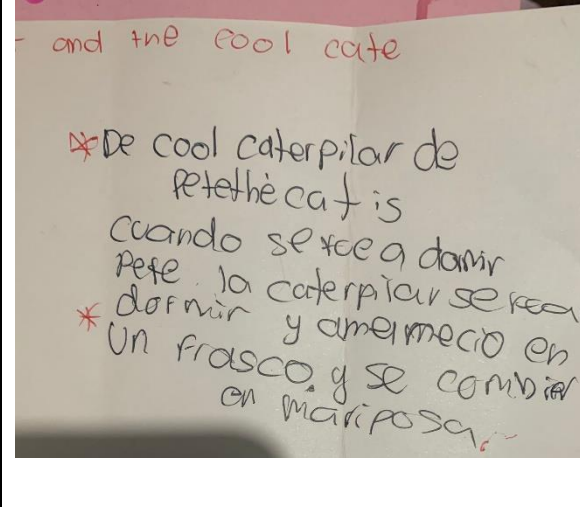

This initial intervention successfully supported the students' literal comprehension. Through guided reading and interactive classroom activity, they were able to understand the basic elements of the story. This can be evidenced through a note taken from a field note.

*"The students were very attentive during today's session, the short story of Brown Bear... was used to assess the literal reading comprehension. The students actively engage with the text and many of them answered literal questions such as: what is the color of the bird? What is this animal? Most of them were able to follow the sequence of the narrative and recognize the context of the short story".*

[Field note # 4, first cycle]

The next story that the students explored was *Pete the Cat and the Cool Caterpillar*. In this cool short story, Pete the Cat encounters a caterpillar who dreams of becoming a butterfly. As the story unfolds, the caterpillar shares his aspirations and the importance of patience and growth. To deepen their understanding of the narrative, students were tasked with summarizing the story, highlighting the key events and characters. Additionally, they answered literal comprehension questions, such as, *"What does Pete the Cat help the caterpillar with?"* and *"What does the caterpillar want to become?"*

The students were asked to draw a sequence of the short story and that answered the next questions: *Who is the main character of the story? What does the caterpillar want to become?* Then, they had to summarize in short words what happened in the short story, however there were students that just answered one of the questions and other examples where the students answered the questions but using their mother language.

 <p>and the cool cate</p> <p>* De cool caterpillar de Pete the cat is cuando se xee a dormir Pete la caterpillar se xee dormir y amermecio en un frasco y se combial en mariposa.</p>	 <p>Main Character: Pete the cat caterpillar</p> <p>¿What?</p>
<p><b>Student R. Artifact 1. First Cycle.</b></p>	<p><b>Student L. Artifact 1. First Cycle.</b></p>

The use of guided reading and interactive activities facilitated meaningful engagement with the stories, allowing students to identify key ideas and details effectively. Despite some challenges in fully answering comprehension questions, such as using their mother language or only addressing part of the prompts, these experiences highlighted the need for continued support in both reading and writing skills. Strengthening these areas will ultimately enhance the students' overall literacy development and comprehension abilities, paving the way for more advanced reading strategies in the future.

**Subcategory 2: Inferential comprehension: Making discoveries through implied meanings and inferences**

The inferential reading level aims for students to extract implicit information from the text information that is not explicitly stated but can be inferred from contextual factors within the story, as well as images and clues provided by the text (Duke & Pearson, 2002). It is important to note that the students performed very satisfactorily in this area. When engaging with the texts, the girls consistently began with inferential exercises, examining the cover, images, and illustrations to draw conclusions about the content. This process was recorded in

the Intervention field notes, highlighting their ability to analyze visual elements and make connections that enriched their understanding of the narrative.

*“Today we start the class with the lecture of Pete the Cat and The Bad Banana, the book was shown on the T.V, and the girls without asking anything were inferencing what was the story about it.”*

[Field note # 6, second cycle]

This part from the field note reminds that all levels of reading comprehension are essential in the learning process, but there is not a strict order for developing these skills. Even before analyzing and answering literal questions, students were often capable of making inferences simply by observing the cover or responding to introductory words. This initial engagement demonstrated that comprehension could start from surface-level interactions with a text and naturally progress to deeper levels, as students' curiosity and prior knowledge prompted them to anticipate, guess, and connect ideas before even reading the full content. This fluidity in comprehension encouraged an organic process of learning, where inferential thinking often emerged alongside or even before literal understanding, enriching students' overall interaction with the material.

One of the goals of inferential reading comprehension is that students will relate the text to life experiences, analyzing themes and motivations of the characters. Keene and Zimmermann, (2007) emphasize that inviting connections among texts, personal life experiences and events occurring in the world encourages thoughtful and engaged readers. This skill develops not only good comprehension skills but also empathetic and cultural awareness in that the student will begin to see how the text might relate to life beyond the school.

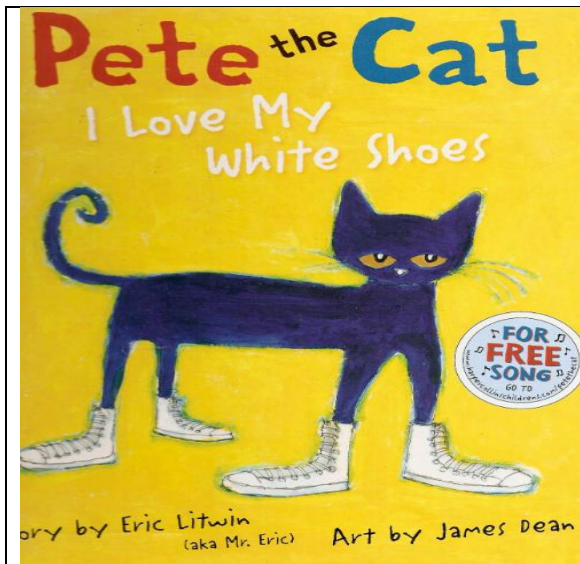
During one of the reading activities, students humorously inferred that black bananas could not be eaten, leading to a lively discussion. They shared their knowledge that while

banana peels darken, the fruit inside remains edible. This interaction underscored their ability to use prior knowledge and context clues, demonstrating an understanding beyond literal comprehension. Such discussions encouraged collaborative learning, where students exchanged ideas, refined each other’s interpretations, and jointly constructed meaning.

*“Today, during our reading of Pete the Cat and The Bad Banana a student humorously said that black bananas couldn’t be eaten, this before to end the reading of short story. This sparked a lively discussion between the girls cause each one of them wanted to share their opinion about this statement”*

[Field note #6, second cycle]

Before starting the reading comprehension exercise of the short story *Pete the Cat: I love my White shoes* the book cover was shown to the students; the idea with this was that the students could tell what they thought and understood about it:



**Book Cover. Third Cycle.**



**Book Cover. Third Cycle.**

*“Some students identified the color white, and others mentioned what are shoes, but also, they identified what is I love, so for most of the students was easy to understand the cover of the book and then related it with the drawings that appear in the book”*

[Field note # 8, third cycle]

Further, they became very good at inferencing when discussing the cover and illustrations in the book. For instance, though the girls highlighted a few areas like the color white and an image showing where shoes were located, they did not simply identify them but related them to more general elements, such as love, which appears to be a major point of the story in the book. These observations provide evidence of the ability to synthesize visual and textual information to better understand the mood and themes of the story.

In addition, continuing with the short story *Pete the Cat: I Love My White Shoes*, this served as another engaging resource for fostering inferential reading comprehension. As students delved into the narrative, they were encouraged to consider how Pete's mood about his shoes changing colors captured a more meaningful message of hope and perseverance. The girls who did not understand the literal text, used the images to make inferences and draw their own conclusion:

*“One student mentioned that she would have felt frustrated or upset if she had stepped in mud and gotten her shoes dirty. Her classmates agreed, sharing that they wouldn't be able to stay as calm as Pete.”*

[Field note #8, third cycle]

*“Another student after the reading was completed said that Peter was so patient because he stepped all those things, and he did not get frustrated”*

[Field note #8, third cycle]

Taking into account the comments about frustration and upsetting, the students were asked about which were some situations that made them feel upset, or happy and they created a lapbook page indicating these situations.

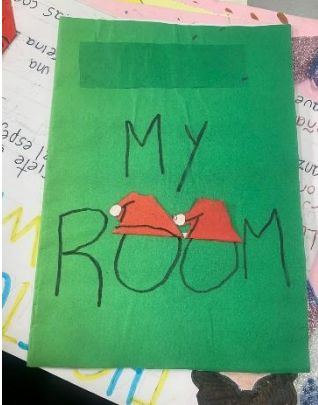

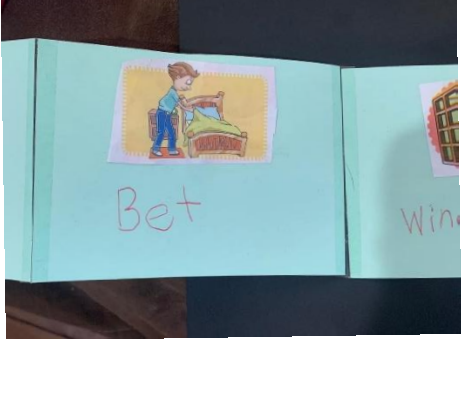
<p><b>Student C.Artifact 10. Third Cycle.</b></p>	<p><b>Student T.Artifact 10. Third Cycle.</b></p>

This activity demonstrated their ability to interpret visual cues while projecting their own emotions onto the story, allowing them to compare how different individuals respond to situations.

