

Creating picture books: a fun strategy to boost 5th graders' English vocabulary skills

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Abstract

Through time, picture books have been a good strategy to improve reading comprehension and vocabulary learning in school graders, that is why this action research focused on implementing picture books, a multimodal strategy through PBL, to improve vocabulary learning in 5th graders from Guillermo Cano Izasa, a public Colombian school.

Despite some challenges such as limited class frequency, low student attendance, and lack of contextual language practice, this project has demonstrated the importance of integrating creativity, self-expression, and project-based learning activities into language learning, especially in vocabulary learning. This process allowed students to personalize and contextualize vocabulary, fostering a sense of ownership and improving their confidence in using the English language to express their ideas.

Keywords: Project-based learning, Vocabulary Learning, Multimodal Text, Picture book

Resumen

A lo largo del tiempo, los libros ilustrados han sido una buena estrategia para mejorar la comprensión lectora y el aprendizaje de vocabulario en estudiantes escolares. Por esta razón, esta investigación-acción se centró en implementar libros ilustrados, una estrategia multimodal a través del aprendizaje basado en proyectos (PBL, por sus siglas en inglés), para mejorar el aprendizaje de vocabulario en estudiantes de quinto grado del colegio público Guillermo Cano Isaza, en Colombia. A pesar de algunos desafíos, como la limitada frecuencia de clases, la baja asistencia de los estudiantes y la falta de práctica contextual del idioma, este proyecto ha demostrado la importancia de integrar la creatividad, la autoexpresión y las actividades de aprendizaje basadas en proyectos en el proceso de aprendizaje de idiomas, especialmente en el aprendizaje de vocabulario. Este proceso permitió a los estudiantes personalizar y contextualizar

el vocabulario, fomentando un sentido de apropiación y mejorando su confianza al usar el idioma inglés para expresar sus ideas.

Palabras clave: Aprendizaje de vocabulario, Aprendizaje basado en proyectos, texto multimodal, libro álbum

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Chapter I: Contextualization and problem statement

This chapter introduces a general overview of the local context around and inside the institution and the population studied based on the information collected through a questionnaire and observations. Similarly, the reader will find the problem statement, rationale, and objectives for this project.

Local Context

Colegio CEDID Guillermo Cano Isaza is a public and mixed institution located in Ciudad Bolívar, Meissen Neighborhood. Surrounding the institution is a residential area with a recreational park. The socio-economic stratum around the school is between 1 and 2, which means students live in high vulnerability conditions such as a lower level of education and health, live in a basic or inadequate infrastructure to guarantee a minimum quality of life. Moreover, the socio-economic conditions of the students can limit their access to educational resources such as books, the internet, and technology, making learning more challenging. Besides, Living in a vulnerable environment may cause stress and emotional difficulties that affect concentration, motivation and academic performance.

This institution has morning, afternoon, and night shifts with preschool, primary, basic, secondary, and technical secondary education. The institution PEI emphasizes the “Comunidad Guillermista” whose main objective is to build students’ life projects, and for this reason, this school offers a technical education in the last grades, which allows students to finish high school with a technical course that can support their career growth in the future. The school’s vision and mission are related to fostering students’ autonomy to be prepared to serve society with different skills acquired throughout their school years. The previous is aligned with the institution learning constructivism approach, where students and teachers can be involved in the educational environment by actively constructing their knowledge of the world. To help the students develop basic competencies and cooperative learning, the pillars provided by UNESCO governed this

institution: to know; to do; to be, and to live together (*Saber hacer, Ser, and Saber convivir*).

Those pillars are proposed to help the institutional community achieve a project of life based on values such as responsibility, solidarity, tolerance, and honesty.

Population Description

This proposal was developed in the 502-afternoon shift course; they were a mixed group between 9 and 12 years old, with a total of 32 students. This course had different teachers in charge of different subjects, for instance, Biology, English, Arts, Mathematics, Social Science, and so on, but they took classes in the same classroom all the time. Thanks to the sociodemographic questionnaire applied (Annex #1), it was possible to identify that most of the students lived in Ciudad Bolivar, near the institution and walked to arrive at the school. Moreover, most students lived only with the mother or father, and with other relatives like brothers, uncles, and grandparents.

Regarding the relationship of the students with the English class, the questionnaire applied (Annex #1) suggested that most of the students considered that it is important to learn English not only for the knowledge but also because it is a clue to have a better future regarding labor opportunities and foreign traveling experiences. There are a few groups of students who consider that learning English is difficult, however, they still felt interested in learning vocabulary through strategies such as bilingual picture books and creating stories with drawings as was found on the characterization questionnaire (Annex 1).

From the first moment, students from 502 felt interested in the English class and the present pedagogical proposal. The teacher-researcher had the course since they were in 302 and built a good relationship with the students. They felt confident and motivated because most of them enjoyed the dynamics proposed back then, so they expected the same in this fifth grade.

Even though they felt scared about the diagnostic test that was shown as an “exam”, they had the best disposition to develop the test. During the exam, they asked many questions about unknown words that they must know because we reviewed that vocabulary in third grade, however, it is understandable that due to the lack of practice, they easily forgot it. It is important to mention that during this test, they did not receive any help from the researcher, just guidance to let them know how to develop each part of this test. In the end, they considered that the exam was hard, and the majority felt stressed. The description of this test and its results are shown below.

Diagnosis

In the present research, it was relevant to create a diagnostic test to identify the students' English level (Annex #2). This test was designed considering the Estandares Básicos de Competencias, an educational document postulated by Ministerio de Education Nacional, in which 5th EFL graders ought to be able to perform different activities regarding listening, reading, writing, and speaking skills.

Hence, the test was divided into the four English skills. The first one evaluated was listening. For this, five short statements were read five times by the teacher, and students had to write down what they had listened to. The next skill evaluated was reading, for this, two exercises were implemented. In the first exercise, students had to read a sentence and select the image that corresponded to the description. In the second exercise of reading, they had to read a short text composed of three paragraphs and then they had to answer six questions with multiple choices. Afterward, for the writing section, they had to write about their daily routines. Finally, for speaking diagnosis, students had to answer four questions about their favorite hobby, food, person, and profession.

Diagnosis results

In this section, it is discussed the results obtained for each skill evaluated. The first evaluated skill was listening. It was found that students can identify objects, people, actions, and short sentences read by the teacher, but some of them had some spelling mistakes because they had issues remembering the correct spelling of the vocabulary in English. The statements were composed of three or four words, and most of the students wrote isolated words instead of complete sentences read by the teacher. This demonstrates that while students could recognize objects, people, actions, and short sentences, it was difficult for them to accurately write it.

The next skill evaluated was reading, for this, three exercises were implemented. The first exercise showed that most of the students identified some words because they can relate the image with the meaning of the words, this suggests that it is easier for students to unveil the meaning of the words by reading images. In the second exercise, students were tasked with completing blank spaces with the vocabulary they should know. Even though learners were familiar with that vocabulary, most of them placed words incorrectly. The previous could be a result of a lack of consistent practice for them to recall and accurately apply their knowledge. In the last reading exercise, they identified keywords of the text to answer the questions, however, some students selected the wrong answer, which could imply that they did not read all the text or that the lack of vocabulary made it impossible for them to answer accurately.

Afterward, for the writing section students had to write about their daily routines. It was found that even though they previously learned about this topic, students were not able to describe their daily routine using short sentences. Most of them wrote isolated words such as parts of a house, but nothing related to their daily routine.

Finally, for speaking diagnosis, students should orally answer 4 questions about their favorite hobbies, food, person and profession. For this section, students were not able to convey

complete sentences but mentioned isolated words. For example, instead of saying “my favorite food is Pizza” they just said “Pizza”.

The findings for the evaluation revealed students’ strengths and challenges through the four language macro skills, meaning a critical need for implementing strategies to reinforce vocabulary learning and application. Strategies such as contextualized vocabulary exercises, interactive speaking and writing tasks, and multimodal activities could fill the gap between recognizing vocabulary and applying it effectively through the four language macro skills.

