

Let's do and rotate to live the learning experience!

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de lenguas

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**This research project is presented to obtain a bachelor's degree in Spanish and
English**

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Dedication

The art of living is, in essence, the act of creating to bloom something new in others. And given that opportunity, I want to dedicate this study to God and my mom, Martha Pereira, who has always accompanied and supported me in achieving my dreams, and this is one of them, which I dedicate to her.

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All my endeavors and accomplishments are a show of my appreciation to special people who helped me bloom during this process. Thanks are extended to:

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Abstract

This qualitative action research aimed to outline the role of self-motivation in English use in EFL by creating tangible instructional materials based on situated vocabulary learning. A main need was identified through a diagnostic test and observations, revealing limitations in both English use and engagement among seventh-grade students at Colegio Magdalena Ortega de Nariño. Thus, learning-by-doing and station rotation, along with the four theoretical constructs, were used to address the problem and develop this project. To gather information, five instruments were applied and analyzed, indicating the significance of EFL students' self-motivation in using English as a means of taking ownership of their learning.

Key words: Self-motivation, Situated Vocabulary Learning, Tangible Instructional Materials, Learning-by-Doing and Station Rotation.

Resumen

Esta investigación-acción cualitativa tuvo como objetivo describir el papel de la automotivación en el uso del inglés en la enseñanza del inglés como lengua extranjera (EFL) mediante la creación de materiales didácticos tangibles basados en el aprendizaje de vocabulario situado. Se identificó una necesidad principal a través de una prueba diagnóstica y observaciones, que revelaron limitaciones tanto en el uso del inglés como en la participación de los estudiantes de séptimo grado del Colegio Magdalena Ortega de Nariño. Por lo tanto, se utilizaron el aprendizaje experiencial y la rotación por estaciones, junto con los cuatro constructos teóricos, para abordar el problema y desarrollar este proyecto. Para recopilar información, se aplicaron y analizaron cinco instrumentos, que indicaron la importancia de la automotivación de los estudiantes de EFL para utilizar el inglés como medio para apropiarse de su aprendizaje.

Palabras clave: Automotivación, Aprendizaje de vocabulario contextualizado, Materiales didácticos tangibles, Aprendizaje experiencial y Rotación de estaciones.

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CHAPTER I: CONTEXTUALIZATION AND RESEARCH PROBLEM

This chapter contains crucial elements to show an outlook on the population studied. It states the importance of the school and participants' context, the implementation of data collection instruments, and last but not least, the problem statement with proper justification and its relevance, which subsequently generates the objectives and research question.

Context

This research was carried out at the school Colegio Magdalena Ortega de Nariño, I.E.D (District Educational Institution), located in Engativá - Bogotá, Colombia. It is a female public institution that assists students of 2 and 3 socio-economic strata. The school offers educational levels from preschool to high school during shifts in the mornings, afternoons, and evenings. The institutional approach is based on reinforcing human and technological skills of women and adults, which is addressed in the Institutional Educational Project (P.E.I. 2022) throughout its mission and pedagogical model.

In this sense, the mission highlights the National Training Service (SENA) as the aim of academic and technical training for ninth, tenth, and eleventh grades, emphasizing sales and service, as well as software programming. Likewise, it establishes that the pedagogical model is a collective construction that draws on elements of Teaching for Understanding, associated with pedagogic strategies to develop thinking and human aspects, fostering collective benefits in the current demands of society. It is also worth noting that a principle within institutional vision and mission is creativity, outlined as the ability to propose new ideas to solve problems, which can be expressed through arts and science.

Population

The population involved in this project belonged to seventh grade; the initial participants numbered 27 girls. However, during the process, three girls left, and four new girls joined midway through and at the end of the pedagogical intervention, leading to a final population of 28. The English classes' schedule was changed two times which affected the development of the last lessons as originally planned. The students had three hours of English classes per week, which were structured into 50-minute blocks. On the other hand, after initial interactions with the students, the project was introduced and informed consent (see Annex 1) was handed in to authorize the use of the students' data.

In relation to the physical setting, the English classroom had a conventional organization that was subsequently transformed. The classroom was composed of two whiteboards at the front and the back, there were also three bulletin boards; two had information in Spanish, the third was empty, which later became a space for exhibiting materials used during the first phase of the pedagogical implementation. At the beginning, the class was moved to a different room, offering more comfortable conditions, where every student had an individual desk made up of a table and a chair. However, due to logistical classroom changes, the class had to return to the original room with different desks, where the chair was attached to the table. Despite these physical changes, the classrooms evolved and adapted using the station rotation approach, shifting from a room organized in rows, to desks put together to make two long tables on the sides and one at the back, forming a U shape.

Another significant aspect was the implementation of a questionnaire (see Annex 2) to learn about sociodemographic aspects of the population. The information gathered

encompassed both the students' personal and academic fields. The first field showed that participants ranged in age from 12 to 16 years. According to their preference for studying in a female school, 56% of students stated they liked studying there. On the other hand, listening to music followed by spending time with friends were the most enjoyable leisure activities. The second field covered their perceptions regarding the presence of the English language in their context. Here, 89% of students considered English important in their lives. 96.3% received only English classes in school, and 44.4% mentioned a dislike for those classes.

Regarding how students felt during the English class, about 22.2% expressed they did not understand the explanations or felt they were not learning. Additionally, 33.3% indicated mixed or neutral feelings, mentioning that the class could be repetitive or boring, and that their experience depended on the pedagogical approach used by the teacher in charge. Among this group, 40.7% said they felt good, comfortable, or even happy learning in class. About the preferences for working in class, 70.4% chose to work in groups. Additionally, 52% of students would like the classroom decorated with English material. Finally, drawing, painting, and modeling clay were activities they would like to work on in English classes.

Diagnosis

To assess students' English level in seventh grade, a diagnostic test (see annex 3) was applied, based on the Basic Competence Standards of English as a Foreign Language (EFL) (2006). The four skills were included in the test; the criteria for their development were the ability to follow instructions, to understand the main idea in both a description and a narration. Additionally, the students were asked to give descriptions and answers, in short

sentences, about characters, objects, or places that were familiar to them. It is worth noting that several topics studied in their English classes up to that moment – as reflected in the field note 1 (see annex 4) – were integrated into the diagnostic test.

Regarding the results, speaking was the lowest skill in terms of lack of vocabulary use and grammatical structures. Instructions for the speaking section were to describe a bear hidden in a box and then respond to two questions that were displayed in two images. About vocabulary, 51.9% of students used a limited variety of terms seen in class, and 22.2% used minimal vocabulary and had trouble recalling basic concepts such as parts of the body, numbers, and even colors. In terms of grammar, 51.8% did not use grammatical structures appropriately, despite being the main focus in class, and 14.8% made multiple errors that hindered message comprehension. As for pronunciation, 33.3% had unclear pronunciation, which affected understanding. Just something to consider is that one student, equivalent to the 3.7%, was unable to do the exercise.

Likewise, it was observed that students were encouraged by the activity as they wanted to know what was inside the box. In relation to the exercise, when students were asked to read the instructions on the box, most of them tended to translate them. However, the command was not always followed. To check their understanding, the question *"Do you understand what you have to do?"* was used. In some moments, it was necessary to say it in Spanish, but not too often, since pointing to the instruction *"describe,"* as well as indicating the bear's body parts while asking questions like *"What color is this?"* or *"How many eyes does the bear have?"* helped guide them.

In relation to the two questions such as *"What is the favorite breakfast of the bear?"* and *"How does the bear decorate its house according to the image?"*, the same technique

of pointing was used. Some students also remembered the word *balloon* used in the reading section. In general, all the girls used some of the vocabulary seen in class, not a wide range, but they tried it. As was noticed, the activity was carried out in English most of the time but having in mind that was a one-on-one activity.

On the other hand, despite having reviewed basic topics at the beginning of the class such as the parts of the body, as described in field note 1, which were used in physical warm-up exercises, students still struggled when they had to describe the bear physically. This difficulty showed that, in practice, they struggled to use English during the activity, probably because they did not consolidate that vocabulary, and it was challenging to apply it.

In the same line, the listening section was divided into two moments: the first one was playing audio about personal information of Minnie Mouse, and the second one was playing another audio with the physical appearance' description of Minnie's strange teddy bear, which students had to draw. In general, the results showed that 74% of the students followed one or both instructions, although they were unable to fully carry them out. Regarding the Minnie Mouse's personal information exercise, 14.8% of the students completed all the information. 48.1% wrote at least half of the information about Minnie Mouse, 33.3% wrote less of the information and 3.7% provided their personal information instead of the character's. According to Minnie Mouse's drawing exercise, 25.9% completed all the exercise, 18.5% of students drew more than half of the body's parts, 51.9% drew less than half, and the other 3.7% did not provide any information. However, these results could be tainted because it was noticed that some students copied some

information. As a result of this, a lack of vocabulary use was suggested, but in terms only of internalization as they had already studied those topics.

The reading part took into consideration three aspects: instruction comprehension, text comprehension, and vocabulary mastery. In general terms, 51.8% of students answered a maximum of two questions, and/or their responses were vague or incomplete. 37% answered at least three questions, although some of their answers were also incomplete. Before starting the exercise, students were given an example of how their responses should be written in complete sentences to assess the writing section. In this sense, 14.8% of students could answer all the questions, which was evidence of comprehension of the text and the use of vocabulary as well. 25.9% answered three questions and showed an interpretation of the text according to the vocabulary they knew. 59.9% only answered one or two questions, suggesting a lack of interpretation and vocabulary mastery of the text. These results could indicate a lack of vocabulary use and internalization, which affected their ability to understand the questions and the text itself, given that the vocabulary in the reading was related to the routine topic that they had already studied.

Finally, the writing part was related to the answers provided in the reading section. The criteria considered were grammar, spelling, and the use of present simple. It is important to mention that most students used the simple present tense in one or two responses; however, many of these were not related to the questions asked. Specifically, it was observed that 11.1% of the students used the simple present in two responses that answered the questions appropriately. 40.7% used the simple present in most of their responses, but only one of them was directly related to the text. 14.8% used the simple present in one or two responses, though none of these answered the questions. Additionally,

3.7% answered only one question without using the simple present, and another 3.7% wrote their responses in Spanish. Despite these difficulties, it is worth highlighting that the students made an effort to complete the exam, choosing not to leave the page blank. On the other hand, 18.5% of students used the simple present tense in at least three responses, and most of them were related to the questions asked. Finally, 7.4% used the required tense correctly in all their responses, which were all relevant to the questions, with no spelling errors and appropriate use of grammatical structures.

In line with the previous information, from a general perspective, 81.4% of students had some spelling mistakes, but their texts were still understandable. Additionally, 59.2% made some grammatical errors in one or two responses, though these did not affect overall comprehension. It was also observed that students used the simple present tense, even if most of their answers were not directly related to the questions in the text. This reflected that those students tended to use the simple present tense as it has been the most emphasized aspect in writing lessons, particularly due to its connection with daily routines.

Statement of the problem

As stated by the Basic Competence Standards of English as a Foreign Language (2006), seventh-grade students in Colombian schools are supposed to have achieved an A2 level. However, in the diagnostic test's results, not all the students reached it due to limited English use in most four skills. In line with this, the data collected in the field notes and the interview (annex 5) revealed that although students received the vocabulary and reviewed the same topics constantly, they struggled to apply the vocabulary previously covered. However, this issue also appeared to be influenced by other factors such as student engagement and the limited opportunities to use English in class.

According to the information gathered in the interview, several challenges hindered the teaching and learning of English in this context. A primary concern was the limited number of hours for the English class, as students received only three hours of English per week. Subsequently, a difficulty in class planning was perceived due to the difficulty of obtaining the textbooks used in class. In the same way, a lack of student commitment persisted despite using resources such as worksheets, videos, and readings. About the methodology used in class, it consisted of presenting the topics, reinforcement of activities, some listening and reading exercises, and occasionally proposing speaking tasks, which was not a central component, particularly due to constraints such as the big number of students. In terms of the assessment, knowledge, participation, and level of engagement were taken into account, and lack of attention, disruptive behavior, or disinterest were also considered in the English learning process.

The data collected through field notes FN1, FN3, FN4, FN6, FN10 and FN14 (see annex 6) also revealed some pedagogical challenges that might limit students' use of English and engagement during the class. It was observed that in warm-up activities, such as body movement instruction ("hands up," "hands down," and so on) or prayers, there was a notable group of students where they behaved passively, observing without participating, suggesting low engagement and lack of motivation. Likewise, English class was always conducted in Spanish, and a grammar focus was used as a rule, not with a particular use, which reduced students' opportunities to use English to express themselves. There were explanations about grammar rules with decontextualized examples and although feedback was provided on the grammatical exercises, it did not go beyond that.

In line with the above, as could be observed and registered, students were given vocabulary in the activities, but they did not make use of it. This could be constant because of the predominant use of translation. While checking homework about some routine phrases in flashcards (e.g., "I eat lunch"), students had to see them and translate them into Spanish, and if they were unable to respond, the head teacher replied in Spanish. Moreover, the assessment strategy reflected this issue. Thus, it consisted of a simple routine sentence in Spanish that they had to translate into English, where most of them failed. Then, the assessment was repeated with 20 routine sentences in Spanish. This showed that relying on translation as both a teaching and assessment strategy, limited students' exposure to English use in context, where they did not find a connection between the vocabulary and their lives. This might also be connected to behavior throughout the classes as it was evident that the constant conversations held among students interrupted explanations, besides chatting, checking phones, or simply, doing nothing.

Based on the previous evidence and interpretations, the central issue identified was the lack of meaningful use of English during the classes, where several factors collectively contributed. The first issue identified was that students received some vocabulary but did not know why or how to use it, despite reviewing the topics repeatedly, such as parts of the body and routines, where students struggled to apply it in the diagnostic test. This was also linked to the predominant use of Spanish, the reliance on translation and grammar approach that limited communicative interaction, avoiding other contexts where English could be brought to life. This led to students' low engagement and intrinsic motivation in English classes. With no meaningful input to catch their attention or inspire a real connection, there

was no bridge between their actions and the living use of English, even the most basic vocabulary.

Rationale of the study

This study examined possible solutions to address the pedagogical challenges faced by seventh-grade students at Colegio Magdalena Ortega de Nariño while using English, considering that it is a Foreign Language (EFL) classroom. As observed, English was taught through translation and grammar rules. However, in this specific classroom context, these methods contributed to limiting opportunities for students to use English in class, and at the same time, there was a lack of motivation. Additionally, vocabulary was introduced but not practiced, and students could feel disconnected from the language as they did not perceive it as something meaningful or close to their lived reality. For that reason, it becomes crucial to explore strategies that promote English use and increase engagement to help them see English as a living and communicative tool.

To address this, the research project focuses on developing students' self-motivation, a necessary condition for English use. As argued by Deci and Ryan (1995), the essence of the student's self is crucial to their development, where the internal world meets the external one, creating meaning in every act of learning. In this context, if the self is awakened and connected to motivation, students can feel empowered to take ownership of their learning and show confidence using English to express who they are, thus creating a learning experience. In this sense, self-motivation becomes a bridge for students to develop a connection with their experiences through active and meaningful engagement with English use.

In order to complement the above, it is essential to guide students into using two pedagogical approaches: Learning by doing and station rotation, supported by tangible instructional materials and situated vocabulary learning. These approaches aim to bring English to life; that is why learning-by-doing tries to transform English into an active experience, directly challenging the traditional grammar-translation approach used in the classroom. Rather than memorizing vocabulary lists or completing isolated grammar exercises, students interact with tangible instructional materials and contextualized activities that are engaging, comprehensible, and relevant to learners, as Krashen (2009) argued. This hands-on interaction enables vocabulary work in a real-life context while students manipulate or represent concepts related to the vocabulary presented, allowing them to link words with personal experiences. Ultimately, learning by doing encourages self-motivation, as students use English while doing and learning.

On the other hand, in order to tackle the previous concern about the lack of attention and low engagement among current students, it becomes necessary to implement a different organization in the classroom, creating stations that focus on specific skills, allowing students to engage with a variety of activities where they interact, practice, and apply the vocabulary. To do this, a rotation method that transforms the routine of the conventional class is needed. Hence, the station rotation approach may introduce another educational proposal to motivate students to recognize or discover their talents, as Fulbeck et al. (2020) outline. This dynamic is thought to encourage the use of English in meaningful ways, fostering a sense of ownership as students take an active role in their learning process, which is complemented by situated vocabulary learning and tangible instructional

materials. When used together, these last two concepts allow students to interact with artifacts and connections to contextualized activities that reflect close situations for them.

For that reason, it is essential to establish familiar scenarios where students can experience the words in their reality, developing meaning and understanding towards the situation using English to express it. In this way, Christie (2013) considers that integrating visual aids into situated vocabulary establish an alternative to intensify engagement, easing abstract concepts by associating with artifacts through interactive experiences. This also may reduce the dependency on translating to Spanish. In this way, applying these concepts could increase confidence and self-motivation in using English and, perhaps, in a spontaneous way.

To conduct this project, learning-by-doing and station rotation approaches integrate the previous constructs to engage students to use English. Thus, learners can express themselves by creating a personalized dynamic and a collaborative classroom to live a learning experience. As a result, the proposal aims to strengthen this EFL classroom by valuing not only what students know, but also how they feel and grow in the learning process. This initiative could significantly improve the pedagogical approach used in the English class, also extending its impact in other subjects at the Institution and providing new strategies for teachers, which may generate interest in students by integrating an engaging learning experience.

Research question

- How to develop self-motivation towards English use in an EFL classroom through the creation of tangible instructional material based on situated vocabulary learning?

Objectives

General objective

- To describe how self-motivation towards English is developed in an EFL Classroom through the creation of tangible instructional material based on situated vocabulary learning.