**Category 2: Unlocking the power of words (Vocabulary Learning)**

One of the aims of this project was to enrich children’s vocabulary using the tools mentioned before, short stories and lapbooks. Compared to the first cycle there was notable progress in students’ vocabulary learning. For example, in the short story of *Good Night Moon* one of the initial stories, the students were asked to write and say their bedtime routines and some students just wrote simple words as in these examples:



		
<b>Student Q.Artifact 4. First Cycle.</b>	<b>Student Y.Artifact 3. First Cycle.</b>	<b>Student S. Artifact 3. First cycle</b>

On the contrary, over time, students developed an awareness and confidence in using more sophisticated vocabulary. Later in the activities, not only did they remember certain terms from the story, but they also used descriptive phrases to explain their thoughts and preferences. For example, after reading the short story *Pete the Cat and the Bad Banana*, two students were talking about their favorite food.

*“Today after the reading section and the reviewing of food vocabulary some students started to talk about their preferences in food and they used the complete sentence of “my favorite food is, or I like... then if they had doubted the asked me or the head teacher about the unknown words for they, for example they asked me about how can they say Ramen or Doritos”*

[Field note #6, second cycle]

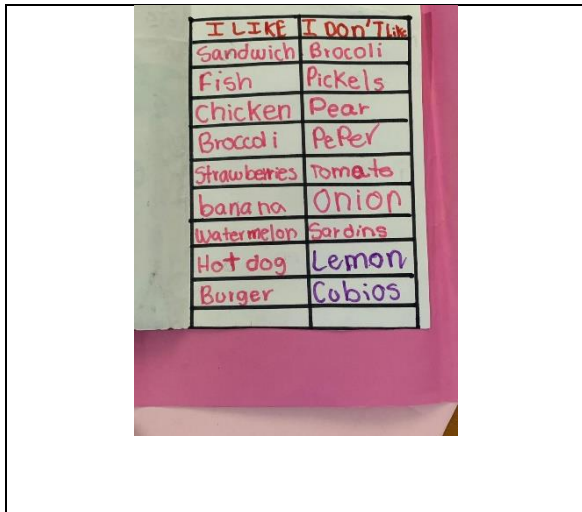
Additionally, in terms of expression, through writing the students could produce sentences with more sense than at the beginning, and not just words, what means that they had an advance in their vocabulary learning which helped as well with the appropriation of grammar structures.



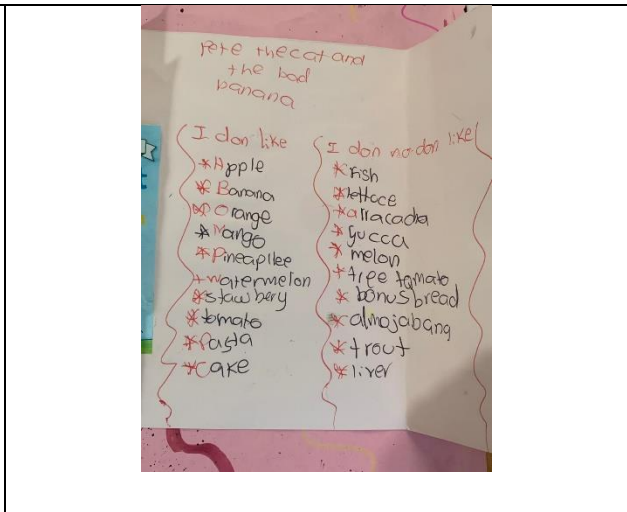
<p><b>Student N. Artifact 5. First Cycle.</b></p>	<p><b>Student R. Artifact 4. First Cycle.</b></p>

**Subcategory 1: Integrating new vocabulary in the writing process**

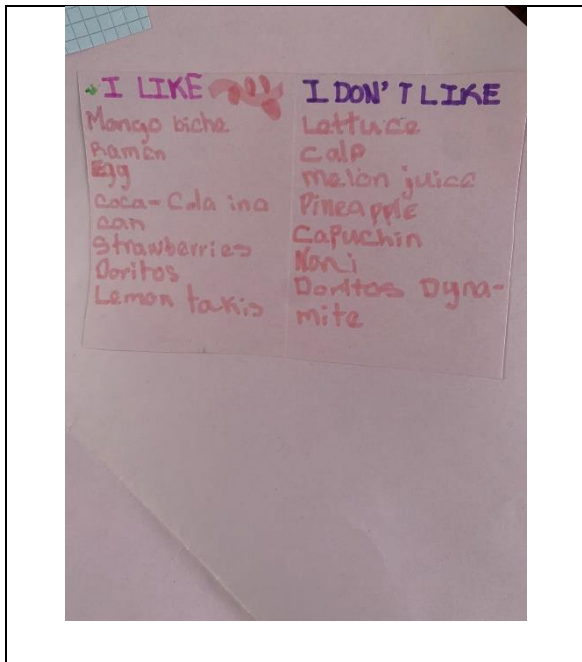
In the second cycle, students became more familiar with specific vocabulary related to the studied themes. For instance, upon reading *Pete the Cat and the Bad Banana*, the students did a writing activity in which they listed some food that they liked and did not like. This kind of activity made it possible for the students to describe personal preferences while their writing skills were presented. Whereas some students showed real skills mastery, others had minor difficulties in arranging their ideas and spelling. In such activities, students gradually developed their vocabulary and felt more confident when using it, which would later make them ready for more complex comprehension tasks.



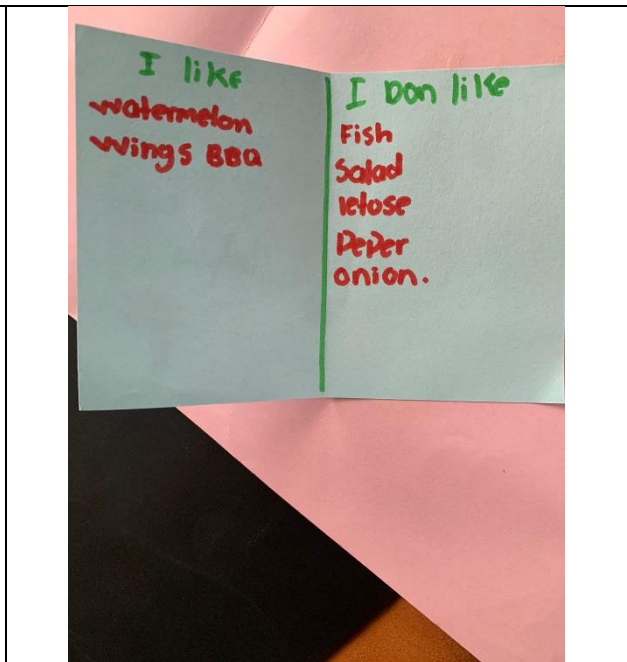
Student H. Artifact 5. Second cycle.



Student B. Artifact 5. Second cycle.

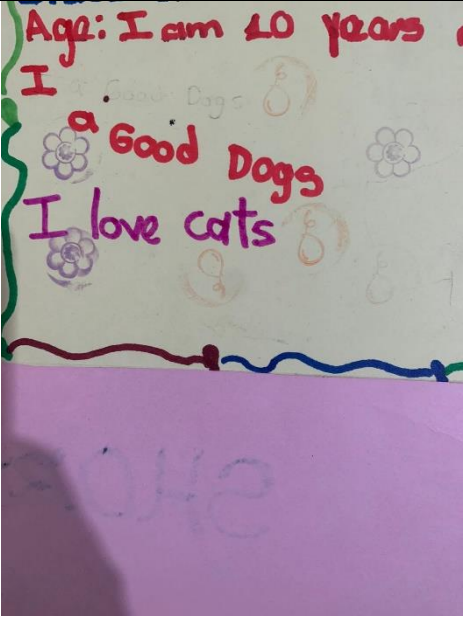
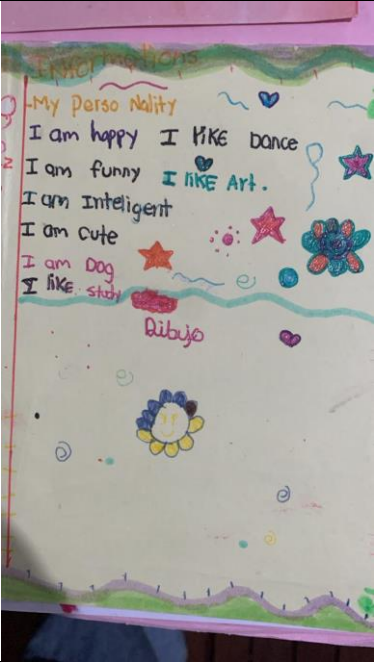


Student E. Artifact 5. Second cycle.



