

Enriching vocabulary through illustrated short stories and handicrafts

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Bogotá D.C.

2024

Abstract

The present work is a qualitative, action research investigation, which follows the principles of a Task-Based Learning TBL approach. Its objective was to analyze the influence of illustrated short stories and handicrafts on vocabulary through Task-Based Learning in an EFL classroom in grade 203 at La Merced school. After the implementation of the proposal and the analysis of the results obtained from the different products elaborated by the students, it was evidenced that the inclusion of short stories and handicrafts in the TBL approach facilitated significant advances in the process of learning vocabulary in English.

Key words: Vocabulary, short stories, handicrafts, TBL.

Resumen

El presente trabajo es una investigación cualitativa, de tipo investigación acción, que sigue los principios de un enfoque de aprendizaje basado en tareas. Su objetivo fue analizar la influencia de cuentos ilustrados y manualidades en el vocabulario en un aula de inglés como lengua extranjera en el grado 203 de la IED La Merced. Tras la implementación de la propuesta y el análisis de los resultados obtenidos a partir de los diferentes productos elaborados por las estudiantes, se evidenció que la inclusión de historias cortas y manualidades en el enfoque TBL facilitó avances significativos en el proceso de aprendizaje del vocabulario en inglés.

Palabras clave: Vocabulario, cuentos cortos, manualidades, TBL.

Dedicatory

This research is the result of all the effort I have dedicated during my time at the Universidad Pedagógica Nacional. I want to dedicate it, first of all, as an act of gratitude to God, since it has been thanks to Him that I have progressed to this point. I would also like to dedicate this work especially to my family, my parents and my brother, who have supported, advised and guided me throughout this process. Their effort and dedication are fundamental for me to be here today. Finally, I want to dedicate it to my friends, who are like family to me. To those who hold a very special place in my heart. I feel fortunate to have you in my life; thank you for your words of support and encouragement in the times when I needed them the most. To all of them, I love you, and you are part of the person I am today.

Acknowledgments

I would like to express my sincere gratitude to the Universidad Pedagógica Nacional for opening its doors to me and giving me the privilege of receiving the necessary preparation to become a Spanish and English teacher. I would also like to extend my gratitude to the IED La Merced for allowing me to get closer to teaching and to carry out this research in their facilities with their students. In this place, I had the opportunity to meet very special people from whom I learned a lot and who will always have a special place in my heart. Finally, I would like to thank my tutor, for his valuable support and guidance throughout this process.

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Chapter I: Contextualization

This first chapter contains the aspects related to the context, description, importance, and horizon of the current study. In the first moment, a contextualization is presented where aspects from the general, the neighborhood, to the more specific, the population, are included. In the second moment, the diagnosis applied, and the problem identified in the population are presented. In the third moment is the rationale, where the importance of this research work is exposed. And as a fourth moment, the research question and objectives are introduced.

Contextualization

School La Merced

This study is developed in the IED La Merced, in Bogota, in the neighborhood of Puente Aranda. This neighborhood is in the central-western area of the city, it stands out for being the epicenter of industrial activity in the city. According to a characterization carried out by IDIGER (2018), "The UPZ Puente Aranda and Zona Industrial register low densities with 41 and 12 inhabitants per hectare, respectively, due to the fact that large industrial zones and low population are located there." (p.5) For this reason this area is not a residential sector. The IED is located on 13th Street, a main road in the city, in front of this school is the Transmilenio station Carrera 43- COMAPAN, additionally in its surroundings there are concessionaires, banks, and large companies.

Furthermore, the IED La Merced was founded in 1832, it was the first official school created in the New Kingdom of Granada, thanks to the initiative of Mr. Rufino José Cuervo y Barreto who wanted to create a place to provide education to women. This institution was located in different places in the city, due to infrastructure problems, until finally was located at 42A - 51, 13th Street where the school is currently located. In 1981 it was declared a National Monument and in 2010 the physical plant of Colegio La Merced IED was declared a

Cultural Asset for the city. Currently, the infrastructure of the school has had a series of modifications. Since approximately the year 2018 was inaugurated a new area of the school where the kindergarten, primary students, and the school dining room are located, and currently a part of the central building of the school is being remodeled.

La Merced is a public female school, this institution provides education to students in grades Kindergarten until Eleventh grade. It has three school schedules according to the grades, from kindergarten to eighth grade the students attend in full-day schedule, and in ninth grade until eleventh grade the students attend either morning schedule or afternoon schedule. However, the institution is in the process of having a full-day schedule for all grades. For students in the tenth and eleventh grades, there are three programs in the middle school, which are: Commerce, Project Management, and Engineering. These programs have alliances with several universities. This institution is directed by the principal Rosa Delia Gómez Garzón.

Regarding the school documents, the PEI (2018) of the institution states as mission that "Colegio La Merced IED intends to continue being a reference at the district and national level for the superior academic performance, for the comprehensive training and the high social commitment of its graduates." (p.1) as mission states that

The school La Merced IED is committed from its PEI in the formation of generations with critical, creative and proactive thinking from early childhood to the definition and development of its High School program whose purpose is to contribute to the construction of the life project of the students and in turn contribute to the transformation of Colombian society. (2018, p.1)

Additionally, the PEI principles are presented, which are centered on the four pillars of education: *to be, to do, to know, and to live in community*, to help in the construction and

strengthening of the students' life project. From the beginning, in *to be*, the students are expected to recognize, value, and respect themselves, as well as a commitment with their classmates, with themselves, and with the Institution. In *to do*, the school seeks the daily expression of the competencies acquired in the aesthetic, ethical, axiological, and academic areas. In *to know*, the institution seeks pedagogical innovation that facilitates and enhances the development of thinking and cognitive, affective, and expressive skills. Finally, in *to live in a community*, it proposes to promote habits that favor healthy coexistence and the adequate management of conflicts.

Population

In order to know the population for this research, a characterization test (**see annex 3**) was applied. This test was designed for the parents and/or caregivers of the students to answer, since the students are in the process of learning to read and write, and due to their age, they do not know some of the information requested in the test. This test sought to know aspects such as age, the neighborhood of residence, socioeconomic status, with whom the students live, way of arriving to school, type of home, perception of the student's performance in English, learning spaces at home, among others.

As a result of this test, it was obtained that course 203 of the La Merced school is composed of 30 students, who are in the age range of 6 and 7 years old. Since the school is located in a central area of the city, to this school attend students from several parts of the city, most of the students in this course come from the neighborhood of Kennedy, also a good part come from Bosa and Puente Aranda, and a smaller number of students come from Rafael Uribe Uribe. The socioeconomic strata of this course are between 2 and 3. Most of the students arrive to the school by using the school bus. The ones who do not have a school bus mostly use public transportation. Those who do not have a school bus or take public transportation use bicycles, taxis, and cars to arrive at the school.

Moreover, the class is composed exclusively of girls of similar ages, which has fostered a good relationship among the students. Most of them share several years of school together, which fosters companionship, friendship and mutual respect. As a result, there are no problems of social interaction among them.

In terms of cognitive aspects, it is observed that the students are active in their learning. During the classes, they participate constantly and easily understand the teacher's indications. In addition, when talking with the titular teacher, it was possible to confirm that the course in general has a good academic performance. Regarding the parents' perception of the girls' performance in English, it can be concluded that they think it is good since the girls find it easier to learn and comment on what they learn in class at home, in addition to this, some girls practice English at home through videos in English and language learning applications.

Diagnosis

The diagnosis test applied to the 203 grade girls was made in order to identify the students' skills in English. This test was designed considering the curriculum established by the school. The contents proposed in the first and second period of classes in English were taken as a reference, so it was expected the students to know about the colors, parts of the body, the members of the family, numbers from 1 to 20, school supplies, some fruits and means of transportation at the end of the first and second period of classes. Having in mind this, the diagnosis test consisted of four points, each point sought to evaluate a competence. (reading, writing, listening, and vocabulary). To know in detail the diagnostic test performed visit the annexes (**see annex 4**).

In the first point, the students had the numbers written from one to ten; in front of each number there was a blank box to draw flowers, the students had to draw the number of

flowers according to the number written. In the second point, there were three words that corresponded to means of transportation, a line to write, and a box to draw, in this activity, the students had to circle the mean of transportation that the teacher indicated, in the line they had to transcribe that word, and in the box they had to draw the corresponding mean of transportation. In the third point, there were six school supplies without color, the students had to color each supply according to the instruction given by the teacher. And in the fourth point the students had a series of lines to write, in each line the students had to write the English words that they knew or remembered.

This diagnostic test was applied to 27 students. Each point was explained verbally since the students are learning how to read. In addition to this, the board was used as a support for a better understanding of the activities in this evaluation. This activity was carried out for 45 minutes.

As a result of the first activity, which was drawing flowers according to the number. It was inferred that 74% (20) of the students responded correctly to the activity, since the number of flowers they drew corresponded to the established number. However, 26% (7) of the students presented between 1 and 10 errors in the activity. From this fact, it is possible to establish two possible hypotheses. The first one is that the students still do not have clarity about the numbers from one to ten in English, and the second conclusion is that because it was an exercise a little long, the students lost concentration and made mistakes. This conclusion is obtained from the evidence in the tests since most of the errors presented were in the numbers 6-10.

In the second point, which consisted of selecting the indicated mean of transportation, write it and draw it. It was possible to obtain that 64% (17) of the students answered correctly, as their responses aligned with what the teacher indicated and were reflected in

their worksheets. On the other hand, 37% (10) students presented between 1 and 4 mistakes. From these results it is possible to identify that the explanation of this activity was not completely clear in some students, since while they were performing the activity, they manifested a series of doubts and confused faces, and despite these doubts were solved, incorrect answers could be evidenced in this activity.

In the third point, which consisted of coloring the school supplies according to the teacher's instructions 8% (21) of the students responded correctly to this activity, meaning that all the school supplies were colored with the indicated colors. However, 22% (6) of students presented errors between 1 and 4. From this activity, it can be obtained that the students have a little more clarity about colours and school supplies. compared to other topics. This can be concluded since most of the students answered correctly and those students who had errors were few. In addition to this, it is possible to say that the students have more clarity in these topics since they are topics recently covered, for that reason they remember them more than other topics previously studied.

And in the fourth point, consisted of writing down the English words that the students remembered or knew. It could be obtained that 52% (14) of the students did not know or remember any English word, on the contrary, 48% (13) of the students knew or remembered between 1 and 8 English words. From these results it is possible to conclude two aspects, the first is that students have limited retention or knowledge of English vocabulary and the second is that the students do not understand the spelling of words, as the English spelling rules do not match their phonetic structure. This misunderstanding leads students to write words according to their pronunciation, resulting in several spelling errors. It is in this way that vocabulary is the aspect which the students present the most significant difficulty.

Based on the results, students of grade 203 of the La Merced school presented a good performance in general in the diagnostic evaluation. However, it was possible to identify that these evaluated topics are not 100% clear to all students. The topics that are still not completely clear are numbers, the means of transportation, and vocabulary, vocabulary being the aspect that presents more difficulties.

Description of the problem

Considering the diagnosis test applied and observations in class, it was possible to obtain that the students of grade 203 of La Merced school present a difficulty with vocabulary. In learning English as a foreign language, vocabulary plays a fundamental role, since it is the necessary basis to learn this language and it is the one that allows effective communication, comprehension, and production. As Richards (2002) states, vocabulary, according to its frequency of use, is considered to offer the basis for daily communication. From this, if students have problems or gaps in their vocabulary, they may have difficulties in communication because, as mentioned, they do not have the necessary basis or resources to express their ideas.

Moreover, in first grade is when the students are just beginning to learn English as a foreign language. At this early stage, vocabulary is crucial for building a strong foundation. Without a solid grasp of vocabulary, even if in the future students learn the different structures in English perfectly, they will still struggle with the language if they have difficulties with vocabulary. As Assadi and Farjami (2013) assert "Even though learners master all grammatical areas in the language, the communication stops when they do not know the necessary word. " (p. 1). From this, it is possible to say that the lack of focus on learning vocabulary is a problem for people trying to learn English. If learners don't pay attention to vocabulary, they may struggle to understand and communicate. This can lead to

confusion, lower confidence, and difficulties in using the language, making harder the learning in the future.

In sum, vocabulary in learning English is fundamental since it is the basis of a good process. Also, because the students are in this initial process, it becomes even more important. From the words of Wilkins "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, p. 111). It is possible to say that when there is a lack of vocabulary, there is no good learning process and communication is affected. This is the reason why it is important to carry out an appropriate vocabulary-learning process.

Rationale

This study is motivated by the constant need to find effective ways to teach English to children. Learning English as a foreign language is very important because it is considered a global language. Children, due to their characteristics, have an easier time learning new aspects of a language. According to page centered in teaching languages, BCN Languages, young children learn a language faster than teenagers or adults because their neural networks are still developing. They are more predisposed to learning new things and have less resistance when trying to understand basic messages in English. Additionally, children are more likely to reproduce sentences and imitate sounds without shame, considering mistakes as a natural part of the learning process, which leads to success (BCN Languages, 2015).

Therefore, illustrated short stories and handicrafts provide a good opportunity to learn English by using them, these tools are attractive and motivating for children. Short stories, in particular, have several benefits for children, as they contribute to their cognitive and linguistic development. First, they foster imagination with narratives that invite them to create mental images and explore new ideas. In addition, stories improve listening comprehension, as children focus on the sequence of events, actions and plot development.