Specific objectives

- To encourage students' self-motivation to find English meaningful while using it as a way of expression.
- To outline how the station rotation and learning-by-doing approaches could increase self-motivation towards English use in an EFL classroom.
- To demonstrate how situated vocabulary learning may be learned and used spontaneously by students through tangible instructional material creation.

CHAPTER II: STATE OF THE ART AND THEORETICAL FRAMEWORK

This chapter comprises two main components that moderate the study's overview and foundation. The state of the art is essential to outline studies that contributed to the background framing of the research problem. Likewise, the theoretical framework, through concepts and definitions, supported the research work to establish the constructs.

State of the art

This field provides a detailed description of different research studies related to the topics matter of this project. To collect them, repositories and databases were consulted to elaborate on the state of the art. Also, local, national, and international studies were selected

to have a broader outlook according to the most relevant features such as purpose and type of study, objectives, instruments, and results to connect to the constructs. In line with this, the relevance and different contributions were established to constitute the present research based on the list of research studies selected in table 1 below.

Table 1

List of research studies

#	Title	Author	Institution	Year
1	Getting To Know Myself: Fostering Self-Awareness Through the Use of Picture Books	Ángela Brighth Salas Uribe	Universidad Pedagógica Nacional	2024
2	Informative Texts with Cultural Content: A Tool for Situated Vocabulary Learning	Dalila Moreno Zambrano	Universidad Pedagógica Nacional	2020
3	Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom	María Paula Cárdenas Acosta	Universidad Pedagógica Nacional	2019
4	Language Learning Stations: Influencing Learners' Autonomy in the EFL Classroom	Sandra Carvajal	Universidad ICESI	2020
5	Station rotation model to improve the English listening skill on a fourth-grade class in a public school.	Juan Camilo Castro Juan David Montoya	Universidad Libre	2019
6	Boosting Self-motivation in English Language Learning: The Role of Learning Methods and Self-efficacy	Jinjiao Zhuang	Krirk University	2023

The first significant research, named *Getting to Know Myself: Fostering Self-Awareness Through The Use Of Picture Books* by Salas (2024), was performed in a second grade from a public school in Bogotá, Colombia. The participants were 22 students, 14 boys and eight girls, ages ranging from six to nine. The research aimed to know the possible impact of picture books on fostering self-awareness and English vocabulary learning. It was an action research where field notes, diagnosis tests, artifacts, and

interviews were the instruments selected to gather data. The pedagogical intervention was portrayed by an experiential learning approach and divided into three phases: the activities embodied self-awareness, emotional management, and acquisition of values using picture books and creating artifacts where grammar and vocabulary were worked.

The results showed that the picture books, besides fostering the situated vocabulary learned to express emotions and values, also promoted the basic vocabulary exposed by English competency standards. The conclusions stated that the use of artifacts promoted children's interest in the language and the English interactions due to the creation, which attracted attention and kept the motivation. The relevance of this study for the present one is to know how, by experiential learning approach, the sessions can be adapted through the materials used to generate knowledge and encouragement, fostering situated vocabulary learning.

The following paper, called *Informative Texts with Cultural Content: A Tool for Situated Vocabulary Learning* by Moreno (2020), was carried out in Bogotá, Colombia, in a fifth grade from a female public school. The population was girls aged, ranging from nine to 11 years old. The project goal was to assess the contribution of the whole language approach with a set of activities related to informative text with cultural content and the student's answers to learn situated vocabulary in an EFL classroom. The research methodology used was action research where questionnaires, interviews, audio recordings, field notes, and artifacts were instruments for data collection. For the pedagogical intervention, the whole language approach was implemented to carry out the activities by the readings developed in three cycles.

The results evidenced that the images of the text, the activities, and the worksheets improved comprehension and situated vocabulary learning due to students could remember the content words, especially for the images aid. The conclusions established that for unknown vocabulary, the material proposed was useful for verifying the meaning of the word to understand the sentences. In the same line, the content of each text was crucial to foster situated vocabulary learning where students could also express emotions regarding different cultural topics. This study is relevant as it portrays the importance and connection of situated vocabulary learning with the material provided in the class as students could relate much better the information received, accompanied by an accessible tool to find the unknown words.

The next study, *Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom* by Cárdenas (2019), was done in Bogotá, Colombia, in a public school with third graders. The participants were 33 students, 18 girls and 15 boys, aged between seven to ten years old. The proposal aimed to show how in a third-grade EFL classroom a series of visual art tasks based on cooperative learning could help improve speaking skills and build a sense of community. The project was an action research, in turn, field notes, interviews, surveys, recordings, and artifacts were the instruments chosen to collect the information. The pedagogical intervention regarding the cooperative learning approach was crucial to implement the set of visual art activities, which was divided into three cycles.

The results revealed that visual arts tasks like drawing, painting, modeling clay, and so on, were the more significant tools for enhancing speaking skills due to students having a good attitude towards learning the English language by making learning easy and

enjoyable. The conclusion was that Cooperative Learning, and visual arts tasks changed the students' perceptions regarding their interest and motivation towards learning English. This study is useful as posits how the visual arts showed a significant role in motivation when learning English in this particular kind of population. It is also essential as support for the present project due to the visual arts being used to complement the instructional material.

Taking into account the national studies, Carvajal's research, *Language Learning Stations: Influencing Learners' Autonomy in the EFL Classroom* (2020), took place in Cali, Colombia. The selected population was 25 students, 13 girls and 12 boys, aged 14 to 17, in ninth grade in a public school. This research aimed to analyze how the use of language learning stations influenced students' ability to learn independently in an EFL class. The methodology conducted was an action research, and the instruments used were surveys, questionnaires, a notebook for observation, and interviews. In the pedagogical intervention, eleven stations were designed and divided into five sessions, where each student rotated from station to station in the same group, considering a module called Around the World by English, Please! 1 textbook based on the curriculum. The activities implemented vocabulary, grammar, reading, and listening but mainly focused on writing.

The results showed that according to the three categories, which are agency, metacognition, and self-assessment, the learning stations strategy was suitable for encouraging learner autonomy in the EFL classroom. Opinions and perceptions by participants in the surveys applied, and observations supported the findings obtained. The conclusion was that learning stations, besides supporting learner autonomy in the students, are at the core of learning, promoting interactions and collaborative work through various instructions based on different activities. This is relevant to the present study by

demonstrating that station rotations can address several language skills at the same time, alongside the integration of individual and collaborative work promoted by learning autonomously.

The next study, *Station Rotation Model to Improve the English Listening Skill on a Fourth-Grade Class in a Public School* by Castro and Montoya (2019), was implemented in Bogotá, Colombia, in a public school with a fourth grade. The sample consisted of 25 students, 12 boys and 13 girls, whose ages ranged from eight to twelve years old. The proposal sought to find out how to enhance Oral Comprehension skill through the station rotation, aligned with the flipped learning approach. Action research was adopted for this study and the instruments applied were self-evaluation strategies applied to students, a teacher's daily journal, and a survey. The teaching strategy was framed within the flipped-learning approach implemented in a station ("flip station") where students watched and listened to English videos and audios. In relation to the station rotation model, six workshop sessions were developed, with the number of stations varying from four to five per class which included listening, creative, search, and practice activities.

The outcomes identified that students were able to comprehend and apply the vocabulary in the different stations proposed. This implementation enabled an increase in motivation towards learning use in a real context, in turn, enhancing attention and engagement. As noted in the activities outlined, despite being focused on listening exercises, students developed other English skills intrinsically. This approach also contributed to strengthening their autonomy and ability to work in groups. This is helpful for the present study, as it shows how this dynamic can influence English learning improvement and motivates students to learn through different activities.

Finally, the paper *Boosting Self-motivation in English Language Learning: The Role of Learning Methods and Self-efficacy* by Zhuang (2023), was implemented in China in middle and high schools. The participants were 369 students, 219 boys and 150 girls aged nine to eighteen. This study focused on analyzing how English teaching strategies and experiential learning influenced encouraging student self-motivation and self-efficacy. The methodology design implemented was a cross-sectional one which was used to collect and analyze data in a specific and short frame of time. Data collection was carried out through a close-ended questionnaire, a survey, and the Smart-PLS 4 software was implemented to conduct de analysis.

In terms of the results, the students who reported having been exposed to the experiential learning approach showed greater self-motivation because it was a way where they gained knowledge and English skills as the approach involved learners during the whole process, giving them the opportunity to apply, prove, and reflect what they have learned in real-life experiences. The study concluded that giving students different ways to learn and opportunities through experiences can help increase their self-motivation to learn English and also contribute to students' belief in their own abilities.

Theoretical Framework

This section focuses on detailed descriptions of the referents and theoretical constructs that shape and support this research project. The following four constructs embody the conceptions designated in terms of what is understood about self-motivation, situated vocabulary learning, tangible instructional materials, and spontaneous language.

Self-motivation

A foreign language learning process encompasses an affective dimension, such as motivation, which determines students' achievement to learn a new language (Hava, 2019). It also emphasizes that effort, active participation, and willingness are internal causes essential for this process. Thus, it makes sense that the prominent use of traditional methods must be rethought to start creating an authentic learning approach, focusing on the students' needs. Given the significance of motivation within educational contexts, comprehension of the self is required to unify this construct. Deci and Ryan (1995) explore the concept of the self by balancing personal growth with empathy. Once these aspects come together, the relationships are strengthened by creating a collaborative environment for improvement.

Continuing in this vein, self-motivation implies an integration of autonomy, authenticity, and the most valuable, which is the self (Deci & Ryan, 1995), allowing students to have a way to express their thoughts and be true to their essence. In turn, self-motivation plays a critical role in English learning outcomes due to students engaging in the learning process, thus, fostering active class participation (Zhuang, 2023). Moreover, two factors stand out in this process, as extrinsic and intrinsic motivation constitute self-motivation. In this sense, *extrinsic motivation* refers to external sources, such as activities that drive the desire of learning. On the other hand, *intrinsic motivation* is an inner self that connects students' behavior with academic activities by experiencing delight, interest, and fulfillment when doing and completing their tasks. This reveals that if students recognize the task value and find it meaningful to their lives, it may encourage them to seek out additional support to achieve their academic and personal goals.

Essentially, Odanga (2018) has identified strategies for increasing self-motivation in students to improve academic performance, of which three are adapted to this project. Among them, *extrinsic motivation* is determined by the activity proposed and then performed to get an outcome or external reward, revealing the degree of students' engagement. Likewise, Ryan and Deci (2000) state that there are four types of extrinsic motivation; however, *identified*, and *integrated regulation* are considered the most relevant for the present study. *Identified* is related to the interest and enjoyment of the class environment and shows how students' effort is reflected in achieving a goal. *Integrated* embraces the students' autonomy by recognizing the value of the activity to respond to their goals, values, and needs. Therefore, by integrating both previous aspects, extrinsic motivation becomes a tool for increasing self-motivation.

In addition, *time management* is a system used to achieve a goal and helps students regulate their time to improve academic performance and avoid procrastination (Odanga, 2018). It should be noted that in this project, the way to determine the timeframe in each station and subsequently rotate to another one was by means of a song. Finally, Odanga (2018) argues that an *autonomy-supportive environment* encourages the creation of a teaching and learning environment, allowing students to have a greater curiosity, desire for challenge, and intrinsic motivation. In this sense, the teaching aspect must promote the use of empowering language, guide active participation, and provide emotional support according to their needs. As for a learning environment, situational interest, autonomy, social interaction, and cooperative learning must be fostered. Furthermore, as Ryan and Deci (2000) expose, social contextual events such as constructive feedback support students in perceiving activities as relevant if they find a connection with their lives.

Situated Vocabulary Learning

To begin building the concept of situated vocabulary learning, it is helpful to comprehend the role of vocabulary in context. Richards (2000) argues that vocabulary should not be understood just as individual words but rather be taught in a broader context to demonstrate how language works. In this sense, to activate the word's appropriate meaning, the context is crucial to provide an idea of the real word's use. This author also suggests that the use of example sentences is essential to vocabulary association in a contextual situation, where pronunciation also plays a key role. Hence, teachers can give a context by illustrating the meaning of the word along with pronunciation, where students hear natural intonation in connected speech, in turn recognizing the difference between isolated words and those pronounced in the larger context, allowing the example to have a double purpose.

Consequently, the idea of situated learning is reviewed to complement the construct and acknowledge its relevance in classroom teaching. Besar (2018) points out that the Situated Learning theory requires learners to be involved in an authentic context of practice, by applying knowledge to activities proposed. Likewise, learning must be experienced in interaction with others that encourage students' participation. Furthermore, it is essential to provide a learning environment in which students encounter opportunities to share their talents and abilities. By doing so, in accordance with Schmitt (1997, as cited in Richards, 2000), the vocabulary learning process can be attributed to cooperative group learning within a social context to increase motivation and encourage students to use English in class and perhaps, even outside.

In the same line, Santos et al., (2016), argue that situated vocabulary learning suggests that the most relevant vocabulary words should be associated with the current learning and teaching environment for their use. They also stated that relevance is crucial to create motivational instructional materials by connecting new information with students' prior knowledge, allowing a relationship between vocabulary to their surroundings. Likewise, they mentioned that illustrating vocabulary accompanied by objects, images, sounds, and so on, within a situated scenario, contributes to remembering, learning and motivation. Moreover, they propose that for students who use situated language in activities by practicing English in real-life situations, vocabulary makes sense for them, becoming a part of their lived experience.

Tangible Instructional Materials

Kumar (2017) addresses the purpose of materials as a creative and innovative teaching strategy to complement classroom instruction and incite interest in students. He clarifies that materials denote physical objects with instructional content that provide linguistic and cultural information, integrating students' experiences and realities within the topics to ensure their engagement in class. Likewise, he exposes that resources should support interaction with activities in situated scenarios to help students develop language skills and afterwards use them for communication. This highlights the relevance of materials in teaching and learning, but also the way in which students can feel identified with, thus contributing to a contextualized educational experience.

The notion of the tangible is addressed to consider its relation to the material and how it contributes to learning experiences. In this case, educational manipulatives and hands-on experimentation are aligned with tangible materials, as stated by Falcão & Price

(2010), to support students' difficulties in understanding, communication, interaction, and expressing themselves. They state that tangibles' variety for learning is activated when there is an interaction that fosters a collaborative environment, physical engagement, and hands-on exploration. Therefore, the significance of tangible interaction creates a multi-sensory experience that implies bodily engagement, manipulation of physical artefacts, but also helps in building students' confidence. This suggests how tangibles can be used to guide and support students in learning, providing an exploratory environment with physical objects.

In order to consolidate the concept of tangible instructional material, it becomes necessary to acknowledge it by adding the term instructional. As Ojating & Ojating (2022) argue, instructional materials are distinguished by human and non-human resources implemented to achieve learning objectives. On the one hand, there is the teacher who is an instructor with several instructional qualities, such as creating continuous contextual instructional activities that support verbal instruction with tangible instructional materials, especially when students have difficulty understanding. On the other hand, non-human resources refer to physical objects such as flashcards, visual aids, manipulatives, and so on, which enable students to see, experience, and use them and subsequently create a final tangible product. These resources work by making concepts clearer, increasing attention, and coping with learning tasks. Nevertheless, it is worth noting that tangible instructional materials used by the teacher also improve teaching and learning practices by supporting, motivating, and guiding students' learning processes.

Spontaneous Language

The unprompted manner of communication can be expressed naturally based on environmental input, allowing one to express feelings and thoughts autonomously. For that reason, spontaneous language development in a foreign language is essential in this study upon discovering the concepts and techniques to encourage it. In line with this, the idea of spontaneous language, according to Garrett (2021), is a phenomenon where all or part of the language arises naturally, permeated by environmental inputs that do not necessarily require a detailed form of language due to innate assumptions that enable mental connections to apply the language. This means that students develop techniques in their minds that are relevant to the input provided by the environment, which creates useful language.

In this sense, Christie (2013) states that spontaneous language use permits learners to generate communicative competence by encouraging it due to the individuals' creativity, emerging from taking risks to use the language. But to achieve this, it is necessary to use two techniques: the first one is targeting language management, where learners can have access to understand the use and adapt the language accompanied by visual aids. The second one is context management, in which the classroom environment must allow the context to stimulate learners with the aim of producing comments. Thus, the combination of these tools promotes natural communication through the interaction between the activities designed with visual aids and the spontaneous comments that could arise from learners.

Correspondingly, Sarracino (2023) shares tips for teachers to assist students in using spontaneous language in the classroom. To do so, it is essential to provide vocabulary that

might be applied to the activities and share expressions or phrases that can be used daily in conversations. After doing that, those phrases may become a visual resource to be posted in the room; in turn, students take notes in a notebook. An additional suggestion is to use the target language to the greatest extent possible and reinforce the involvement to remain in it, providing directions and instructions in small steps. The final guidance is to establish a reward system to increase participation by motivating students to receive it, which in turn encourages them to take risks by using English.

CHAPTER III: RESEARCH METHODOLOGY

This chapter contains a succinct description of the approach, the research methodology used for this study, and the instruments implemented to gather, apply, and analyze the data. In this sense, those elements provide a broad outlook on the process of this research project.

Qualitative approach

This research centers on a qualitative approach that requires carrying out a description to comprehend and analyze the students' social context. Human behavior and experiences are analyzed to find the reasons behind them, and once the data are collected, interpretation is generated to acquire evidence about the problems found (Li et al., 2018). Likewise, collecting data requires applying several techniques to gather particular information. Cohen et al., (2018) state that there are no specific instruments to use, but the researcher must have the fitness to select them for the research purpose. Considering the above, the instruments such as field notes, rubrics, recordings, the interview, and the

artifacts were useful not only in determining the study's central phenomenon, but also in providing a solution to the problem.

Research Methodology

To approach the problem the action research methodology was used, which is useful in providing a critical outlook to comprehend the needs and improve educational practices. In this sense, several study categories can be explored, including curriculum, behavior, language use, and methodology teaching discovered in the classroom to provide a reasoned justification concerning what must be done as a solution for the problem. In addition, McAteer (2013) alludes that action research, besides generating critical and deep reflection in both practice and theory, generates educational knowledge that provides an understanding of other contexts and, in turn, educational policies.