Problem Statement

In the educational landscape of Colombia, a notable challenge arises in vocabulary learning among students. There is a concerning trend in which students struggle to remember the vocabulary learned in lower grades. This problem stems from multifaceted reasons, notably for the non-bilingual nature of Colombian context.

Firstly, based on findings from the diagnostic test implemented (Annex 2), it was observed that 5th-graders encounter challenges in remembering previously learned vocabulary from lower grade levels (3rd and 4th grades). According to the public document by the Colombian Ministry of Education titled “*Estándares Básicos de Competencias*” (2006) in the realm of reading comprehension, it is expected that students should have acquired knowledge regarding various topics such as family relationships, daily routines, basic objects, toys, and familiar places. However, through the analysis of the diagnosis test, it was notable that students have issues remembering the vocabulary associated with these topics. Consequently, writing skills were shown as the skill most affected because of this lack of vocabulary. As Astika (1993) cited by Amir & Salehi (2016) “Lack of vocabulary knowledge makes writing a difficult task for L2 learners” (p. 141).

In addition, during the non-participant observation, the researcher identified that students learned better when they had visual input rather than paragraphs or full textual sentences. As Shabiralyani et al. (2015) said, “When the teachers know how to grab students’ attention, teachers can provide a friendly and interesting atmosphere for the students to learn.” (p.32) The previous may suggest that using images can positively impact the learning process because these represent an interesting tool for students.

Secondly, the requirement of teachers responsible for teaching different subjects within different courses limits the time available for the comprehensive planning of English classes. This feature is challenging for teachers that are not familiar with the subject. Research by Correa and Gonzalez (2016) highlights this issue, noting that one of the main challenges for primary school teachers teaching English is that many schools have assigned this task to homeroom teachers licensed to teach general subjects rather than specialists in English. Consequently, this lack of time for planning classes often results in a superficial approach to language education emphasizing solely content delivery rather than making sure students actively engage in language skills development.

Thirdly, even though there are some initiatives to implement English programs for public schools, for example, Bilingual Colombia Program in which the main goal is to get students to improve the English skill during the school to get better job and professional opportunities, most of the prepared teachers preferred to work in private institutions because of all the benefits that it has in terms of salary, as Correa and Gonzalez (2016) Mentioned

English teachers that are coming out into the market prefer to go into universities or private schools since these provide more attractive packages that incorporate better salaries, more incentives, better access to resources, and more motivated students than the public schools (p. 13)

In conclusion, based on the previous discussion, it is evident that students face challenges in remembering vocabulary in a target language due to the absence of solely content delivery and consequently, the lack of practice of the content learned in class due to the challenges that teacher has regards teaching a foreign language. For this reason, this research aims to address this issue by taking advantage of a multimodal strategy to enhance vocabulary learning among students. By taking advantage of the relation that students can create between text and image, this research not only fosters writing skills but also offers an effective way for practicing and reinforcing vocabulary in a target language to expand students' language proficiency.

Rationale

From the early grades, learning vocabulary in a new language is fundamental for the linguistic development of students. In the context of the present proposal, fifth-grade students face significant challenges in acquiring English vocabulary, which affects their ability to communicate effectively in a globalized world. The integration of this project intends to break down the traditional ways of memorization and help the students get involved in learning unknown vocabulary. Therefore, this project proposes the integration of picture books as an innovative pedagogical tool that combines visual and textual elements, catering to diverse learning styles and fostering creativity and motivation.

Moreover, this research aims to develop a learning strategy that enables teachers to effectively support students in acquiring new English vocabulary. This strategy will be aligned with the fifth-grade curriculum and basic competency standards established by the Ministry of Education in Colombia. By implementing this pedagogical approach, it is expected not only to facilitate the learning of new words but also to promote a deeper understanding of the language, contributing to the progress in the students' writing competence in English. This research has the potential to offer practical solutions to improve English teaching in similar contexts.

Research Questions

How does the creation of multimodal texts, especially picture books, impact the motivation and creativity of 5th graders in promoting vocabulary learning through Project-based learning?

General Objective

To analyze how the creation of multimodal texts, such as picture books, influences the motivation and creativity of 5th grade students in promoting vocabulary learning through project-based learning

Specific Objectives

- To assess the impact of picture book creation on 5th-grade students' creativity
- To explore how the creation of picture books enhances students' motivation.
- To examine how motivation and creativity promotes meaningful vocabulary learning.

Chapter II: state of art and theoretical framework

This chapter presents the theoretical foundations, beginning with a literature review of some perspectives and studies related to this research. It also establishes a theoretical framework that includes the following key concepts: vocabulary knowledge as fundamental to writing skills development, multimodal text, picture books, motivation, creativity and project-based learning

State of art

This chapter presents the literature review, highlighting the importance of using picture books as a strategy to enhance vocabulary learning in a target language. It also examines the differences and similarities to demonstrate the usefulness of picture books in EFL learning within the context of this research. The chart below lists investigations from local universities' repositories and international institutions that were used in the present section.

Table 1
Literature Review

Research title	Author - Year	City – Country
Effects of Using Picture Storybooks in Reading Comprehension.	José Luis Rodríguez Chavarro - 2017	Bogotá Colombia
Picture Books in the Early Secondary EFL classroom A Case Study of Satoshi Kitamura' Me and My Cat?	Alissa Aigner – 2019	Salzburgo Austria
Reading Picture Book in Preschool and Lower Grade of Primary School	Janja Batic 2021	Slovenia
Investigation of Picture Books Reading Education in Primary School	Bing Xie, Yao Dong, Jin Yang - 2023	Wuhan, China
Picture Books for Initial EFL Literacy and Rights Recognition	Ingrid Marcela Silva Vargas - 2023	Bogotá Colombia

The first three research named *Effects of Using Picture Storybooks in Reading Comprehension* written by Rodríguez, J. (2017); *Picture Books in the Early Secondary EFL classroom A Case Study of Satoshi Kitamura' Me and My Cat?* Written by Aigner, A. (2019); and *Reading Picture Book in Preschool and Lower Grade of Primary School* written by Batic, J. (2021) reported some differences and similarities in results. The first study focused primarily on reading comprehension and vocabulary improvement. This research allowed students to actively participate in the investigation. Moreover, this study managed a noisy classroom in Colombia with a large population of fifth graders. In contrast, the second study centered on visual literacy as a strategy for enhancing reading skills and aligning with students' interests. Researchers in this second study faced some challenges in Austrian Middle Schools, including diverse personalities and a lack of structured English programs. For this reason, they implement the picture book to encourage students to be involved in drawing activities to express their perspectives.

The last study highlighted interdisciplinary learning and vocabulary development as foundational for improving overall literacy. In this study, researchers explored how to use picture books in preschool and early primary grades with an emphasis on early literacy and interdisciplinary connections. While all studies explore the use of picture books to improve

literacy, the differences are in their age group focus, educational objectives, and classroom strategies. Rodriguez focused on active participation in a challenging classroom, Aigner on visual literacy and creative activities, and Batic on interdisciplinary and early literacy development.

Now, considering the similarities, those studies reported an increase in students' motivation and engagement when Picture Books were used to learn a foreign language. This tool helped students with their comprehension skills and vocabulary learning. Moreover, students were encouraged to participate and express themselves creatively whether through interactive reading (Rodriguez's research), drawing (Aigner's research), or creating visual resources (Batic's research). Besides, the combination of visual and textual elements proved effective in helping students construct meaning and connect language to real-life contexts. The similarities and findings from these studies strongly can support this project by validating the efficacy of picture books in enhancing vocabulary and engaging students creatively. Incorporating insights from researchers' methodologies and outcomes helped to design a more effective and impactful strategy for the present proposal.

Continuing with the other studies titled *An Investigation on Picture Books Reading Education in Primary School* written by Xie, B., Dong, Y., and Yang, J. (2023) and *Picture Books for Initial EFL Literacy and Right Recognition* written by Ingrid Marcela Silva Vargas (2023) reported some differences and similarities with this research. Regarding the differences, on one hand the first study focused on teachers' perspectives, challenges, and strategies for effectively incorporating picture books in primary education. This research addressed the teachers' role and their preparedness in using picture books, by offering recommendations to enhance teaching practices in second language classes. It suggested some improvements in teacher training, book

selection criteria, and parent involvement to create a supportive environment for picture book learning.