Student M. Artifact 5. Second cycle.

Moreover, besides the examples shown above it is important to mention that the students started to create their lapbooks by parts in the classes. In one of the first classes they created the presentation page of the lapbook, this was after the first three sessions of the pedagogical intervention, and there they had to put their personal information and additionally their hobbies or talk about their personality using some words, adjectives or verbs that they had already worked during the sessions:

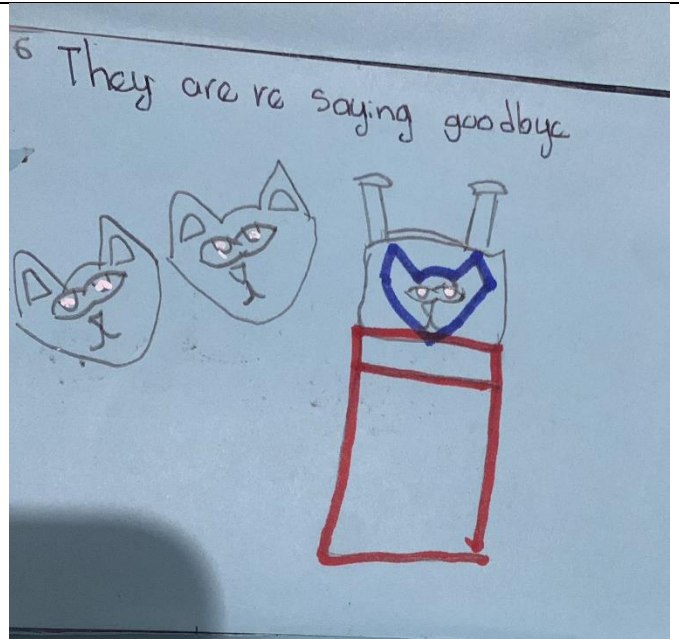
	
<p><b>Student W. Artifact 3. First cycle.</b></p>	<p><b>Student D. Artifact 3. First cycle</b></p>

In the previous examples it could be identified the use of some words and sentences using the verb To Be and some adjectives as *happy*, *intelligent* *funny*, and of course the use of the verb *like*, the students did not write with perfection all the sentences, however they tried to express their likes, and personality through these sentences, which is good as they can be understood easily.

Another example is in the short story of *Pete the Cat and the Cool Caterpillar*, the students worked and reinforced the topic of present continuous; for the activity, they had to write the sequence of the short story and create sentences of what was happening in each scene using that structure.



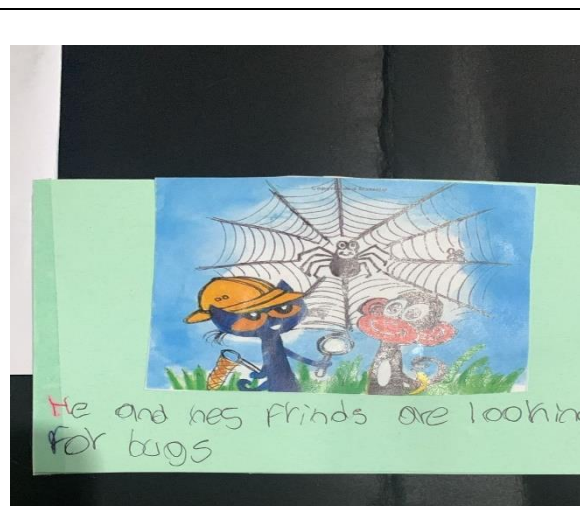
**Student G. Artifact 1. First cycle.**



**Sudent G. Artifact 1 . First cycle**



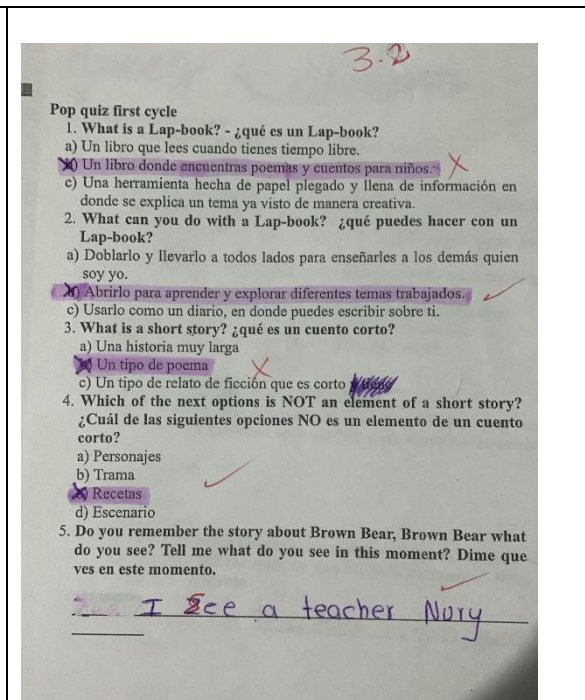
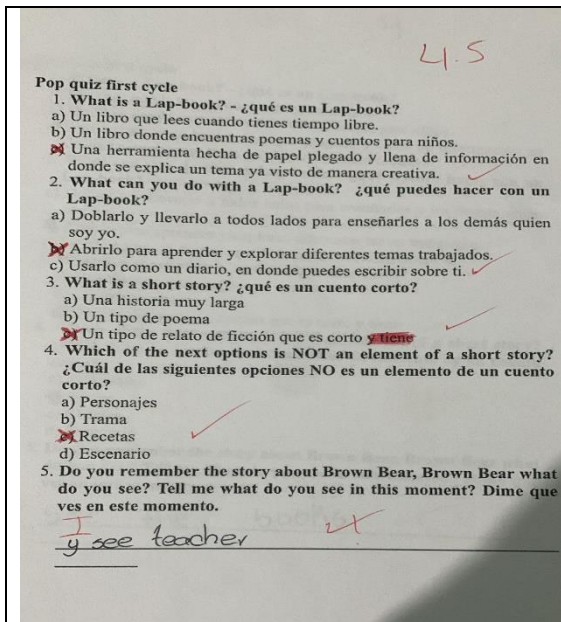
**Student F. Artifact 1. First cycle.**



**Sudent F. Artifact 1. First cycle**

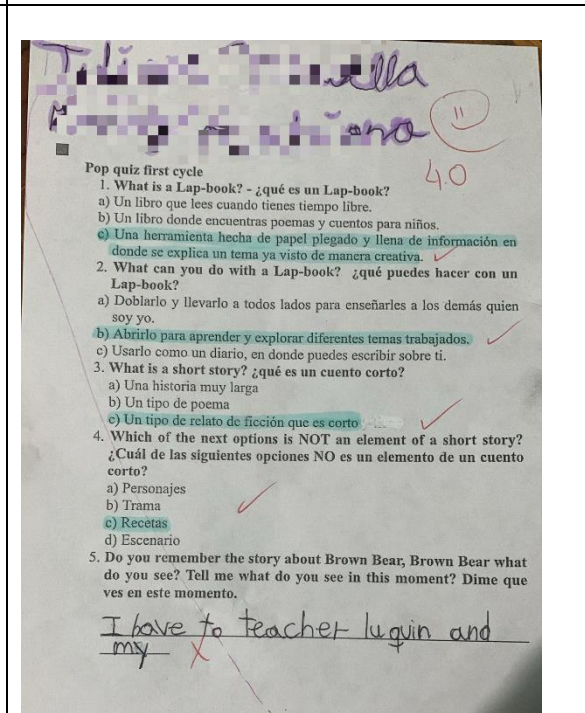
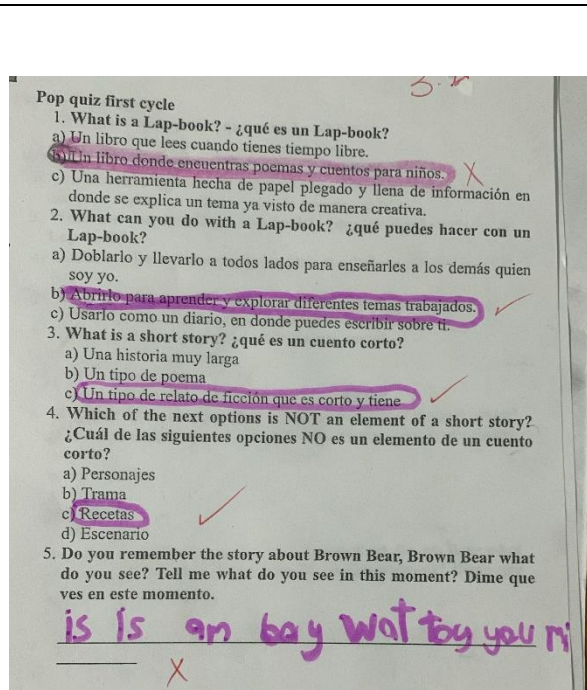
Finally, a test was carried out to evaluate the first cycle, in it, the students had to answer some multiple choice questions, but in the last part they had to write what were they seeing in that moment, some students wrote the sentences in a correct way, answering “I see, I see”, and the complement of the sencece , other students have written less clear, confusing sentences, which could indicate their difficulty in formulating their thoughts. This could be interpreted to mean that some of them fully grasped it and others might still need further reviews for descriptive writing.