In line with this, the action research is grounded in a five-step process to analyze the problem and encourage reflection to perform changes in the studied reality. As stated by Moroni (2011), the research process encompasses diagnosis, planning, action, assessment, and critical reflection. The diagnosis identifies the problem by recognizing its purpose and research objective through documentation, comparative analyses, and instruments. In the next step, planning involves what will be done and how it will be researched to solve the problem, through an intervention that defines the required data, its collection method, and the instruments to gather the data. Then, the action is carried out by conducting pedagogical intervention. Subsequently, the assessment implies how to analyze and interpret the data to determine if the intervention has solved the research problem. Last but not least, critical reflection serves to reflect on the learning experience and share it by disseminating the findings to influence further research.

Data collection instruments

The following instruments were implemented to gather information in the pedagogical intervention regarding the project development to guide the possible solutions toward the situations found.

Field notes

Writing field notes is paramount in conducting field research; the aim is to record detailed descriptions, self-reflections, and analytical insights made from observations and interactions detected (Bailey, 2018). According to Cohen et al., (2018), notes must reflect a foreshadowing of the interpretation of what happens, plan ideas about a possible meaning, and question why certain aspects happened or did not. In this sense, field notes enable the observer to identify and code frequent behaviors and actions by analyzing them to give answers related to solving the main problem.

Recordings

The act of recording audio and videos is not just a data-collection exercise, but an act that engages in dialogue with the current context (Cohen et al., 2018). Likewise, recording enriches field notes because it offers a detailed record of verbal and nonverbal communication that notes cannot. However, video material provides more information than audio owing to the recording of expressions, body posture, gestures, and interactions. Even though this instrument supports the reliability of the data by not only depending on the researcher's memory, but it could also still result in discouragement for the participants, which entails the need to find a balance. In this project, audio recordings were used for students' interviews and some activities, while videos played an important role for students by aiding the presentation of the interactive journal.

Interview

The interview is a social encounter used to obtain experiential knowledge through questions, but overall, the respondent's own opinions, which enables learning about people's inner experiences by understanding what they perceive and how they interpret those perceptions (Gubrium & Holstein, 2012). In line with this, a semi-structured interview was conducted to recognize the diverse perspectives of each student regarding their experiences within this project. According to Li et al. (2018), this type of interview often consists of open-ended questions that allow the interviewee to freely express their experiences, motivations, or beliefs on a specific subject.

Artifacts

From the perspective of Celso (2023), artifacts are something made with a specific or abstract purpose, such as artistic works, devices, utensils, technical and technological apparatus, instruments, and so on. However, artifacts do not work just by their function or the intention of the creator; their value resides in the interaction of collective and social action with a purpose. For this reason, the artifacts created in the project were a team effort between the pre-service teacher and the students to strengthen learning and teaching practices.

Ethical considerations

In handling confidential information, the action research methodology considers ethical considerations to secure participants' information. At the beginning of the research, an Informed Consent was shared to obtain parents' approval, providing information about policies for the use of data gathered during the project. In this sense, the researcher followed the correct procedures to ensure that the results obtained did not affect

individuals' integrity and could be reported rigorously. Likewise, when doing this, it was possible to be respectful of participants' sensitivity and vulnerability while informing them in advance about the process and purpose of the data gathered (Cohen et al., 2018).

CHAPTER IV: PEDAGOGICAL INTERVENTION

This chapter presents the two pedagogical approaches implemented in the intervention: Learning-by-doing and station rotation. It also explores visions on teacher, student, language, and the classroom environment, which collectively form the value of the pedagogical proposal. Finally, it outlines the instructional design, detailing the phases and classroom dynamics that gave structure and meaning to the intervention.

Pedagogical approaches

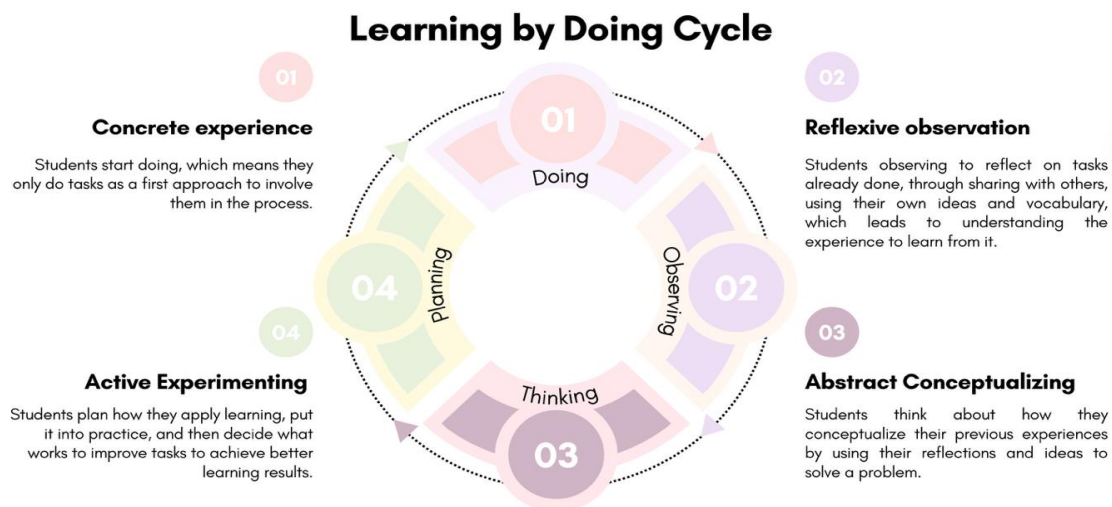
Learning-by-doing

The learning-by-doing approach is implemented as the main framework for guiding the pedagogical intervention process, owing to its ideas about how education shapes lives better both individually and collectively. The significance of “life” in education, as stated by Waks (2017), and following John Dewey’s ideas, is the starting point in understanding one's own and communities' lives in connection with learning-by-doing, which in turn implies living becomes educative itself, bringing feedback, learning from actions, and generating important life lessons. This highlights that living implies acting, and in that, interaction and communication emerge to achieve common ending, creating an experience where learners learn how to relate to others and learn from them. In this sense, experiencing is also doing, as students learn from experience by finding themselves in new situations to improve prior actions as a way of personal growth.

In line with this, it is essential to highlight how learning occurs through experience. Bruce & Bloch (2012) point out that learning-by-doing is a pedagogical process in which learners engage in hands-on, creative activities to learn, allowing them to make sense of new experiences to solidify knowledge. Moreover, activities must permit students to experience their local environment and, in turn, apply them in their real lives for significant learning. Likewise, learners make a progression shift in the tasks, initially as observers and later as creators, which means that gradually, tasks increase their complexity, assuming more responsibility and independence in the activities. Even though the activity in this model is part of doing, it is not enough for learning, as students' reflections on their processes and experiences also extend learning.

Figure 1

Learning-by-doing cycle



Note. Original work based on *Experiential Learning Theory* by Kolb (1984); the definitions of each phase are a personal interpretation derived from the article written by Sharlanova (2004).

This pedagogical approach is complemented by addressing a learning cycle exposed in Kolb's (1984) *Experiential Learning Theory*. On that account, the current research

project is based on four phases, which encompass the Kolb cycle, aiming to improve teaching and encourage active learners by involving them at the center of the learning experience. As Sharlanova (2004) outlines, the cycle embodies Concrete Experience, Reflexive Observation, Abstract Conceptualizing, and Active Experimenting, accompanied by four learning processes, as exposed in the previous Figure 1. It is worth mentioning that this learning cycle is cyclical, revealing the significance of experience by making connections between each of these phases.

Station rotation

Station rotation is another pedagogical approach applied that incorporates different learning modalities, transforming the conventional learning and teaching dynamic in the classroom. According to Fulbeck et al., (2020), station rotation is a personalized learning approach that allows teachers to improve their instruction by integrating students' needs, talents, and strengths, fostering engagement and motivation. Furthermore, the model facilitates comprehension of distinctive instructions, decision-making, and, in turn, promotes students' reflection and ownership, as the classroom organization implies that students rotate in groups among different station activities. This requires following some criteria to adapt the approach, such as dividing the class into groups, rotating at least two stations with a minimum duration of ten minutes, and using digital instruction.

Furthermore, station rotation enhances students' abilities in creating by facilitating their exploration of learning processes through various activities. For Soselisa et al., (2019), the approach is a learning method where the teacher meets the students' learning needs, and from there, they are involved in class, learning with enthusiasm, and even willing to complete their tasks. Likewise, varied activities allow students to explore and interact with

different materials, helping them find alternative ways to learn, which develops autonomy, participation, and enjoyment in the classroom. Moreover, collaborative learning is fostered by interacting with partners and materials to generate understanding of a concept. In this sense, the teacher becomes a guide in these learning processes, aiming to have students' creativity reflected by allowing them to decide how to present and perform their projects.

Established on previous aspects, the next step is to see how station rotation is implemented in the current classroom. In essence, the model is especially known for being used in elementary schools, but by adapting it for every high level, students may experience varied learning modalities, regardless of the subject or age. While it is true that one of the stations should have technology, it could be challenging due to the accessibility of resources; for this reason, the teacher can adapt the stations according to the classroom and students by combining a teacher-led and offline station (Hegwood, 2025). By doing so, each lesson features at least three stations that work on a specific topic, allowing students to work on it in various ways by rotating through the stations. At the teacher-led station, all students are together, as it is designed to introduce situated vocabulary. Alternatively, at the offline stations, they are divided into groups to rotate and explore activities that focus on hands-on tasks to apply that vocabulary. For greater clarity, this dynamic is further detailed in the description of the pedagogical intervention.

Pedagogical Visions

Vision of the teacher

A pre-service teacher needs to acknowledge, amidst their learning, the significance of teaching. In this account, Freire (1997) stated that teaching should not be conceived as a transmission of knowledge; instead, teaching implies creating the conditions for building

knowledge by encouraging reflection, active participation, and questioning. Additionally, a teacher is constantly learning by explaining, listening to, and reflecting, and those who learn also teach through ideas and learning experiences. Overall, the teaching process is also related to research as a teacher is constantly questioning, seeking, and worrying to know what is still unknown, then communicating that knowledge, encouraging curiosity, and reflecting on practice to improve the educational experience.

Vision of the student

The students' active role must be encouraged by the teacher so that they shape their learning environment. Following the perspective of Neapolitan (2025), when students participate actively, the culture of a school is built and strengthened through the daily interactions and experiences. This leads to the generation of a supportive environment where students feel free to share their ideas, concerns, and express themselves, and in turn, take ownership of their learning process. In this sense, the students' involvement is determined by a meaningful environment that reflects their realities, and from there, they feel empowered to participate and share their essence through their learning experience.

Vision of language

In this vision, language is an invitation to know not only others but us and to immerse ourselves in the living heartbeat of a culture. It is captured by Brown (2018) that language is a road map of a culture that reflects the essence of people, allowing them to navigate between different ways of thinking and being. In this process, learners take their first steps into recognizing connections between language and self, in the culture they are learning, and in their own culture as a way of expressing themselves. That is, language learning shapes the student's essence because it empowers them to communicate in another

language, but above all, to know, feel, interact, and engage with the self and context, generating diverse ways in which learning is lived and experienced.

Vision of the classroom

The classroom is a special space used thoughtfully to improve instruction. In line with this, planning classroom space becomes necessary to adapt each inch to support instructional settings that include one-on-one, small, whole, and cooperative groups, as well as materials, so students feel they belong, as Diller (2008) states. Likewise, this author expresses that teachers may struggle with the space, but transforming it makes a difference in students' behavior, even with a minimal aspect, such as sitting together on the floor, the students feel that they are part of the instruction. Therefore, the classroom organization facilitates instruction and students' learning experience through the use of a space that allows for movement with purpose, cooperation with partners, practice, and working on their assigned activities by interacting with materials.

Pedagogical intervention

The pedagogical intervention aimed to promote students' self-motivation by encouraging them to really use English during their classes. However, to achieve this, the creation of tangible instructional materials was needed to allow them to experience how situated vocabulary could be learned and communicated spontaneously. To adapt these constructs, two approaches were integrated, establishing purposeful objectives. Station rotation established the dynamic structure and organization of the classroom. Meanwhile, the learning-by-doing approach guided the development of the four distinct phases that constitute the cycle.

Table 2

Phase 1: I do it as I start living the experience

PHASE I: I DO IT AS I START LIVING THE EXPERIENCE					MARCH - MAY
#	LESSONS	TOPICS	GENERAL OBJECTIVE	RESEARCH OBJECTIVE	FINAL PRODUCT
I	My name art	- Greetings - Spelling names	To strengthen vocabulary by applying greetings, spelling, and writing their names as an essential part of their identity and linguistic construction.	To observe how station rotation is understood through the use of tangible instructional materials by interacting with greetings and spelling names, and how they contribute to activating self-motivation towards English use.	To present their painted names and spells them.
II	My personal profile	Personal information	To comprehend and apply the personal information vocabulary through activities that allow answering questions, filling out a form, and socializing the information.	To examine how a collaborative environment is built by sharing and exchanging personal information through tangible instructional materials, showing the self-motivation in expressing part of their identity in a contextualized situation.	To show their personal profile poster.
III	What I enjoy or What I don't!	Hobbies	To promote the use of vocabulary related to hobbies through modeling and drawing activities that let students identify, represent, and communicate their likes or dislikes.	To identify how the material created by students spontaneously support their expression of hobbies, thereby strengthening their self-motivation by connecting with personal experiences through the use of English.	To present an item made in modeling clay and drawings of their hobbies.
IV	Let's read, draw, write, and try it.	Tongue Twisters	To identify and understand specific vocabulary based on the tongue twister through reading, drawing, and writing it, in the creation of a mini-book by reinforcing pronunciation and sharing their productions.	To notice how the Colombian context vocabulary in tongue twisters promotes the spontaneous use of English within reading, mini-book creation, and speaking exchange processes.	To introduce their mini-book and read aloud the tongue twister.

Phase 1: Every cycle began with a first step, the initial phase, titled *I do it as I start living the experience*, which was the moment when students started to engage with the tasks, not necessarily to reflect on them, but they got familiar with the act of learning-by-doing. In this sense, Table 2 presents four lessons that were proposed to gradually introduce students to the class dynamics and materials, allowing them to explore situated activities related to themselves, such as recognizing the letters of their names, and then interact with the personal information and hobbies to awaken their self-motivation through the creation of their activities. Likewise, the creation of contextualized tongue twisters was proposed to connect with their cultural experience in a particular way. This phase was a valuable

opportunity to observe and get to know students more deeply. It was here, in the early act of doing, that students started to connect with themselves and contextual activities.

Table 3

Phase 2: I reflect on my lived experience

PHASE II: I REFLECT ON MY LIVED EXPERIENCE					AUGUST - SEP
#	LESSONS	TOPICS	GENERAL OBJECTIVE	RESEARCH OBJECTIVE	FINAL PRODUCT
I	"How do you feel?" "Who We Are"	- Emotions - Personality adjectives	To promote the use of situated vocabulary related to emotions and personality adjectives through activities that support personal expression and peer-interaction.	To observe how tangible instructional materials are used during stations, facilitating ownership and communication vocabulary to express emotions, and creating brief, supportive messages.	To complete the worksheet and write a brief message to their classmate.
II	Drawing & Decorating for recognizing	Superlatives	To foster the use of superlative forms through activities that integrate writing, drawing, and personal expression, applying emotions and personality adjective vocabulary.	To identify how self-motivation strengthens students' creation of tangible materials using English by recognizing their emotions and peer recognition.	To create superlative sentences about themselves and their classmates.
III	People's roles at the school	Adjectives	To relate situated vocabulary to people's roles at school through superlative sentences and drawings, allowing students to communicate and recognize their school community in English within their context.	To analyze how authentic interaction with school staff members promotes self-motivation and significant English use through creating and socializing their works based on situated vocabulary. how	To create a sentence with the drawing and present it to a specific member at school.

Phase 2: In the second phase, which went by the name of *I reflect on my lived experience*, students entered a space of reflection. They began to look inward and recognize how emotions and personality adjectives were connected to their inner lives and their educational environment. As shown in Table 3, the phase was composed of three lessons. Starting with a shadowing exercise, a tool to assimilate another's rhythm and pronunciation by introducing emotions and personality adjectives as main topics. After that, superlatives had to be used to support the head teacher's topics by relating to the situated vocabulary. At the end, the final lesson gathered these topics to apply them to the recognition of school

staff members. This highlights that situated vocabulary was centered around individual and collective reflections, encouraging students not only to recognize themselves but to understand others.

Table 4

Phase 3: I create new experiences from my reflections

PHASE III: I CREATE NEW EXPERIENCES FROM MY REFLECTIONS					SEPTEMBER - OCT
#	LESSONS	TOPICS	GENERAL OBJECTIVE	RESEARCH OBJECTIVE	FINAL PRODUCT
I	Creating my drafts	- Personal information - Hobbies - Emotions - Personality adjectives	To guide students towards final project planning by integrating personal information, hobbies, emotions, and personality adjectives vocabulary previously worked on.	To explore how final project planning and situated vocabulary selection foster self-motivation and help them perceive English in a meaningful manner for expressing themselves.	To create two drafts with keywords or short sentences, one for personal information and the other for their secret friend.
II	Feedback & practice	- Individual feedback - Guiding questions for presentation	To accompany students in the final project consolidation through feedback and organizing ideas for the interactive journal presentation.	To identify how pedagogical support and guided questions strengthen self-motivation by interacting with the teacher and partners through the use of English to prepare the final project.	To consolidate the content information for the final project and practice speaking for a later presentation.
III	Creating my learning experiences	- Designing the interactive journal - Writing a secret friend message	To guide students in the production of their final project through the creation and use of tangible instructional materials to organize information about an interactive journal, and write a message to their secret friend.	To examine how the creation of tangible instructional materials and writing personal messages encourages self-motivation towards English use, showing situated vocabulary ownership and active participation in the final project.	To create a sentence with the drawing and present it to a specific member at school.