On the other hand, the second study focused on students' right recognition in EFL classrooms, emphasizing the integration of language learning with socio-cultural awareness through a literacy process by using a picture book. This study was focused on students, highlighting how picture books supported learners' creativity, language skills, and ability to handle complex tasks during their learning progress. Likewise, it proposed integrating picture books with reflective and expressive activities to foster critical thinking and contextual language use. The main difference between the two studies is their focus, one on teachers', while the other on students' roles. Xie et al. emphasized teacher preparation and strategies to maximize the impact of picture books, while Silva Vargas focused on how students benefit from picture books in terms of language skills and socio-cultural understanding. Additionally, Xie et al. discussed improvements like training and parental involvement, whereas Silva Vargas highlighted classroom-level activities fostering creativity and critical thinking.

Now, in view of similarities, both studies demonstrated the significant advantages of effectively using picture books in primary education, particularly for enhancing comprehension, creativity, and critical thinking. Besides, both recognized that picture books served as powerful tools for engaging students in multimodal learning, combining visual and textual elements to enhance language development. The similarities from these studies highlighted the potential of picture books as versatile, multimodal tools for improving vocabulary and overall language skills. By integrating picture books in this proposal, English language learning can be transformed for 5th graders, making the process both enjoyable and impactful.

All the previous researchers support this project because the authors mentioned the importance of implementing multimodal tools such as picture books to help emergent readers

improve their reading and vocabulary English learning. It is important to consider that by taking advantage of creating dynamic activities, students are expected to learn through different visual, auditory, gestural, and spatial resources. Moreover, all those researchers have shown that motivational aspects are important to consider because catching the students' attention through different activities and considering their interests will create a meaningful environment of learning as is foreseen in this research.

Theoretical Framework

The theoretical framework is presented in this section, which defines the key concepts of this research through experts, their theories, and perspectives. These concepts are vocabulary knowledge inside writing skill, multimodal text, picture books, motivation, creativity and significative learning throughout project-based learning approach

Vocabulary knowledge as fundamental to writing skills development

The development of writing skills and vocabulary knowledge is essential for learning a new language like English, since both are interconnected and fundamental for effective communication. Writing is a critical tool that allows learners to express their thoughts and ideas clearly and meaningfully. According to Yunus et al. (2003), writing can be defined as “a way that allows pupils to communicate by sharing their ideas and feelings via a linear or non-linear text” (p. 3). It helps students organize and convey information using symbols such as letters and words. For successful communication, writers need clarity of ideas to ensure their message is understood by the reader. As Kellogg et al. (1996) state, “The words as they appear in the text are all that the reader has to go on in understanding the author's ideas” (p. 2).

Unlike speaking, which develops naturally in communicative contexts, writing requires a conscious learning process that involves planning, drafting, editing, and finalizing, as outlined by Harmer (2004). In the planning stage, writers brainstorm ideas and organize them creatively. In

the drafting phase, these ideas are structured into sentences and paragraphs, forming the foundation of the text. During the editing process, students refine their draft by revising and ensuring clarity and coherence. Finally, the final version represents the polished product, ready to be shared with an audience. This systematic approach fosters organization, critical thinking, and attention to detail, enabling students to create diverse texts, such as descriptive essays, reports, or creative stories such as picture books, while improving their overall language proficiency.

On the other hand, vocabulary knowledge serves as the backbone of language competence. It includes the meanings, pronunciation, spelling, and syntactic functions of words, which are essential for comprehension and expression. As Alqahtani (2015) highlights, “A limited vocabulary in a target language prevents successful communication” (p. 22). While memorization is a common technique for learning vocabulary, true word knowledge extends beyond other definitions. Najafi, Moghaly, and Soori (2015) emphasize that “true word knowledge goes far beyond just knowing definitions” (p. 8). Ellis (2006) explained that vocabulary learning involves explicit and implicit memory systems. Explicit knowledge refers to the conscious memorization of vocabulary through activities like word lists or dictionary use, while implicit knowledge involves internalizing vocabulary naturally through reflection and application in context.

The integration of writing skills and vocabulary knowledge is crucial for effective language learning. Writing provides a platform for students to apply and reinforce their vocabulary knowledge creatively, helping them internalize new words and concepts. For instance, tasks like creating picture books enable students to practice known vocabulary and learn new words while developing their writing proficiency. This process not only enhances their ability to communicate but also fosters creativity, critical thinking, problem solving and practical application of language skills. By combining the development of writing and vocabulary,

learners can produce coherent, well-organized texts that effectively convey their ideas, preparing them for real-world language use.

Multimodal Text

This text is a type of communication that uses two or more ways to create meaning by combining elements such as written texts, images, audio, video, or gestures. This type of text takes advantage of various modes to provide a more engaging and dynamic method of delivering and receiving information. From birth, children are exposed to a multimodal context where they can read images on screen or paper with different meanings. This means that multimodality is the normal state of human communication. In this contemporary era, as Bearne (2006) said, “communication is possible not only through the traditional means of paper” (p. 1); thanks to the combination of various semiotic systems such as language, image, sound, gesture, and spatial arrangement, multimodal text has been implemented to communicate, interpret, and generate meaning.

In education, most of the authors relate this concept with technology because multimodality allows people to learn using different technological devices. However, it is important to mention that this project is focused on paper activities that will help the students to better understand content by linking the text with images to create meaning. In the context of this project, the school lacks digital resources in primary school, hence, paper-based activities are a powerful alternative for implementing multimodal learning by effectively linking text and images to create meaningful content. Moreover, this type of text demonstrated the adaptability for different learning environments, keeping this strategy accessible to all learners.

As Kress and Leeuwen (2006) mentioned, “the verbal and the visual, are given a defined and equal role to play” (p. 130) meanwhile, text and images could have a different meaning if a

reader looks them up separately. For this reason, due to the dependent relationship that text and image could have in a picture book meaning could be different.

Picture Books

This is a type of multimodal text that helps readers, through visual language, to interpret the information, establishing a relationship between text and image. These types of books use illustrations that cannot be interpreted without a written narrative and vice versa, this being a strategy to improve reading skills and get greater engagement with the content.

Based on Peirce's theory cited by Pietarinen (2006) about the analysis of semiotics, this research considers two important elements: *Icon* and *Symbol*. On one hand, an *icon* is considered as the illustration, the visual part of picture books, which oversees capturing a mental idea (sign), according to Pierce cited by Pietarinen (2006) "The only way of directly communicating an idea is employing an icon" (p. 105) On the other hand, according to this authors, the *Symbol* is all the writing found in the word system, in the case of this project will be the narrative of writing production made by students.

Picture books are a vital educational strategy for this study because they could play a significant role in children's literacy process. As Hladíková (2014) mentioned, "It allows the children to get accustomed to new words and build up their vocabulary through both verbal and visual references provided by the book." (p. 1) By combining text with images, not only helps students build vocabulary but also with their reading comprehension. By engaging with picture books, students can learn new words, explore how these texts are structured, and develop their skills in reading, narrative writing, and illustration creation.

Motivation

According to Harmer (2004) “motivation is essential to success” (p, 5) In the context of education motivation refers to the desire or willingness to do something by getting internal and external inputs that can inspire learners to engage with dynamic activities in their learning process to achieve academic goals. Besides, this author categorizes the motivation in 2 types of motivation: intrinsic and extrinsic.

On one hand, intrinsic is defined as the enjoyable and satisfying motivation since it focuses on the satisfaction of doing something without getting an external reward, as Harmer (2004) mentioned, people can be motivated by the enjoyment of learning to make themselves feel better. Contrasting, extrinsic motivation involves a specific reward or approval to achieve a goal. As this author mentioned, this type is caused by many external factors.

Motivation is essential in the classroom because it impacts students’ engagement during a learning experience. Likewise, those types of motivation can be combined to successfully engage the students with their learning process through inclusive classroom environments with different and dynamic activities. Besides, both types of motivations impact students’ engagement. Meaning that through motivation students can feel interested in learning, paying attention to classes or even participating in their educational process.