Finally, stories help children learn vocabulary. Through exposure to new words, children can expand their knowledge of them. Thus, stories are a powerful tool for imagination, comprehension and vocabulary development, which are fundamental to learning English.

Rahman and Arju (2013) suggest that short stories not only enhance learners' vocabulary and reading skills but also support the development of speaking skills. Although this research does not focus on developing the students' speaking skills, the author's proposal is relevant because it indicates that short stories help to work on vocabulary, which is the aspect addressed in this research. However, if learning through short stories continues in the future, this could provide the students with an advantage or benefit in their learning process to improve their speaking skills. Considering the benefits offered by short stories, this work seeks to take advantage of these aspects in order to contribute to the English learning process of the population of this study.

On the other hand, handicrafts promote creative and playful development, allowing children to explore their imagination, develop fine motor skills, improve concentration, and express themselves artistically. According to the educational website Kent Tech, making crafts has a series of benefits for children, for example, it promotes self-expression because through the activities children can express their emotions, thoughts, and experiences in a creative way. It improves attention and concentration, since when making crafts children must pay full attention to an activity. It helps memorization because the children memorize the steps and copy the movements through the indications that the people in charge give them and the way in which they carry out the activities. It works fine motor skills since children must perform specific activities with their hands and fingers. Finally, children also develop organizational skills. (Kent Tech, 2021). Thus, handicrafts can also serve as a resource for learning English, particularly for vocabulary development.

It is for these reasons that the present research is relevant in education since it seeks to combine the benefits of illustrated short stories and handicrafts in order to create a strategy to help students from La Merced school learn English. Finally, it is intended to contribute, by generating significant contributions to the already existing knowledge in this area, as well as to make the results obtained be useful for educators who seek to teach English to children.

Research question

- What is the influence of illustrated short stories and handicrafts on the vocabulary through Task-Based Learning in an EFL classroom in grade 203 at La Merced school?

Objectives

General objective

- To analyze the influence of illustrated short stories and handicrafts on vocabulary through Task-Based Learning in an EFL classroom in grade 203 at La Merced school.

Specific objectives

- To identify the influence of task-based learning on vocabulary in an EFL classroom.
- To establish the importance of illustrated short stories for vocabulary in an EFL classroom.
- To determine the effect of the handicrafts on the amount of words that students know.

Chapter II: Theoretical Framework

This second chapter presents the literature review and theoretical framework of this study. Initially, eight previous studies to this research are presented, in order to understand the trajectory of the topics addressed in this research. Then, the theoretical framework is presented, where the concepts of vocabulary, short stories, handicrafts and task-based learning are defined taking into account the positions of different authors. In order to provide the essential conceptual basis for approaching this research.

Literature Review

The review of previous studies is presented with the purpose of contextualizing and justifying the relevance of the present research. This analysis of previous research seeks to identify the results of such studies, gaps in existing knowledge and to explore new perspectives. For the selection of these investigations, aspects such as the relationship with the present study are taken into account, i.e., the investigations have at least one related concept. The investigations are taken from university repositories and scientific journals at the local, national and international levels. The studies are considered recent since they were published within the past ten years, in addition, the contexts of the research are similar to the context of the present study.

Table 1

Literature review summary

Title	Key words	Year	Ambit	Author
Handicrafts in an EFL Classroom: A Didactive-Creative Proposal	Handicrafts; EFL Classroom; Action Research; Constructivism.	2016	Local Universidad Pedagógica Nacional Bogotá, Colombia	Diego Castrillón Univio

Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom	Speaking Skills, Cooperative Learning, Classroom Community, Visual Arts.	2019	Local Universidad Pedagógica Nacional Bogotá, Colombia	María Paula Cárdenas Acosta
Second grader's vocabulary ability within interactive stories.	Vocabulary Ability, Interactive Storytelling, Task-based learning.	2017	Local Universidad Pedagógica Nacional Bogotá, Colombia	Oscar Calderón Llanos
Creación de ambientes lúdicos para el aprendizaje del inglés como segunda lengua extranjera en los estudiantes de preescolar del Colegio Campestre Bilingüe Principado de Mónaco	English, Teaching, Educational games, Teaching materials, Teaching methods, Teaching techniques.	2013	National Universidad de la Salle Bogotá, Colombia	Nelly Quijano Manrique
Reading Tales and Audiovisual Sources as Means to Develop Vocabulary Learning in EFL	learning, reading (stories), and vocabulary.	2016	National Universidad Distrital Francisco José de Caldas Bogotá, Colombia	Sandra García Niño and Daisy Valderrama Santos
Stimulating vocabulary production in early childhood through ludic learning space adaptation using Theme Based Teaching instructions.	English, Study and teaching, (Primary) English, Vocabulary, Teaching models, Ludic.	2017	National Universidad Tecnológica de Pereira Pereira, Colombia	Daniela Agudelo Largo and Daniel Calle Torres
Crafting and Acting as motivational tools in the acquisition of the English vocabulary in students from elementary schools.	Acting, crafting, motivation, acquisition of vocabulary.	2022	International Universidad Laica Eloy Alfaro De Manabí Manta, Ecuador	Cintya Zambrano, Dennisse Alava, Cristina Velez, and Victor Calderon

Uso de los organizadores gráficos interactivos en enseñanza de vocabulario básico de inglés	Usage, Graphic Organizers, Vocabulary, English, Interactive.	2020	International Revista Conciencia Digital Riobamba, Ecuador	Diana Chicaiza Luisataxi, Carina Vallejo Barreno, Keila Guerrero Chacón, Holger Castillo Mazón, and Diana Álvarez Rodríguez.
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Table 1

Source: Elaborated by the author

Local

The first study carried out on this topic is called *Handicrafts in an EFL Classroom: A Didactic-Creative Proposal*, by the author Diego Castrillón Univio in 2016 at the Universidad Pedagógica Nacional of Colombia, Bogota. The objective of this research was to improve students' spontaneous oral interaction through the use of handicrafts as didactic material. As a result of this research, it was identified that the conversational activities helped students to structure their oral productions. The crafts served as initial promoters for the reinforcement of the students' oral skills. The crafts helped to encourage and promote real communicative processes in the classroom, and students were able to implement what they learned in their spontaneous productions in places outside the classroom.

The second study on this topic is called *Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom*, by the author María Paula Cárdenas Acosta, in 2019, at the Universidad Pedagógica Nacional of Colombia, Bogotá. The objective of this study was to determine the impact of cooperative learning and visual arts to promote oral skills in English and to create a classroom community. As a result of this research, Cooperative Learning was a facilitator to transform social relationships in the classroom. Students were recognizing each other's abilities and integrating everyone in their group work. Students were able to communicate with their peers using simple words and phrases in English. Students were getting out of their comfort zone, working on their Speaking Skills

without fear of making mistakes. Thanks to the use of cooperative learning and Visual art tasks, students were motivated to learn and have fun.

The third study carried out on this topic is called *Second Grader's Vocabulary Ability within Interactive Stories* by the author Oscar Felipe Calderón Llanos, in 2017, at the Universidad Pedagógica Nacional. The objective of this study was to evidence the influence of Interactive Storytelling within Task-Based Learning in the development of Vocabulary of the second graders of the IED Prado Veraniego. As a result of this study, it was possible to obtain that the three kinds of tasks used reinforce Vocabulary Ability, second graders managed questions, mimics and glossaries in the English class. Learners were able to understand and manipulate interactive stories, to make decisions, and give opinions. But most of the students didn't learn all the expected vocabulary. Interactive Storytelling is an adequate tool to enhance the development of vocabulary and the use of vocabulary in context.

The local studies align with this research since, the first teaches English using handicrafts, the second focuses on learning English through art, and the third improves vocabulary through storytelling, aspects that are addressed in this research and that, based on the results, improvements in the learning process of the students are evident.

National

The fourth research about this topic is entitled *Creación de ambientes lúdicos para el aprendizaje del inglés como segunda lengua extranjera en los estudiantes de preescolar del Colegio Campestre Bilingüe Principado de Mónaco*, by the author Nelly Cecilia Quijano Manrique. The objective of this study was to implement activities that allow the creation of playful learning environments for English learning in preschool students. As a result, it was found that the change in decoration in the classroom generated a better environment for the young children and for the teachers. Thanks to the use of puppets and play, the children went

from being shy to being more sociable and skilled at interacting. Music encouraged language learning, as well as the learning of a foreign language since it is part of their reality and content. Finally, the approaches implemented contributed to the acquisition of vocabulary in a dynamic way, increased motivation, and made learning a successful process.

The fifth study is called *Reading Tales and Audiovisual Sources as Means to Develop Vocabulary Learning in EFL* by the authors Daisy Paola Valderrama Santos and Sandra Juliette Garcia Niño, in 2016, at the Universidad Distrital Francisco José de Caldas. The objective of this study was to improve the students' vocabulary competence in EFL with the use of reading and audiovisual strategies. As a result, it was possible to conclude that reading increased the students' vocabulary, since it was easier to understand and learn new words by reading tales. Students internalize vocabulary better through activities with audiovisual sources. Participants improved their English knowledge and interest through extra support offered by the researchers. Also, the reading activities helped learners enhance their vocabulary knowledge and develop a reading habit.

The sixth investigation carried out on this topic is called *Stimulating vocabulary production in early childhood through ludic learning space adaptation using Theme Based Teaching instructions*. In 2017, at the Universidad Tecnológica de Pereira. The objective of this study was to promote English vocabulary production in early childhood by the application of a dramatic play corner, a space in which children integrate the mother tongue and the foreign language in order to learn by playing. As a result of this study it was found that children increased their vocabulary production through a series of themes. Children responses towards the dramatic play corner in the classroom were positive, students showed willingness, activeness, enthusiasm to interact and pretend in the corner stage. The implementation of the methodology, combined with relevant themes, suitable resources, and

interactive activities, resulted in enhanced children's vocabulary development, as well as improved gross and fine motor skills, contributing to their acquisition of a foreign language.

The national studies relate to this investigation because, the fourth focuses on vocabulary improvement in early childhood, the fifth on vocabulary through storytelling, and the sixth on vocabulary stimulation in young learners. These studies addressed some of the aspects of this research and the population is similar, so they serve as a good reference.

International

The seventh study on this topic is entitled *Crafting and Acting as motivational tools in the acquisition of the English vocabulary in students from elementary schools*, The objective of this study was to develop the acquisition of English vocabulary through the use of arts and crafts and acting as a motivational agent in elementary school students in Manta, Ecuador. As a result, students expressed their ideas and explore their creativity. Crafting helped students to increase their self-confidence, for that reason acquiring vocabulary and knowledge was easier. Participants were able to express their ideas and become autonomous in a social and cognitive way with the use of arts. Also, crafting and acting made them remember the right words and the sound of them, it was meaningful funny learning.

The eighth research about this topic is called *Uso de los organizadores gráficos interactivos en enseñanza de vocabulario básico de inglés*. The objective of this study was to evaluate the use of 3D interactive graphic organizers for the development of basic English vocabulary in ninth grade students at a school in Riobamba, Ecuador. From this study it was obtained that the use of innovative study tools allows study to be less tedious, more satisfying, less time-consuming and less effort-consuming when obtaining results. Facilitating and synthesizing content through interactive graphic organizers resulted in increased motivation to study, reflecting effective results and meaningful learning. The

graphic organizers helped students to focus on their main ideas, access information easily, and became new creative strategies, because they stimulated and motivated the student and the teacher in their creative process.

Based on the previous studies, it is evident that they relate to the current research as they explore teaching English through various methods. These include utilizing handicrafts as teaching tools, enhancing vocabulary through art and storytelling, and focusing on vocabulary improvement in early childhood. Furthermore, they emphasize the significance of reading tales and stimulating vocabulary acquisition using crafts, all of which align with the objectives of the present investigation.

The implementation of these researches show that students can enhance their oral skills and foster genuine communication in the classroom. They engage in spontaneous language use, using simple English phrases, making decisions, and sharing opinions. Additionally, these studies indicate that students become more sociable, motivated, and capable of acquiring vocabulary. They improve their gross and fine motor skills, and boost their self-confidence.

Finally, taking the results of these previous studies as a reference, this research seeks to obtain positive results in the students, to work on their creativity, to improve their confidence, interactions, to make it easy to acquire and remember vocabulary.

Conceptual framework

The theoretical framework of this research work is presented as the conceptual foundation that structures and supports the understanding of the key concepts from the perspective of some authors. The concepts developed in this theoretical framework are, at first place vocabulary, in second place Short Stories, in third place Handicrafts and in fourth Task Based Learning.

Vocabulary

Vocabulary is the set of words a person uses to communicate. It reflects his or her capacity for expression, understanding and knowledge, and is composed of both common terms and specialized expressions. A large vocabulary enhances effective communication and understanding and contributes to the intellectual development of the person who possesses it. This concept is one of the most important of the present research, and is explored through the vision of some authors who contribute with different perspectives about vocabulary.

Following these ideas, the author Richards (2002) states vocabulary is a “set of lexemes, including single words, compound words and idioms. See also active/passive language knowledge, content word, frequency, type” (p. 638). This perspective is relevant in teaching because it highlights the different components of vocabulary. Also, reflect that vocabulary is more than single words which helps students to understand more complex language structures, such as phrases and idioms, which are crucial for fluency and comprehension.