Phase 3: Then, in the third phase, called *I create new experiences from my reflections*, it was when students began to understand the power of reflection to be then transformed into creation. As exposed in Table 4, three lessons constituted this phase. The starting point was to introduce the final project content and development through a presentation that led to doing drafts, answering guided questions, and finally creating their interactive journal, along with writing a letter to their secret friend, which was accompanied by feedback to support students' learning process. In this way, students were supposed to

transform their personal information, emotions, and personality traits in life through creative crafts as a tangible reminder of what they have learned but also integrating who they are and how they recognize themselves.

Table 5

Phase 4: I live my experience by doing and learning




PHASE IV: I LIVE MY EXPERIENCE BY DOING AND LEARNING					OCTOBER-NOV
#	LESSONS	TOPICS	GENERAL OBJECTIVE	RESEARCH OBJECTIVE	FINAL PRODUCT
I	Living my personal experience	- Presentation of the final project - Sharing messages	To encourage students' presentations through interactive journal expositions and sharing messages by fostering meaningful communication and showing their essence across creation and creativity.	To analyze how interactive journal presentation and revealing a secret friend across messages strengthen self-motivation by using situated vocabulary, and expressing themselves spontaneously through their own creations of tangible instructional materials.	To present their final project by interacting with the journal and subsequently to read the secret friend message.
II	Starting my new learning experience	- Providing feedback - Final reflections	To close the pedagogical intervention, providing general and individual feedback about their learning processes, where students feel recognized and valued by sharing their reflections to improve educational experiences.	To examine how feedback and final reflection about project experience contribute to students' self-motivation, strengthen spontaneous English use, and reinforce situated vocabulary ownership through thank-you cards and interactions.	To provide feedback, give Halloween thank-you cards to each student, and then listen to the reflections.



Phase 4: In this final phase, *I live my experience by doing and learning*; students presented what they had learned by connecting with their real lives through the use of English. This phase was shaped for two lessons as presented in Table 5. In the first lesson, students presented their interactive journal and read the letter to their secret friend, which incorporated previous topics they had explored through various stations. In the second lesson, a gratitude, feedback, and reflective space was created to consolidate this learning experience. In this sense, students' presentations showed their learning journey through their creative essence, where feedback and reflection were not the endpoint; instead, students could connect back to a new concrete experience, leading to the next new cycle.

CHAPTER V: DATA ANALYSIS

This chapter analyzes the findings obtained throughout the pedagogical intervention. By doing so, data collection from the instruments is systematized and compared by using a methodology to identify categories and subcategories. This is to construct a theoretical explanation that allows for answering the research question.

Data Analysis Procedures

To undertake the data analysis procedures, grounded theory and color coding were applied. Glaser and Strauss (2006) state that grounded theory is based on the collection and analysis of qualitative data, and from this, the discovery of new information emerges. Under this view, the information is constructed by discovering categories and subcategories through examining and comparing the systematized data, providing explanations, applications, and interpretations about the subject of study. Moreover, color coding was employed as a visual tool to support qualitative analysis. According to Saldaña (2013), color coding makes “codable moments” by highlighting noteworthy passages or quotes. This allows the classification of similarity coded to create and review categories through repetitive patterns of actions.

Categories of Analysis

Based on the previous perspective, color coding served as a visual aid for organizing, comparing, and analyzing emerging patterns. This helped identify the categories and subcategories, drawing on the collected data in the instruments as established by the grounded theory.

First Category: Instructional practices and the significance of materials in EFL Classroom

The current category encompasses instructional practices and tangible materials used in the classroom to support English use, guided by station rotation and learning-by-doing, describing the practices performed through the various procedures implemented for teaching. Likewise, it reflects on how students experienced and understood the methodology, leading to active learning, hands-on application of knowledge, individual learning styles, and the incorporation of English. Moreover, it emphasizes the significance of resources employed in the project as a pedagogical function, contributing to students' ownership of learning. In this sense, it examines the interaction between external factors such as activity designs, instructional practices, and materials, and in turn, inner factors such as the disposition toward student commitment to their own learning.

Subcategory 1: The art of teaching through instructional practices

This subcategory addresses the relevance of station rotation regarding the classroom organization. In the first instance, it was observed that transforming the classroom space disrupted the traditional arrangements by engaging students in the instruction. This practice became relevant when learners understood the aim of teaching and learning in this methodology. In addition, it was an opportunity for the teacher to improve instruction by leveraging the classroom's potential. The following field notes' excerpts outline the initial classroom state, students' reactions, and the subsequent organizational adjustments, including both the classroom layout and the change of room. This promoted the improvement of instructional practices and activities development as a necessity for adaptation.

Classroom Organization

I begin to organize the room, placing the first station in front of the board to introduce the situated vocabulary, and put about 10 desks in the center. On the left side, I place station number two with two groups of desks six on one side and seven on the other. On the right side, station number three has 7 desks, and the other girls will do the activity on the floor.

Students' reactions

The girls enter the classroom, and comments like "¿Qué vamos a hacer hoy?", "¿Qué son esas cosas tan bonitas?" and "¿Por qué está organizado el salón de esta manera?" can be heard.

Field Notes #5: Classroom Observation

Date: April 2nd, 2025.



Classroom Organization

I remember that we changed classrooms, so I left a sign in English in the room where we usually had class, informing them that the English class would now take place in room 203. Two students arrived and helped me finish organizing the room, which ended up with two large tables on the sides and one at the back, forming a U shape.



Field Notes #7: Classroom Observation

Date: April 9th, 2025.

Once the classroom organization was incorporated, this led to establishing a methodology for rotation through the different stations by emphasizing the significance of engaging with the teacher and students. Before starting the first station, greetings were usually exchanged through classroom greeting signs, and then they set the date in a flip calendar. This created a daily routine, emotional connection, participation, involvement in the English learning environment, and internalization of vocabulary, as shown in the field notes. In turn, these expressions corroborated the spontaneous English application, based on Sarracino's (2023) suggestions regarding the consistent use of the target language, thereby reinforcing interaction with it.



Field Notes #7: Classroom Observation

Date: April 9th, 2025.

The girls start coming in one by one as we greet each other. **I notice that most of them already say the greeting in English and actually do it.** I also notice that some of them now use greetings different from the first bump, which is the first one that appears on the greetings poster board and the one they usually choose.

Field Notes #8: Classroom Observation

Date: April 21st, 2025

The class begins around 7:50 a.m. I greet them and tell them to step outside the classroom and line up.

This time, during the greetings activity, I noticed an increase in the use of the **"hug"** greeting. In general, the students point to it, say it, and actually do it. After they are seated, I say "3, 2, 1" and they complete the phrase: "Let's do and rotate to live the experience."

Then I move on to the flip calendar, and **one girl says in Spanish, "Teacher, I want to set the date."** She sets it, and I ask her, **"What is today's date?"** She replies in Spanish, "I'm not sure," and seems a bit nervous. I tell her to read the date, and she does. Then I tell her in Spanish that to answer fully, she can say: "Today's date is...," and then she says the whole sentence in English.

Field Notes #18: Classroom Observation

Date: May 28th, 2025

As the time gets closer, I realize **I don't have the Classroom Greeting Signs or the flip calendar** because they were stored in the locker, and the teacher hasn't arrived yet. So, for the girls arriving, I ask them in English if they remember the greeting sign. They don't understand, so I say something like, "Remember when I say go out to the classroom? And there's a board where you choose a greeting?" Some of them get it and say, "Ahh si, yo, teacher," and **they start telling me: fist bump, high five, hug, and dance.**

Once they're all settled, I ask one student, **"What is today's date?"** and she answers exactly as it is on the calendar: "Wednesday, May 28th, 2025." I ask another girl, and she answers the same, even though the calendar wasn't physically there.

Next, the methodology was described, reflecting the station rotation and the influence of learning-by-doing on the pre-service teacher. The first station was designed to introduce the situated vocabulary and explain the topic. There, all the students were sitting on the floor, creating an interactive and participative space. Also, special material was created in each lesson to support instruction and the learning experience as reflected in the field notes. This aligns with Kumar's (2017) view that the function of materials in instruction arouses students' interest when the material is contextualized. Likewise, the data from the interviews confirmed this practice and, in turn, revealed how lesson planning organization, explanations, and creativity encouraged active participation and a significant learning environment.

Field Notes #13: Classroom Observation

Date: May 7th, 2025

During the explanation, I hold some cards in my hand, and the girls start saying, **"Me, teacher, me!"** even though they don't know what it is yet. Since there were only ten cards, some students didn't get one. I ask, "Who has this hobby?" One girl hesitates, so I tell her, "Read the hobby," and she does. Then I invite her to the front to write a sentence using her name, followed by something like "really enjoys spending time on electronic devices." I tell other girls to use "I really love..." **Three students decide to complete their sentences with things like, "She really enjoys reading books by Mendoza," "I enjoy traveling to (around) the world," and "I love drawing people."**



Bien, súper chévere porque están los materiales, la organización que tú nos pones, cómo nos explicas, que nos ayudas a participar; o sea, como que lo que no entendemos, nos lo explicas.

(Student 20, Interview, September 8th, 2025)

Me gustó cómo tú nos tratabas, me gustaron todas tus clases, cómo tú lo explicabas, y tú eres una persona que sabe explicar; y si uno se equivoca, tú nos corriges o nos enseñas más.

(Student 3, Interview, October 21st, 2025)

Me gustó harto tu creatividad, tu forma de enseñar. ¿Cambiaría algo? No. Me gusta todo tu trabajo.

(Student 23, Interview, September 1st, 2025)

Eh, el interactuar con nosotras. O sea, pues en que te reúnas con nosotros como para poder explicarnos las cosas mejor y eso. Que no es como las otras docentes o practicantes, que solamente es como dar la clase, dejar tareas y ya. No. Tú, digamos, como que interactúas o, si tenemos alguna duda, nos ayudas, y, pues siento que tienes mucha paciencia al hacer como cada detalle de la actividad o al tener más paciencia con nosotros, porque pues no somos un curso fácil, la verdad.

(Student 24, Interview, September 22nd, 2025)

Following that, the process continued with the next two stations where the previously provided situated vocabulary was applied. There, the tangible instructional material was designed to differentiate between stations 2 and 3; each station included steps to guide students in using materials that supported the activities. This practice tended to support clarity in the activities, in turn, involved students in that explanation, as evidenced in the field notes. It is worth noting that the appearance of instructional materials changed throughout the cycle to ensure greater visibility as a pedagogical adjustment to meet students' needs. Another important factor was students' impressions regarding the rotation through stations. From the perspective of Soselisa et al. (2019), this demonstrated the influence of the stations, which increased motivation and engagement through a variety of activities, facilitated content comprehension, and acknowledged the dynamic nature of physical movement.

Field Notes #11: Classroom Observation - Date: April 30th, 2025

Then I begin explaining the second station, since in the previous class, we only covered Station 1 of the Situated Vocabulary. I ask a **student to come to the front to demonstrate an exercise**. I start by reading the steps. Then I move on to the activity explanation, which is in pairs, and ask the girl, "What is your name?" "How old are you?" among others, and then she answers: "My name is..." "I am...". And I explain to the class how they should write the response on the worksheet after listening to their classmate: "Her name is..."

Then, **another student wanted to come to the front to read the third station**, and I supported the explanation. After that, I play the song, and they organize themselves into the stations.



Bien, es entretenido.
—¿Sí? ¿Qué es lo que más te llama la atención?

—Como el cambio de las estaciones; o sea, como cada estación tiene alrededor de una misma temática, pero son diferentes actividades.

(Student 19, Interview, September 1st, 2025)

Pues, divertido porque nos movilizábamos y no nos quedábamos solamente en un puesto quietas, sino que caminábamos y dialogábamos a veces.

(Student 4, Interview, October 21st, 2025)

Eh, por estaciones me parece súper chévere. Me sentí súper cómoda porque por estaciones es como que se aprende más, ¿me entiendes? O sea, no es todo un tema en una sola explicación, sino que son dos actividades por separado y es más fácil. (Student 15, Interview, October 21st, 2025)

Eh, pues se siente muy chévere porque como que tú lo haces más interactivo, y eso hace que dé más interés por hacer las cosas. Y, pues, las cosas son sencillas, son fáciles de entender y las haces muy chéveres. (Student 7, Interview, October 21st, 2025)

Las estaciones me han hecho entrar muchas veces en razón y, pues, me parecen muy divertidas. Cuando nos pones retos difíciles, como el tiempo, y cuando pones la canción y se para, haces las cosas más divertidas. (Student 1, Interview, September 24th, 2025)

Finally, and equally important, there was a fourth station dedicated to sharing completed activities in the previous stations, where students presented their work to their classmates. This practice was implemented to develop speaking and listening skills, but above all, to use English through different students' forms of expression. During this process, students started to acknowledge each other's work by creating a supportive environment and encouraging participation. Additionally, they began to build confidence to express themselves in English, as shown in the field notes and interviews. It should be noted that this station was solely conducted in the first phase due to time constraints in subsequent classes; for that reason, other speaking exercises had to be adjusted as part of the activities at the previous three stations.

Field Notes #11: Classroom Observation - Date: April 30th, 2025



Once all the girls had rotated through the two stations, I played the song again, asked them to form a circle, and placed Station 4 on the floor. I asked who wanted to start presenting their "My Personal Profile" exercise. No one raised their hand, so I decided to ask in Spanish. Then, **two girls raised their hands and began**. After that, **the two girls who usually don't like speaking in English volunteered**. The first one spoke very softly at first, so I asked her to speak louder. **One of her classmates said in Spanish, "Don't worry, no one is going to make fun of you here, we're all learning."** I congratulated her for saying that, and then the two classmates continued.

Bien, porque pues nos hiciste varias actividades en las que interactuamos con nuestras demás compañeras, así no hablaremos mucho con ellas y pues si sacas el lado del inglés que no muchas teníamos y conocíamos.

(Student 13, Interview, October 21st, 2025)

Es algo súper, súper chévere, y pues, sin embargo, es donde, cuando nos ponen en grupitos y así, o sea, interactuamos más con otras amigas, con otras compañeras que a veces no teníamos, ¡sí! Tanto diálogo así, por decirlo, compañerismo, y eso nos une más como grupo y como curso. ¡Sí! Nos ayuda a expresarnos mejor. Y pues, me encanta porque las actividades no es siempre que hagamos algo fácil, sino hagamos algo difícil, como para pensar, como para poder tener, no sé, desarrollar más nuestro conocimiento. (Student 10, Interview, September 1st, 2025)

Subcategory 2: The Influence of Tangible Instructional Materials on Language Learning

This subcategory aims to reveal the influence of learning-by-doing and the tangible instructional materials as facilitators of the learning process. In this sense, the contribution of tangible instructional materials allowed students to create a final tangible product in each lesson, creating a connection between English learning and hands-on experience. In light of Falcão & Price's (2010) perspective, the use of tangible materials supported students' understanding through the physical objects' interaction that enabled them to create and, in turn, express themselves. As highlighted by the learning-by-doing approach, the significance of students' progression in task complexity determined the responsibility for activity development. In this regard, the art of doing was reflected in the different artifacts created by students during the cycle.

The next artifacts showed how following English instructions and modeling clay allowed the creation of a tangible object. This highlights that students were able to execute a step-by-step process in English to complete a task. Given that a contextualized vocabulary was taught, students associated the item with a hobby. Likewise, students' interviews revealed a connection between hands-on activities and learning, which increased motivation and interest. Also, the data showed how these activities served to interact, in turn, to speak, enabling the expression of complete sentences in English about what they were doing. This indicates how hands-on activities helped to use English in contextualized situations, supporting understanding and speaking, but above all, how the art of learning occurred through a meaningful experience.



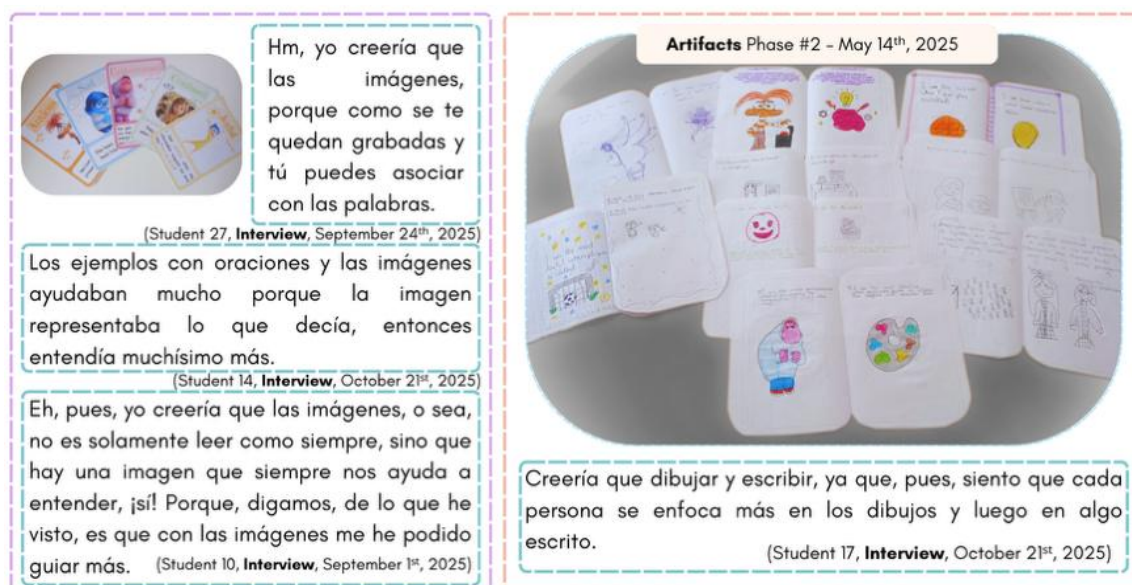
Additionally, a tongue twister activity with Colombian culture vocabulary was implemented to improve English fluency. The activity consisted of copying the tongue twister, for them to become familiar with the words, and then saying it aloud. At this point, students personalized the cover with their own drawings, which indicated an association with situated vocabulary and an attempt to understand the tongue twister's idea, as revealed in the interview as well. This highlighted that the activity, besides facilitating pronunciation, also offered an understanding of what they were saying.