Creativity

Creativity uses the imagination to create original ideas, solutions or expressions. Using creativity in education, allows students to engage with mastering a new language like English. According to Sir Ken Robinson, “Creativity is as important now in education as literacy, and we should treat it with the same status.” (p. 8) meaning that the need for innovative methods in language learning to complement traditional approaches in the classroom. Also, Gardner (1983)

mentioned that creativity involves the ability to make novel and useful connections between ideas, skills and knowledge along a specific area.

When students use creativity in their learning process, they can retain vocabulary and grammar structures easily. For instance, activities like creating a picture book can encourage learners to use English in authentic and personal ways. Linguist David Crystal emphasizes this point, stating, “The more creative you are with language, the better you understand how it works.” (p. 12) Besides, as Gardner mentioned in his *theory of multiple intelligences* (1983), creativity is not a unique or separate ability since it is involved across different domain intelligences such as Interpersonal, Linguistic, logical, etc.

Furthermore, creativity fosters confidence and reduces the fear of making mistakes, which is crucial in language learning. By engaging learners in tasks like drawing makes the learning process enjoyable and motivates students to explore the language further.

By incorporating creativity into English learning not only enhances linguistic competences but also develops problem-solving skills. Ultimately, it prepares learners to use the language flexibly in real-world situations, making it a vital element in language education.

Project-based learning approach

This approach provides students with opportunities to apply and practice their knowledge and skills through a series of tasks designed to lead to the creation of a meaningful project or final product, in this case, a picture book. As Hedge (1993) described, a project is an extended task that puts language skills into practice through a series of activities. According to Brown (2001) when students must develop a task, consciously, they are developing techniques to accomplish each task, for example, they are working on grammar explanations, questions, and specific turn-taking procedures, all these just to put the language into real language use in

practice. This technique facilitates the practical application of language in real-world contexts, reinforcing their linguistic competencies.

Furthermore, the Buck institute for Education suggests a set of 7 essential elements to help students to learn and educators to calibrate their practice in the classroom guided by PBL approach. The first element is *Challenging Problem or Question*, sets the first moment of the project by presenting a meaningful theme. The second element is *Sustained Inquiry* where students can ask their questions, seek information, and apply their knowledge. The third element is *Authenticity* that mentions the importance of applying the project in real world environments because it allows students to get involved through the fourth element named *Voice and Choice* where they can make their own decisions and contribute their unique ideas in the project. The fifth element is *Reflection* that invites students to engage and rethink their own learning through constant feedback that supports a continuous improvement in learners' work. The last element is *Public Product* that lets students create and present their final product to an external audience, extending their learning beyond the classroom setting. All these stages were considered in the implementation of the present action research, aiming to provide students with a dynamic learning environment.

Moreover, PBL approach promotes active and experiential learning by involving learners in a process of investigation, reflection, and production over an extended period. Therefore, this approach addresses complex challenges, enabling students to apply academic content to real-world situations. During the implementation of the pedagogical proposal of this action research, students worked collaboratively by taking dual roles: as authors because they were creating the narrative and textual element of their picture books and as illustrators. This dual role allowed them to integrate linguistic and creative skills, promoting ownership of their learning process. By

being participants of their learning process, learners experienced significant learning, as they were connecting prior with new knowledge to produce personal and academic meaning.

Furthermore, self-assessment is a critical element of PBL approach, because it works as evidence of a learner's ability to reflect on their progress and understanding. In PBL, students are tasked with solving real-world problems that require independent inquiry, collaboration, and problem-solving skills. Through self-assessment, learners evaluate their contributions to the problem-solving process, identify areas for improvement, and recognize their strengths. This reflective practice encourages a deeper understanding of the subject matter, as students continuously monitor their learning strategies and outcomes.

To conclude, the development of writing skills and vocabulary knowledge is crucial in language learning, especially when learning English, since both are interconnected and essential for effective communication. Writing enables students to express their ideas clearly and meaningfully, while vocabulary knowledge forms the foundation for comprehension and expression. Integrating these two skills allows learners to create coherent, well-organized texts, applying their vocabulary in meaningful contexts, which fosters creativity and problem-solving skills. In this context, activities like creating multimodal texts such as picture books, which combine text and images, offer a powerful way for students to reinforce their vocabulary and enhance their language proficiency. Moreover, the motivation to engage in such activities is crucial, as intrinsic and extrinsic motivators can significantly impact students' enthusiasm and success in language learning. By adopting project-based learning approach, within the aim to create a picture book, students are not only expected to enhance their linguistic competencies but to develop critical life skills, preparing them to use language flexibly and effectively in real-world situations. Ultimately, the integration of writing, vocabulary, multimodal texts, creativity,

and motivation creates a dynamic learning environment that supports significant language development and a deeper understanding of the language for effective communication.

Chapter III: Methodological Design

This chapter describes how the research was designed showing the research paradigm, research type, and data collection instruments and procedures.

Research paradigm

The study approach follows a qualitative methodology in an educational environment, in which through instruments designed such as observation, field notes, interviews, and artifacts, it is aimed to understand and interpret human behaviors in a specific context. Furthermore, through this type of research, as Tracy (2013) disclaimed, a “Qualitative methodology can provide knowledge that targets societal issues, questions, or problems and therefore serves humankind” (p. 5) In other words, through the identification of a phenomenon following a qualitative approach, the researcher could design a strategy to find an improvement to that phenomenon. Moreover, educational research is essential for fostering meaningful teaching and learning processes, since it provides a better understanding to addressing challenges in educational environments. Moreover, educators can innovate in teaching practices to positively change society.

Type of Research

To address the implementation of a picture book as a strategy to learn and put into practice English vocabulary, this project followed an Action Research (AC) approach. According to Burns (2010), this type of research allows the teachers-researchers to engage in a critical perspective of their pedagogical practices within the classroom. Consequently, they can identify areas of improvement and constructively critique their teaching strategies, considering the context and students’ needs in a classroom. Moreover, thanks to its reflective nature, this approach enables teachers-researchers to generate innovative and dynamic ideas to create a

responsive teaching environment by investigating and reflecting in their practice, meanwhile, they are participants in their reflection.

To perform action research, according to Cohen, Manion & Morrison (2007), there are four main stages to follow: planning, acting, observing, and reflecting. In the first stage, it is important to identify the objective of research by characterizing and diagnosing a group to understand the context, needs, and dynamics of the participants. Furthermore, the research begins with the general plan of action through achievable steps; this stage ensures that the research process is organized, intentional, and goal-oriented. The second stage is about acting which allows researchers to test and implement interventions designed to identify challenges or opportunities for improvement. This stage transforms the conceptual framework into practical applications to achieve the research objectives. The third stage of observing involved monitoring, documenting, and analyzing the effect of the actions taken to gather evidence about the impact of the plan previously designed. The final stage, reflecting, plays a vital role in synthesizing findings, evaluating the effectiveness of actions, and planning for future improvements. This stage ensures that the research process remains adaptive and focused on meaningful outcomes. To sum up, action research is a dynamic and iterative process guided by four main stages that ensure this type of research is purposeful, adaptive, and capable of driving meaningful changes in educational and social contexts.

Action qualitative research in education is essential as it helps teachers-researchers to understand and interpret human behaviors within specific educational contexts, fostering improvements in teaching and learning processes. Besides, it helps teachers to identify challenges in the classroom to be able to innovate teaching practices, and address the needs of their students, leading to more responsive and effective educational environments. Furthermore,

this type of research empowers educators to create dynamic strategies that not only enhance classroom dynamics but also contribute to positive societal change.

Data Collection Instruments and Procedures

In this section, the different types of data collection instruments that were designed to collect information during and after the implementation are described. The instruments used in this research were questionnaires, pre-tests, a field diary, artifacts, a final test, and a focal group interview.

Pre-implementation instruments

Before the implementation, to identify the phenomena of the present research, the behaviors, and situations occurring in the classroom regarding learning English, a questionnaire was implemented with the purpose of gathering information about the students' English learning needs and to know more information about their sociocultural context.

1. *Questionnaire*: It is a type of format with a set of questions. According to Kumar (2011) to understand what a questionnaire wants to say, an interviewee must "read the questions, interpret what is expected and then write down the answers" (p. 138) there are three types of questionnaires: structured, non-structured, and semi-structured questions.