Also, the authors Neuman and Dwyer (2009) propose that “Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).” (p. 385) These authors define vocabulary as the words who are required for communication, distinguishing between expressive vocabulary, words children use when speaking and receptive vocabulary, words they understand when listening. This distinction is important because it emphasizes that vocabulary development involves both speaking and listening skills. In this case, the activities aim to make the students use the spoken vocabulary and also to be able to understand new words, all this through the listening of short stories and the development of crafts. Based on these authors it is possible to establish, a basic definition of vocabulary, as the amount of words in order to communicate.

However, this research work seeks to establish a deeper definition of this term, for this reason the authors Masmaliyeva, Moeller, and Ketsman state that:

Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning (2009, p. 1).

Based on that, vocabulary is the way to have many learning opportunities. Whether students are reading stories, singing songs, or learning science, having a strong vocabulary helps them to connect better with what they are learning. Teaching vocabulary in different situations helps students to feel more confident and understand the language, this is why the present research uses short stories and crafts as those different situations to work on vocabulary.

Also, the authors Neuman, and Dwyer propose that instruction in vocabulary should extend beyond simply identifying or labeling words. It should focus on guiding children in developing the meanings of words and the ideas they convey. By creating the connections among words, concepts, and facts, children enhance their comprehension skills, which are vital for understanding texts. (Neuman, Dwyer, 2009) This perspective is relevant because it encourages students to make connections between words, concepts, and facts, which enhances their learning process. When children are taught not just to memorize words, but to understand how those words are related to the world around them, they develop the ability to use language as a tool for learning.

In this sense, vocabulary in this study is seen as a fundamental aspect of the process of learning English as a Foreign Language, since it is conceived as more than a set of words, it is the necessary basis for communication in a language due to, from a large vocabulary, it is possible to a positive learning experience by providing learners with a robust repertoire of

language to draw upon. Also, allows students to build meaning and develop ideas represented in those words.

Short stories

Short stories according to the definition provided by Deguzmam (2024) are concise narratives that tell a complete story in a limited word count. They introduce characters, create a plot, develop conflict, and provide a resolution. On the other hand, on the e-literature page author Sarkar defines short story as "a work of fiction that is usually written in prose, often in narrative format. A short story usually deals with a few characters and often concentrates on setting the mood rather than the plot." (2021, par. 1) From this it can be established that a short story presents the characteristics of being of short length, they are invented stories and have few characters.

The authors Pathan, and Al-Dersi (2013) propose some benefits of the short stories in the language learning, such as

Short stories are considered as highly useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learner motivation[...] Stories can be more beneficial than any other informational materials, in stimulating the acquisition process, as they provide authentic contexts for processing new language[...] The real examples of grammatical structures in stories, presented in a very simple form, and the essential vocabulary items, presented in context and in use, can help the EFL in learning these aspects and using them in real life conversations. (p.5)

Taking into account the benefits of the short stories, it is expected that the use of these short stories in students helps to develop all these benefits while they learn English.

Based on this, for the present research, a short story is understood as a short narrative, a fictional narration that is characterized by its reduced length and concise structure, with a quick introduction, a plot development, and a resolution that concludes the main conflict. The characters and scenarios in the short story are few and are described in a concise manner. In addition to this, the stories presented in this work are illustrated, that is, they present little text accompanied by illustrations to show what is in the text. This type of story is used in children who are beginning their literacy process in order to make it easier to read them, it is for this reason that this type of text is used in this work since the students are beginning their literacy learning process and are also having approximations to the foreign language.

Handicrafts

Handicrafts are creative activities that involve the creation of handmade objects or decorations. These activities involve artistic and manual skills, several materials are used such as paper, plasticine, foamy, clay, recyclable objects, among others. Through handicrafts, unique and personalized objects can be created, allowing the imagination to take over. Crafts are not only the development of objects and decorations, but also encourage concentration, patience, development of fine motor skills, and group work.

The author Nicuesa defines handicrafts as "A form of entertainment especially common during childhood since it is a creative process. For example, making figures with clay and modeling different shapes is a creative exercise that stimulates children's intelligence." (2015, par. 1). From this perspective handicrafts are recognized as entertainment that is performed during childhood.

From the perspective of the author Montes, Handicrafts, refer to works done by hand, either with or without the use of tools. This term also applies to manual tasks carried out by students as part of school activities. They are projects aimed at personal creation, fostering

creativity, as a way to disconnect from work or as a pastime to fight boredom. (Montes, 2011) Taking into account these definitions of handicrafts, can be concluded that, are works done with the hands, which are performed by children and/or students and are done with an objective, either entertainment or school purposes.

Making handicrafts provides children with significant opportunities for growth and skill development. As highlighted by Kent Tech, making crafts have a series of benefits for children, for example, it promotes self-expression because through the activities children can express their emotions, thoughts, and experiences in a creative way. It improves attention and concentration, since when making crafts children must pay full attention to an activity. It helps memorization because the children memorize the steps and copy the movements through the indications that the people in charge give them and the way in which they carry out the activities. It works fine motor skills since children must perform specific activities with their hands and fingers. Finally, children also develop organizational skills. (Kent Tech, 2021).

In this research the concept of handicrafts is understood as manual and creative activities, these activities seek the creation and/or transformation of objects through the use of various materials. The purposes of these crafts are for entertainment, creativity, and/or Language Learning. Also, through the use of handicrafts in this work it is intended that children acquire the benefits provided by the handicrafts.

Task Based Learning

Task-Based Learning (TBL) is an approach used in language teaching that focuses on the implementation of tasks for learning by means of a foreign language. (TBL) transcends the mere completion of tasks; it is essential to focus not only on the execution tasks but also the active engagement with the language itself. (Willis, 1996) Task-Based Learning promotes

real and authentic language use by motivating learners to complete tasks, rather than focusing on teaching grammatical and formal elements of the language. Tasks in this approach "are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p. 23). This means that tasks are designed to learn in a meaningful way, requiring them to use the language to solve problems, share information, or achieve specific objectives, helping them to improve their language skills by using it in real life situations. In addition to this, tasks should encourage students, capture their interest, provide an appropriate level of intellectual and linguistic challenge, and foster their language development as effectively as possible. (Willis, 1996). In this sense, tasks in TBL encourage communication in the foreign language and motivate and engage learners' attention.

According to Willis (1996), TBL consists of three phases pre-task, task cycle and language focus. In the first phase, "The pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases" (Willis, 1996, p. 40). In this phase it is important to engage all learners actively, provide them with pertinent exposure, in addition, create interest in completing tasks related to the subject (Willis, 1996.). The author also proposes that the pre-task phase is the shortest segment of the framework, lasting from two to twenty minutes based on how familiar the learners are with the subject and the task (Willis, 1996).

In the second phase, presents a crucial opportunity for all learners to utilize any language skills they have, collaborating concurrently in pairs or small groups to accomplish the task objectives (Willis, 1996). The task to be performed is presented to the students, followed by a review of the general aspects, in addition to this, the students usually work in groups in order to complete the task. In the third phase, students have the opportunity to prepare and review the required elements for the realization of the task. In this phase students

can review grammatical structures, receive explanations from the teacher, also practice with and without the teacher's help. According to the author, this phase "will help them to recognize these features when they meet them again, both inside and outside class, and will lead to a deeper understanding of their meanings and uses" (Willis, 1996, p. 102).

In this sense, in this work the TBL approach is understood taking into account the definition provided by the author Willis, seeking to learn in English through the development of tasks instead of focusing on the learning of formal elements of the language, it is expected that students be motivated to learn and perform the tasks that are proposed.

Chapter III: Methodological Design

This third chapter presents the research approach, the research design, the data collection instruments, the categories of analysis, the population and sample of the present research work. A qualitative approach is employed, specifically using action research, which allowed to intervene in the educational setting while observing its effects. The data collection instruments included field diaries, interviews and observation, which provided valuable qualitative data for further analysis.

Research approach

The current research proposal is based on qualitative approach, which seeks to understand or interpret a social, human, or cultural phenomenon in depth. In this type of study, the participants' points of view, beliefs, motivations, and experiences are explored. The socio-cultural context of the participants is very relevant in this type of study since the context has a strong influence on them. The data analysis in this research seeks to identify patterns, reflect, and obtain similarities and differences from the data collected. The data collected here are descriptive data and are obtained through observation, field diaries, interviews, focus groups, and document analysis, among others.

As proposed by Hancock. et al. (2009)

Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: Why people behave the way they do? How opinions and attitudes are formed? How people are affected by the events that go on around them? How and why cultures and practices have developed in the way they have? (p.7)

In this sense qualitative research is presented as a methodological approach that seeks a deep and holistic understanding of social phenomena. Qualitative research is based on non-numerical data, such as interviews, observations and data analysis. This approach explores experiences and meanings from the perspective of the participants, contextualizing social and cultural phenomena. It uses flexible and descriptive methods, allowing patterns to emerge inductively during data analysis.

Research design

The research methodology that this study uses is action research, as Burns (2010) define, Action Research is “The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.” (p.2). In this sense this research combines research and action in order to provide knowledge and in the same time generate a change in a population, the main objective is not only to understand the reality but also to transform and improve it.

As stated by Burns, this type of research consists of four stages, with planning as the first step, Burns (2010) “In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.” (p.8).

The second step is action, in Burns words “The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.” (2010, p. 8). The third step is observation, according to Burns (2010) “This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved.” (p.8). And, the fourth step is Reflection and as Burns (2010) says

You reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development. (p.8)

In summary, action research consists of four phases: planning, where a problem is identified and a plan is created; action, where the plan is carried out; observation, in order to evaluate the effects of the action by collecting data; and reflection, where the results are analyzed and it is decided whether further cycles are needed or the findings are shared.

Figure 1

Cyclical Action Research model

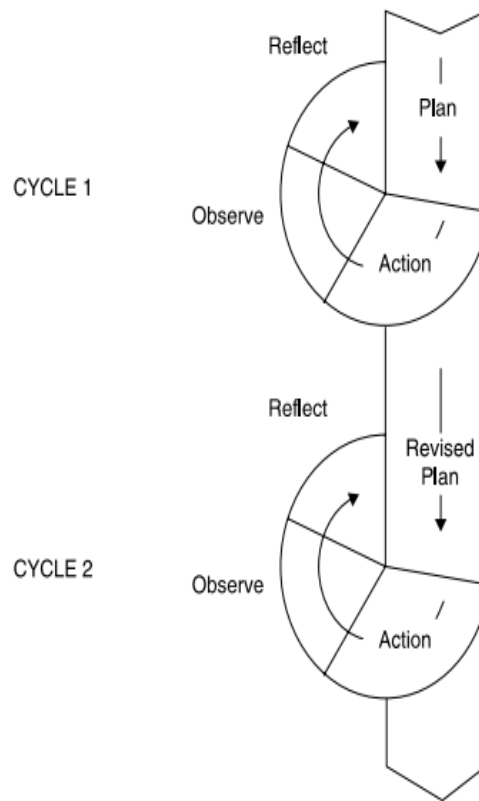


Figure 1

Source: Based on Kemmis and McTaggart (1988)

Data collection instruments

Data collection instruments are tools, techniques or ways of collecting information for subsequent analysis in a research study. These instruments are essential to obtain relevant and reliable data to answer the research questions or achieve the objectives of the study. There are various types of data collection instruments, and their choice depends on the research design and the nature of the information to be obtained. Field diaries, surveys, observations and document analysis are used. As Creswell (2009) states, “the steps of data collection include establishing the boundaries of the study through sampling and recruitment; collecting information through observations and unstructured or semi-structured interviews, documents, and visual materials; as well as establishing the protocol for recording the information” (p.

301). This process emphasizes the importance of carefully selecting instruments that fit the objectives of the study.

Field notes: As Medina (2012) states field notes are “reflective records of experiences over a period of time. They record observations, analyze experiences, and reflect and interpret their practices over time. The diaries reflect the research process.” (para. 4). Following this idea, field diaries are documents written by the researcher during the course of an investigation, capturing observations, reflections, impressions and relevant details about the environment, events or situations studied.

These diaries serve as a means of immediately capturing the researcher's experiences, providing a detailed record of events. Written during or immediately after the observation or interaction with the study population, field diaries include the researcher's personal perceptions, emotions, and reflections, recognizing the influence of the researcher's perspective on the interpretation of events. In this case, field diaries were done during all the intervention sessions. In them, the researcher recorded the behavior, comments, reactions and attitudes of the students, in addition her own perception of the sessions. All this was done with the aim of carrying out a subsequent analysis of the notes collected.

Surveys: Freeman (1998) “sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgements or beliefs. Used in non-face-to-face situations” (p.94). In accordance with this idea, surveys are defined as a method of data collection that involves the administration of structured open or closed-ended questionnaires to a representative sample of participants. These questionnaires consist of a series of pre-designed questions that address specific topics related to the research. Surveys are conducted face-to-face, by telephone, by

mail, or currently via online platforms. Surveys are a versatile and efficient tool for collecting data from a large number of participants in a relatively short period of time.

Surveys can seek quantitative data, such as statistics and percentages, or qualitative data, which focus on the perceptions, opinions and experiences of participants. Sample selection seeks to ensure that survey results are generalizable to the population being studied. In most cases, confidentiality of responses is ensured to encourage participants to be honest and open in their responses. In this study, the surveys were carried out to characterize the population. They were directed to the parents of the students and sought to obtain information on age, place of residence, socioeconomic status, and other sociocultural aspects of the students.