On the other hand, a progression of tangible instructional materials to support teaching was evidenced, using images but also adding complete sentences. This practice

was useful for improving students' comprehension of complete sentences, memory, and autonomy since it guided their own learning. Likewise, students increased the complexity of the activities gradually by integrating textual and visual production. This suggested that students processed the content actively by creating their own image and sentence, and in turn, showed they connected hands-on exploration, understanding, creativity, and writing, strengthening their personal expression and situated vocabulary association.

In line with this, the subsequent data confirmed Ojating & Ojating's (2022) outlook regarding the purpose of the tangible instructional material. For instance, some flash cards' design acted as a bridge for students between guidance and creation.



To consolidate the influence of tangible instructional materials on language learning, two significant variants were identified. Firstly, students' production of the final tangible product during the cycle was paramount. In this sense, crucial findings were drawn from the final students' interviews, in which they stated their experiences with the interactive journal activity. Evidence showed that the activity enhanced the use of situated

vocabulary by providing opportunities to practice and strengthening students' confidence in using English. Consequently, active learning encouraged a creative and reflective process as a means of expression through interaction. It was noteworthy that the interaction was mediated by situated vocabulary learning, the creation and connection with the tangible product, and speaking, which led to the use of English.

These perceptions were consistent with Ryan and Deci's (2000) arguments about identified and integrated regulation in extrinsic motivation. Students' effort and autonomy were reflected in the development of the task, but most importantly, they recognized that the task's value addressed their needs, goals, and values.



Artifacts Phase #4 – October 15th, 2025

Sí, porque con el journal aprendí mucho y pude usar más mi vocabulario y tener fe en mí misma.

(Student 3, **Interview**, October 21st, 2025)

Me gustó muchísimo lo del journal, la actividad, porque, digamos, no era como que algo normal, como de nada más escribir las cosas que nos gustaban, sino que también tocaba interactuar y, pues, eso fue muy chévere porque como que uno pensaba más y todo eso.

(Student 7, **Interview**, October 21st, 2025)

Lo que más me gustó de esta clase fue la actividad del journal, que interactuamos mucho y, pues, muy chévere, porque nosotras mismas pudimos decorar nuestra caja sin instrucción; bueno, con instrucciones, pero pocas, y, pues, fue chévere porque nos ayudó a desarrollar más el inglés.

(Student 13, **Interview**, October 21st, 2025)

The second notable variant observed was a gradual change in the elaboration of tangible instructional material by the teacher. For instance, as reported by participant 13, there were minimal instructions in the interactive journal development, so it was not necessary to create tangible instructional materials to guide the activity. This indicated a progression in English instruction comprehension during the cycle. The previous instructions included many details, and afterwards, they became more abstract and concrete

while presented on slides. This revealed that students grasped concepts with less tangible and detailed assistance by having internalized situated vocabulary. Moreover, the data revealed that the pre-service teacher could reduce her reliance on tangible material creation for explaining instructions. There, the key point was that the tangible instructional material became a bridge to promote students' use of English.

Second Category: Self-Motivation as a Path to Ownership and Emotional Engagement in EFL Classroom

This category examines how, through the use of tangible instructional materials, self-motivation became a core factor in students' ownership of learning in English, and identifies what prompted them to engage emotionally in the classroom. In the EFL classroom context, self-motivation enabled students to assume a more active role in their learning. This meant that students established a relationship between the content and the real-life environment and applied situated vocabulary in an authentic context. Furthermore, this core factor was reinforced by emotional and social factors, including teacher support, peer interactions, and a collaborative learning environment.

Subcategory 1: Experiencing Self-Motivation towards Ownership Learning

This subcategory reviews the influence of self-motivation according to Zhuang's (2023) proposal, in which extrinsic motivation was manifested through external sources such as tangible instructional materials, prompting desire to learn. Intrinsic motivation was evident in students' engagement with the activities, thereby leading to a sense of ownership of learning.

To start exemplifying this, material appearance was a crucial technique from the initial classes, prompting students' self-motivation. During the beginning of this research project, specifically in the speaking section of the diagnostic test applied which contributed to the statement of the problem, the data provided relevant information to begin making decisions, guide, and enhance the pre-service teacher's teaching methods for the benefit of the students. As exposed in the first field notes, this was a motivating external factor for them, and its design encouraged greater commitment to completing the exercise and captured their attention. Even a short dialogue between partners evidenced spontaneous code-switching interaction, showing curiosity and worry about a classmate's performance, in turn, confidence or satisfaction. Likewise, in the second field notes entry and students' interviews, the data indicated that the material aroused curiosity and interest in learning. A fact that could be interpreted as an intrinsic motivation stimulus because students were attracted by the way the material was presented, besides being a unique factor in the class.

Field Notes #3: Classroom Observation - Date: March 26th, 2025



The head teacher arrived and put a grammar exercise on the board. Students had to complete the sentences with a verb in the present simple. Meanwhile, **I started the speaking exercise**. I went to the back of the classroom and began calling the girls one by one. At that moment, **some students volunteered to do the exercise**. I noticed that they were constantly looking back, probably because it was a new exercise for them. When I finished the exercise with each girl, they were ready to move on. I also noticed that around half of them said **the box I had brought was very pretty**, and when I opened it, **they made surprised gestures**. After a student's speaking test, she asked her friend, "**¿Cómo te fue? ¿Good?**" and she replied, "**Sí, good, good.**"

Sí, el material es, como te digo, el toque especial que da tu clase y ese material no nos hace ver siempre las mismas letras aburridas y las mismas hojas, sino que con los dibujos, los colores, todo lo que nos pones a hacer; es algo impresionante.

(Student 10, **Interview**, September 1st, 2025)

Field Notes #7: Classroom Observation - Date: April 9th, 2025.

Another girl, upon seeing the materials I have on my desk, tells me: "Profe, ¿por qué haces todo ese material para nosotras? ¿Cómo haces para crear tantas cosas y hacer ese material tan lindo y diferente?"

Me sorprendió que nos tuvieras mucho, muchísimo material para poder aprender más, y aprendimos mucho.

(Student 11, **Interview**, October 21st, 2025)

In line with this, intrinsic motivation was evidenced in students' engagement; it was not only because the materials and dynamics captured students' interest, but also because they found the activities meaningful and enjoyable. Through students' responses a gradual progression in confidence and willingness to participate was shown, reflecting personal and

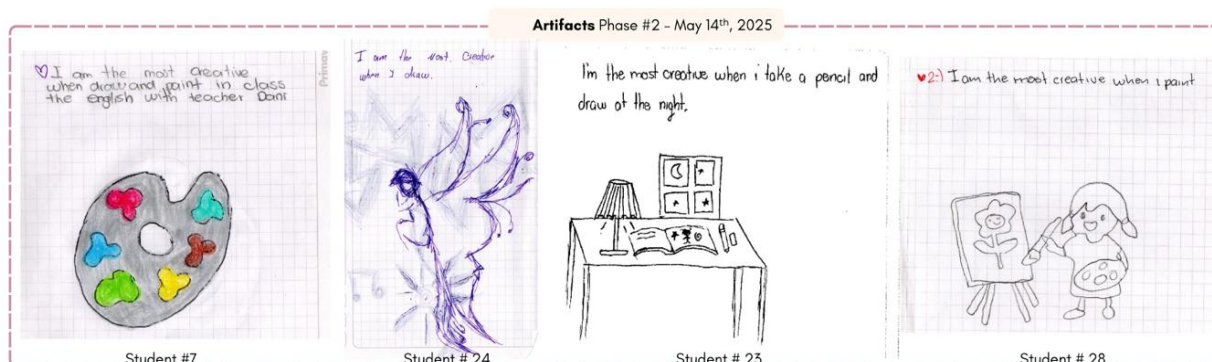
academic growth. This indicated ownership of learning English because learners demonstrated awareness of their own habits and attitudes toward participation despite stepping out of their comfort zone. This practice helped to shape their perception of themselves as active learners and led to a connection in both participation and material as a bridge to learning English.

Eh, pues, lo de participar en clase... pues no soy una niña a la que no le gusta participar casi, porque lo acepto. Yo no soy una niña de expresarme tanto, pero, las veces que he pasado, sí me ha gustado; y, pues, a veces lo hago voluntariamente, aunque me acojo porque me salgo de mi zona de confort, por decirlo así. Entonces, eso es súper bien; o sea, nos ayuda más. (Student 10, Interview, September 1st, 2025)	Yo creo que sí, porque antes no participaba tanto en clase de inglés, ya que no entendía; pero, con los materiales didácticos, es mejor. (Student 18, Interview, October 2nd, 2025)
Mmm, sí, porque, pues, también es porque la clase me gusta. Porque, digamos, yo no soy una persona que participe mucho en las clases; normalmente soy muy callada. Pero en esta clase, me gusta participar y creo que también ha sido por las actividades. (Student 19, Interview, September 1st, 2025)	Sí, sí, y a entender más y, pues, a participar más, y eso porque normalmente, yo nunca participo en inglés ni en otras clases. Pero en inglés ya voy participando más, y, además, ya conozco y he ampliado mi vocabulario en inglés, ¡y es chévere! (Student 25, Interview, September 1st, 2025)
Eh, pues, sí siento que he participado más, porque antes no hablaba, ni pasaba, ni nada. Y sí me ayudó, porque hay términos que yo no conocía, hay cosas que tampoco, y, pues, ya conocemos un poquito más. (Student 15, Interview, October 21st, 2025)	Sí, porque, pues, antes yo nunca hablaba en clase, y ahora lo hago más o menitos. (Student 21, Interview, October 21st, 2025)

On the other hand, the following students' interviews showed a recognition of learning styles through artistic, interactive, and hands-on activities, while acknowledging learning English. These practices enabled them to engage in knowledge construction by manipulating and integrating writing and speaking skills. Additionally, creative activities fostered a greater sense of ownership of learning, as students perceived that their ideas and productions had significant value in the educational process. This means that students' ownership was strengthened when they used English to express themselves and participate in the collective knowledge construction.

Pues las de, digamos, la plastilina, esas actividades; las de pintar, escribir y también las que tú haces, como actividades para interactuar y también para hablar. Y, pues, eso también ayuda a que uno entienda un poco más. (Student 7, Interview, October 21st, 2025)	Eh, todas me han ayudado harto, porque no solamente es como la única de estar solamente hablando, sino que también es la de mostrarnos más cosas; de mostrarnos, eh, por decir así, cosas como artísticas y hacer muchas actividades artísticas. Y me gustó mucho. (Student 4, Interview, October 21st, 2025)
Pues, todas nos han marcado, por decirlo así, nos han traído un conocimiento nuevo. Eh, cada actividad es algo diferente, y eso es lo que más me gusta a mí. Por mi parte, lo que más me gusta es que cada estación o cada cosita tenga un toque propio de lo que estamos viendo, un toque que lo hace ver divertido, ¿sí? Y, pues, eso me ha parecido es súper chévere; es algo diferente a lo que siempre hacemos acá, y eso es algo que tu clase lo hace muy especial. (Student 10, Interview, September 1st, 2025)	
Hablar. ¿Por qué? Porque algunas palabras no las sabía pronunciar y ahora sí. (Student 11, Interview, October 21st, 2025)	El speaking, de hablar y eso, eh, también, como la de la plastilina, que era hacer como las obras artísticas. (Student 27, Interview, September 24th, 2025) El de escritura y el de plastilina. (Student 28, Interview, October 21st, 2025)

Another point to consider was the ownership of situated vocabulary in the students' productions. In the artifacts, it was observed that they used the situated vocabulary studied in class to express personal experiences. The most important aspect was that students reflected on how they learnt, and it was through the same hands-on activities while integrating English writing. This indicated a perception about creativity as an integral part of the learning process, which implied students' ownership of learning by deciding how to engage, what to write, and how to apply situated vocabulary. In this sense, when students related their prior knowledge, interests, or personal experiences in English with enjoyable activities, learning became significant.



From this point, a noteworthy pattern emerged in strengthening students' self-motivation. The next interviews demonstrate that intrinsic motivation was driven by a personal desire to learn outside the classroom. In line with this, ownership of learning English was expressed through the use of apps, practicing English with a family member, listening to music, and planning to enroll in courses to attain understanding on their own accord, without the need for grading or a reward.

Sí, sí, sí, varias veces. Pues bueno, uno de mis tíos habla mucho inglés y he intentado practicar con él; entonces, él me está ayudando en mi proceso.	A veces, pues yo escucho música en inglés, pero siento que, con estas actividades, sí me han ayudado más a entenderlas y a buscar más canciones y así.	Sí, porque a principios de año, cuando tú llegaste, yo no tenía Duolingo, y pues lo instalé. Ya llevo como 108 días de racha.	Sí, porque me di cuenta de que podía entender, o sea, si me esforzaba, podía comprender y eso. Entonces, como que sí me llamó la atención. Y ahora estoy en un curso, así que primero tengo que terminar el curso de español y después sí le voy a decir a mi papá que me inscriba en inglés, para entender mejor.
(Student 1, Interview, September 24 th , 2025)	(Student 24, Interview, September 22 nd , 2025)	(Student 13, Interview, October 21 st , 2025)	(Student 16, Interview, October 21 st , 2025)

To sum up, self-motivation was clearly manifested in individual growth, on one's own initiative, and pleasure in learning, where no longer was an external factor, but from within. In the next field notes entry, students' self-motivation was presented as academic curiosity and readiness to pursue opportunities outside the classroom, and this fact was reflected in students' interviews with their enrollment in extra-curricular courses. Students transformed their initial interest into concrete action, showing ownership of learning.

Field Notes #6: Classroom Observation - Date: April 7 th , 2025			
I handed out a sheet with a song's lyrics to some students, and one of them asked if there is an English course at the Pedagogical University for her because her mom wanted to know. I told her I would give her the information later, because honestly, I didn't know. [...] At the end of the class, the girl came back to ask for the information, and another girl said she also wanted to know. I told them I would bring the information on Wednesday.	Yo ya he comenzado inglés porque estudié acá y me llamó mucho la atención. Yo estudio en el American School Way; mi papá me inscribió, y pues fue por ti, porque me motivaste.	Sí. Ahorita estoy estudiando en un instituto por eso. - O sea, digamos, ¿crees que esta clase te dio...? - Sí, como ese impulso. Sí, sí.	
Sí, incluso ahorita estoy estudiando en la Universidad Pedagógica los sábados, y además, en esta clase he aprendido mucho y me ha servido.	Sí, pues esta clase me ayudó. En este momento estoy en una universidad de inglés, y también me ayuda mucho esa universidad. Acá, o sea, lo que tú estás enseñando me dio motivación para aprender más inglés en la universidad donde estoy ahorita.		
(Student 27, Interview, September 24 th , 2025)	(Student 4, Interview, October 21 st , 2025)	(Student 23, Interview, September 1 st , 2025)	(Student 25, Interview, September 1 st , 2025)

Subcategory 2: My Emotional Connection Through The Learning Experience

This subcategory provides insights into how the emotional component was fundamental to the learning process. As stated by Odanga (2018), an autonomy-supportive environment is crucial for promoting a teaching and learning environment by strengthening inner motivation for learning desire. In this sense, the teacher's emotional support was crucial to meeting students' needs and encouraging their active participation. To support this, Student #16 noted that when there was confidence, patience, absence of judgment, and engagement in risk-taking, their participation increased, emphasizing that it was not solely

because of the tangible instructional materials. Moreover, this finding demonstrated that the error was no longer considered negative; instead, it became a learning opportunity.

Sí, porque como que el material, como que, o sea, no es como el material en sí, sino como la confianza que tú me das de que si me equivoco, pues como que me corriges y me ayudas, ¿sí? ¿Me entiendes? Es como que no me siento juzgada. Entonces, como que puedo intentarlo sin temor a sentirme juzgada, que no lo hice bien.

(Student 16, Interview, October 21st, 2025)

Additionally, spontaneous expressions of appreciation emerged during some activities, indicating active learning, self-motivation, and a sense of ownership in social and emotional growth. The data from the artifacts and the interviews showed that students recognized the value of their own learning and, in turn, of the teaching process. This reflected the impact of ongoing emotional support on their learning path. A social and emotional growth behavior showed empathy, recognition of the support received, and self-assessment of their learning. Furthermore, English was used in this situation as a mode of expression through reflective and emotional communication, showing that they were applying learned knowledge in their context. These spontaneous expressions were a self-motivation indicator, because they valued the learning environment due to intrinsic interest rather than in response to external requirements.

Artifacts Phase #2 - May 14th, 2025

Student #19

Artifacts Phase #4 - October 15th, 2025

Student #15

Artifacts Phase #4 - October 15th, 2025

Student #2

Transcription Artifact Phase #4 - October 15th, 2025

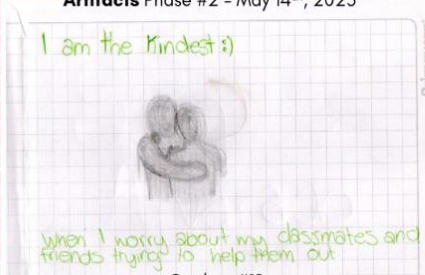
Bueno, esto lo digo en español. Miss Daniela, espero que gracias; todo por todo tu acompañamiento en este momento con todas las de 7B. En parte de mí, te agradezco por enseñarme mi vocabulario, y no solo eso, sino también mi pronunciación; como tú sabes, no es muy buena. Gracias a ti, estoy aprendiendo un poco más. Mi experiencia ha mejorado. Tus actividades me encantaron, eran muy divertidas. Y no solo eso, sino que nos ayudaste mucho en nuestro acompañamiento, en ser más compañeristas entre nosotras. Te agradezco por todo lo que has hecho y has dicho de nosotras; no solo eres una persona, sino que has tenido mucha paciencia, y eso lo agradezco. Eh, agradezco mucho que estés con nosotras.