For this project, a semi-structured questionnaire was designed as a combination of closed-ended questions and open-ended questions. In the first type of questions, students had the option to respond to yes/no questions. The second type of questions allowed learners to respond in their own words to enable a deeper understanding of their perspectives, opinions, and experiences.

Now considering all the information above, a semi-structured questionnaire was designed to collect information about the context of each student. It was divided into three parts:

- *Sociodemographic characterization*: To know general information about the students, their relatives, and a description of their living place.
- *Socioeconomic characterization*: To know the social stratum and the services that they have at home.
- *Students' school information*: To understand students' interests in various subjects, particularly English, and to gather their thoughts on picture books and the process of designing them.

In addition, a pre-test was implemented to determine the English level of the students emphasizing their English vocabulary knowledge before the intervention was conducted, meaning this to determine the initial level of learners. It was divided into four parts to evaluate all the English Skills: listening, reading, writing, and speaking.

According to Cohen, Manion & Morrison (2004), the type of test chosen was the "Criterion-Reference Test" which was designed to measure learners' performance against a specific set of criteria or learning standards. Noted by authors, this type of test provides "information about exactly what a student has learned, what he or she can do" (p. 416)

During Implementation Instruments

1. To carry out the implementation and track the progress of this project, two instruments were applied: Field notes and Students' Artifacts.

2. *Field Diary*: It is a detailed written production about what a researcher is observing during the investigation. For this instrument, it is crucial to describe all the phenomena that are occurring in real-time, for example as Emerson, et al (1995) mentioned “basic scenes, settings, objects, people and actions” (p. 68). During the implementation process, every lesson plan was registered in a field note to note the behaviors and processes of the students during the creation of the picture book.
3. *Students Artifacts*: For this project, since the first lesson plan, students have been developing certain activities to create step by step the final picture book. According to Ellis (2014) “Classrooms are rich sources of what we might call artifacts—written or visual sources of data that contribute to our understanding of what is happening in our classrooms and schools.” (p. 86) In this context, this project generated different artifacts between short-focused tasks such as storytelling and illustrations that allow students to experiment and refine their ideas.

Post-implementation Instruments

Once the creation of the picture was finished, two instruments were applied to gather relevant information about students' learning process and to evaluate the English level that the students got and their experiences during the project:

1. *Focal group*: This is a qualitative data collection instrument that pretends to involve a group in a discussion to explore their opinions, perceptions, beliefs, or attitudes about a specific topic. According to Kumar (2011), a focus group is “Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview” (p. 137). Hence, this method is designed to gather insights through dynamic interaction with participants, providing rich detailed data that might not emerge in individual interviews.

Now adding to the above, the focus group was designed with six semi-structured questions by a group of six students. As noted by Krueger and Casey (2002) for this exercise, it is mandatory to recruit participants and make them feel in a comfortable environment to be able to answer certain questions. The purpose of this intervention was to gather different points of view about a specific topic posed by the interviewer, in this case, learners' participation in this project.

2. *Final Test:* Similar to the pre-test, this final test with a multiple-choice option, students proved how much vocabulary they learned during this implementation.

To culminate, it is vital to remember that all the instruments of data collection belong to qualitative action research to gather information before designing the activities, the progression of the sessions, and a final tool to compare the students' English level with the initial diagnostic questionnaire.

Ethical considerations

For this research it was important to follow a set of guiding principles to ensure the confidentiality of participants; among them an informed consent was applied in the beginning of the research (Annex #7) to obtain voluntary consent and securing informed agreement for being participant in this research as Mack, Woodson, MacQueen, Guest & Namey (2005) highlighted "Informed consent is one of the most important tools for ensuring respect for persons during research" (p. 11). Moreover, considering this population involved underage children, it was essential to prioritize the protection of their private and confidential information by letting their parents know that through the consent they were informed that the data collected along the project it would solely be used just for research purposes.

Chapter IV: Pedagogical Proposal

This chapter outlines the pedagogical intervention designed to address the problem statement identified in this project. It presents the theoretical perspectives on curriculum, language, learning, and the classroom, along with the instructional design of the classes implemented as part of this educational proposal.

Curricular Vision

The vision adopted for this project is unified with the institutional PEI (Proyecto Educativo Institucional) applied by the institution named *Comunidad Guillermita, un proyecto de vida*. The learning theory followed is constructivism in which the institution is highlighted for “contributing to the students’ development to apply theoretical knowledge (cognitive) and practical knowledge (skills and abilities)” (p.34)

Furthermore, the curricular vision is based on the four pillars proposed by UNESCO (United Nations Educational, Scientific and Cultural Organization): *learning to know, to do, to be, and to live together*, as fundamental criteria of teaching. Likewise, Guillermo Cano Izasa school fosters independence and a sense of social responsibility working towards the creation of a more harmonious society enhancing individuals' education through academic, technical, and humanistic areas. In this matter, the project was designed considering the curriculum of the institution in the English subject. This is to achieve the goal of putting into practice the vocabulary that students may know in each class period.

To conclude, this vision of curriculum can be defined as a structured framework that guides teaching and learning process, aligning with the developmental and cognitive students’ needs. In this context, curriculum serves as a tool to provide meaningful input and dynamic activities to support learners’ problem solving and awareness of their surroundings to understand

their role in society. Moreover, it emphasizes the practical use of vocabulary and grammatical structures to foster linguistic competences and dynamic social interactions.

Vision of Language

For this investigation, according to Jean Piaget, cited by McLeod (2024) learners from the age range in this research are under a concrete operational stage. At this stage, learners have a better ability to discern and apply logical rules, allowing them to engage in more structured and organized thinking. Due to students being at the beginning of logical reasoning, they start to be more aware of their context and their role within it, allowing them a deeper understanding of their surroundings and responsibilities.

In this way, talking about English language learning, students can understand better how to start to communicate in this language. Hence, this being a conscious process, they will start to improve their English language proficiency by taking advantage of different inputs that will help them to put in practice the target language. This aligns with a functional approach to language, which emphasizes how vocabulary and grammatical structures enable students to engage meaningfully and actively within their role as subjects in society. Therefore, students not only internalize the target language but also develop the ability to use it dynamically and interactively in their context, highlighting their critical role through social interaction to foster linguistic competence and functional use of language.

To complete, language in this context can be defined as a structured system of communication that enables learners to understand, express, and share meaning along their social and cultural contexts. It serves as both a cognitive and functional tool, allowing students to internalize vocabulary and grammatical structures while they are actively engaging in meaningful interactions. Moreover, language is a dynamic process to foster not only linguistic

competence but also critical social interactions, encouraging learners to communicate and fulfill their roles in society.

Vision of Learning

Through this research, Project-based Learning (PBL) methodology was applied, positioning students in an active role in this educational proposal. Through this approach, students were encouraged to construct their knowledge by making connections between new content learned and the previous one through practical tasks until they got a final product to enhance vocabulary learning experience.

According to Ausubel (2000) “new concepts can be defined by use in new combinations of existing referents available in the child's cognitive structure.” (p. 17) This perspective highlights how meaningful learning happens when students actively relate new information to their existing knowledge, establishing cognitive connections that lead to a deeper understanding and retention.

Beyond cognitive connections, this vision of learning incorporated emotional and social aspects. It emphasizes the individual's transformation and collective experiences, allowing students to engage fully in their educational journey. By integrating this PBL approach students can support not only language learning but also the development of essential skills, preparing them to navigate and contribute to their social and academic environments.

Lastly, learning can be defined as an active and dynamic process through which learners can construct knowledge by connecting new information to their existing cognitive structures. It involves not only the development of deeper understanding and retention through meaningful cognitive connections but also the integration of emotional and social experiences. This vision of

learning can foster personal transformation with essential skills to engage effectively in students' social and academic environments.

Vision of Classroom

The classroom is envisioned as an adaptive environment where learning is co-constructed by students and teachers. While learners must reach a final product, most of the activities were conducted to promote teamwork and a social skill environment. Likewise, classrooms fostered individual autonomy, empowering students to take ownership and responsibility for their learning process. Through this project, students can apply their linguistic and creative skills in meaningful contexts, working together to solve problems and bring their picture books to life.