Observation: According to Freeman (1998)

Closely watching and noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another teacher's classroom (nonparticipant observation). Observation can be combined with field notes, recordings and logs or journals. (p.94)

Based on this definition it is possible to say that participant observation is a method of data collection in which the researcher is actively integrated into the environment or group being studied, participating directly in the activities and observing events from the inside. Some characteristics of this method are that the researcher not only observes passively, but also becomes actively involved in the activities of the group being studied. Close relationships are established with participants to gain trust and a deeper understanding of their perspectives and experiences. This method, with the field diaries, was applied during the sessions. While the teacher actively participated with the population, she also did observations, which were recorded in the field diaries.

Videos: As reported by Griffin (2018) Video data and its analyses can be examined, debated, refined, and incorporated by others, both inside and outside the initial research context, contributing to the development of knowledge that is verifiable and transparent. Videos are valuable tools in data collection, as they allow to capture in a richly and in detail what happen during the research. This instrument offers the possibility of review and reflection on the development of the research from different perspectives, promoting a deeper understanding by recording all events simultaneously, in contrast to observation, where the researcher focuses on specific aspects.

In this study, several sessions were recorded and served as a basis for subsequent analysis and reflection. The recordings of the sessions are attached at the end of the document (see annex 6) In addition, by combining the use of videos with other instruments, such as field diaries and observations, a corroboration of what was recorded in the diaries is possible, thus enriching the research process.

Categories of analysis

With the aim of organizing the research and the analysis of the results, categories of analysis are created. In the following table, the unit of analysis, the categories of analysis and the indicators established for each category are presented. This is done with the purpose of providing clarity on the aspects that are evaluated in the students.

Table 2

Categories of analysis

Unit of analysis	Categories	Indicator
Vocabulary	1. Vocabulary learning	1.1.Students remember vocabulary learned related to numbers, colors, the alphabet, family, and sports.

		1.2.Students use vocabulary related to numbers, colors, alphabet, family, and sports in activities that involve pictures and words.
		1.3.Students demonstrate vocabulary learning about numbers, colors, alphabet, family, and sports through matching, coloring, and writing activities.
	2. Shorts stories	2.1.Students identify vocabulary related to numbers, colors, alphabet, family, and sports in the short stories and express it orally.
		2.2.Students apply vocabulary related to numbers, colors, alphabet, family, and sports in activities based on short stories.
	3. Handicrafts	3.1.Students follow instructions in English to make handicrafts.
		3.2.Students use vocabulary related to numbers, colors, alphabet, family and sports in the proposed handicrafts.

Table 2

Source: Elaborated by the author

Population and Sample

The population of this study is 31 girls of first grade of the IED La Merced School. Students ages are from 6 to 7. The sample according to Cohen et al. (2007) “The researcher will need to consider the extent to which it is important that the sample in fact represents the whole population in question” (p.127). For this reason, the sample consists of 16 students, which represents the half part of the population plus one. This sample includes students with good, regular and poor school performance, in order to represent the whole participants.

Ethical Issues

For the development of this research project, the parents of the students were informed, and they also signed an informed consent provided by the Universidad Pedagógica Nacional, in this consent they accepted the participation of their daughters in this project and authorized the processing of their daughters' data. The format signed by the parents is attached in the annexes (see **annexe 1**).

Chapter IV: Pedagogical Intervention

In this chapter, the pedagogical approach of this research work, the vision of learning and the vision of language are described. The intervention phases of this work are explained. The academic program is presented, where all the activities are exposed and finally a model of class planning is presented.

Pedagogical approach

This research work uses the Task-Based Learning approach. Task-Based Learning (TBL) as explained in previous chapters, in addition to this, this research incorporates elements of the Content and Language Integrated Learning (CLIL) method, an educational approach that fuses the teaching of specific content with the learning of a language. In this case, the aim is to teach English through short stories and handicrafts. According to Dalton-Puffer (2013), 'CLIL is about using a foreign language or a lingua franca, not a second language. Students will encounter the language of instruction mainly in the classroom, since it is not regularly used in the wider society they live in' (p. 546). This highlights that the classroom becomes an essential space for learning English.

In the CLIL learning approach, the tasks, the role of the teacher and the vision of learning and language are fundamental in the development of the students' learning process. Task design in this approach involves selecting relevant and authentic activities that reflect real-world situations. A gradual progression in task complexity is intended to challenge students appropriately, facilitating effective learning. In this sense, tasks motivate learners, capture their interest, provide an appropriate level of intellectual and language challenge, and foster their language growth in the most effective way possible. (Willis, 1996) Students are actively engaged in the search for solutions through actions such as independent research, problem solving, and application of learned concepts. The tasks, are in various formats such

as written projects, oral presentations, experiments, and debates, and seek to address different learning styles and maintain student interest.

In this context, the teacher roles is conceived as a facilitator, guiding students rather than just imparting knowledge. Encourages critical thinking and problem solving. In the CLIL teaching approach, teacher flexibility is crucial as teachers must adapt to students' needs and challenges during task completion. In the words of Willis, the teacher takes on the role of a facilitator, focusing on maintaining learning conditions. This role includes managing a balance between language exposure and its use, making sure both are of an appropriate quality. (Willis, 1996)

On the other hand, the vision of learning follows the ideas of Dewey, who affirms that “the educative process is a continuous process of growth, having as its aim at every stage an added capacity of growth. (1916, p. 58) based on that, in this research, learning is conceived as an active and participative process focused on the practical application of knowledge and skills through the performance of meaningful tasks. It seeks the integration of theory and practice, highlighting intrinsic motivation, collaboration and problem solving to boost learning. Its main focus is for students to develop competencies by facing practical challenges that reflect real situations. Learning is seen as an active process, where students construct knowledge by interacting with their environment, emphasizing active participation, connection with previous experiences and social collaboration.

Finally, the vision of language in this approach is pragmatic and functional, considering it as a tool for communicating and solving real situations. The authentic use of language in tasks is emphasized, giving priority to effective communication over the memorization of grammatical rules. As stated by Moate (2010) “Language is the tool of engagement between learner and teacher, learner with subject, learner with learner” (p.4).

Language is seen as a dynamic and very important tool for addressing meaningful tasks. In addition, it is emphasized that language is key to the active construction of knowledge through meaningful interactions. It not only communicates information, but is also a means for reflecting and constructing meanings in collaboration with others. Language learning is considered an active process in authentic and relevant social contexts.

Stages of intervention

This intervention proposal is based on three phases called *Let's recall some topics*, *Let's learn new vocabulary*, and *Let's continue learning vocabulary*. In these phases, six short stories and six handicrafts are presented.

The phase entitled, *Let's recall some topics*, consists of four sessions and in these, there is a review of some previously seen topics such as numbers and colors, by means of the review of these topics, short stories and crafts are being introduced, here is the presentation of two stories and two crafts. In the first session, a short story related to numbers is presented, and activities related to the story and the vocabulary identified are carried out. In the second class, the vocabulary about numbers is put into practice through the first craft. In the third and fourth meeting, the same process from the first and second sessions is conducted, but with the theme of colors.

In this first phase, the objective is to start working on vocabulary with the students through topics that they have already studied previously. This vocabulary is developed through the use of short stories and handicrafts. The short stories are selected for the students to work on the vocabulary that is included in all the sessions. On the other hand, the handicrafts have the purpose of applying the vocabulary learned, fostering creativity and, at the same time, developing fine motor skills.

The phase called *Let's learn new vocabulary* consists of four sessions. In these sessions, two new topics are addressed: the alphabet and family members. In this phase, two new stories and two crafts are presented, one story and one craft for each theme. For the development of these topics, the activities are implemented in the previously mentioned order: a story is introduced related to the topic, activities are carried out to practice the topic, and a craft is made, taking into account the story and the vocabulary learned for each topic.

In this second phase, new topics and vocabulary are introduced. Here, students are expected to recognize and internalize the new vocabulary through short stories and crafts, while practicing and integrating the vocabulary they have learned up to that point. In addition, students are expected to improve their comprehension of both the stories and the craft activities, using the vocabulary more fluently and effectively.

Lastly, the phase entitled *Let's continue learning vocabulary* consists of two sessions. In these sessions, the final two topics proposed for this intervention are addressed: food and sports. In this phase, two new stories and two crafts are presented, one story and one craft for each theme. For the development of these themes, the activities are implemented in the previously mentioned order: a story is introduced related to the theme, activities are carried out to practice the theme, and a craft is made, taking into account the story and the vocabulary learned for each theme. As a final aspect of this implementation, a diagnostic evaluation is conducted to assess the students' learning throughout the sessions.

In this last phase, the students work with the last topics and vocabulary proposed to complete the learning process. At this point, students are expected to be able to easily understand the main ideas of the short stories, perform the handicrafts without difficulties and apply all the vocabulary learned throughout the sessions. A final evaluation is also carried out to identify the learning acquired by the students.

Academic program

This academic program presents the twelve intervention sessions, the objective of each session, and the activities that are carried out.

Table 3

Academic program

Stage	Learning objective	Activity	Indicator
Let's recall some topics	To identify the numbers in English from 1 to 10 through the short story "Story to learn the numbers" and other activities.	A video with a short story about the numbers from 1 to 10 is presented.	2.1
		The vocabulary of the video is copied in the notebook.	1.3
		A guide is made in which the students will match the numbers with their names in English.	1.2
		A guide is made in which the missing letters must be filled in to complete the full name of each number.	1.3
	To identify the numbers in English from 1 to 10 through the handicraft "Let's count".	A review of the topic of numbers seen in the previous class is conducted.	1.1
		A handicraft about numbers and using popsicle sticks is made.	3.2 2.2
	To recognize colors using the short story "Story to learn the colours".	A video with a short story about the colors is presented.	2.1
		The vocabulary of the video is copied in the notebook.	1.3
		A landscape is colored taking into account what is mentioned in the video.	1.3
		A drawing is colored following some instructions.	2.2
	To use colors in the handicraft "the colorful worm".	A review is made of the topic colors seen in the previous class.	1.1
		A multicolored worm made of egg boxes is created.	3.2 2.2
Let's learn new	To evoke the alphabet with the short story "The alphabet"	A video with a short story about the alphabet is presented.	2.1
		The vocabulary of the video is copied in the notebook.	1.3

vocabulary	and related activities.	The students match some objects with their corresponding letter, according to what they hear.	1.3
		Students play the game "hot potato" with the alphabet.	1.1
	To enrich vocabulary with the alphabet through the handicraft "The alphabet".	A review is made of the topic the alphabet seen in the previous class.	1.1
		Objects are created with each letter of the alphabet using different materials.	3.2 2.2
	To foster family vocabulary through the short story "My Family" and other related activities.	A video with a short story about the family members is presented.	2.1
		The vocabulary of the video is copied in the notebook.	1.3
		An alphabet word search is solved with the family members.	1.2
	To use vocabulary related to the family by doing the handicraft "this is my Family".	A review is made of the topic family members seen in the previous class.	1.1
		Students create two members of their family using toilet paper rolls and other materials.	3.2 2.2
	Let's continue learning vocabulary	To promote sports vocabulary through the short story "Let's play soccer. I like baseball" and other related activities.	A video with a short story about some sports is presented.
The vocabulary of the video is copied in the notebook.			2.3
A bingo game is played about sports			1.2
To practice sports vocabulary through the handicraft "my basket".		A review is made of the topic sports seen in the previous class.	1.1
		A mini-basket is made	3.2 2.2

Table 3

Source: Elaborated by the author

Lesson plan model

The process of lesson planning is a crucial stage in teaching, involving the careful preparation of activities for each session. This process allows for the clear definition of learning objectives, selection and organization of content, design of activities, and choice of appropriate materials. The main characteristics of planning in this work include defining learning objectives, the competencies to be developed, the content to be covered, all the activities to be carried out, assessment methods, necessary materials, and the time for each activity. Below is an example of the planning model used in this project.

Table 4

Lesson plan chart

LESSON PLAN

Class Topic: Numbers from 1 to 10

Learning Objective(s): To identify the numbers in English from 1 to 10 through the short story "Story to learn the numbers" and other activities.

Grade: 203

Class time and length of class: 10:30 a.m. to 12:30 p.m.- 1 hour

Lead Teacher: Ana Maria Falla

Teacher in training: Daniela Tovar Mendez

Competence	Materials	Content	Activities	Evaluation	Time (per activity)
Vocabulary	YouTube video	Numbers	The session will start with a video that contains a short story about the numbers from 1 to 10, the video will be played at least twice in order that the students recognize what the story is about. At the end of the video, the students will comment on what they have seen in the story.	The evaluation will take into account the development of the activities and the attitudes of the	15 minutes

		Video: https://youtu.be/Hw11zsgLF60?si=H8NCY11gv6lyGIKS	students. The ability to put into practice what has been learned in previous classes in the different activities proposed, in addition to the adequate development and solution of the activities will be taken into account.	
	Notebook Pencil	The teacher will explain the video, will present what the story is about and the vocabulary present in the story, this vocabulary will be written on the board and the students will have to write this vocabulary in each of their notebooks.		15 minutes
	Worksheet Colors Scissors Glue	Each student will receive a worksheet which contains the numbers from 1 to 10 on one side and on the other side the names of these numbers in disorder, the students will have to decorate the numbers, cut out the names of the numbers and paste the name corresponding to each number. Once the students finish, they should paste this worksheet in the notebook.		15 minutes
	Worksheet Glue	The students will receive a guide that contains the numbers from 1 to 10 and their names, however, in the names some letters are missing, the students will have to write the missing		15 minutes

			letters to complete the name of each number. once the students finish, they should paste this guide in the notebook.		
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Table 4

Source: Elaborated by the author

Chapter V: Data Analysis

This chapter analyzes the data obtained during the interventions with the students. First, the achievements and limitations of the research are presented in general terms. Then, a detailed analysis of the data is carried out, using the categories and indicators previously established. In this analysis, the work done by the students, the theory, and the researcher's perspective are considered. Finally, the chapter seeks to identify whether the initial objectives were fulfilled and how the process was like.