Student L. Tests 1. First cycle.

Student F. Test 1. First cycle



Student C. Tests 1. First cycle.

Student J. Test 1. First cycle

The test results bring to light some valuable insight into the students' learning journeys. Differences in response point toward a specific instructional strategy that might address some unique challenges in writing. This is to be achieved by encouraging a supportive learning environment that will permit students to build confidence in themselves

and express their thoughts clearly through targeted feedback by the instructor. This not only develops their descriptive skills but also makes it easier for them to understand the concept much better as they go further in school and studies.

### **Subcategory 2: Learning to use new English words daily**

Another example of vocabulary learning and progress through the pedagogical interventions was evident in the use of the English language in the classroom, during the observations it could be evident that the communication between them and the head teacher was in Spanish, even the greetings as it was recorded in the next field note:

*“The class started with the students greeting the teacher with buenos días profe then the teacher asked the students about their plans for Holy Week, the students answered things such as dormir, pasear, nadar...”*

[Field note# 3, awareness cycle]

After some classes the communication and use of vocabulary in English was better between the students, they started to use more vocabulary worked during the classes, and even more, if there was a reading that contained those words, for example after the reading of *Pete The Cat and the Cool Caterpillar*, the students reinforced some verbs:

*“The class before it was worked the short story of Pete the Cat and the Cool Caterpillar that reinforces some verbs such as: watch, learn, look, ask, and others, Today, I noticed that some students applied what they learned by using the verb watch correctly in a new context, specifically when referring to watching T.V. This demonstrates that they are beginning to integrate vocabulary from the story into everyday situations, showing a growing understanding of how these verbs apply beyond the story.”*

[Field note # 6, first cycle]

This has been an important phase in their language learning process. Contextualizing the set of vocabularies they had picked up from the stories slowly made the students more

aware of how English could be applied to real life. Their conversations became more meaningful when students were no longer afraid to use the vocabulary in English to talk about their ideas.

*“In today’s class some girls surprised me because they greeted me in English and tried to ask me questions about my favorite color, animal, and fruit, as well as they were asking the other classmates about these things using the English language”*

[Field note # 9, third cycle]

These exchanges already showed not only how vocabulary was improving but also how these pupils were connecting in-class learning to realistic purposes which may raise the level of participation and motivation towards the use of English in everyday life. This shift in performance indicates that vocabulary learning goes beyond rote memorization; learners internalize and start actively using new words in a way that renders the language meaningful and relevant.

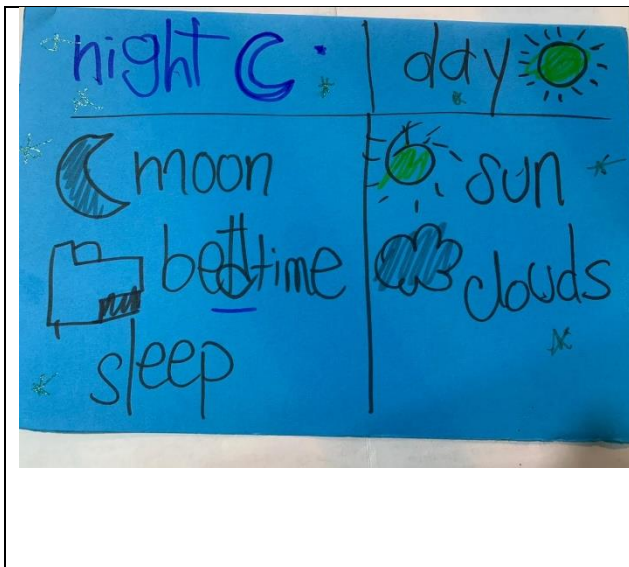
Furthermore, with the use of colloquial dialogues that reflect real situations, students developed self-assurance in their language skills and became aware that English is a workable instrument for self-expression. For instance, after covering a specific expression in class, students would use it more spontaneously either during breaks or casual conversation with their classmates.

### **Subcategory 3: Visualizing and mastering vocabulary through lapbooks.**

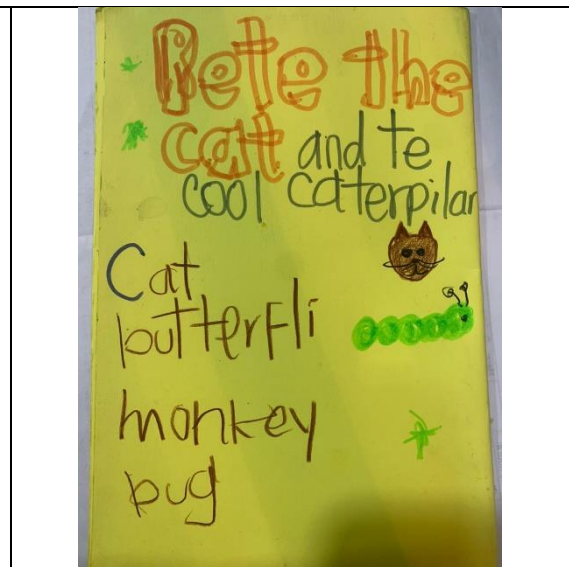
Using lapbooks to visualize and master vocabulary provided students with an engaging and interactive way to learn new words. According to Sipe (2008), lapbooks are used to synthesize information from texts, helping students focus on specific points and learn new vocabulary more simply.

Through the hands-on experience of creating lapbooks, students could organize, illustrate, and connect vocabulary words to meaningful contexts. This method not only

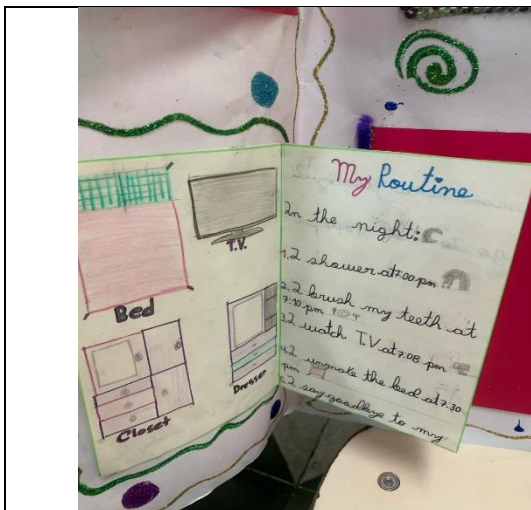
reinforced word meanings, but also enhanced retention, as students repeatedly encountered and engagement with each term in various ways. Furthermore, the creative aspect of designing lapbooks encouraged student ownership of their learning, fostering a sense of pride and accomplishment in their work. By integrating visual elements and personal connections, lapbooks served as effective tools for vocabulary learning, making the learning process enjoyable and impactful.