For the present proposal, classroom becomes a safe space where students feel engaged to improve learning vocabulary in their target language. One of the central innovations of this project is the use of a picture books strategy to provide learners with an opportunity to explore their imagination to feel motivated and engaged. Through the creation of their picture books, students not only felt passionate about learning but also built confidence in their ability to apply and expand their knowledge in real-world contexts.

For the previous, classroom in this context can be defined as a collaborative environment where students and teachers can co-construct knowledge through dynamic activities and meaningful interactions. It serves as a safe space that fosters creativity, teamwork, and individual autonomy by encouraging students to take ownership of their learning process. Therefore, the classroom becomes a dynamic space where students can develop their social and linguistic skills by applying their knowledge in real-world tasks.

Instructional Design

This framework outlines a dynamic and engaging way to teach through the creation of a picture book. It was designed to foster creativity, language development through vocabulary learning, and collaboration by integrating multimodal strategies to guide students through a progressive learning journey divided into four cycles. Each cycle was designed to build on students' knowledge, introduce new concepts, or put into practice vocabulary learned to culminate with a final product: their picture book which is a combination between illustrations and texts to tell a story. To check every lesson plan in detail check Annex 6.

Table 2

Lesson plans

Driving question		
How can I create a visual and written story that conveys my emotions and ideas?		
Cycle #1 Bilingual Picture Book Approach		
This cycle focuses on exploring bilingual picture books through the connection between text and image, creating image-only stories, and understanding the history of visual narratives by analyzing rupestrian paintings and teamwork.		
Lesson plan	Learning Outcomes	Main Activities
Lesson #1: Project Introduction ((April 4th, 2024)	To introduce the students to the general overview of Bilingual Picture Books and the connection between image and text	To teach the concept of a Picture Book, students will create drawings based on specific sentences.
Lesson Plan #2 Creating and relating (April 5th, 2024)	To introduce the importance of the image in Bilingual picture books	Once explained, students had to draw a story without text, just images.

<p>Lesson Plan #3 Time Machine: Visual Narrative (April 18th, 2024) (Sustained Inquiry PBL)</p>	<p>To let the students know about the history of the visual narrative</p>	<p>Analyze rupestrian paintings and review each other's previous drawings to interpret the story conveyed solely through illustrations.</p>
<p>Cycle #2 Understanding the Components of a Bilingual Picture Book</p> <p>This cycle pretends to explain about creating visual sequences for bilingual picture books, designing characters with varied expressions and movements, and learning to strategically incorporate text into illustrations.</p>		
<p>Lesson plan #4 Sequence (May 2nd, 2024) (Authenticity PBL)</p>	<p>To introduce how the sequence works in the creation of a Bilingual Picture Book</p>	<p>Students will create a short story with the elements of the visual sequence</p>
<p>Lesson plan #5 Characterizing Characters (May 9th)</p>	<p>To introduce how facial and body expressions work in the characters' movement</p>	<p>As homework, students had to search for the characters that they wanted to use in the picture book. Also, they should draw the same character doing 4 different movements and expressions</p>
<p>Lesson Plan #6 Introducing text (May 19th, 2024)</p>	<p>To teach students the importance of knowing what the best moment would be to add text to a picture book.</p>	<p>Students should draw to complete what a phrase wants to say.</p>
<p>Cycle #3 Interpreting and creating a Bilingual Picture book</p> <p>This cycle focuses on story development by defining characters, settings, and scenes while integrating vocabulary practice. Students progress through creating, refining, and completing their bilingual picture book stories.</p>		
<p>Lesson Plan #7 Sketches of my story (May 23rd, 2024) (Voice and Choice PBL)</p>	<p>To invite the students to make a part of their learning process by determining the characters of the story.</p>	<p>Students will fill a template with short sentences to describe the setting and the characters that will be involved in the story. They must describe one setting and</p>

		2 characters to put some vocabulary into practice.
Lesson Plan #8 Characters' Likes and Dislikes and First Scene Creation (August 30th, 2024)	To guide the students to introduce characters' likes and dislikes as well as start the creation for the the first scene to put in practice vocabulary learned and new vocabulary	Students will fill blank spaces to start the first scene creation
Lesson Plan #9 Second scene outcomes (September 12th, 2024)	To guide students to draw the first scene and to create the second scene of the story.	Students will create second scene
Lesson plan #10 Sketches almost done! (September 19th, 2024)	To guide students to complete the third scene and begin with the last scene.	Students will fill in blank spaces to complete third scene and start the creation of fourth scene
Lesson Plan #11 End of my story (September 30th, 2024) (Reflection PBL)	To help them finishing their story and making the proper corrections such as spelling and word choice	Students will conclude the story by filling in the last blank spaces. Besides they will have to make sure to implement corrections
Cycle 4 Presenting and evaluating vocabulary learned		
This cycle culminates in finalizing bilingual picture books, reflecting on the learning process, and showcasing creativity. Students review vocabulary, present their books, and share perspectives on the project.		
Lesson Plan #12 The last brushstrokes for my story (October 10th, 2024) (Public Product PBL)	To get learners involved in a final product that was created by every class task.	Creatively, students will present this picture book using different materials and follow the guide to know what must be on each page of this creation from the

		characters, setting, first and second scene pages
Lesson Plan #13 Putting my knowledge into practice (October 17th, 2024)	To finish the picture book by adding the third and fourth scene and also to realize how much vocabulary students learned during the creation of this book.	Students will take a short test to identify how many words they learned during this process of creation.
Lesson Plan #14 Expressing my thoughts (November 7th, 2024)	To know students' perspectives about the implementation of this project and their experience in the creation of the picture book in group and individually	Students will comment in Spanish about their process (likes and dislikes) during the implementation of this picture book in groups and individually. Besides, the teacher will provide a recognition for the 6 most creative projects.

Chapter V: Data analysis and findings

This chapter presents the procedures followed to interpret the data collected during the implementation of the project. Likewise, it presents the method used to analyze the results as well as the core and sub-categories of analysis.

Grounded theory is the data collection analysis approach chosen to reflect on the results obtained in this project. This theory allows the researchers to interpret and analyze, in a qualitative measure, the results in an ongoing cycle. From the beginning of the investigation, researcher started to collect data to derive and compress categories until they got a core category that is considered a theory. In addition, as Charmaz, K. (2006) said, for this theory, it is important to gather data first and finish this process with a reflection about the entire process, making this not a linear process. For this approach to be carried out, an exhaustive search must be done

through data collection, so, as mentioned in Chapter 3, the data collection instruments of this work were class observation, questionnaires, field notes, personal artifacts, and a focal group.

This theory emphasizes the process of defining and interpreting the analyzed results, commonly referred to as “coding”. Charmaz (2006) explained that “coding means categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data” (p. 43). There are three main stages of coding in the grounded theory to analyze the results: *open coding*, *axial coding*, and *selective coding*.

Firstly, *open coding* pretends to make a general reading of the data collected to identify the main or most repetitive topics or themes that emerged during the research. Secondly, in the *axial coding* stage, the comparison of concepts begins to continue reducing and discovering the main categories of analysis. In this stage, it is important to relate and connect the main ideas in a structured way to understand the main phenomena in a core category. Finally, during the *selective coding* stage, it is expected the core category emerges to form a coherent grounded theory in the collected data.

Furthermore, according to Corbin, J. & Strauss, A. (1997) to analyze results there is a *constant comparison* process to understand the similarities and differences between the categories obtained during the data analysis process. By grouping those categories, using this ongoing cycle method, all the categories are reduced from the most general to the most specific named *core category*. As the authors mentioned “The core category describes in a few words what the researcher identifies as the major theme of the study” (p. 29)

Categories and subcategories of Analysis

Considering that the main aim of this project was to identify the impacts of a picture book creation at the moment to learn and put in practice vocabulary in the target language through a

project-based learning approach in 5th graders, the following table displays the relationship between the specific objectives with the categories and subcategories of analysis that had emerged from the interpretation of the data.