Data Management

This section presents the achievements and limitations encountered during the research process, as well as a general overview of the results obtained with the students.

First, one of the main limitations was related to time. The research did not have enough time to properly carry out all the sessions, the students only had two hours of English per week in their school schedule. Additionally, the lead teacher had to teach her class, leaving only one hour available for the research activities. This led to modifying the activities to make them shorter, and sometimes, it was not possible to complete all the planned tasks due to the limited time.

Another significant limitation was the school's activities. On several occasions, it was not possible to hold the class normally because of school events, such as cultural activities, flag-raising ceremonies, celebrations, or days when students did not have to attend school. As a result, the program had to be adapted and some sessions had to be eliminated in order to cover as many topics as possible.

On the other hand, one of the achievements during the research was the positive attitude and motivation of the students to participate in the activities. In most sessions, the

students expressed that they felt happy and excited about the teacher's proposed activities, and this was reflected in the results, as each final product showed their enthusiasm.

Another significant achievement was the students' commitment. Since many of the activities involved making handicrafts, it was necessary to ask the students to bring materials several times. Most of the students attended these requests, which allowed to carry out the activities successfully.

Finally, in general terms, the results showed positive learning outcomes among the students regarding vocabulary topics. Although some difficulties arose during the process, the overall results were successful.

Data Analysis

The present research employs triangulation to analyze the data. According to Patton, "Triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches" (1999, p. 247). In this sense, the analysis is carried out by considering a variety of data collected during the research, together with other sources of information, in order to obtain a complete view of the results. On the other hand, Denzin (1978) defines triangulation as "the combination of methodologies in the study of the same phenomena" (p. 291). Based on this idea, the present study uses three sources of data for triangulation: the instruments applied in the research, the researcher's perspective and the theory proposed by various authors. This makes it possible to evaluate whether the categories, indicators and objectives were achieved.

To evaluate the information obtained from the students' work, a series of rubrics were used. According to Brookhart, a rubric is an organized set of criteria used to assess students' work, categorized in different levels of performance quality based on those criteria. (2013) From this definition, rubrics are understood as tools that establish clear criteria to assess

students' performance on a task, organized in different levels of quality. This allows for an objective, structured and consistent evaluation.

The rubrics in the present research considered all the activities developed during the interventions, which were classified around the defined indicators and categories. The activities were evaluated using high, medium, basic and low as descriptors, with the purpose of estimating the level of success achieved in each one of them. From this evaluation, specific activities are presented that illustrate the results obtained for each category and indicator, providing a detailed view of the performance and effectiveness of the interventions carried out.

Category 1: Vocabulary learning

This first category focuses on evidencing the vocabulary learned by the students throughout the research in a general way. The activities implemented in this category are designed to reinforce and apply the vocabulary learned through various strategies and interactive workshops. These activities include coloring exercises, cutting, pasting, matching, and games that allow students to practice the new vocabulary in different ways. The goal is to encourage not only memory, but to use the vocabulary in a variety of situations.

Indicator: 1.1. Students remember vocabulary learned related to numbers, colors, the alphabet, family, and sports.

This first indicator evaluates students' ability to recall and apply the vocabulary learned related to basic topics such as numbers, colors, the alphabet, family, and sports. Through various activities, students identify, name, and use the concepts learned, ensuring that the vocabulary is not only remembered, but also appropriated by the students.

The main activity of this indicator was carried out on April 25th, 2024 and consisted of recounting the alphabet, this was previously studied and in order to continue addressing the

topic a reminder of the letters of the alphabet was made. First, letter by letter was recalled in order, and then the teacher selected a letter randomly and the students had to mention which letter it was. To show evidence of this indicator, a fragment of a recording of a class in which the students are doing this reminder is presented (see annex 6).

Figure 2

Fragment of class recording remembering vocabulary, April 25th, 2024.

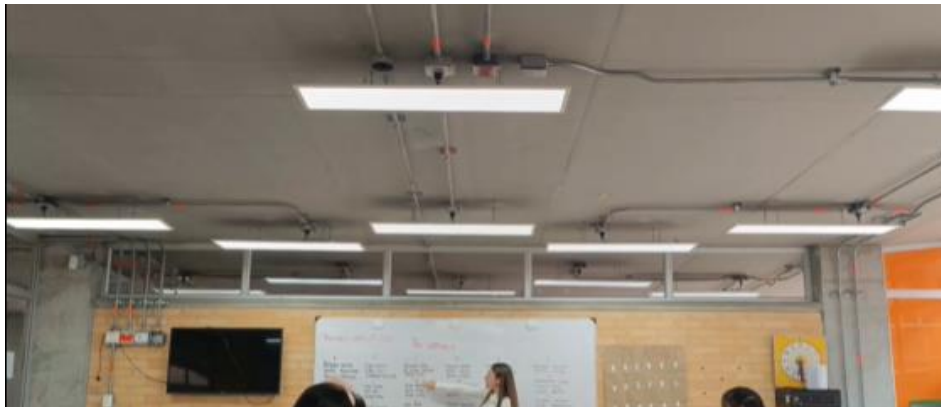


Figure 2

Source: video recording of a class.

Description of the video: The video shows a fragment of a session, in which the teacher informs the students that they will be practicing the letters of the alphabet. She begins by showing the first letter and asks the students to identify it, which they do correctly. Then, they pronounce the letters in order, from A to Z, and repeat once or twice in case of confusion. Later, the teacher indicates that they will review the letters in disorder, she shows a letter at random, and the students have to identify it. Students respond appropriately to the letters, and if doubts arise, the teacher asks them to repeat to clarify them.

From the figure presented, and taking into account the evaluation rubrics (see annex 7). it can be evidenced that, during the review of the alphabet, most of the students correctly

identified the letters both in order and randomly. Although on some occasions they made mistakes, mainly when confusing letters with similar pronunciations, in general they were able to remember the vocabulary related to the alphabet effectively.

The results obtained during the alphabet review reinforce the importance of repetition in effective learning. Although the students initially made errors, particularly by confusing letters with similar sounds, the process of repetition allowed them to generally recall the related vocabulary accurately. This finding supports the theory that mastery of any vocabulary or discourse cannot be achieved through a single exposure, but rather requires multiple repetitions to ensure its retention. As outlined by Ebbinghaus, vocabularies, speeches and poems, no matter how long, cannot be learned with a single repetition, even when a highly skilled person pays the utmost attention. Only after an adequate number of repetitions is their complete mastery guaranteed, and with subsequent repetitions is greater confidence and fluency in their use achieved. (2013)

Therefore, the progress observed in the students confirms that repeated practice is essential for effective learning. It is important to emphasize that repetitions should not be considered boring or traditional. Repeating what was learned can be done in different ways and with different techniques. In the example presented, it is observed that students responded to questions, but on other occasions strategies such as games, interactive questions and voluntary participation were used. Thus, repetitions are covered in a variety of ways, which favor a stronger learning of the proposed topics.

In summary, the alphabet review results emphasize the importance of repetition in learning, using different activities to do these repetitions. Despite initial errors, students improved their vocabulary recall through repeated practice.

Indicator: 1.2. Students use vocabulary related to numbers, colors, alphabet, family, and sports in activities that involve pictures and words.

This second indicator assesses students' competence in using vocabulary related to numbers, colors, the alphabet, family, and sports in activities that combine images and words. Through these activities, students not only visually recognize concepts, but also associate words with pictures. The activities developed include tasks such as matching images with their vocabulary, solving word searches, or some games in which words are mentioned and images must be identified. With this, students reinforce learning visually and linguistically.

The main activity of this indicator was carried out on March 7th, 2024, and its objective was to relate the numbers from 1 to 10 with their corresponding form of writing in English. The students had previously approached the topic of numbers through a short story, this activity sought to apply the topic of numbers in a workshop, for this activity the students had to cut out one by one the names of the numbers and then paste the name with the corresponding number. To demonstrate this indicator, the workshop conducted by some students is presented.

Figure 3

Workshop about numbers, March 7th, 2024.

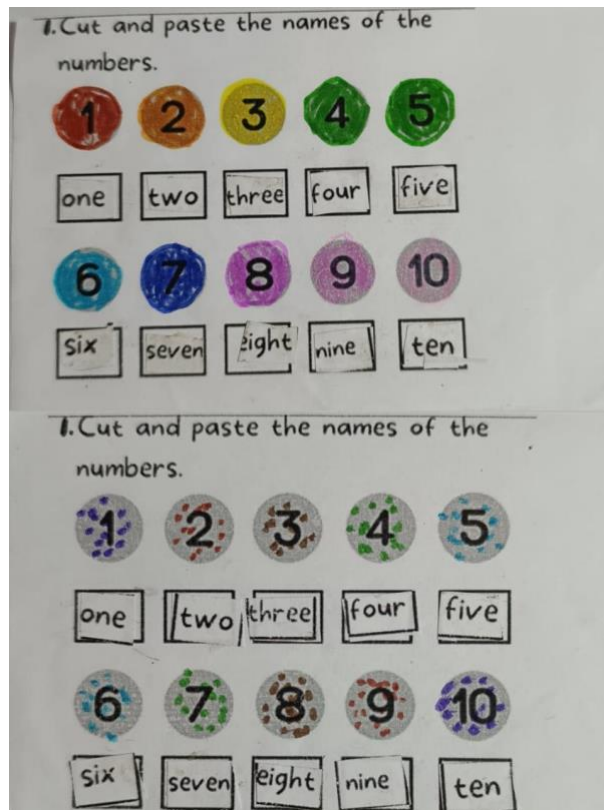


Figure 3

Source: workshops done by four students of 203.

The results of this activity, based on the evaluation rubrics (see annex 7) indicated that almost all the students were able to correctly relate the numbers from 1 to 10 with their written form in English, demonstrating comprehension and visual recognition. Based on the research samples, it was observed that most of the students completed the workshop adequately. This leads to the conclusion that the students are able to apply the previously learned vocabulary in different types of activities. In addition, by involving tasks such as cutting, pasting and matching, a higher level of learning retention was evidenced.

The results from this activity highlight the effectiveness of the use of different materials and activities in learning. The students not only successfully matched the numbers 1 to 10 with their written form in English, but also demonstrated greater retention by engaging

in hands-on tasks like cutting, pasting, and matching. This finding reinforces Gardner's theory, which suggests that “the multiple modes of delivery convey what it means to understand something well.” (1983, p.17). By integrating different learning activities, such as hands-on and visual activities, students were able to better internalize the vocabulary, ensuring they understood and applied the knowledge.

The research aimed to ensure that the topics were learned through a variety of activities, not only through repetition exercises or writing in the notebook. The positive aspects of these activities were used to complement them with other more dynamic activities such as cutting, pasting, matching words with images, and participating in games, among others. By using the variety of activities, it was intended to take advantage of the benefits that each of them offered, complementing them with the other elements of the research, such as the short stories and the handicrafts. In this way, the advantages of each resource were integrated to facilitate an effective vocabulary learning process for the students.

In summary, the activity results show that using diverse materials enhances learning. Students effectively matched numbers 1 to 10 with their written forms and demonstrated better retention through hands-on tasks like cutting and pasting.

Indicator: 1.3. Students demonstrate vocabulary learning about numbers, colors, alphabet, family, and sports through matching, coloring, and writing activities.

This third indicator analyzes how students demonstrate their learning of vocabulary related to numbers, colors, the alphabet, family, and sports through practical activities such as matching, coloring, and writing. Students use this vocabulary in association tasks where they must match words to pictures, in coloring activities where they identify specific colors, and in writing exercises where they complete words.

The main activity of this indicator was carried out on April 18th, 2024, and consisted of matching the letters of some objects with their corresponding image. To do this activity the students studied the topic of the alphabet previously through a short story and the teacher's explanation. In this activity the students listened to the pronunciation of some objects and they had to match the initial letter of the object with the object, based on what they listen to from the teacher. To demonstrate this indicator, the workshop conducted by some students is presented.

Figure 4

Workshop about the alphabet, April 18th, 2024.

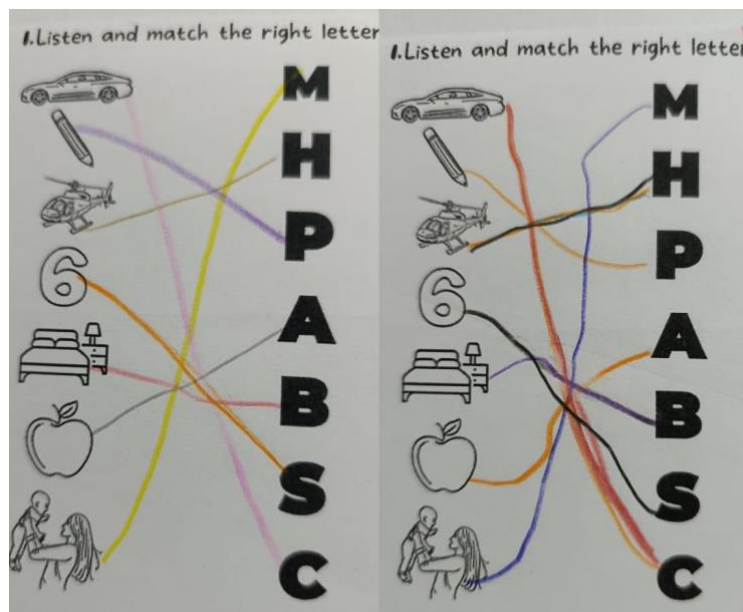


Figure 4

Source: workshops done by four students of 203.