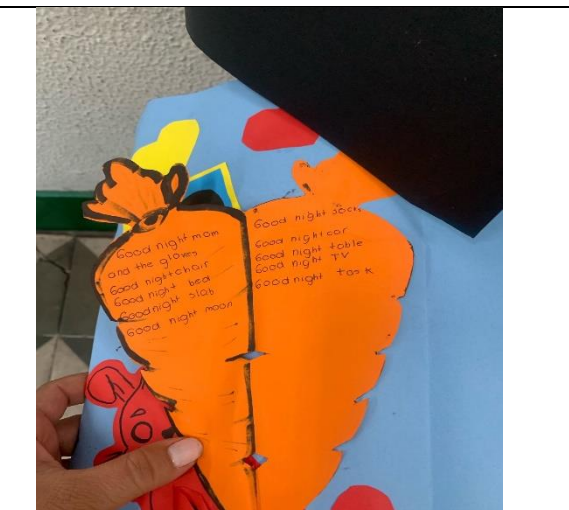
**Student N. Artifact 4. First cycle**



**Student C. Artifact 6. Second cycle.**

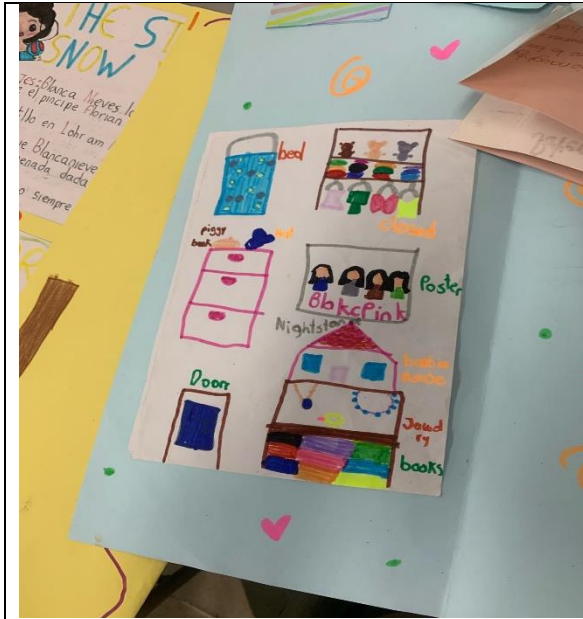


**Student K. Artifact 2. First cycle**

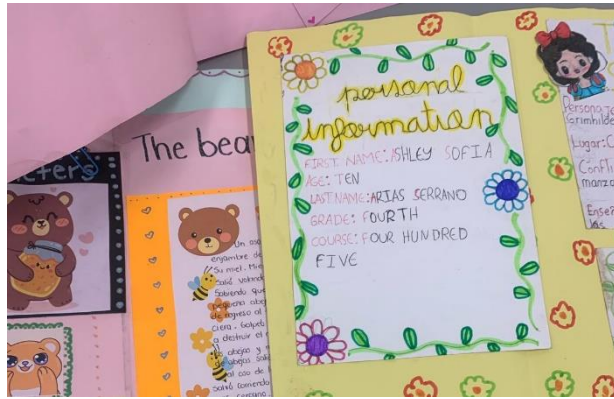


**Student S. Artifact 2. First cycle.**



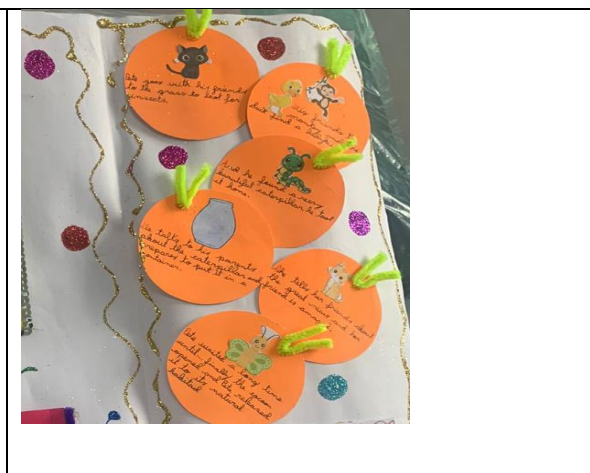
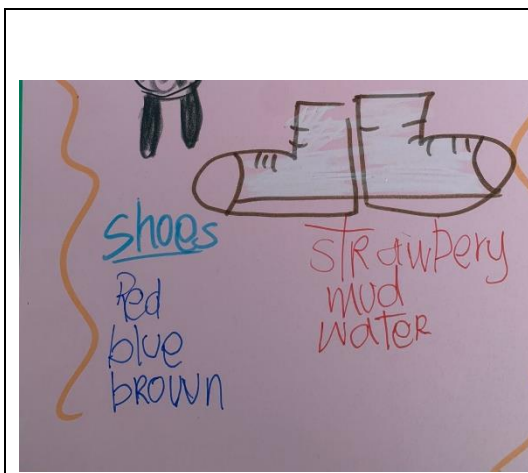


**Student U. Artifact 2. First cycle**



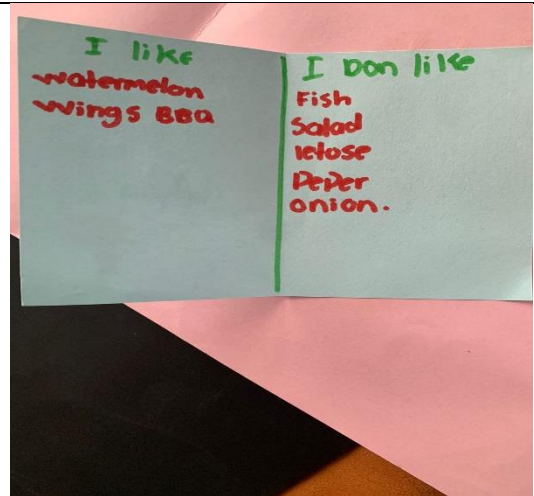
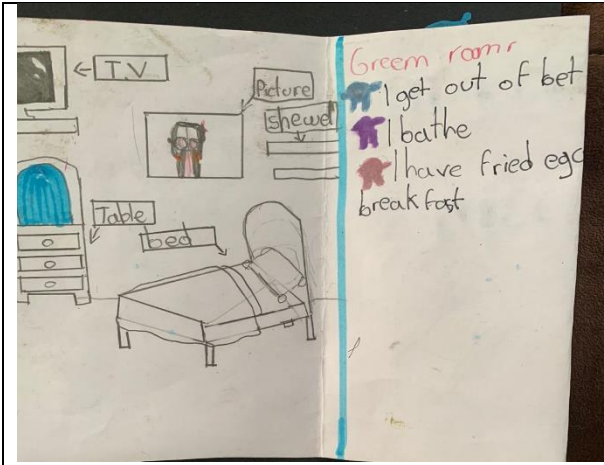
**Student P. Artifact 1. First cycle.**

Creating lapbooks for vocabulary learning gave students a new way to learn vocabulary. In creating, developing, and illustrating thematic groups of words, students practiced their meanings and connections overtly, reinforcing their retention over a longer period. The creativity and originality in designing the lapbook made the experience enjoyable and rewarding, allowing them to take ownership of the progress of their learning. Additionally, the visual and hands-on nature of lapbooks supported a deeper understanding of words, as students repeatedly engaged with each term in a meaningful, creative way as can be seen in the following examples.



**Student A. Artifact 8. Third cycle.**

**Student P. Artifact 6. Second cycle.**



**Student A. Artifact 2. First cycle.**

**Student P. Artifact 6. Second cycle.**

### **Category #3: Sparking curiosity and engagement**

Sparking curiosity and engagement in the classroom is crucial for developing a love of learning and improving learning outcomes. The more curious the students are, the more they tend to search out new knowledge, ask questions, and explore. Engagement, however, is an indicator of how involved the students are in their learning activities and how connected they are with learning. Together, curiosity and engagement create a dynamic learning environment wherein students feel motivated to participate. The research underlines that when students are engaged, the comprehension and retention of knowledge received becomes more effective, which is equivalent to a more enjoyable and effective education. This cluster explores the strategies and practices that can spark curiosity and maintain engagement, making learning an even more interactive and fulfilling journeys for all students.

### **Subcategory 1: Engagement and motivation!**

According to McGeown and Wilkinson, (2021) motivation and engagement are essential in educational processes because they allow the students to participate actively and have better comprehension during the learning process. Additionally, the authors explain that intrinsic motivation in reading for personal enjoyment or curiosity leads students to interact with texts more frequently and meaningfully, enhancing comprehension and skill acquisition. Additionally, engagement, which reflects how involved students are with reading, can be encouraged through choices, connections to their own lives, and opportunities for social discussion about reading. This supportive environment boosts both motivation and engagement, contributing to improved reading outcomes and fostering a more enjoyable reading experience.

During the awareness process it was noticed that students showed an interest in work with the artistic and creative part.

*“Today in a short intervention I had the opportunity to ask the students about their preferences in learning processes, this to consider the questions for the survey, most of them answered that they like to draw, and do hands- on activities”*

[Field note # 2, awareness stage]

On the other hand, when the students were asked about their motivation for the reading processes, they did not show the same motivation as before.

*“Many students said that they do not like to read because is a bored activity, instead of this kind of activity they prefer something more interesting”*

[Field note # 2, awareness stage]

From the previous information it can be inferred that most of the students were not interested in the reading skill, in contrast to the lapbook creations. Nevertheless, when they

started to know the short stories most of them changed their perspective, this for example happened with the short story of *Brown Bear, Brown Bear, What Do You See?* After reading this short story the girls were asked to play and interact between them something very similar to the game known as “I see, I see” where someone describes something that is seeing but without saying what is it. This was the first short story and brought a positive perspective of the reading skill to the students.

During this activity, some examples were shown about how to ask something to the other girls, following the pattern of the short story: for example, student X, what do you see? And they had to answer me I see”, I see something blue, and the rest of the group had to guess what the thing was.