Student #1

No, todo me gustó; todo estuvo súper bien: tu actitud, los materiales, la disposición de la clase y la paciencia que nos tenías. Todo me gustó.

(Student 20, Interview, October 21st, 2025)

Consequently, social and emotional growth were connected with learning mediated by a collaborative learning environment. This was evidenced in the following artifact, in which Student # 19 used English as a tool to communicate feelings and values, and learning English became meaningful. This highlighted the presence of a classroom climate in which English was used to encourage empathy and peer support. Likewise, the interviews indicated that when they were supported, included, and emotionally secure by their classmates, they felt involved in collaborative learning English, despite the activities proposed being individual in each lesson. As a result, self-motivation and social and emotional growth were crucial to establishing a connection in both language and collective-collaborative learning experience, in which the same community encouraged confidence, motivation, and learning.

Artifacts Phase #2 - May 14th, 2025  I am the kindest :) When I worry about my classmates and friends trying to help them out Student #19	Que cuando intentábamos hacer algo, o sea, éramos como compañeristas, siempre nos ayudamos mutuamente y siempre hay ese apoyo para cualquier compañera que está mal o no se siente incluida. (Student 7, Interview, October 21st, 2025) Bien, pues sí; aunque algunas cosas no las entendía, pues con mis compañeras, ellas como que me ayudaban y así. Y pues, cuando yo te llamaba, tú también me ayudabas; entonces, bien. (Student 8, Interview, October 21st, 2025)
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Third Category: Exploring Myself Through the Use of English

The category at hand demonstrates how English use was promoted through situated vocabulary learning as a means of constructing meaning within students' personal experiences. Additionally, the progressive integration of grammatical structures was crucial for organizing and applying the vocabulary. This experience describes their learning by engaging in activities that allowed them to act and discover themselves through the learning-by-doing approach. To achieve this, Kolb's Experiential Learning Theory cycle

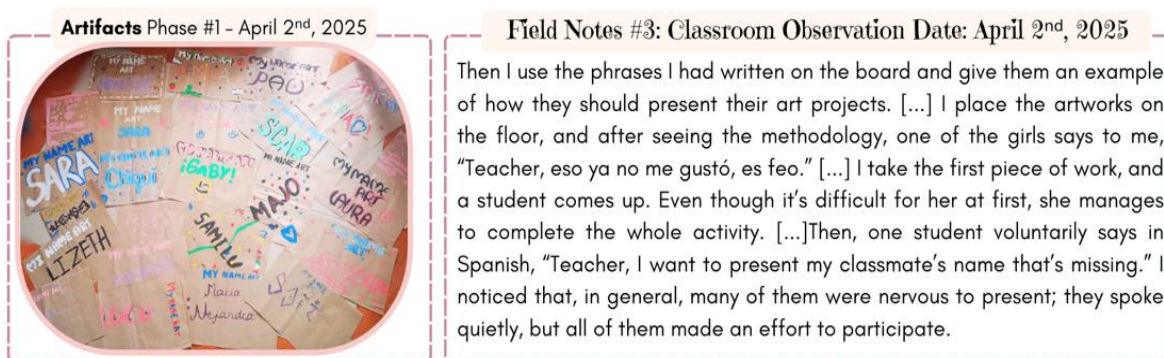
was fundamental, as stated by Sharlanova (2004). On the other hand, subtle attempts at spontaneous English use were exposed throughout the students' learning process.

Subcategory 1: Growing Through English

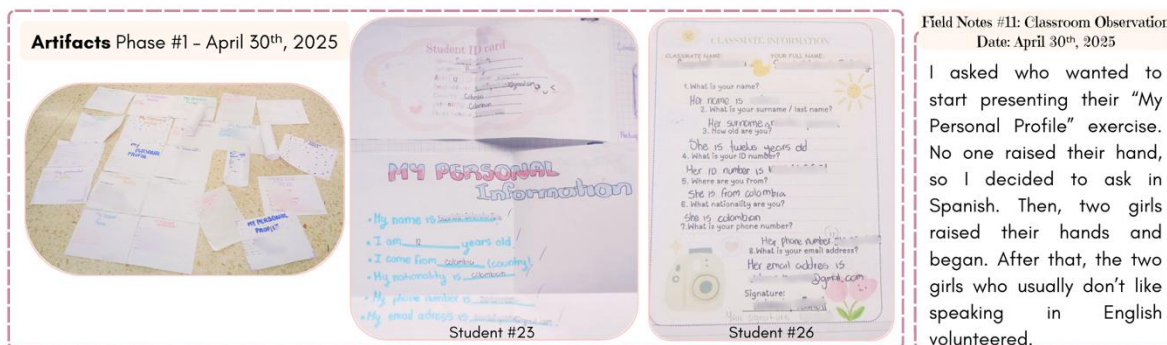
This subcategory portrays how, through various activities, a progressively more meaningful use of English was observed. The incorporation of situated vocabulary learning, linked to students' personal information, encouraged a more authentic use of English. As Santos et al. (2016) stated, it was important to connect tangible instructional materials with situated vocabulary by practicing English in real-life situations to allow the students to express themselves. By identifying the content as their own, learners were able to participate actively in interacting with the language.

To introduce the first phase, the art of doing was guided by diverse tasks that were not primarily intended for reflection, but rather to facilitate initial exposure to using English. The opening lesson aimed to help students recognize the letters of their names as a familiar and meaningful context by linking English to prior experiences. According to Cooper et al. (2017), using and knowing students' names fosters recognition and ensures students feel valued and identified, which leads to belonging and engagement in the classroom. In the following data from the observation, the practice of previously written sentences on the board to present the activity worked as a bridge to use English and interact with their immediate experience, as a gradual process of association and appropriation. However, the initial exposure to speaking in public using English was a clearly defined transition process for overcoming insecurity and initial resistance, as they were not

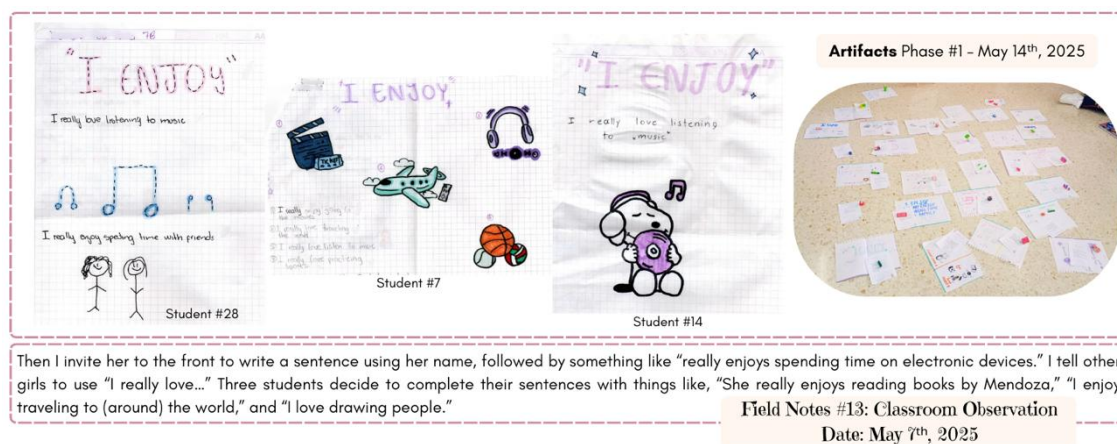
accustomed to this practice. Nonetheless, despite the challenges, students completed the activity, and some of them volunteered, which highlighted adaptation to the dynamic and ownership of learning.



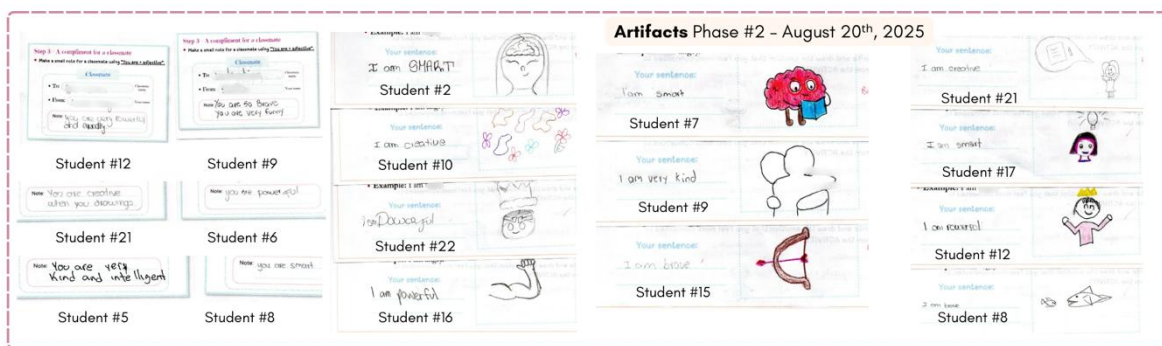
In the second session, students not only provided information about themselves, but also gathered classmates' personal information by filling out forms. The grammar structures emerged through the use of the present simple with the verb to be and possessive pronouns to complete the classmate's information. The situated vocabulary was applied in questions and forms to give language in meaningful contexts and align with each student's experience, as revealed by the artifacts. Likewise, the data showed that participation and confidence increased. This fact revealed the application of vocabulary and grammar in a contextualized situation by strengthening pronunciation, recognizing, and using vocabulary such as numbers, email characters, nationality, and so on, showing active use of language to fill out and present personal information.



In the third lesson, students demonstrated an advance in their learning ownership by creating their own sentences related to hobbies using the present simple with lexical verbs. Initially, learners had to write the title "I enjoy" or "I don't enjoy" and draw one hobby; however, they decided to write a sentence or sentences using the adverb of degree "really" and the verb "love" or "enjoy" previously introduced in the first station, as shown in the artifacts and field notes. This aligns with Richards' (2000) perspective of teaching words in context, not individually, to help students understand their use and then apply them. Thus, students not only observed grammar structures, but they also used them to communicate and demonstrated the ability to transfer and apply learned vocabulary in their context. In this sense, producing sentences independently implied taking a risk to use English, and in turn, drawings supported production and understanding.



In the second phase, there was reflection; however, it manifested not merely as a repetition of topics but as a process of transformation, transposed into a new context: emotions and personality adjectives. As noted in the artifacts, the verb to be was used again, this time as a basis for communicating messages using personality adjectives, reflecting an emotionally charged and personal sense, addressed to both their classmates and themselves. Thus, grammar structure and drawings were transformed into a tool to understand situated vocabulary and express recognition and self-concept, which allowed students to emphasize meaning in relation to what they aimed to communicate.



Then, progression was observed in the use of the verb to be toward the integration of the present simple with lexical verbs and superlatives. The superlatives incorporation, along with emotions and personality adjectives, enabled the expansion of sentences while applying the vocabulary to one's own experiences and those of their classmates, as shown by the data in the artifacts. Also, grammatical errors were evidenced, such as the pronoun omission, mistakes in attempting to use the verb in the *-ing* form, or in forming the superlative; however, students were able to convey their messages. This exercise showed how grammar and situated vocabulary stopped being isolated elements and became a means for expressing emotions and experiences, situating English in a meaningful context.



In the third phase, students had to conceptualize their previous experiences by reflecting on and then conveying them through an interactive journal. Despite not having enough time to guide this process as originally planned, students showed consolidation of the situated vocabulary already covered, especially personal information, as exposed by the artifacts. Likewise, the activity allowed students to broaden their ideas and new situated vocabulary, supported by grammar rules through speaking skills to express themselves in an authentic English context. Thus, it was reflected how students solved this activity through their own creations and organization of ideas. Also, the ability to express or support ideas non-verbally was demonstrated through drawings to strengthen the connection between meaning and using English verbally.



The transcription of the data in the artifacts showed the consolidation of the fourth phase, in which students applied what they had learned through a speaking and interactive exercise. As observed, students used short sentences or specific words accompanied by drawings to present their information. This practice proved that through speaking, they completed information by applying grammar rules. The most solid aspect was the use of the present simple with the verb to be to express personal information, such as age, email address, and phone number. In terms of nationality, there was an effort to start expanding their vocabulary and integrate descriptions and personal opinions, linking the language to her cultural identity. Likewise, there was an expansion in the present simple with lexical verbs and a strong grasp of superlative usage. This highlighted a need to expand vocabulary to express oneself with greater depth and variety, which, in turn, revealed some grammar, prepositions, verb form errors, and so on, demonstrating ongoing English exploration.

Subcategory 2: Spontaneous Initiatives in English

This last subcategory discusses how spontaneous language could have been expressed naturally during the final phase. As proposed by Garrett (2021), part of the language arises naturally when the environment provides relevant inputs, and on that basis, students enable mental connections to communicate their ideas. Thus, the interactive journal activity yielded insights into how spontaneous language developed from prior processes across the different lessons and served as environmental input to activate and communicate English spontaneously.

The interactive journal's purpose was to promote the use of English by drawing on students' own creations and interaction through their tangible instructional materials and the application of situated vocabulary. In accordance with Christie's (2013) view,

spontaneous language emerges when students' creativity is encouraged, and they take risks to use English in authentic communicative contexts through targeting language management with visual aids and context management. In this sense, the interactive journal video presentations showed some spontaneous language patterns.

Artifact Phase #4 – October 15th, 2025

[...] I like animals. In my case, I have four /prat.kɪt/ (parakeets), and your cat, your cat. I /par.kɪt/ (parakeet) and cat. Em... I really like my hair. I also love, I think, the /pɪk.tʊr/ (picture). I like collecting family memories. [...] I also like /meɪk up/ (makeup) [...].

Transcription Student # 1



While the video format could allow some students the possibility of using a script, their simultaneous interaction with the image and the information spoken was significant. This demanded that the students constantly related what they were saying to what was being shown, which promoted understanding and a willingness to take risks with English. The previous transcription data revealed an example of a pattern of effort to produce English spontaneously, showing initiative despite errors such as pronoun confusion, syntactic structure errors, verb omission, and challenges in English phonological production. This indicated spontaneous attempts to use English by practicing and experimenting with pronunciation and sentence construction through speaking.

Additionally, the context management allowed the development of the current situation and encouraged students to speak, express their opinions, react, and actively use English. In line with this, the following data shows how that practice led to the identification of some spontaneous factors. Some pauses and hesitations were detected such as “*eh...*,” “*I don’t know...*” and repetitions “*I, I,*” self-corrections and reformulations, repetition of ideas and structures, and grammar errors. This indicated how, through their

own creations, students were able to organize their ideas and were motivated to express themselves naturally.

Artifact Phase #4 - October 15th, 2025



My favorite soccer team is Barcelona, and I like the player Hector... I don't know... And... My favorite singer is Olivia Rodrigo. I like this singer because she's so creative and brave. And... This is a song album, and this is Olivia. She is Olivia Rodrigo. And this is Snoopy, and I don't know... This is my journal. I like this activity so much, super fun, creative, and I like these activities because are so funny. I don't know... And this is my journal. Bye.

Transcription Student #23



I really enjoy play... eh... playing the drums because I don't know. I, I love rock music. I really like reading because when I'm reading, my mind is imagine other universe. Ok, I really, really enjoy drawing and write poetry because I don't know, my mind is relaxing. I am the most, ehh... I am the kindest person when the people talk to me. And... I am the most creative when I'm drawing or, or I am writing because my mind is flying in the universe.

Transcription Student #25

Clearly, each student experienced spontaneous language in different ways, in which the material and interaction acted as bridges that encouraged them to begin producing attempts to speak naturally. In line with this, as the next student's response indicated, the interactive journal activity promoted a reflective process and a break with previous mechanical practices, serving as a trigger to generate one's own creations, think, and develop spontaneous production, although still in the early stages.

Me costó la del journal, no solamente porque la hice a contratiempo, sino porque no te lo presenté bien y no pude hacerlo bien como quería.
 ¿Por qué no pudiste hacerlo como querías?
 Porque, eh, pues yo venía de mi otro salón. A mí no me, no nos enseñaban así, ni hablar, sino que solamente la profesora nos ponía una página por Google y ya. Eso era. Entonces, uno lo rellenaba y, a veces, cuando a uno le quedaba mal, pues uno ponía y ya, o el mismo Google se lo hacía a uno.

(Student 4, **Interview**, October 21st, 2025)

CHAPTER VI: CONCLUSIONS

In this closing chapter, the conclusions emerged from the data analysis are presented to answer the research question and verify their connection to the objectives. Likewise, the implications outline the study's contribution to English teaching, the school, participants, and the role of the teacher-researcher. In the same line, the limitations present the factors

that influenced the scope of the study. Ultimately, further research proposes new research areas that could build upon this study.

Conclusions

This research study examined how the creation of tangible instructional materials, along with the employment of situated vocabulary, promoted seventh-grade students' self-motivation to use English in the EFL classroom. Thus, self-motivation's role connected the inner and external students' learning environment, highlighting the significance of connecting English with students' real lives.

In accordance with that, the students' self-motivation and encouragement emerged from extrinsic motivation. Through students' engagement in a variety of activities, the two types of extrinsic motivation were achieved. Identified regulation was reflected in enjoyment and interest in developing the assigned activities, and integrated regulation was permeated by students finding activities connected to their personal experiences, which generated a desire to learn. Likewise, an autonomy-supportive environment was revealed in the use of empowering language, which allowed students to acknowledge themselves and their peers. From that point onward, an emotionally supportive environment developed through students' confidence and personal growth, as it was reflected in their messages of appreciation for teaching, and empathy in the collaborative English learning environment. In this regard, a construction of the students' selves was strengthened through personal growth and empathy by considering English meaningful, which allowed them to express themselves in each activity and convey its essence.