Categories and subcategories of Analysis

Considering that the main aim of this project was to identify the impacts of a picture book creation at the moment to learn and put in practice vocabulary in the target language through a project-based learning approach in 5th graders, the following table displays the relationship between the specific objectives with the categories and subcategories of analysis that had emerged from the interpretation of the data.

Table 3
Categories of Analysis

Categories of Analysis				
Research question: How can the creation of multimodal text, such as picture books, influence vocabulary learning through Project-based learning in 5th graders?				
General objective	Specific objectives	Categories of analysis	Subcategories of analysis	Instruments
To evaluate how the creation of multimodal text influences motivation and creativity to promote vocabulary learning in 5th graders.	To assess the impact of picture book creation on 5th-grade students' creativity	Personal investment and creativity through the creation of picture books	Students' Interest through draws	Students' artifacts and field diary
			Artistic Freedom in Illustration	Students' artifacts
	To explore how the creation of picture books enhances students' motivation.	Motivation through Project based learning activities	Joy for learning	Focal Group, final socialization and field diary
			Academic success for	Focal Group, final

		recognition and motivation	socialization and field diary
To examine how motivation and creativity promotes meaningful vocabulary learning	Vocabulary Learning Through Visual and Self-Assessment Strategies	Cohesion between images and word choice	Students' artifacts and field diary
		Self-Assessment of vocabulary knowledge	Students' artifacts and field diary

Category 1: Personal investment and creativity through the creation of picture books

This category explores how learners demonstrated personal investment and creativity through the creation of picture books. By engaging in this project, students had the challenge and opportunity to take ownership of their work by showing their creativity and interests during the story creation. This category was analyzed through two subcategories: *Student's interest through drawing* and *Artistic freedom in illustration*. Those subcategories pretended to show how the creation of a picture book fostered their engagement and imagination in the process of creation, allowing students to put it into practice and learn vocabulary.

Subcategory 1: Students' interest through draws

This subcategory inspected how students' drawings reflected their engagement and personal connection to the creation of the picture book. As was demonstrated in one of the diary fields "From the very beginning, the students felt motivated to create their characters since they could include any character, whether real or invented, in their story." (Field diary #7, 2024). Through this project, students were able to visually represent their interests and ideas to personalize their story through a sense of ownership. The following examples (Figures 1 to 6) demonstrated students' interest in movies, series, and anime.

Figure 1

Students Artifacts (September 19th, 2024)

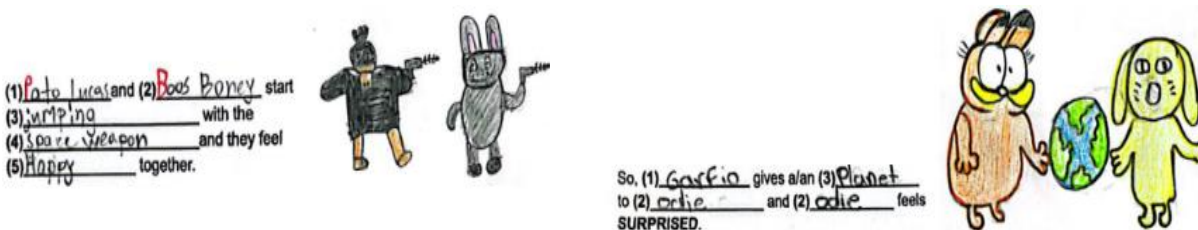


This first example (see Figure 1) showed how the students integrated their interests, specifically with the famous TV sitcom “The Fresh Prince of Bel-Air”. The inclusion of these characters demonstrated a sense of ownership and personal engagement to make their story personalized considering their interests. Besides, it was evidenced by the student's progress since in Figure 34 the student struggled by incorporating image with text, but the final version (Figure 1) showed how that student successfully incorporated narrative and illustration, demonstrating a better level of interpretation and relating components. Furthermore, the dialogue bubble with the Spanish word “Genial” (meaning “great” or “cool” in English) enhanced the student’s creative connection and their enthusiasm for the narrative.

Figure 2

Figure 3

Students Artifacts (September 30th, 2024)



This second example (see Figures 2 and 3) embodies their engagement and personal connection during the development of the story by incorporating characters from Looney Tunes and Garfield series. The inclusion of those characters indicated a personalized approach, as the

students have selected features and elements that are meaningful for them. The drawings are vibrant and detailed, showing students' effort to visually represent their ideas and an active engagement with the creative process.

Figure 4

Students Artifacts (September 19th, 2024)



This third example (see Figure 4) reflected student engagement with this project through drawing in anime style, showing their artistic preferences and evidencing a conscious role in their learning process. By drawing anime aesthetics, students were able to personalize and take ownership of their work.

This subcategory displayed how students incorporated cultural references to enhance their motivation and connection to this project. Cultural integrations involve students' diverse cultural backgrounds, experiences, and interests in a learning process. When learners bring their individual preferences such as movies, shows, or anime into activities like picture book creation, it fosters personalization and engagement with their education experience. It is important to keep integrating the students' interests into learning activities to enhance their engagement and sense of ownership. In any learning process, teachers must take advantage of this age group, as Harmer (2004) disclaimed, students like to talk about themselves involving their own lives in the classroom. By integrating their interests, students can translate their passions and artistic expressions into academic projects.

Through the use of vibrant colors, detailed illustrations, and the use of cultural references, students were able to express themselves visually while enhancing the meaning of their stories and showing engagement along the creative process. The following examples (see Figures 5 and 6) evidenced how students invested their time and effort in their artistic creation through character illustrations.

Figure 5

Figure 6

Students Artifacts (May 29th, 2024)



From the first moment, students demonstrated a high interest in creating the characters that were involved during the project creation. Their artistic skills, creativity, and effort to personalize their stories were evident, and their investment during this project creation was shown by the type of drawing they designed. For example, in the characters' creation section, there were identified two types of characters: full-body drawing character (see Figure 5) and face-expression drawing (see Figure 6). Through the first type, students have evidenced extra effort in designing their characters; their clothes, accessories, and style were fundamental aspects of visual representation. In contrast, the second type of character was focused on facial expression allowing the student to transmit the character's personality and mood. Both types of

characters demonstrated students' effort for personalizing their story and showing a good investment in the activity.

This subcategory highlights the significant role of students' artistic expression in fostering engagement and personal connection to their picture book creation. By integrating personal interests and cultural references, students demonstrated a sense of ownership and enthusiasm throughout the project. Their selection of iconic characters from TV shows, series, and anime reflected their preference and passions, translating them into meaningful narratives. This personalized approach not only enhanced their motivation but also enriched the creative process by allowing them to express their individuality through vibrant and detailed illustrations.

The students' use of diverse artistic techniques, such as full-body character drawings and expressive facial depictions, further showcased their investment and creativity in the project. These illustrations were not merely decorative but served to convey the characters' moods, personalities, and roles within the story. Therefore, the coherence between text and images was strengthened. This process underscores the importance of integrating students' interests into learning activities, as doing so promotes deeper engagement and meaningful learning.

Subcategory 2: Artistic Freedom in Illustration

Drawings are at some point a reflection of students' engagement, creativity and dedication to visually enriching their textual narratives. Hence, students demonstrated how artistic skills can contribute to meaningful and personalized learning processes. During the project, there were two types of drawings: vibrant detailed drawings and minimalist drawings. These two types of visuals highlight different levels of students' engagement, demonstrating the diverse ways students can interact with creative content based on their interests and priorities.

Figure 7

Figure 8

Students Artifacts (September 30th, 2024)



¹The first type of drawing (see Figure 7) demonstrated high students' investment and effort by using vibrant colors and taking advantage of the space of drawing given, providing a demonstration of their engagement in visually creating and representing their story. The second type adopted a minimalist style by focusing on basic and limited outlines (see Figure 8). Even though the scene was visible, the lack of color and minimal details indicated a less personalized effort to visually enhance the story. The limited use of color may suggest students prioritized task completion instead of artistic and imaginative exploration.