*“In today’s class we played what do you see? And the students had to try to answer in English using adjectives such as colors and following the patterns of the short story of Brown Bear, I started asking a girl, then she had to ask other student, it was a good activity”*

[Field note # 4, first cycle]

*“The first students repeated the question after me, but the main idea was that they could answer by themselves what they were seeing, for some students were challenging because they asked things such: “teacher how do you say anaranjado ?”*

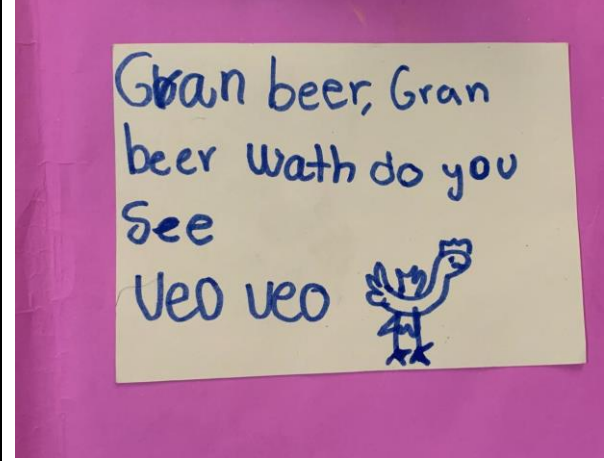

[Field note #4, first cycle]

Although this challenges to use the correct words for some students they were very interested in continuing using this game in English.


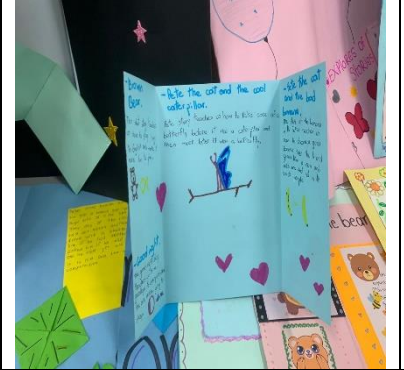
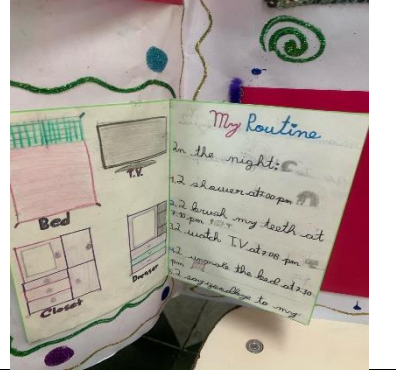
*“After the activity two students got close to me and told me that now they know how to play this game in English and that they will practice at home with their family”*

[Field note #4, first cycle]

In addition to the game, the students were asked to create a page for the lapbook about the short story, some of them wrote the title of the book and draw something related to the story:

	
<p><b>Student N. Artifact 5. First cycle.</b></p>	<p><b>Student C. Artifact 5. Fisrt Cycle</b></p>

Creating something through artistic expression engaged students actively in the classroom through bringing materials, reading short stories, and enthusiastic involvement in their English lessons. By providing such an active learning environment, they attached greater emotion to the content and enjoyed the classes more. Indeed, the art form was very encouraging in terms of student participation. For instance, Student O's artifact in the first cycle expressed an imaginative engagement of the characters to connect with the story even more. In Cycle 2, Student I and Student V did an impressive job of communicating story elements through visual and written descriptions; this really showed a significant development in the students' reading and writing skills. These also involve interactive activities that heighten student participation in constructing their knowledge and taking pride in their work

		
<p><b>Student O. Artifact # 3.</b> <b>First cycle</b></p>	<p><b>Student V. Artifact #3.</b> <b>Second cycle</b></p>	<p><b>Student I. Artifact #2</b> <b>Second cycle</b></p>

**Subcategory 2: Collaborative challenges!**

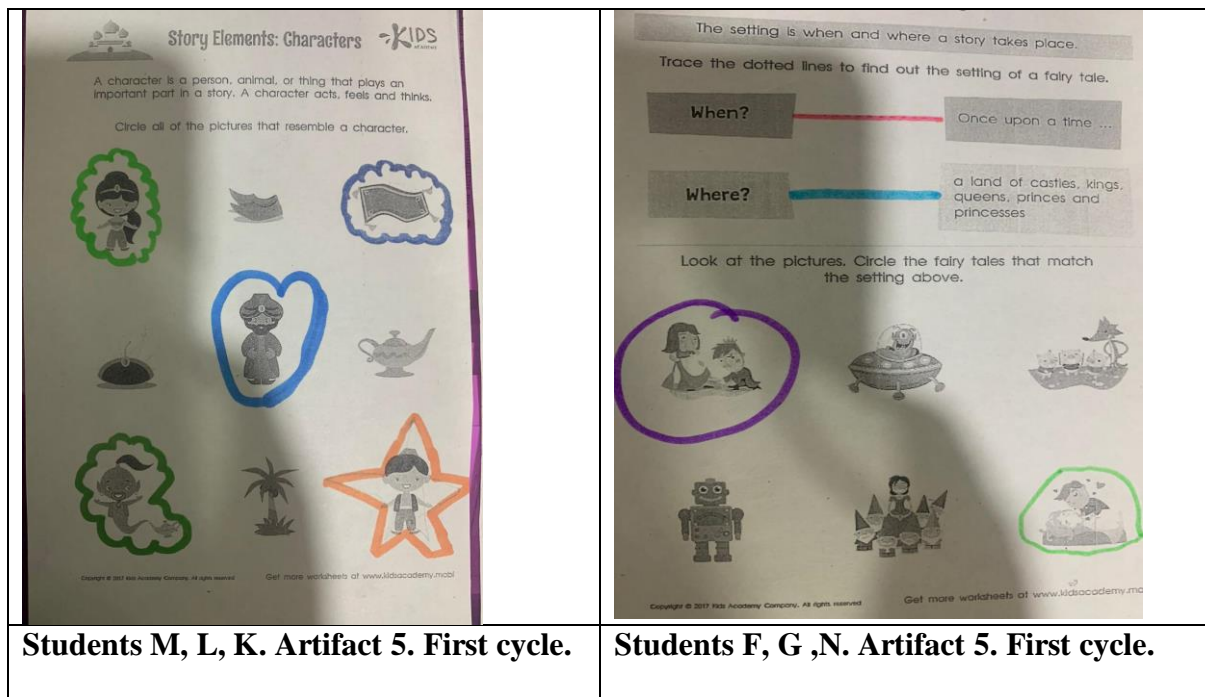
During research as is the current one, students may face several collaborative challenges. One issue is that some students may participate more than others, leading to uneven involvement in discussions. This can make some feel left out and reduce the variety of ideas shared.

Additionally, the level of motivation and comprehension may be unequal; frustration can arise in some children who are not too familiar with what they have read. There could be partial disagreements in opinion regarding the text or in the creation of the lapbooks themselves. In order to overcome these incidents, equal participation must be provided for, and open communication must be allowed to take place. It could also help in creating a very conducive environment where every student is made to feel valued, hence being able to work together and enjoy the process of reading.

During the development of the current research, it could be noticed that some students participated more actively than others, however the idea was that all had an opportunity to participate and listen to the opinions of the others. There were some activities where they had to work in groups and then socialize their points of view according to their opinions. One of these activities was the next one where they were reminded of the story elements.



In this activity the students had to work in pairs, answering the story elements introduced at the first cycle of intervention. The aim of the first exercise was to select those that they considered were the main characters of a short story. Then, they had to select the corresponding phrase to answer the when or where of the short story. Finally, they had to select the pictures that they considered as the setting of the short story.



During this activity the head teacher suggested to organize the girls according to the researcher’s desire so, the students were asked to work with different classmates to whom they spent time, however, even before starting the activity some students commented that they did not want to work with some of their classmates.

*“During today’s activity I was surprised because many students did not want to work with other classmates, I organize the group pairing them with different classmates, but some got close to me and told me “Teacher please I don’t want to work with X classmate because she is not applied”*

[Field note# 6, first cycle]

Through these kinds of activities all students had to participate and give their opinions to solve the exercises. Another example of a collaborative work was when they had to work in pairs and reading the short story of “*Pete the Cat I love my White shoes*” Here, the main idea with this short story was that the students could read it by pairs and then socialize the main points of the story with their classmates. However, there were a couple of students that were arguing because one of them wanted to lead the activity, and did not allow the other student to read the short story.

*“Today during the reading activity, two students were arguing because the both of them wanted to lead the activity”*

*[Field note# 7, second stage]*

This incident underscores the importance of establishing clear roles and expectations for collaborative activities to ensure all students have an opportunity to contribute. Moving forward, implementing strategies to foster teamwork such as assigning specific roles or rotating leadership could help mitigate conflicts and promote a more inclusive environment. Encouraging students to listen to one another and value each person's input is essential for enhancing their collaborative skills and ensuring a richer learning experience. By addressing these dynamics, we can help students not only engage with the material but also develop important social skills that will benefit them in their academic journey and beyond.