In light of the above, students' self-motivation was also influenced by the two pedagogical approaches selected. The influence of the station rotation methodology, its

dynamic physical movement, and time management activated students' curiosity, participation, dynamism, and peer collaboration, which in turn led them to perceive themselves as the main actors in their learning. Similarly, the learning-by-doing approach allowed students to explore diverse hands-on activities to solidify English knowledge gradually and, in turn, recognize their learning styles. In this sense, self-motivation increased as each approach provided a strategic way to the learning process, which helped students connect with themselves until they took ownership of their own learning, so that it not only stayed within the classroom, but also transcended it.

Notably, placing vocabulary learning within tangible instructional materials through students' creations had a subtle effect on spontaneous English communication. In this context, the interactive journal activity served as the environmental input that enabled students to make mental connections to express their ideas. This reinforced the situated vocabulary practiced during the intervention, allowing students to demonstrate it through their simultaneous interaction and association between vocabulary and their own tangible creations. The spontaneous use of language was evident in drawing on the acquired situated vocabulary, which encouraged attempts to use English naturally by searching for new vocabulary, taking risks, and in which mistakes provided opportunities to practice English spontaneously.

Implications

The implications of this project for English teaching permitted the identification of dynamic, participative, and contextualized pedagogical practices to familiarize students with the use of English in an EFL classroom. Furthermore, it was recognized that beyond teaching situated vocabulary or grammar rules, it opened pathways for alternative ways to

think, feel, live, and reflect about learning experience. Therefore, English teaching represented a way of engaging with both English culture and one's own culture, in which each word and grammar structure acquired significance by being incorporated into meaningful experiences that connected students with their real-life environment. Also, it enabled the creation of a supportive English learning community in which learning occurred individually and collectively.

Regarding institutional implications, this study left a collection of significant contributions that extended beyond the specific EFL classroom intervention. The methodology applied served as an example of pedagogical practice to integrate active and collaborative learning by prompting a rethinking of the classroom as a dynamic space for interaction, engagement, self-motivation, knowledge construction, and ownership of learning. On the other hand, the assigned interactive journal activity became a reference resource for the head teacher that continued to be used within the school, this time as part of the English day. Additionally, a blog (see annex 7) was created to document the entire pedagogical intervention, from planning with its objectives to carrying out activities with materials created by the teacher and seventh-grade students to inspire, guide, and support continuous improvement in English teaching in the school. This created a space for shared learning within the institution, where the pedagogical practice could be observed, adapted, and enhanced by other teachers.

As for the students, this qualitative research project carried significant implications for their personal and academic growth. Self-motivation became a core component of their English learning by participating actively and assuming a leading role in the learning experience within and beyond the classroom. However, the most important implication of

promoting self-motivation was the internal drive that enabled them to reflect on and trust themselves and discover new ways of learning and expressing themselves in another language. Also, it fostered a collaborative learning environment among classmates, in which students understood the importance of helping and listening to each other. Alternatively, this practice aligned and complemented with an institutional principle exposed in P.E.I. (2022) through its vision and mission, in which creativity was fostered and expressed through self-motivation, drawing on students' own creations.

Lastly, throughout the teacher-researcher's process, the creation of personalized teaching materials was significant in identifying a personal teaching interest and, in turn, in addressing and proposing solutions for an educational issue. This practice was a reference by incentivizing and inspiring students to create their own material by revealing their talents through the learning experience. Furthermore, this qualitative research left considerable satisfaction by leaving a lasting mark on students that went beyond the classroom, in which they felt connected to themselves, enjoyed learning, and fostered empathy among themselves.

Limitations

The practice execution during pedagogical intervention was affected by institutional adjustments. The unexpected institutional commitments and two schedule adjustments during the intervention process, especially in the third and fourth phases, reduced the implementation time to less than one hour per week due to their interference with the pre-service teacher's university commitments. This issue altered the classes development, the students' feedback process, and with the intervention as originally planned.

Another practical constraint of the project involved classroom organization. At first, about twenty minutes were available before classes began to set up the space and materials for the stations. However, when early start was not possible, the chairs stayed in their usual row arrangement, which required extra time to reorganize the classroom and adapt it to the methodology. This limited instructional time at both the beginning and the end.

Further Research

Along these lines, self-motivation combined with station rotation and learning-by-doing approaches could extend this research to the context of reading in an EFL classroom. This may allow participants to experience literature by constructing meaning through their own voice and dialoguing with their peers. Also, this could provide an opportunity to foster readers who interact with culture and texts while actively reinterpreting and reinventing their reading practices and could be expressed through an artistic creation. Moreover, it opens an opportunity to apply this methodology to different school grades, in which the tangible instructional material would become a bridge to approach the texts. In this manner, the present study concludes by proposing these insights for future research.

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ANNEXES

Annex 1 - Informed consent

 UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Ministerio de Educación</i>	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

_____, identificado con C.C. ☐ C.E. ☐ No. _____, expedida en _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

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

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 2 - Questionnaire



UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGÜAS
PRAXIS PEDAGÓGICO-INVESTIGATIVA: PROYECTO



Cuestionario

El propósito de este cuestionario es conocer información acerca de ti con el objetivo de brindarte un mejor acompañamiento en tu proceso educativo. Por favor, responde las siguientes preguntas que aparecen a continuación. Si tienes alguna pregunta, no dudes en hacerla. Gracias.

1. ¿Cuál es tu nombre? _____

2. ¿Cuál es tu edad? 

3. ¿Con cuál género te identificas?

Femenino  Masculino  No binario  No quiero responder 

4. ¿En qué barrio vives? _____

5. ¿Con quién vives? _____

6. ¿Te gusta estudiar en un colegio femenino? SÍ  NO 

7. ¿Cuáles de estas actividades disfrutas hacer en tu tiempo libre?

~ Puedes marcar varias opciones

Pasar tiempo en dispositivos electrónicos  Escuchar música  Leer 

Hacer deporte  Dibujar  Salir con amigos  Viajar 

Ir al parque  Ir a comer  Ir al cine 

Otro(s): _____

8. ¿Cuáles de estos dispositivos electrónicos tienes en tu casa para realizar tus tareas?

~ Puedes marcar varias opciones.

Computador  Tablet  Celular  Ninguno 

Otro(s): _____

9. ¿Cuentas con conexión a internet en casa? SÍ  NO 



10. ¿Consideras que el inglés es actualmente importante en tu vida?

SÍ ☐ NO ☐

11. ¿Tomas clases de inglés además de las que recibes en el colegio?

SÍ ☐ NO ☐

12. ¿Te gusta la clase de inglés de tu colegio? SÍ ☐ NO ☐

13. ¿Cómo te sientes frecuentemente en tu clase de inglés del colegio? – Escribe

14. ¿Cómo prefieres trabajar en tus clases de inglés?

Solo ☐ En grupo ☐

15. ¿Te gustan las actividades propuestas en tu clase de inglés del colegio?

SÍ ☐ NO ☐ ¿Cuáles? _____

16. ¿Te gustaría que tu salón de clase estuviera decorado con materiales en inglés?

SÍ ☐ NO ☐ Me es irrelevante ☐

17. ¿Cuáles de estas actividades te interesaría realizar en tu clase de inglés de tu colegio? ~ Puedes marcar varias opciones.

Dibujar ☐ Pintar ☐ Crear diseños con plastilina ☐

Construir maquetas ☐ Música ☐ Ninguna ☐

Otro(s): _____

¡GRACIAS POR TU COLABORACIÓN!



Annex 3 - Diagnostic Test



UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
PRAXIS PEDAGÓGICO-INVESTIGATIVA: PROYECTO



Diagnostic Test

El propósito de este diagnóstico es conocer tu nivel de inglés y, de esta manera, brindarte un mejor acompañamiento en tu proceso de aprendizaje en esta área.



Listening

1.1 Listen and complete the information about the character.

1.1 Escucha y completa la información del personaje.

— — — — —

◀◀ || ▶▶

Character information

- Name: _____
- Age:
- Favorite color: _____
- Favorite food: _____
- Favorite activities: _____
- Phone number: _____

1.2 Listen to the instructions and draw Minnie's strange teddy bear.

1.2 Escucha las instrucciones y dibuja el extraño osito de peluche de Minnie.

Teddy bear



Name: _____

Date: ____/____/____



Reading and Writing



2.1 Read the text and then answer the questions.

2.1 Lee el texto y luego responde las preguntas.

Minnie Mouse's Daily Routine

Minnie Mouse is a friendly mouse with a special daily routine on Valentine's Day. In the morning, she wakes up early and stretches her arms and legs. After that, she takes a shower, wears her favorite pink bow, and has hot chocolate and slices of bread for breakfast.

After breakfast, Minnie cleans her house. She sweeps, mops the floors, and does the dishes. Then, she goes to school and makes lovely Valentine's cards for her friends.

In the afternoon, Minnie prepares for Valentine's Day. She decorates her home with pink balloons, roses, and lots of hearts. She also makes delicious chocolates for her friends. At night, she has a fun party with Mickey, Donald Duck, and Pluto. They share treats and enjoy music!

Minnie loves her Valentine's Day routine—it's full of love and fun!

2.2 Write your answers in complete sentences.

2.2 Escribe tus respuestas en oraciones completas.

1. What does Minnie wear in the morning?

2. What does Minnie do after breakfast?

3. What does Minnie decorate for Valentine's Day?

4. Who is coming to Minnie's Valentine's Day party?

5. Why do you think Minnie makes Valentine's cards and chocolates for her friends?

Speaking



Describe the bear.

1. How many fingers does the bear have?
2. What color are the bear's face?
3. Does the bear have eyes? How many?
4. What is the bear wearing on its body?
5. What can you see on the bear's body?

Speaking

1. What is the favorite breakfast for the bear?
2. What does the monster use to decorate his house for Valentine's day?
3. How would you decorate your own castle for Valentine's Day?



Annex 4 - Field note 1

Field Notes #1: Classroom Observation

Date: March 12th, 2025

5 minutes to follow the given instructions. Then, the head teacher starts with some body movements for the girls to follow, using instructions like: hands up, hands down, hands in front, etc. More than half of the students do the exercise while the others watch their classmates. After finishing the exercise, they pray the Our Father, but only a few voices are heard afterward.

15 The head teacher distributes exams with their grades on routines that were done in the previous class. It consisted of a simple sentence in Spanish that they had to translate into English. It can be seen that around 20% pass the evaluation. Afterward, the teacher tells them to study the flashcards about routines in groups for the next evaluation. The students form some groups, while others work alone. Then, the teacher calls the roll to check which students are missing to review the homework about the flashcards. She manages to call about five girls who hadn't submitted the homework; two hadn't done it, and of the other three, she calls each one to review their work and check the vocabulary. The way of reviewing is by

31 showing them the flashcards of routines written in English, and they have to say the corresponding routine in Spanish. If they don't know it, the teacher tells them in Spanish.

36 While the head teacher reviews the homework with each student, it can be observed that the other girls, approximately 30%, review and do the same exercise as before. They look at the flashcards and translate them into Spanish. For example, the flashcard says: 'I eat lunch,' and they say: 'Yo almuerzo.' One student, who decides to study alone, looks at her notebook and reviews. The rest of the students do other activities, such as talking about topics unrelated to the class, looking at their phones, or simply sitting and thinking.

49 Then, the teacher finishes reviewing the three students and begins explaining the verb structure. It's important to note that the explanation is given in Spanish. She tells them to organize the rows and be quiet. She mentions that when talking about routines, the verb to be is no longer used, and that they will learn the simple present tense. Sentences are written on the board such as: I wake up, I wash the clothes, I kiss my mom, I fix my car, I fly in a plane, I do my homework, I go to the house. Then she talks about the third person and gives examples such as: she washes the clothes, he wakes up, Rossie fixes her car, the dog kisses its babies, Philip plays soccer, etc., and explains the rules for when to add (s) or (es) depending on the verb. During the explanation, the teacher constantly tells the students to be quiet, as there are always voices talking. She moves one girl to another seat, as she is the one who talks the most in class. After moving, the girl makes expressions of displeasure and takes very few notes in her notebook. At the end, the teacher reminds them that they need to study for the evaluation.

Annex 5 - Interview

Interview questions

1. ¿Me puedes contar un poco sobre tu experiencia como profesora de inglés de esta institución?
2. ¿Qué crees que es necesario para mejorar la enseñanza y el aprendizaje del inglés en tu contexto educativo?
3. Teniendo en cuenta el proceso de aprendizaje de las estudiantes, ¿crees que la aplicación de los estándares y derechos básicos de aprendizaje se ve reflejado en los programas y contenidos de la institución?
4. ¿Tiene el inglés un papel importante en el colegio?
5. ¿Cómo percibes la relación en cuanto al inglés entre tus estudiantes de séptimo B?
6. ¿Les gusta trabajar en grupo?
7. ¿Qué aspectos tienes en cuenta cuando estás planeando las clases?
8. ¿Qué metodología usas en tu clase de inglés?
9. ¿Qué aspectos tienes presente a la hora de escoger los recursos que vas a usar durante tu clase?
10. ¿Cómo evalúas a los estudiantes?

Annex 6 - Field notes

Field Notes #3: Classroom Observation

Date: March 26th, 2025

43 The head teacher arrives and puts a grammar
44 exercise on the board. Students have to
45 complete the sentences with a verb in the
46 present simple. And in the meantime, I start

Field Notes #4: Classroom Observation

Date: March 31st, 2025

11 exercise, the teacher reviews the grammar
12 exercise that was assigned in the previous
13 class. She makes a comment about why they
14 don't do their homework and gives them an
15 evaluation so they can complete it.

Field Notes #6: Classroom Observation

Date: April 9th, 2025

Description

1 The class starts around 7:50 a.m. The teacher
2 greets them in English, then proceeds to
3 explain in Spanish the rule for verbs in the
4 present simple tense to correct the evaluation
5 exercise from the previous class. She calls
6 some girls to the board to write the verbs
7 from the exercise and determine which ones
8 take -es or -s.

Field Notes #10: Classroom Observation

Date: April 25th, 2025

5 away without saying anything. After they
6 settle in, the teacher tells them they have a
7 quiz on routines. She gives them a sheet with
8 about 20 routines in Spanish, and they have
9 to write them in English.

Field Notes #14: Classroom Observation

Date: May 12th, 2025

Description

1 The class starts around 7:50. The head teacher
2 greets the girls by saying, "Good morning, how
3 are you?" and two of them reply, "Fine, thank
4 you." She tells them that today they will learn
5 how to use "do" and "does" in questions and
6 answers. She writes sentences like "Do I do the
7 homework?" or "Do they do their homework?" and
8 uses other pronouns as well. She explains
9 everything only in Spanish.

11 Then, she gives four answer choices, such as:

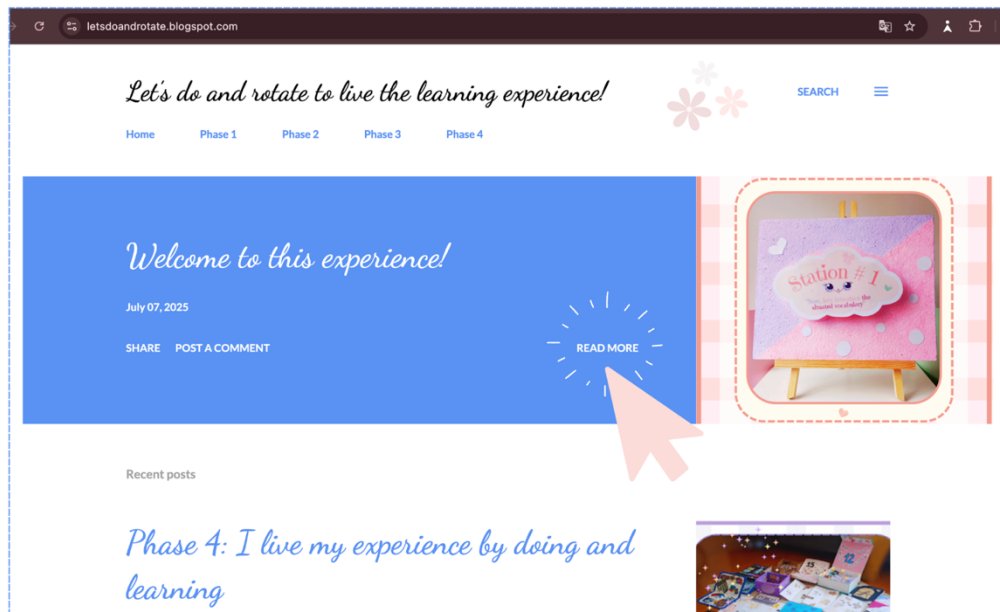
- Yes, I do.
- Yes, I do the homework.
- No, I don't.
- No, I don't do the homework.

18 Next, she assigns an exercise in which the
19 girls must complete other sentences using *do*
20 and *does* and write the four possible responses
21 for each. While they work on the exercise, I

41 After that, the teacher asks in Spanish, "If
42 you want to come to the board and complete the questions
43 using *do* and *does*?" Two girls raise their hands,
44 come up, and respond, since many others
45 weren't doing the exercise. Lastly, the teacher
46 assigns homework, tells them the topic will be
47 assessed, and ends the class.

Annex 7 - Blog: Pedagogical Intervention

Here you will find the purpose of the blog and the classroom organization.



Now, within each phase, you will find the corresponding lessons organized in a detailed chart that outlines the objectives of the pedagogical intervention. Additionally, you will see the materials used and created at each station.