As is shown in the figure, in this activity the students demonstrated progress in the association of initial sounds with images. When analyzing the results of the workshops in the rubrics (see annex 7), it was evident that some of the students solved the activity adequately;

however, some of them had difficulties, especially when confusing certain letters. This exercise was effective in improving listening skills and letter recognition in everyday words.

The fact that the students associated the sounds of the initial letters with the corresponding images, as shown in the results, highlights the effectiveness of this activity in developing listening and letter recognition skills. Although some students struggled with letter confusion, most successfully completed the task. This aligns with Montessori's belief that "the hands are the instruments of intelligence." (1949, p.252) By engaging students in a hands-on approach, where they actively matched sounds to images, their learning was reinforced through physical interaction.

In addition to the matching activity, the research proposed several activities that involved the active use of the hands, such as coloring, decorating, gluing, cutting out, and making handicrafts. These activities required more than writing; students used their hands to create, decorate and manipulate different materials, which fostered deeper and more active learning process. This reflects the Montessori pedagogical approach, where the use of hands strengthens the learning process by making it more concrete and meaningful for the students.

In conclusion, the results show that associating initial sounds with images effectively enhances listening and letter recognition skills. While some students struggled with letter confusion, most completed the task successfully.

Category 2: Short stories

This second category aims to analyze the vocabulary learned by the students during the research, in relation to the short stories presented about several topics. The activities designed for this indicator focused on applying and reinforcing the vocabulary of the stories through a variety of exercises. These activities included writing in the notebooks to

consolidate learning, coloring illustrations related to the stories, and to participating about what was seen in the stories, allowing students to use the new vocabulary.

Indicator: 2.1. Students identify vocabulary related to numbers, colors, alphabet, family, and sports in the short stories and express it orally.

This first indicator measures students' ability to identify vocabulary related to numbers, colors, the alphabet, family, and sports in short stories, and to express that vocabulary orally. Through the short stories, students recognize key words around a theme and then express them, either by answering questions or by participating in class. These activities reinforce vocabulary recognition and allow students to express it.

The main activity of this indicator was carried out on May 9th, 2024, and consisted of verbally expressing what was seen in a short story. This activity was carried out to introduce the topic of the family, for this the students previously watched the video of a short story for the first time, the teacher asked the students what they understood from the story. To demonstrate this indicator, a fragment of a recording of a class in which the students are participating in what was seen in the story is presented (**see annex 7**).

Figure 5

Fragment of class recording expressing vocabulary, May 9th, 2024.



Figure 5

Source: video recording of a class.

Description of the video: The video shows an extract from a session, in which the students recently watched a short story about the family for the first time. The teacher asks them to share what they understood from the story. The students raise their hands and participate, expressing what they observed. Although the interventions are in Spanish, some English words, such as family, are integrated. To encourage more participation, the teacher asks questions to which the students respond, making sure that all those who raise their hands have the opportunity to intervene. The students mention in general terms the aspects observed in the story, and while some of them participate, others complement their ideas.

As is evidenced in the video, and considering the rubrics used (see annex 7), the verbal expression activity revealed that most of the students were able to understand and express general ideas of a short story in English. Although it was their first time watching the

video, the results demonstrated a good overall comprehension of the content, evidencing progress in their ability to understand. In addition, the students' verbal participation indicated that they were gaining confidence, as they were able to grasp ideas in English and express them in their mother language.

The video highlighted that students effectively understood and articulated general ideas from a short story in English, showing their overall comprehension despite it being their first viewing. Their ability to express ideas in their mother language further indicated a growing confidence in their understanding. This aligns with the theory of Wells which says that, to support young children's cognitive and expressive development, teachers should facilitate interactions in an individual way. By doing so, students can engage in more meaningful exchanges where they feel comfortable experimenting with their ideas without the pressures of a larger audience. (1986)

Students' participation was a key element in the research. In most of the activities, verbal participation was encouraged, providing the necessary time so that each girl who wanted to, was able to intervene, even if this took more time. This approach sought, as Wells points out, to make the girls feel comfortable in their learning process through their active participation. In addition, participation allowed the teacher to evaluate the level of understanding and learning of the proposed topics, ensuring that each student was assimilating the content effectively.

In conclusion, the verbal expression activities demonstrated that most students were able to understand and express the main ideas of a short story in English, showing comprehension despite being their first viewing. Their participation, expressed in their mother language, indicated growing confidence and alignment with Wells' theory.

Indicator: 2.2. Students apply vocabulary related to numbers, colors, alphabet, family, and sports in activities based on short stories.

This second indicator scores how students apply vocabulary related to numbers, colors, the alphabet, family, and sports in activities based on short stories. Through exercises linked to the stories, students actively use the vocabulary learned to complete tasks such as coloring from what was seen in the story and making crafts. These activities reinforce comprehension and allow for practical use within the vocabulary.

The main activity of this indicator was carried out on March 21st, 2024, and consisted of coloring from what was seen in a short story. In this exercise the students were working on the topic of colors and saw a short story in which these were presented, the short story addressed the topic by describing a landscape full of different colors. In the workshop, the landscape described in the story was presented, and in the activity instructions it was clarified that the activity was based on the short story. The aim was for the students to identify the colors of each element of the landscape and apply them in the coloring activity. To demonstrate this indicator, the workshop conducted by some students is presented.

Figure 6

Landscape in the short story



Figure 6

Source: YouTube video *Story to learn the colours*.

Figure 7

Workshop about the alphabet, March 21st, 2024.

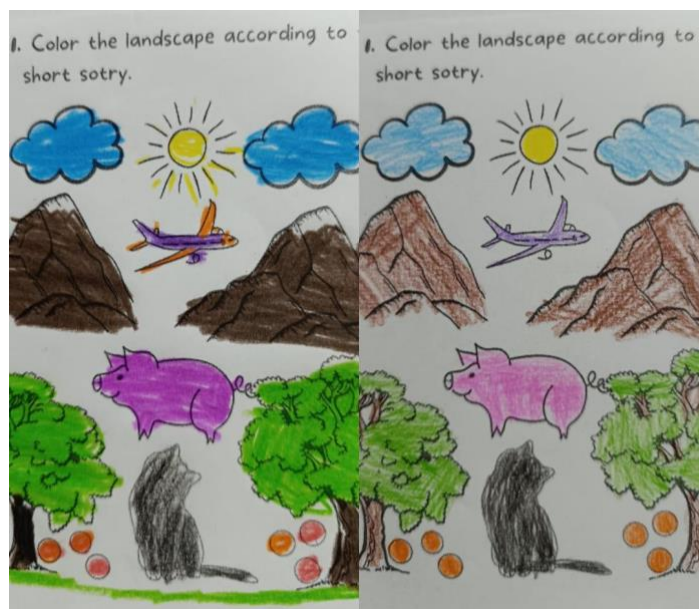


Figure 7

Source: workshops done by four students of 203.

As illustrated in the figures, and evidenced in the rubrics (**see annex 7**) the activities based on the short stories showed that almost all the students understood the vocabulary related to colors in English. When analyzing the workshops conducted, and comparing with the original landscape presented in the story, it was evident that the students were able to identify the colors and the elements in the landscape, and remember it with the purpose of apply those things in the activity, without the need to consult the original material several times. This activity allowed to observe the development of memory, attention and the ability to apply knowledge in different contexts.

All the stories presented to the students were integrated with the other activities in order to achieve meaningful learning. The aim was not to carry out activities in isolation, but rather for everything to be connected in a coherent way. The positive impact of the stories,

which help students to connect emotionally with the topics and open up more easily to learning, was used. The stories served as a starting point for each topic, and then were complemented by other activities that reinforced that learning. As it could be seen, almost all the students showed positive results with this proposal, which demonstrates the effectiveness of this activities.

This shows that they developed their, openness to learning, memory and attention. This supports the idea of Boris that “Good stories do more than create a sense of connection. They build familiarity and trust, and allow the listener to enter the story where they are, making them more open to learning.” (2017, parr.3) By listening to the stories, students felt more comfortable and open to learning. This connection and interest helped them remember and use the new vocabulary in different situations, showing how powerful storytelling can be in helping them learn.

In summary, this activity shows that students developed their memory and attention skills, by listening to the stories, students felt more comfortable and open to learning. This connection and interest helped them remember and use the new vocabulary in different situations, showing that storytelling can help them in the learning process.

Category 3: Handicrafts

This third category seeks to evaluate how the handicrafts contribute to vocabulary learning in a different and meaningful way for the students. The activities implemented under this indicator focused on making various handicrafts related to specific vocabulary topics. Each craft addressed a particular topic, allowing the students to learn and practice the vocabulary of the topic learned as well as vocabulary from the handicrafts.

Indicator: 3.1. Students follow instructions in English to make handicrafts.

This indicator reviews students' ability to follow instructions in English while making crafts. Through these activities, students comprehend and execute verbal directions related to the steps to create a craft, which involves the practical use of vocabulary.

The main activity of this indicator was carried out on May 30th, 2024 and consisted of making a mini basket. In this activity, the topic of sports was being finalized and a basket was made. For this, the students had to follow the instructions given by the teacher in order to make this craft. To demonstrate this indicator, a fragment of the field diary from this session is presented.

“After reminding the students about the sports, the teacher indicated that they were going to start with the craft, and the teacher showed an example of what was going to be done, the students were excited to see this and some of them shouted, because they thought that what was going to be done was beautiful. The teacher gave the instructions on how to make the basket craft, and how they could decorate it, she also indicated to the students that a special prize would be given to the student who made the best basket, when they heard the indication of the prize the students got excited and also made the teacher promise that a prize would be given, the girls made a pinky promise”. Field diary #10

Figure 8

Handicraft about sports, May 30th, 2024.



Figure 8

Source: handicrafts done by four students of 203.

According to the field diaries, pictures, and rubrics (see annex 7) it can be concluded that in the elaboration of the mini basket most of the students demonstrated their ability to follow instructions in English, correctly using vocabulary related to sports. This manual activity fostered the comprehension of simple sentences and commands, and enhanced their memory, allowing the application of the language in practical contexts.

The results of this activity showed that the handicrafts trained the students' working memory, as they needed to retain instructions on how to develop them and then execute them. According to Gathercole et al. The ability to use working memory was strongly connected to children's accuracy in carrying out verbal instructions that required following a sequence of actions (2008). The results show that the students were able to follow the instructions for the craft, indicating that they used their working memory.

In addition, working memory is relevant in learning English, since, as Shen (2020) points out, 'All aspects of second language learning involve information storage and processing, and working memory plays an important role in advanced and complex cognitive activities' (2020, p.86). Therefore, it can be concluded that working memory through handicrafts also addresses important aspects in the learning process. A characteristic that was

evident during the research, as learning and use of vocabulary was observed, which was the main objective of this study.

In summary, the activity demonstrated that the crafts helped to develop the students' working memory, enabling them to follow instructions effectively. This is essential for learning English, as it facilitates the storage and processing of information.

Indicator: 3.2. Students use vocabulary related to numbers, colors, alphabet, family and sports in the proposed handicrafts.

This last indicator evaluates how students use vocabulary related to numbers, colors, the alphabet, family, and sports during the performance of the proposed crafts. Throughout the activities, the students integrate this vocabulary when describing the steps, elements and themes of the crafts, practically applying what they have learned in a creative context.

The main activity of this indicator was carried out on April 25th, 2024, and consisted of making figures with the different letters of the alphabet. This activity was consolidating the theme of the alphabet and for this each student was assigned a letter of the alphabet, from this letter the students had to make a figure with the letter that corresponded to them, the teacher presented the students with some vocabulary that they could use to make these figures. To demonstrate this indicator, some of the figures made by the students are presented.

Figure 9

Handicraft about the alphabet, April 25th, 2024.



Figure 9

Source: handicrafts done by some students of 203. More examples in the annex (see annex 9)

As evidenced in the alphabet activity, and taking into account the rubrics (see annex 7) all the students were able to recognize the letters of the English alphabet by creating pictures. This exercise showed a stronger understanding of the letters, as well as the ability to associate them with words and figures. In addition, the activity promoted creative and autonomous learning, allowing each student to explore her letter in a personal way, relating it to concepts and shapes according to her own ideas. The figure shows how each student expressed the activity in a unique way, reflecting the differences in their forms of expression.

Another activity of this indicator was carried out May 22th, 2024, on and consisted of making a craft about the family. In this exercise, the theme of the family was being addressed and the students had to select their favorite family member and capture it by means of a craft with toilet paper rolls; in this craft the students had to write the family member that corresponded to their craft. To demonstrate this indicator, some of the handicrafts made by the students are presented.

Figure 10

handicraft about the family members, May 22th, 2024.



Figure 10

Source: handicrafts done by four students of 203.