## **Chapter VI: Conclusions**

### **Conclusions**

To start with, this study showed based on reading comprehension that lapbooking integration among class activities generated a higher level of reading-comprehension skills and at the same time motivated students towards better attitude while focusing more into it.



Through tactile interactive lapbooks, students delve into literature at a higher level and learn to genuinely enjoy reading beyond school. This finding reinforces the critical role of cross-curricular reading in promoting disciplinary literacy among all students, and not merely within English language instruction.

Likewise, the contribution of the lapbook towards learning vocabulary must not go unnoticed. Well, from this very research, it emerged that there was an improvement in the vocabulary learning process by the students. The lapbook provided different means through which a student could relate to a particular word, either with pictures, definition, or illustrations done personally by the student, helping in reinforcing memory and understanding of that word. This multimodal approach allowed students to encounter repeatedly vocabulary in meaningful contexts and to retain and recall new words more easily. When organizing and personalizing vocabulary in their lapbooks, students developed personal connections to the language that had a greater importance in promoting a holistic language learning process.

Furthermore, the study showed that not only the reading skill was evaluated, but also the writing and communication skills, something that was not considered at the beginning of this study. As a researcher I can say that the objectives could be different cause the writing skill is closely related to the reading skill, and even more in the learning of a foreign language. Considering this, it is important to have in mind the goals of any educational research because in many cases the researcher is focused on just a specific thing without having in mind that there are implications as in this case the importance of another skill that can change completely the objectives of the study.

Another important thing to mention is that the struggles students have with reading comprehension usually come from inconsistent and minimized reading time at school, followed by very little access to materials both in schools and home. Nevertheless, the project shows that many students are not reaping much benefit from all this required reading, simply

because they are not practicing or being taught how to do it. We must cultivate teaching and parental practices that pervade the EFL education experiences to counteract this.

Project-Based Learning (PBL) investments are also useful for improving student engagement and understanding. PBL enables students to explore real-world problems and produce authentic end products, including lapbooks (the projects that necessitate critical thinking or collaboration). This method also helps gain a better in-depth understanding of the subject and at the same time this approach is needed for 21st-century skill building. When educators add PBL with lapbooks they are getting a more engaging classroom that promotes questioning and accountability in their learning.

## **Implications**

The integration of lapbooks and Project-Based Learning (PBL) in this study indicated that these strategies can considerably improve reading comprehension development among fourth-grade EFL students. These tools helped to develop reading and writing skills, which are essential for academic achievement. This project emphasizes the significance of a comprehensive approach to education in which reading, writing, and communication abilities are cultivated together. Recognizing the interconnectivity of these skills enables educators to create more successful courses that meet the different requirements of students.

Even better, the children learned by doing things themselves, meaning that they were actively engaged in their own learning with hands-on projects. This language/skill-based approach to reading could encourage more 'investment' in the learning process, perhaps creating higher levels of motivation and a true appreciation for books. Including artistic and creative projects (like lapbooks) that touched on other learning styles as well. In this way, all students (no matter their learning style) could access the material and be successful.

Likewise, the current project implies that the role of the researcher as a teacher shifts from an instructor to a facilitator of students during a supportive and exploratory learning process. More accurately, the role of a teacher is modified from that of a deliverer of content to that of a facilitator who gives incentives to students for investigation, engagement, and drawing connections within the material. The guidance-based approach makes the student the owner of the learning, through which he develops independence and curiosity for hands-on exploration of the concept, sometimes with the use of lapbooks and project-based tasks.

The project's findings also emphasize the importance of providing all students with access to reading materials and tools, both at home and in the classroom. Addressing resource gaps is critical for providing fair learning opportunities, especially for EFL students who may confront unique hurdles. Furthermore, the study emphasizes the value of partnership between educators and parents in developing persistent reading habits. Students are more likely to acquire excellent reading habits if their parents are involved and they are given tools for supporting reading at home.

### **Limitations**

This project faced several limitations that may have impacted the overall findings. Firstly, the time allocated for research was restricted due to various events within the school calendar, limiting the number of sessions available for data collection. This constraint hindered the depth of engagement and exploration possible during the study.

Additionally, personal circumstances of the researcher posed challenges to the continuity of the research efforts. Balancing academic responsibilities with data collection created a time crunch that forced me as researcher to expedite the process, which may have affected the quality and thoroughness of the data collected, as I had to pause the project intermittently.

## **Further Research**

Finally, this project provides a foundation for future research into the usefulness of lapbooks and PBL across various age groups and educational environments. Exploring these strategies in different contexts might provide useful insights into effective practices for improving literacy and engagement. The consequences of this project also call for professional development opportunities for educators, with an emphasis on creative teaching methodologies like PBL and the utilization of interactive resources like lapbooks. Teachers who receive training in these strategies will be able to create more interesting and effective learning environments.

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# ANNEXES

## Annex 1 Student's survey




¿Te gusta el inglés?  
Sí 😊 No ☹️ ¿Por qué? 😞  
*porque se me dificulta un poco*

Hola querida estudiante, como ya sabes asisto a tus clases de inglés regularmente, hoy me gustaría saber más sobre ti y sobre tu clase de inglés. Por esta razón quisiera que me ayudes respondiendo a estas preguntas con sinceridad *todo lo que recuerdes*

¿Practicas tu inglés en un espacio diferente al de colegio?  
Sí \_\_\_ No X  
Si tu respuesta es sí ¿Dónde?

¿Qué haces en tu clase de inglés?  
Leer X Dibujar X Escuchar audios y música  
    
Hablar \_\_\_\_\_ Escribir X  
 


¿En cuál de las siguientes habilidades te va mejor en tu clase de inglés?  
Marca una X  
• Hablar  
• Escribir  
• Escuchar X  
• Leer

¿Qué te gustaría hacer en la clase de inglés?  
Leer cuentos Dibujar Hacer manualidades X  
  

¿Quién te ayuda a hacer las tareas en casa?  
Mi mamá

¿Qué haces en tu tiempo libre?  
*Jugar o leer*

# Annex 2 Diagnosis Test

 UNIVERSIDAD PEDAGÓGICA NACIONAL  
COLEGIO LA MERCED I.E.D  
"PENSAMIENTO Y ACCIÓN PARA LA TRANSFORMACIÓN SOCIAL"  
PRUEBA DIAGNÓSTICA INGLÉS


Hello! Es tiempo de evaluar tus habilidades en inglés, completa cada espacio de los ejercicios.

WRITING SECTION

1. What is your name? Mayra Elizabeth Moreno Tibaná ✓

2. How old are you? Write the nu [REDACTED]

3. Draw and describe yourself, using the VERB TO BE. For example, I am tall, I have long hair, I am happy...



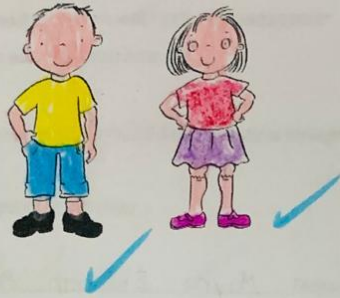
I am happy ✓  
I am swim  
I am travel ✓

3.5/5

READING COMPREHENSION

4. Read and color (Lee y colorea)

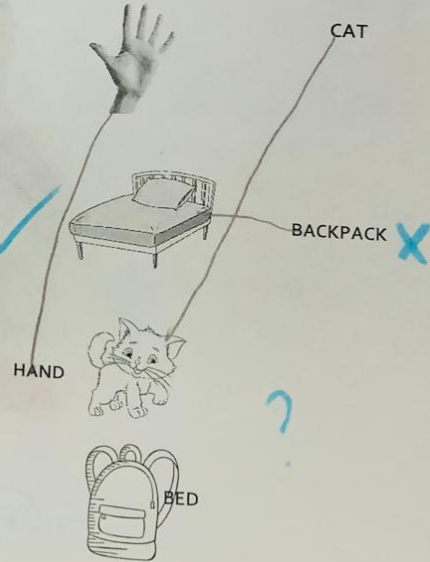
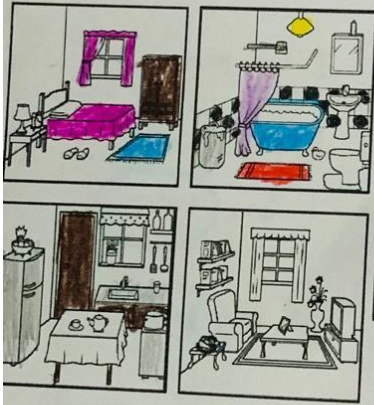
- 1. He is wearing black shoes, a yellow t-shirt and blue pants.
- 2. She is wearing pink shoes, a purple skirt and a red blouse