Phase 1: I do it as I start living the experience

Lesson #1				
PEDAGOGICAL INTERVENTION - PHASE I				
PHASE I: I DO IT AS I START LIVING THE EXPERIENCE		MARCH - APRIL		FOUR LESSONS
LESSON 1	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: • Wednesday, April 2nd and 9th, 2025.	SELF - MOTIVATION • Classroom greeting signs • Expressions to say "hello" and "good-bye" • Ask: how about you? • Spell your name	LISTENING • To start the act of learning by doing without a deep reflection through the activity "My name art". • To relate and remember the greetings and alphabet through a contextualized environment. • To motivate students through their names to connect part of their identity with the class.	GRAMMAR • To recognize greetings through audio and have students participate in the dialogues. • To know different expressions to say hello and good-bye. • To use the expressions to practice with classmates and spell their names. PRONUNCIATION • To practice alphabet pronunciation	STATION 1: Start interacting with personalized greeting signs and listen to the audios to identify diverse expressions to say "hello" and "good-bye". STATION 2: Practice the alphabet to spell your name. STATION 3: Make the activity "My name Art". STATION 4: Time to share the expressions and their activity.
TIME: • 05:00-00				
MATERIALS: • Station rotation signs • Greeting signs • Flashcards around alphabet • Tampers, paint, brushes and paper.				

Here's a look at the materials I used in Stations 2, 3, and 4!

For this station, I presented written dialogues along with audio recordings using different greetings. The audio acted as one speaker, and students responded and followed the dialogue based on what they heard. Then, we used alphabet materials to practice spelling their names.



In this station, each student socializes and shares their artwork with the whole class.



Phase 1: I do it as I start living the experience

Lesson # 2

PHASE I: I DO IT AS I START LIVING THE EXPERIENCE			MARCH - APRIL	FOUR LESSONS
LESSON II	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: Wednesday, April 25th and 30th, 2025. TIME: 05:00-00 MATERIALS: Station rotation designs Student ID card Worksheet to fill in personal information about classmates. Flashcards about personal information of their classmates. Number cards from 11 to 20 Markers of paper	SELF - MOTIVATION Students make a connection with the situated vocabulary and their actual personal information of their classmates.	• The act of learning by doing is presented through their personal information represented in a poster made by themselves. • To interiorize the personal information by being related to their personal data. • To drive students to establish an association between their personal information and their learning process. • To integrate the English skills so that students can start spontaneously using them with their personal information.	GRAMMAR • The use of possessive adjective to question and answer for a personal information. WRITING • To write simple sentences to complete the personal information of a classmate through questions. SPEAKING • To show and present their profile poster using the information expose. PRONUNCIATION • To practice numbers and common symbols in an email address.	Station 1: Introducing the personal information vocabulary, numbers 0 - 20 and common symbols in an email address. Station 2: Complete the personal information through a student ID card and then fill in the information of a classmate. Station 3: "Making my personal profile poster". Each student will create a poster with their personal information. Station 4: Share their posters with all the classmates.

For the explanation, this material was used.

Phase 1: I do it as I start living the experience

Lesson #3

PHASE I: I DO IT AS I START LIVING THE EXPERIENCE			MAY	FOUR LESSONS
LESSON III	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: Wednesday, May 7th and 14th, 2025. TIME: 03:00-00 MATERIALS: Station rotation designs Hobby images Hobby signs Ten cards, each with an item to guess the hobby. Markers Sheets of paper Modeling clay	SELF - MOTIVATION Students start to consider what they enjoy doing or don't enjoy doing in their free time.	• Hobbies: Spending time on electronic devices, listening to music, reading, practicing sports, drawing, spending time with friends or family, going to the park, going out to eat, going to the movies, and traveling. • Learning by doing allows students to create shapes with modeling clay and drawings to express their hobbies. • To link the situated vocabulary based on the questionnaire applied. • To establish a personal connection that is familiar to them to make the learning process meaningful and express themselves. • To use English skills to allow students to communicate their interests in English and make learning feel enjoyable.	GRAMMAR • The verb enjoy is followed by gerund -ing- and is used so students can express themselves. WRITING • Write a sentence to answer the question: What hobby do you think this item represents? SPEAKING • Students use some expressions to present their activities. PRONUNCIATION • To practice hobbies vocabulary pronunciation	Station 1: Start presenting the vocabulary hobbies. Station 2: Pick a card of an item related to a hobby, make it in modeling clay, and guess what the hobby is. Station 3: Represent what they enjoy doing or don't enjoy doing through drawing. Station 4: Time to share their item made in modeling clay and drawings.

Phase 1: I do it as I start living the experience

Lesson # 4

PHASE 1: I DO IT AS I START LIVING THE EXPERIENCE		MAY	FOUR LESSONS
LESSON IV	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES
DATE: Wednesday, May 24th and 28th, 2025. TIME: 03:00:00 MATERIALS: Station rotation designs Printed tongue twisters 29 mini-books crafted from cardstock Markers	SELF - MOTIVATION • Tongue twisters: 1. Rosa's Red Ruana 2. Shiny Shoes with Shakira 3. Amazing Arepas! 4. Fernanda Finds Flowers 5. Could a Colombian Cook Cookies? • Students make learning English not feel like a chore because of this fun aspect, as it motivates them to keep trying and practicing. • Students are encouraged to participate and interact with their classmates, promoting a social aspect and a supportive learning environment in class.	• Through the act of learning by doing, students will create original drawings that visually represent a tongue twister, demonstrating a personal connection to it. • To address students' need to speak English aloud fun and engagingly by using situated vocabulary and focusing on the most challenging words to pronounce and understand. • To encourage students to explore the diverse range of similar and contrasting sounds in tongue twisters. • To integrate English language skills so that students can use and improve the language in a fluent way.	LISTENING • To identify the distinct sounds present in each tongue twister. READING • Read the tongue twister aloud to get familiar with the words and sounds. WRITING • Students write the tongue twister as an exercise to recognize and reinforce vocabulary. SPEAKING • To present the cover of the tongue twister and read it aloud to improve fluency. PRONUNCIATION • It focuses on specific sounds, helping students practice challenging pronunciations and distinguish sound contrasts.



Self-assessment

At the end of each lesson, students received their own self-assessment form to reflect on their learning experience.

Self-assessment		Full Name: _____	
Class #1 → 1	Class #2 → 2	Class #3 → 3	Class #4 → 4
1. How did you feel during the activities?		2. Was the material useful for understanding and improving your vocabulary?	
1. ¿Cómo te sentiste durante las actividades?		2. ¿Te fue útil el material para entender y mejorar tu vocabulario?	
1 2 3 4		1 2 3 4	
3. How much did you enjoy the dynamic of rotating through the different stations in class?		4. How confident do you feel about using the vocabulary you learned?	
3. ¿Qué tanto disfrutaste la dinámica de rotar a través de las diferentes estaciones en clase?		4. ¿Qué tan segura te sientes de usar el vocabulario aprendido?	
1 2 3 4		1 2 3 4	

Poster Content

I created this poster to display the materials used in class and give students access to the vocabulary. To make them feel more part of the project, each student added their name to a cloud on the poster. However, the poster later fell and lost its functionality.



And that's the end of the first phase.

Phase 2: I reflect on my lived experience

Lesson # 1



PEDAGOGICAL INTERVENTION - PHASE II



PHASE II: I REFLECT ON MY LIVED EXPERIENCE		AUGUST		THREE LESSONS
LESSON I	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: • Wednesday, August 20th and 27th, 2025.	Emotions • Joyful • Sad • Embarrassed • Anxious • Confused	• To initiate the integration of experiential and reflective activities that consider students' emotional needs and personality traits. • To relate classroom topics to real-life situations so that students can identify with the content and context of learning. • To foster a supportive environment that encourages students to find a personal meaning in their learning experiences. • To apply a shadowing exercise to improve students' language skills.	READING • To read the sentences on the flashcards with rhythm and intonation, to develop recognition of key vocabulary for use in subsequent activities. WRITING • To use personality adjectives to write a brief message based on oneself and on a classmate, using "I'm + adjective" and "You are + adjective." LISTENING • To focus on the specific sentence the teacher is reading and to follow the sounds. PRONUNCIATION • To practice identifying how those adjectives are pronounced.	• Station 1: Introduce the situated vocabulary and do a shadowing exercise. • Station 2: Find the information about emotions ("How do you feel?") on the five envelopes to complete the first part of the worksheet. • Station 3: Complete the personality adjectives ("Who We Are") exercises in the second part of the worksheet, and write a brief message to a classmate.



Phase 2: I reflect on my lived experience

Lesson # 2

PHASE II: I REFLECT ON MY LIVED EXPERIENCE		AUGUST - SEP		THREE LESSONS
LESSON II	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: • Wednesday, August 27th and September 3rd, 2025.	Superlatives • Students learn and interact with the use of superlatives through emotions and personality adjectives.	• To integrate the act of drawing and decorating for recognizing themselves and their classmates, and in turn to articulate their experiences. • To develop an environment that fosters the contextualization of emotions and personality traits in real experiences. • To allow students to reflect on their emotions themselves, in order to achieve their personal and academic goals. • To create stronger and more expressive sentences through a meaningful experience.	WRITING • To write sentences that integrate emotions and personality adjectives using superlative rules. READING • To read the examples to change the correct word into a superlative form and follow the instructions to complete the activities. LISTENING • To listen to the sentences in the original form, and then have another partner read them in a superlative form to establish the difference. PRONUNCIATION • To practice saying the adjectives in order to recognize how their pronunciation changes depending on the word.	• Station 1: Explain the superlative form using the emotions and personality adjectives studied. • Station 2: Write two superlative sentences about themselves. Then, draw a picture for each sentence. • Station 3: Pick a paper with a classmate's name, decorate the medal, and write a superlative adjective for her.



Phase 2: I reflect on my lived experience

Lesson # 3

PHASE III: I REFLECT ON MY LIVED EXPERIENCE		SEPTEMBER	THREE LESSONS
LESSON III	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES
DATE: • Wednesday, September 10th, 2025. TIME: • 1:30:00 MATERIALS: • Flashcards about people's roles at the school • Worksheet with clues • Envelopes with adjectives information • Visual clouds • Sheets of paper	SELF - MOTIVATION • Creating superlative sentences about people at school using some previous adjectives. • Students acknowledge their position and the others who form the school community by addressing messages that reflect their real environment.	• To establish a connection between the act of doing by interacting with drawings and messages with others. • To apply the vocabulary within the context where the students live and interact to express themselves. • To strengthen the social and emotional connection among the community members by appreciating their different contributions. • To connect grammar topics to have a real communicative purpose in English.	WRITING • To use superlative structures through meaningful sentence creation. READING • To understand the instructions written on the board to follow the activity. SPEAKING • To present the activity to the respective school member. PRONUNCIATION • To practice superlative sentences to reinforce the topic, and they can say them more confidently.

STATION ROTATION

- Station 1: Show the different people's roles at the school using flashcards, and explain the instructions for the exercise.
- Station 2: This station is divided into six groups. Each group is assigned a different school role, and each person in the group creates two sentences.
- Station 3: Students share their sentences and drawings with the people in the corresponding roles at the school.

Stations 1 & 2



Station 3

Due to institutional activities, the session could not be completed in full, as students had to leave the class early.

Phase 3: I create new experiences from my reflections

Lesson # 1

PHASE III: I CREATE NEW EXPERIENCES FROM MY REFLECTIONS		SEPTEMBER	THREE LESSONS
LESSON I	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES
DATE: • Mon., Sept. 15th, and Wed., Sept. 27th, 2025. TIME: • 1:30:00 MATERIALS: • A presentation in Canva. • Slips of paper with the students' names. • Sheets of paper.	SELF - MOTIVATION • Personal information • Emotions and personality adjectives • Superlatives • Students engage in a draft that helps them awaken and their intrinsic motivation reflecting on their personal creation.	• To start building materials through writing that connect to their personal context and experiences. • To start applying previously learned vocabulary by adapting it to specific contextual situations. • To present information and models that support students in creating their personalized materials. • To use English as a way to express their ideas, feelings, and personal experiences.	WRITING • To write brief two drafts as a way to brainstorm and organize ideas. LISTENING - READING • To listen and read information attentively to know how clear the instructions were. SPEAKING • To share the short sentences or keywords that will be included in their interactive journal and letter to their classmate. PRONUNCIATION • To practice previous topics in order to reinforce their pronunciation.

Station 1

Unfortunately, at this station, there was limited time to explain the final project. But I outlined what students had to do and provided examples of the two project components through a presentation.



Station 2: Secret Friend Letter

Stations 2 & 3

These stations could not be completed due to another institutional commitment. Some students received slips of paper from their secret friend and had to leave the English class, so the activities were assigned as homework.

Phase 3: I create new experiences from my reflections

Lesson # 2

PHASE III: I CREATE NEW EXPERIENCES FROM MY REFLECTIONS		SEPTEMBER	THREE LESSONS	
LESSON II	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: • Mon., Sept. 22nd, and Wed., Sept. 24th, 2025.	• Check the information will be included in the final project. • Questions to help them prepare for the upcoming presentation.	• To encourage students to interact and collaborate in a social environment where they share their knowledge and recognize each other. • To apply the target vocabulary to communicate their ideas and respond to the guiding questions.	LISTENING • To listen to feedback, questions, and contributions of their classmates, demonstrating respect and learning from the other answers.	• Station 1: Introduce the dynamics of the class. • Station 2: Give feedback to the students on the draft of the keywords they will include in the final project.
TIME: • 1:30:00	SELF - MOTIVATION • Students receive constructive feedback to strengthen their confidence and guide them in incorporating information into their materials.	• To implement a collaborative activity through cell phones, encouraging student interaction by recording their answers. • To use English to communicate with their peers and express their ideas.	SPEAKING • To record an audio message with the answers.	• Station 3: Students answer guiding questions to prepare the presentation of their interactive journal.
MATERIALS: • Sheets of paper • Slips of paper with questions • One cellphone per group			PRONUNCIATION • To pronounce words and sentences in a clear way to be understood by others.	

Station 1

In this station, the board was used to support the instructions for the development of the lesson.

Station 2

This station was affected in its development because students did not do the homework that was assigned in the previous class.

Station 3

In this station, students were divided into two groups so they could answer the questions more comfortably as a group.



Phase 3: I create new experiences from my reflections

Lesson # 3

PHASE III: I CREATE NEW EXPERIENCES FROM MY REFLECTIONS			SEPT - OCTOBER	THREE LESSONS
LESSON III	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION
DATE: • Mon., Sept. 29th, and Wed., Oct. 1st, 2025.	• Design and organize the information for their interactive journals and secret letters.	• To articulate the art of doing through creations that emerge from their prior reflections. • To situate the learned vocabulary into their creations as a way of self-expression.	WRITING • To write the secret friend letter and short sentences in the interactive journal, using the drafts as a guide.	• Station 1: Present how students will rotate to create their final project. • Station 2: Create and use the materials to organize the information in the interactive journal. • Station 3: Create the letter for the secret friend and write the message.
TIME: • 1:50:00	SELF - MOTIVATION • Students begin to create their own materials, showing their expression and being true to their essence.	• To create an environment that fosters personal connection and feels engaged with the activities. • To strengthen their ability to express their experiences in English.	LISTENING • To listen to an explanation of how the class dynamic will work to create their final projects.	
MATERIALS: • Cardboards • Drawings • Boxes • Pictures • Markers				



This lesson was not implemented in the classroom due to a scheduled week of rest. Therefore, students created their interactive journal and secret friend letter as homework.



And that's a wrap for this phase!

Phase 4: I live my experience by doing and learning

Lesson # 1

PEDAGOGICAL INTERVENTION - PHASE IV

PHASE IV: I LIVE MY EXPERIENCE BY DOING AND LEARNING				OCTOBER	THREE LESSONS
LESSONS 1 - II	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION	
DATE: • Wednesday, October 15th and 22nd, 2025.	SELF - MOTIVATION • Students experience the learning process in English through the materials they created, integrating and strengthening their sense of self with motivation.	• To experience learning by doing, by sharing their materials with their classmates, and fostering a collaborative learning environment. • To apply the vocabulary in a real-life experience, by finding a meaning to communicate. • To encourage students to find a personal connection with the activities. • To use English to encourage students to express their ideas, reflections, and personal experiences.	READING • To practice reading aloud by reading the message for their secret friend. Speaking • To share personal information by speaking while using their interactive journals. LISTENING • To listen to their partners to identify for whom the secret letter is, and in class.	• Station 1: Explain how students will rotate to present the final project. • Station 2: Students give a presentation about themselves using their interactive journal. • Station 3: Students read their secret letter and reveal who their secret friend is.	

For this lesson, a video creation of their interactive journal was used to optimize presentation time, and most of the secret friend cards were read aloud in class.

Station 2

I'll share a video featuring some student projects to show how they interact with their interactive journals to express themselves.



Video



Station 3



Phase 4: I live my experience by doing and learning

Lesson # 2

PHASE IV: I LIVE MY EXPERIENCE BY DOING AND LEARNING				OCT - NOVEMBER	THREE LESSONS
LESSON III	SITUATED VOCABULARY	GENERAL OBJECTIVES	LANGUAGE OBJECTIVES	STATION ROTATION	
DATE: • Wed., Oct. 29th, and Wed., Nov. 5th, 2025.	SELF - MOTIVATION • To provide constructive feedback that helps students recognize and value their own learning process in English, but above all, they realize their personal growth.	• To acknowledge their efforts through brief feedback with a thank-you card for transforming this project into a learning and living experience. • To integrate the vocabulary related to Halloween to provide brief feedback on the cards for each student. • To create a feedback space where each student feels supported and encouraged to trust in her abilities. • To use English to conclude the project and express gratitude to the students for the learning experience.	READING • To read the feedback to relate it to Halloween, and comprehend its underlying message. LISTENING • To listen to the appreciation words and the instructions to look for their thank-you cards.	• Station 1: Provide general feedback throughout the whole process. • Station 2: Each student will receive a thank-you card for their participation in the project, along with personal feedback. • Station 3: Conclude the project by having students share the general reflections from the experience.	

Station 2

I gave each student a Halloween thank-you card for their effort, with a special message that included Halloween vocabulary to match the theme of the month.



This marks the end of this phase!