The family craft, and the evaluation in the rubrics (see annex 7) demonstrated that almost all the students were able to identify and express vocabulary related to family members in English, reflecting a good level of comprehension. Through this creative activity, the students connected the new vocabulary to their personal experiences. The figure shows how they created representations of different family members, such as mother, father, or brother. In addition, some of them used additional expressions in English, such as *I love you*, which evidences a significant connection between the topic and their personal reality.

The results from the activities show in one hand, that students were able to recognize letters of the English alphabet by creating pictures, which enhanced their understanding of the letters and their connections to words and images. On the other hand, the family craft further demonstrated students' ability to identify and express vocabulary related to family members in English. The variety in their projects reflected their unique styles of expression and personal connections to the vocabulary. This aligns with the Wierda's theory that "teaching artists can approach craft from many different perspectives and with a range of goals."(2014,

p.18) By incorporating artistic elements into their learning, students were not only able to engage with the content in a meaningful way but also explore different approaches to expressing their ideas, which deepened their understanding and made the learning experience more enjoyable.

The incorporation of handicrafts was very valuable for the students. Throughout the research, in the observation and comments expressed by the students, their love for arts and crafts was evident. During the development of each project, the students took their time to create unique pieces, decorated with care and dedication. They did not limit themselves to simply fulfilling the assigned task, but their creativity was reflected in each piece, making each creation original and special.

This enthusiasm was also evident in their comments and reactions at the time of making the handicrafts. The students expressed excitement when they started the projects and satisfaction when they finished them, stating that they enjoyed these activities a lot. This was documented in the field diaries (**see annex 8**) “the teacher showed an example of what was going to be done, the students were excited to see this and some of them shouted” (field diary #10). “The girls were surprised when they were told what was going to be done.” (field diary #4).

In addition, the process of creating crafts allowed for significant learning in the use of vocabulary. Everything learned through the stories, workshops and other activities was applied in the handicrafts, which gave the students the opportunity to put their knowledge into practice in a tangible way. When analyzing the results, it was found that the students correctly integrated what they had learned, demonstrating that the crafts not only fostered creativity, but also consolidated their learning.

To sum up, the activities demonstrated that students improved their recognition of English alphabet letters through picture creation. Additionally, the family craft allowed them to express vocabulary related to family members, with diverse projects reflecting personal connections. By integrating artistic elements into their learning, students engaged in a meaningful way with the content, working on the understanding and enjoy of the all learning process.

Results Summary

Overall, the results of the *vocabulary learning* category reflect that the students were able to successfully recall, use and demonstrate vocabulary on topics such as numbers, colours, alphabet, family and sports, through various strategies and practical activities. Vocabulary retention was observed, especially in the case of the alphabet, where, although there was some confusion with similar sounding letters, the students showed knowledge by recognizing and saying the letters both in order and randomly. This result highlights the importance of repetition in consolidating new vocabulary.

Furthermore, the variety of practical activities, such as cutting and pasting, not only helped to reinforce learning, but also facilitated the application of the words. The implementation of varied activities also showed an improvement in vocabulary learning and comprehension, despite the fact some students had difficulties. This set of results confirms the value of including varied activities that involve more than just writing, and shows how useful these activities can be and how they significantly support vocabulary learning.

In the category of *Short stories*, the results indicate that the students were able to identify, express and apply vocabulary about numbers, colours, the alphabet, family and sports through the use of short stories in English. In terms of vocabulary identification and expression, the students were able to understand and verbalize the main ideas of the stories, even in their first contact with the material. This ability demonstrates not only their ability to recognize vocabulary, but also a level of confidence in their oral expression, which in some cases was in their mother tongue as a means of reflecting comprehension.

In relation to the application of vocabulary, the practical activities based on the stories allowed the students to recall and use the vocabulary learned, especially the related to colors

and other concepts. The results showed that, without the need for constant support from the original material, the students developed good vocabulary retention and the ability to apply it. This evidence a stronger memory in the students. These results support the importance of integrating stories and dynamic activities into the learning process.

Finally, in the category of *Handicrafts*, the results reflect the students' ability to follow instructions in English and to use vocabulary related to numbers, colours, the alphabet, family and sports in the handicrafts. During the creation of mini-baskets, students demonstrated their ability to understand and follow instructions, indicating that the hands-on activities are effective in facilitating the internalization of simple instructions and fostering the use of working memory, a fundamental aspect of learning.

In addition, in the proposed handicrafts, the students showed a creative and independent use of vocabulary. In particular, in the family handcraft, they correctly identified family members in English and personalized their projects with additional phrases and words. This evidences a connection between the new vocabulary and their personal experiences, increasing the learning. Altogether, these results highlight that handicrafts are effective tools for promoting vocabulary learning and allow students to express themselves through their creations.

Conclusions

This section presents the main conclusions of the document, based on the objectives set at the beginning of the research. Each specific objective is reviewed, and an overview of how it was achieved is provided. The researcher's learning experiences are also shared.

First, regarding the first objective, which was *to identify the influence of task-based learning on vocabulary in an EFL classroom*, it can be concluded that this goal was successfully met. The task-based learning approach was effective in organizing the lessons and made it easy to cover the topics. It also helped structure the research clearly. Both the teacher and the students knew what to expect in each class, as a consistent structure was followed. This structure included a pre-task phase, where students were introduced to a short story and the vocabulary within it; a task phase, where they completed workshops and crafts; and a final phase, where they shared their crafts. This organization made the learning process more structured and gave the students confidence in what they were doing.

Second, regarding the second objective, which was *to establish the importance of illustrated short stories for vocabulary learning in an EFL classroom*, it can be concluded that these stories were key to achieving the positive results mentioned before. The short stories not only introduced the vocabulary topics, but they also included the specific words that the students needed to learn. This made it easier for students to understand and remember the words. Additionally, the stories helped connect the topics, vocabulary, and crafts, showing how important the short stories were for this research.

Lastly, regarding the third objective, which was *to determine the effect of the handicrafts on the amount of words that students know*, it was found that the handicrafts activities, had a big impact on the students' learning. The crafts allowed the students to practice and solidify the vocabulary they learned. By creating crafts, students used the

vocabulary in different ways, which helped them learn the words more deeply and meaningfully.

Regarding the teacher's learning, it can be concluded that she gained knowledge in several important areas. The first area was in teaching experience. This research was one of the teacher's first experiences teaching in real with students. Through this, she learned various strategies for conducting classes, managing classroom behavior, and assessing student progress.

Another significant area of learning was in research. This research was also one of her first experiences with the research process. Through it, the teacher learned about academic writing, how to properly plan a research project, how to apply it, and how to analyze the results. These learnings also gave her the chance to reflect on and evaluate her own performance.

Finally, this process helped the teacher develop study habits that are important for successfully carrying out a research project. Since research requires many skills and dedication, the teacher improved in areas like time management, developing effective study habits, and enhancing her writing skills in a foreign language.

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Annexes

Annex 1

Consent form: The consent form was sent to the parents of the students who participated in this research. Through this document, parents authorized the participation of their children, as well as the use of some data and work, in line with the rules and laws established for minors. Parents signed this consent.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 787 de 18 de Junio 2018		
FONDOSGI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

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

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

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

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

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

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

FIRMA

Nombre: _____

Identificación: _____

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 promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 9° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 2

Information for parents: The informational piece for parents consisted of a brief presentation of the pre-service teacher, with the aim of building trust and

requesting the signature of the consent forms. This document was sent together with the consent form. Through this presentation, the aim was for parents to familiarize themselves with the pre-service teacher and to get an idea of the research to be carried out. Thanks to this initiative, parents felt more confident in signing the consent form.

INFORMACIÓN IMPORTANTE

19 de abril de 2023
Bogotá D.C
Queridos padres de familia
Reciban un cordial saludo



Por medio del presente comunicado me permito presentarme, mi nombre es Jennifer Daniela Tovar Mendez, estudiante de séptimo semestre de la licenciatura en español e inglés de la Universidad Pedagógica Nacional. Durante este año estaré realizando mis practicas y proyecto de grado junto sus hijas en la asignatura de inglés. Será un espacio diferente en donde las niñas podrán desarrollar sus habilidades del inglés a través de la diversión y la interacción con sus compañeras. Para esto, es muy importante que ustedes, padres de familia, autoricen la participación de sus hijas en este emocionante proyecto. Esta participación no implica modificaciones en la carga académica de sus hijas o algún tipo de exposición. De esta forma, les solicito amablemente por favor leer detenidamente y firmar las autorizaciones de tratamiento de datos.



Atentamente

Jennifer Daniela Tovar Méndez
C.C 1001059038
3194733294
jdtovarm@upn.edu.co

Annex 3

Characterization form: The characterization form was a document sent to the parents of the students to obtain information about the population. It was sent to the parents due to the young age of the students, who could not answer by themselves some of the aspects mentioned in the survey, and at that time the students were also learning to read. Through this survey, details such as place of residence, home characteristics, means of transport used to attend school and aspects related to English language

learning were collected. This format allowed a better identification of the population and facilitated their characterization.

Instrumento de caracterización

La siguiente encuesta tiene como fin caracterizar a las estudiantes de grado 103, se busca conocer aspectos socioeconómicos y cognitivos relacionados a las niñas. Por esta razón responda de manera honesta las siguientes preguntas ÚNICAMENTE CON LA INFORMACIÓN DE LA NIÑA. Marque con una X las respuestas y escriba en los espacios según corresponda.

- Nombre completo y edad de la estudiante

- ¿En qué localidad vive?

- ¿En qué barrio vive?

- ¿A qué estrato socioeconómico pertenece?

a. 1	d. 4
b. 2	e. 5
c. 3	f. Otro: ¿Cuál? _____
- ¿Con quien? Seleccione varios.

a. Madre	e. Tíos
b. Padre	f. Mascotas
c. Hermanos	g. Otros ¿Cuáles? _____
d. Abuelos	
- ¿De qué forma llega al colegio?

a. Caminando	e. Moto
b. Ruta escolar	f. Carro particular
c. Transporte público	g. Taxi
d. Bicicleta	h. Otro: ¿Cuál? _____
- ¿En qué tipo de vivienda habita?

a. Casa	c. Habitación
b. Apartamento	d. Otro ¿Cuál? _____

- El lugar en donde vive es:

a. Propio	c. Paga diario
b. En arriendo	d. De un familiar
- ¿Como cree que es el desempeño de la niña en inglés?

a. Excelente	c. Regular
b. Bueno	d. Malo
- ¿Se le facilita a la estudiante el aprendizaje del inglés?

a. Si ¿Por qué? _____
b. No ¿Por qué? _____
- ¿La niña muestra interés por el inglés?

a. Si	b. No
-------	-------
- Si la respuesta anterior fue si ¿De qué forma muestra este interés? Si la respuesta fue no, puede continuar con la pregunta #13

- ¿La niña aprende y/o practica inglés en casa?

a. Si: ¿De qué forma? _____
b. No
- ¿Hay espacios de aprendizaje del inglés en familia en el hogar?

a. Si ¿Cuáles? _____
b. No
- ¿Los padres y/o académicos de la niña tienen conocimiento de inglés?

a. Si	b. No
-------	-------
- En una escala de 1 a 10, siendo 1 muy malo y 10 muy bueno ¿Cuál es el nivel de inglés de los responsables de la niña? Marque con una X el número que corresponda.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¡Muchas gracias por responder a este cuestionario!

Annex 4

Diagnosis test: The diagnostic test was an activity carried out by the students before implementing the activities proposed in this research. Its aim was to identify the students' knowledge of English in relation to the topics corresponding to their grade. The test covered a variety of skills and, thanks to this activity and the observation of the classes, it was possible to identify the problem of the population.



Objective: To diagnose the knowledge in English through reading, writing, listening and vocabulary skills.

Name: _____ Date: _____

1. Draw flowers. (Dibuja flores)

ONE

SIX

TWO

SEVEN

THREE

EIGHT

FOUR

NINE

FIVE

TEN

2. Find the word, write it in the line and draw. (encuentra la palabra, escríbela en la línea y dibuja)

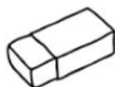
car ship airplane _____

helicopter train bicycle _____

bus car train _____

train boat ship _____

3. Color the school supplies according to what you hear (colorea los implementos escolares de acuerdo con lo que escuches) ✨

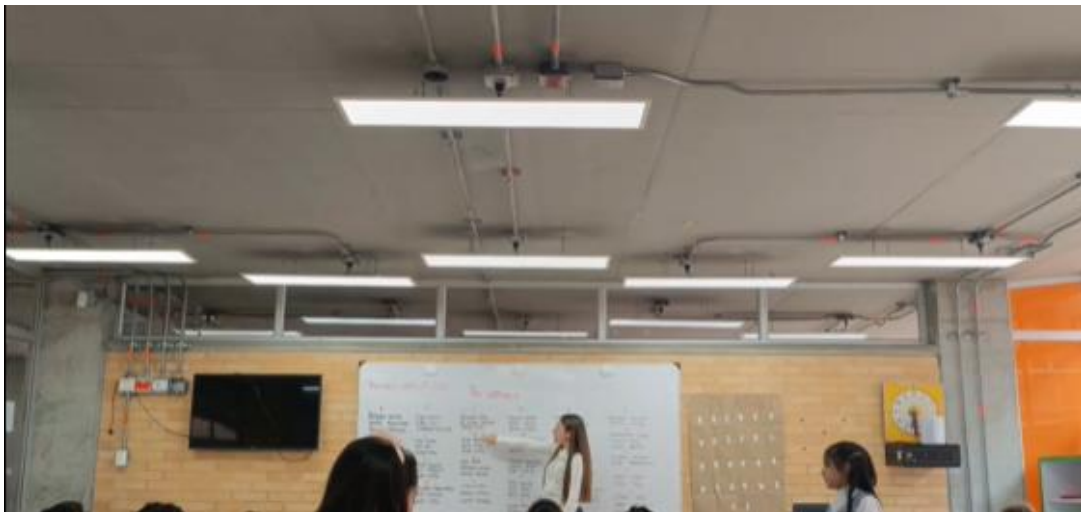


4. Write words in English (escribe palabras en inglés)

_____	_____
_____	_____
_____	_____
_____	_____

Annex 6

Video recordings: Classroom recordings were a strategy used during the research to document the work done by the pre-service teacher and the students. These videos documented some classes and served to analyze the activities implemented. From these recordings, fragments were extracted that were useful for the analysis of the results.