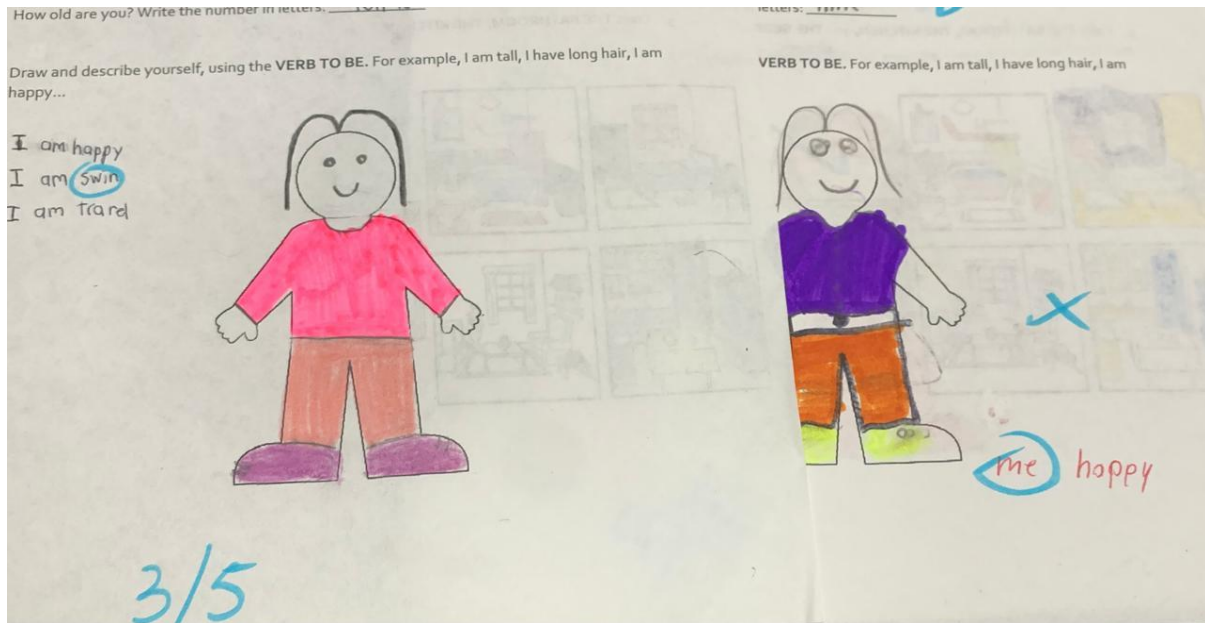
VOCABULARY

5. Color THE BATHROOM, THE KITCHEN, and THE BEDROOM pictures:


6. Match the words with the pictures:



### Annex 3 Diagnosis Test



### Annex 4 Informed Consent

	<b>FORMATO</b>		
<b>CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN</b>			
Código: FORB26INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 2

**PARTE DOS: CONSENTIMIENTO INFORMADO**

Yo: \_\_\_\_\_

Identificado con Cédula de Ciudadanía \_\_\_\_\_, en representación de \_\_\_\_\_ con número de identificación \_\_\_\_\_.

**Declaro que:**

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

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

Firma, \_\_\_\_\_ Firma del participante (si aplica), \_\_\_\_\_

Nombre: \_\_\_\_\_  
 Identificación: \_\_\_\_\_  
 Fecha: \_\_\_\_\_  
 Con domicilio en la ciudad de: \_\_\_\_\_  
 Dirección: \_\_\_\_\_  
 Teléfono y N° de celular: \_\_\_\_\_  
 Correo electrónico: \_\_\_\_\_

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial, Universidad Pedagógica Nacional

Escaneado con CamScanner

 UNIVERSIDAD PEDAGÓGICA NACIONAL INSTITUTO DE INVESTIGACIONES Y DESARROLLO TECNOLÓGICO	<b>FORMATO</b>		
	<b>CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN</b>		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 2

**PARTE DOS: CONSENTIMIENTO INFORMADO**

Yo: \_\_\_\_\_  
 Identificado con Cédula de Ciudadanía \_\_\_\_\_, en representación de \_\_\_\_\_ con número de identificación \_\_\_\_\_.

**Declaro que:**

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

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

Firma, \_\_\_\_\_

Firma del participante (si aplica), \_\_\_\_\_

Nombre: \_\_\_\_\_  
 Identificación: \_\_\_\_\_  
 Fecha: \_\_\_\_\_  
 Con domicilio en la ciudad de: \_\_\_\_\_  
 Dirección: \_\_\_\_\_  
 Teléfono y N° de celular: \_\_\_\_\_  
 Correo electrónico: \_\_\_\_\_

*La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación*

## Annex 5 Characterization Survey

Mi Clase de Inglés


¿Cuál es tu nombre?

¿Cuántos años tienes?





¿Practicas tu inglés en un espacio diferente al de colegio?

Sí \_\_\_ No \_\_\_

Si tu respuesta es sí ¿Dónde?

¿Qué haces en tu tiempo libre?

¿En cuál de las siguientes habilidades te va mejor en tu clase de inglés?  
Marca una X

- Hablar
- Escribir
- Escuchar
- Leer

Hola querida estudiante, como ya sabes asisto a tus clases de inglés regularmente, hoy me gustaría saber más sobre ti y sobre tu clase de inglés. Por esta razón quisiera que me ayudes respondiendo a estas preguntas con sinceridad. ~~todo lo que respondas será~~

¿Qué haces en tu clase de inglés?

Leer      Dibujar      Escuchar audios y música



Hablar



Escribir



¿Qué te gustaría hacer en la clase de inglés?

Leer cuentos      Dibujar      Hacer manualidades



## Annex 6 Pop Quiz

### Pop quiz first cycle

1. What is a Lap-book? - ¿qué es un Lap-book?
    - a) Un libro que lees cuando tienes tiempo libre.
    - b) Un libro donde encuentras poemas y cuentos para niños.
    - c) Una herramienta hecha de papel plegado y llena de información en donde se explica un tema ya visto de manera creativa.
  2. What can you do with a Lap-book? ¿qué puedes hacer con un Lap-book?
    - a) Doblarlo y llevarlo a todos lados para enseñarles a los demás quien soy yo.
    - b) Abrirlo para aprender y explorar diferentes temas trabajados.
    - c) Usarlo como un diario, en donde puedes escribir sobre tí.
  3. What is a short story? ¿qué es un cuento corto?
    - a) Una historia muy larga
    - b) Un tipo de poema
    - c) Un tipo de relato de ficción que es corto y tiene
  4. Which of the next options is NOT an element of a short story? ¿Cuál de las siguientes opciones NO es un elemento de un cuento corto?
    - a) Personajes
    - b) Trama
    - c) Recetas
    - d) Escenario
  5. Do you remember the story about Brown Bear, Brown Bear what do you see? Tell me what do you see in this moment? Dime que ves en este momento.
- 

CS Escaneado con CamScanner

### POP QUIZ SECOND CYCLE LITERAL READING COMPREHENSION

1. What is Pete's favorite fruit at the beginning of the story?
  - A) Apple
  - B) Orange
  - C) Banana
  - D) Strawberry
2. What happens when Pete eats a bad banana?
  - A) He really likes it.
  - B) He gets a stomachache.
  - C) He shares it with his friends.
  - D) He saves it for later.
3. How does Pete feel after eating the bad banana?
  - A) Happy
  - B) Angry
  - C) Sad
  - D) Scared
4. What does Pete decide to do with bananas after eating a bad one?
  - A) Eat more
  - B) Make a salad
  - C) Never eat bananas again
  - D) Plant a banana tree

## Annex 7 Field Note

Topic:

Brown Bear, Short story

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### **Description:**

1. The class starts with the students checking and fixing homework where they had to write their daily routine and the teacher gave to them a space of ten minutes to give her the homework.
2. The teacher gave me the space to start my intervention, I put the book on the T.V and started the intervention.
3. I started asking the students about what they think the short story is according to the cover of the book and they answered me things like: animals, a bear... and so on.
4. the book on the T.V. and then I started to read the short story the students were too concentrated, but I paused the reading in some cases to ask them questions about the color or animals they were seeing.

The students were very attentive during today's session, the short story of Brown Bear... was used to assess the literal reading comprehension. The students actively engage with the text and many of them answered literal questions such as: what is the color of the bird? What is this animal? Most of them were able to follow the sequence of the narrative and recognize the context of the short story.

5. Then, after the reading we played what do you see? And the students had to try to answer in English using adjectives such as colors and following the patterns of the short story of Brown Bear, I started asking a girl, then she had to ask other student, it was a good activity"
-



The first students repeated the question after me, but the main idea was that they could answer by themselves what they were seeing, for some students were challenging because they asked things such: "teacher how do you say anaranjado?"

6. After the students finished the exercise, I explained the adjectives that we could find in short story, as colors and the vocabulary about animals and the students did an exercise for the lapbook, incorporating the vocabulary that we worked and a section of drawing and expressing their idea about the short story.
- 7.

"After the activity two students got close to me and told me that now they know how to play this game in English and that they will practice at home with their family"

## Annex 8 Lapbooks