Annex 7

Evaluation rubrics: The evaluation rubrics were an instrument used to assess the results obtained by the students. These rubrics aimed to evaluate the activities according to each indicator, and were divided into four levels: low, basic, medium and high. Through these levels, the students' results were categorized for further analysis.

Category	Vocabulary learning			
Indicator	1.1 Students remember vocabulary learned related to numbers, colors, the alphabet, family, and sports.			
Criteria / Performance	Low	Basic	Medium	High
	- Students have significant difficulty remembering vocabulary related to numbers, colors, the alphabet, family, and sports. They may remember very few words or confuse terms frequently.	- Students can recall some words related to numbers, colors, the alphabet, family, and sports, but show inconsistency and need support in recalling specific terms.	- Students remember most of the vocabulary related to numbers, colors, the alphabet, family, and sports, although they may occasionally make mistakes or need time to remember certain words.	- Students recall with facility all vocabulary related to numbers, colors, the alphabet, family, and sports. They demonstrate fluency and confidence in their use of vocabulary.

Category	Vocabulary learning			
Indicator	1.2 Students use vocabulary related to numbers, colors, alphabet, family, and sports in activities that involve pictures and words.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have difficulty using vocabulary related to numbers, colors, the alphabet, family, and sports in activities that involve pictures and words. They make frequent errors.	- Students can use some vocabulary terms related to numbers, colors, the alphabet, family, and sports in activities that involve pictures and words, but their use is limited and they make several errors.	- Students use most of the vocabulary related to numbers, colors, the alphabet, family, and sports appropriately in activities that involve pictures and words, but make some errors.	- Students correctly use all vocabulary related to numbers, colors, the alphabet, family, and sports in activities that involve pictures and words. They demonstrate confidence and autonomy in choosing and using appropriate vocabulary.

Category	Vocabulary learning			
Indicator	1.3 Students demonstrate vocabulary learning about numbers, colors, alphabet, family, and sports through matching, coloring, and writing activities.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have difficulty demonstrating their learning of vocabulary related to numbers, colors, the alphabet, family, and sports in matching, coloring, and writing activities. They make frequent errors and show limited understanding of concepts.	- Students demonstrate basic knowledge of vocabulary related to numbers, colors, the alphabet, family, and sports in matching, coloring, and writing activities, with occasional errors. Their performance is inconsistent and they need support in developing these activities.	- Students demonstrate good knowledge of vocabulary related to numbers, colors, the alphabet, family, and sports in matching, coloring, and writing activities. They make few errors and show adequate overall comprehension, some errors may.	- Students demonstrate excellent knowledge of vocabulary related to numbers, colors, the alphabet, family, and sports in matching, coloring, and writing activities. They complete tasks accurately and confidently, showing a good level of understanding and application of vocabulary learned.

Category	Short stories			
Indicator	2.1 Students identify vocabulary related to numbers, colors, alphabet, family, and sports in the short stories and express it orally.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have difficulty identifying vocabulary related to numbers, colors, the alphabet, family, and sports in short stories. They make frequent errors and have problems expressing this	- Students identify vocabulary related to numbers, colors, the alphabet, family, and sports in short stories in a limited way. They can express some words orally, but their use is inconsistent and they need	- Students identify most vocabulary related to numbers, colors, the alphabet, family, and sports in short stories well. They can express this vocabulary orally, make minor errors, or need additional	- Students identify and appropriately express all vocabulary related to numbers, colors, the alphabet, family, and sports in short stories. They show comprehension and clarity in expressing.

	vocabulary orally.	support to remember or pronounce the words correctly.	time to remember certain terms.	
--	--------------------	---	---------------------------------	--

Category	Short stories			
Indicator	2.2 Students apply vocabulary related to numbers, colors, alphabet, family, and sports in activities based on short stories.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have significant difficulty applying vocabulary related to numbers, colors, the alphabet, family, and sports in short story-based activities. Their use of vocabulary is incorrect or very limited.	- Students can apply some vocabulary terms related to numbers, colors, the alphabet, family, and sports in short story-based activities, but their use is inconsistent and limited.	- Students apply most vocabulary related to numbers, colors, the alphabet, family, and sports in short story-based activities correctly. They make occasional errors, but demonstrate adequate understanding and ability to use the vocabulary.	- Students apply all vocabulary related to numbers, colors, the alphabet, family, and sports well in short story-based activities. They show an understanding and ability to use vocabulary appropriately in activities.



Category	Handicrafts			
Indicator	3.1 Students follow instructions in English to make handicrafts.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have significant difficulty following instructions in English to make handicrafts. They show little understanding of the language and often cannot complete the task without considerable assistance. Their final products are	- Students follow instructions in English for making crafts in a limited manner. They can complete the task, but with errors and need help understanding and executing some steps. Their understanding of English is basic and they have difficulty	- Students follow most instructions in English for making crafts. They can complete the task without much help, although they may require occasional clarification. Their final products are mostly correct.	- Students follow instructions in English to make crafts correctly, complete tasks autonomously and with correct and detailed results. They show a solid understanding of English and their final

	incorrect or incomplete.	following more complex instructions.		products are all correct.
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Category	Handicrafts			
Indicator	3.2 Students use vocabulary related to numbers, colors, alphabet, family and sports in the proposed handicrafts.			
Criteria / Performance	Low	Basic	Médium	High
	- Students have difficulty using vocabulary related to numbers, colors, the alphabet, family, and sports in the proposed crafts. Vocabulary use is incorrect or very limited.	- Students can use some vocabulary terms related to numbers, colors, the alphabet, family, and sports in the proposed crafts, but their use is inconsistent and limited.	- Students use most of the vocabulary related to numbers, colors, the alphabet, family, and sports in the proposed crafts correctly and with some degree of independence. Although they may make minor errors.	- Students accurately use all vocabulary related to numbers, colors, the alphabet, family, and sports in the proposed crafts. They demonstrate a solid understanding of the vocabulary and are able to apply it appropriately in the activities.

Annex 8



Field diaries: Field diaries were another instrument used during the research. In these diaries, everything that happened in each session was captured, including attitudes, perceptions of the researcher and the development of the class. These records were also useful for later analysis of the results.

 <p>Universidad Pedagógica Nacional Facultad de humanidades Licenciatura en español e inglés IED La Merced</p> <p>Praxis pedagógico-investigativa: Implementación y sistematización</p>	
Field diaries	

Teacher in training	Jennifer Daniela Tovar Mendez	Date	Thursday, April 11 th , 2024
Lead teacher	Ana Maria Falla	Grade	203
Class time and length of class	12:50 p.m. to 1:45 p.m. – 55 minutes	Students	30 students
Class topic	Colors		
Session	Lesson plan #4		
Learning objective	To use colors in the handicraft "the colorful worm".		
Activity		Description	
The session will start with a recalling about what was seen in the previous class about the colors.		<ul style="list-style-type: none"> • Before the session started, the teacher organized the students' desks in groups of 6 people. • A reminder of the colors seen in the previous class was made, for this reminder was used the phrase how do you say azul in english ? the students answered correct to each of the colors asked. 	
Each student will make a "colorful worm", for this they will receive a part of an egg box, with this, the students will have to decorate each part of the box with different colors of paint, the students will select which colors they will use in their worm, cotton flakes will be used to paint these worms, due to the fact that they are several colors. Once this activity is completed, they will orally mention each color of their worm in English.		<ul style="list-style-type: none"> • The teacher explained verbally what was going to be done, a worm with different colors, for this explanation was presented an example made by the teacher. • The girls were surprised when they were told what was going to be done. • While they heard the indication of the worm, they did not know how it was going to be painted, these questions were clarified by the teacher and they understood the instruction. 	

<p>The teacher will provide the egg cartons and some materials to decorate.</p>	<ul style="list-style-type: none"> ● While the students were in the groups it was a little difficult because the students were making a lot of noise in the groups. ● However, at the moment of starting the painting activity, it was easier for the students to work as a team because each student had a different color and they were able to share the different colors they had. At the same time, some girls brought more cotton flakes than other girls and this allowed them to share for those girls who did not bring cotton flakes. ● The teacher visited each table identifying which colors they had and identifying their name in English. ● The teacher constantly went through the different student stations to check the work of the students, some students painted their worm quickly and left spaces unpainted, the teacher indicated that all spaces should be covered with paint. ● Some students mentioned that they wanted to use their fingers to paint because they found it easier to use their fingers instead of the cotton flake. ● Students used expressions such as <ul style="list-style-type: none"> ○ ¿Quién necesita Pink? ○ ¿Quién necesita Orange? ○ ¿Quién necesita Green? ● Through these expressions the students were making use of the vocabulary taught previously. ● After painting the worms, the students decorated each animal as they liked.
---	---

	<ul style="list-style-type: none"> • The teacher told them that they could put antennae and eyes on the worms, she indicated and helped them how to do it. • Once all the students had finished the activity, the session ended at 12:45 p.m.
--	---

	<p>Universidad Pedagógica Nacional</p> <p>Facultad de humanidades</p> <p>Licenciatura en español e inglés</p> <p>IED La Merced</p> <p>Praxis pedagógico-investigativa: Implementación y sistematización</p>		
Field diaries			
Teacher in training	Jennifer Daniela Tovar Mendez	Date	Thursday, May 30 th , 2024
Lead teacher	Ana Maria Falla	Grade	203
Class time and length of class	12:50 p.m. to 1:45 p.m. – 55 minutes	Students	29 students
Class topic	Sports		
Session	Lesson plan #10		
Learning objective	To practice sports vocabulary through the handicraft "my basket".		
Activity		Description	
The session will start with a recalling about what was seen in the previous class about the sports.		<ul style="list-style-type: none"> • The session began with writing a note in the notebook about some materials needed for the next session, once the students finished writing 	

	<p>the note they were asked to remember what had been seen in the previous session.</p> <ul style="list-style-type: none"> ● Due to the fact that the students had just arrived from the break, they were a bit disorganized and talking a lot, so it was necessary to call their attention in order to do the activity in a proper way. ● After the students were a little more organized, it was possible to start with the recounting of what was done in the previous session, for this the students raised their hands and one by one they mentioned aspects seen in the previous session. ● Most of the students mentioned the topic covered (sports) and the bingo activity, but they did not mention many things from the story presented, the students also mentioned some of the sports they had seen. ● After listening to the students' opinions, a reminder was made of all the sports seen in the previous session, the sports were written on the board, the teacher mentioned them and the students repeated them, then each sport was translated into Spanish.
<p>The students will make a mini basket, for this the teacher will show them an example and the indications to do it, the students will decorate the basket the way they want and it will also be of the sport they decide, once they finish this activity, they will mention orally what sport they decided for that basket.</p>	<ul style="list-style-type: none"> ● After reminding the students about the sports, the teacher indicated that they were going to start with the craft, and the teacher showed an example of what was going to be done, the students were excited to see this and some of them shouted, because they thought that what was going to be done was beautiful. ● The teacher gave the instructions on how to make the basket craft, and how they could decorate it, she also indicated to the students that a special prize would be given to the student who made the

best basket, when they heard the indication of the prize the students got excited and also made the teacher promise that a prize would be given, the girls made a pinky promise.

- The teacher indicated that there were some materials to decorate, such as markers, colored pens, glitter, confetti, and glue, she told them that if they needed any of these materials they should ask for them.
- The teacher indicated that they could start with the craft and that the girls could go and ask for the materials they needed, however, all the students went at the same time for the materials and a lot of disorder was formed, to solve this, the teacher indicated that she would call the students by rows to choose the materials to decorate, once one row was finished the next one would be called.
- The teacher helped some students to insert the wool into the glass.
- The teacher went by the students' seats to see how they were developing their work, gave them indications and mentioned that they should write their name on the cup to know who owns each cup.
- The teacher told the students that at the end they were going to collect the handicrafts, the students did not like this news and expressed it verbally.
- The students were told how much time they had left to finish with the activities, and to have some time for the girls to play.
- Once the time was over the teacher told the students that they had to return the handicrafts,

	<p>and little by little the students were delivering their handicrafts, she was also asked who was going to be the winner of the prize, the teacher mentioned a girl who was the winner of the prize. And she told the students that the next session two more students were going to be rewarded.</p> <ul style="list-style-type: none">• The session ended at 1:45 p.m.
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Annex 9

Handicrafts done by the students: The handicrafts were some of the products that the students presented during the research and were used to analyse and evaluate the effectiveness of the study.