To sum up, this subcategory underlined how students' creativity and imagination were expressed through their creations, demonstrating the students who engaged in the learning process by taking ownership of their stories were able to convey meaning through visual elaboration. In contrast, students who preferred to accomplish just the tasks completion without taking care of putting into practice their artistic skills did not entirely accomplish meaning. However, it has been evidenced that all students put an effort whether highly detailed or minimalist to contribute to a meaningful and personalized learning experience. Their ability to express themselves through characters and scenes not only enhanced the final product but also evidenced their engagement and dedication during the project creation.

This subcategory underscores the varied ways students express their creativity, engagement, and personal investment in a project. The distinction between vibrant, detailed drawings and minimalist representations reveals the spectrum of student involvement, from highly imaginative efforts to task-focused contributions. The detailed illustrations, rich in color and narrative depth, reflected a strong sense of ownership and dedication, showcasing how students could visually enhance their textual stories. Conversely, minimalist drawings, while simpler, still demonstrated an understanding of the task, though their lack of detail suggested a focus on task completion over creative exploration. These variations highlight that engagement can take different forms, influenced by individual priorities, interests, and levels of comfort, in this case, with artistic expression.

Overall, this analysis reinforces the value of integrating creativity into educational practices to foster meaningful and personalized learning. Allowing students the freedom to incorporate their interests and cultural references encouraged a sense of ownership and motivation, regardless of the level of artistic complexity. The process of creating picture books bridged academic and personal spheres, promoting second language learning through visual and narrative integration. Ultimately, this project demonstrated the importance of providing spaces for students to express their individuality, as opportunities not only enhance their final products but also deepen their engagement and enrich their educational experience.

The category "*Personal Investment and Creativity through the Creation of Picture Books*" underscored how students' engagement, imagination, and personal interests shaped a meaningful and personalized learning experience. Through their illustrations and stories, students demonstrated varying levels of investment, with vibrant, detailed drawings reflecting deep engagement and minimalist designs showing a focus on task completion. By integrating cultural references and artistic preferences, students took ownership of their learning, enhancing both the

creative and academic dimensions of the project. This category highlights the importance of fostering creativity in second language learning, as it not only develops linguistic skills but also encourages self-expression, motivation, and meaningful connections to the learning process.

Category 2: Motivation through Project-Based Learning Activities.

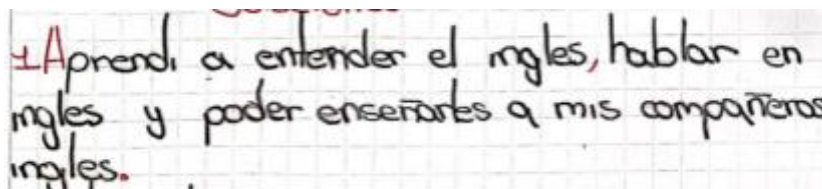
This category focused on demonstrating how extrinsic and intrinsic motivation were reflected in students' vocabulary learning through the development of activities that gradually built a final product through the completion of short tasks. Moreover, it explores how creative activities, like drawing, allow students to express inner thoughts and feelings while engaging in vocabulary learning.

Subcategory 1: Joy for learning

When learners participate in activities that involve their intrinsic motivation, they are more likely to develop significant learning, fostering creativity, self-confidence, ownership, and connection with language. As Harmer (2004) mentioned, intrinsic motivation is shown as a “Person motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better” (p. 51). Activities that allow learners to explore their passions and express their individuality, such as drawing, storytelling, and word choice tasks, that involved them in their creativity skills, made vocabulary learning a natural extension of their interests, and fostered a deeper emotional connection with language.

Figure 9

Final socialization (November 7th, 2024) Student A

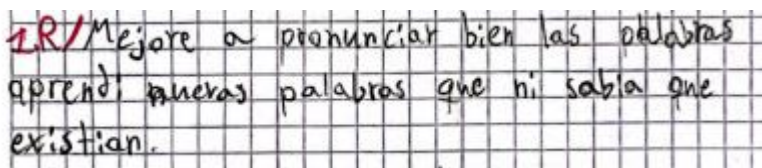


Aprendí a entender el inglés, hablar en inglés y poder enseñarles a mis compañeros ingleses.

This example (see Figure 9) showed an important aspect of intrinsic motivation and sharing knowledge for personal growth. In his book, Harmer (2004) demonstrated there are different types of learners; this population was characterized as being “Concrete Learners” since they enjoy social aspects of learning and prefer to learn from direct experiences. The aspect mentioned in Figure 9 of teaching to their classmates suggests students felt intrinsically motivated, and it allowed, either the student who is teaching or the student who is learning, to experience a sense of personal accomplishment and self-expression. Since the first moment, students were not motivated because most of them consider English subject hard to accomplish because of the hard activities, however they felt motivated with this proposal since they had the opportunity to enjoy the learning process during this picture book creation. Likewise, comparing the diagnostic (Annex 2) and final test (Annex 5), students showed greater commitment to the final process since it would have a grade, which shows that it was a challenge for them and therefore, the effort and extrinsic motivation were reflected since in the final test many students got a better grade and results compared to the diagnostic test. Furthermore, as Figure 9 mentioned, during the development of the activities, most of the time teacher-researchers applied teamwork games to complete the templates of the picture book, by showing students feel engaged and motivated when they can share learning with a peer. (Field Diary #10) Both examples showed how by feeling intrinsically motivated, students can feel encouraged for developing their personal English skills as well as helping others to build knowledge.

Figure 10

Final socialization (November 7th, 2024) Student B



1.R/ Mejore a pronunciar bien las palabras
aprendi nuevas palabras que ni sabia que
existian.

This other example (see Figure 10) is evidence of students' motivation related to improving their pronunciation and vocabulary learning even if the project just focused on writing skills. Subtly, students put into practice other skills such as pronunciation and reading. During the project, creative tasks like drawings, narrating stories, or creatively engaging with vocabulary likely contributed to these improvements. For example, "Students made an effort to greet me and ask how I was doing, and one of them asked me in English if he could go to the bathroom" (Field Diary#4, 2024). Hence, during the creation process, a sense of ownership was demonstrated since this process sparked curiosity about how to describe images, motivating them to look for new words and expressions not only in written form but also in spoken language.

To sum up, this subcategory highlighted the vital role of creative tasks in fostering meaningful engagement in learning. Thanks to the different connections students made during the project, they naturally integrated language learning into their creative processes. According to Harmer (2004), there are a few sources of motivation that can impact the learning process in students, one of them is "significant others", where students can feel motivated because their attitude to language learning will influence people that are close to them, such as relatives or classmates as it was also demonstrated through field diary "Students who did not know a word would ask other classmates to identify the words they wanted to add to their story." (Field diary #11, 2024)

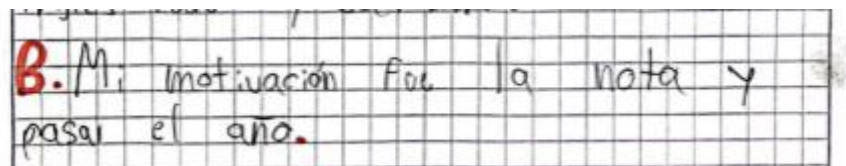
Furthermore, the intrinsic motivation to share knowledge promoted personal growth and a sense of accomplishment by enriching both teaching and learning experiences. The creation of this project, as part of a project-based learning approach, exemplified how such activities where students can express themselves, ownership, and creativity can encourage learners to take an active role in the learning process and personal development.

Subcategory 2: Academic success for recognition and extrinsic motivation

This subcategory examines the role of project-based learning in students' motivation through external inputs such as grades, recognition, or tangible achievement. It focused on demonstrating students' academic success by motivating them to invest effort to accomplish an academic goal. Harmer (2004) mentioned that extrinsic motivation is influenced by outside factors such as passing the exam, public recognition, or rewards. Through activities that recognize and reward students' effort, learners committed to showing their achievements, reinforcing learning new vocabulary in the English language.

Figure 11

Final socialization (November 7th, 2024) Student C



According to this example (see Figure 11), and during the development of the project, the researcher motivated the students through a playful activity where the room was divided into two groups, and each one of them had a monitor. The objective of this activity was to encourage with a prize or special recognition the monitor of each group that brought the most monitors, this means each student who completed the activity also became a monitor. The above helped their classmates to complete the activities developed in each session appropriately and showed students interest in the competition. However, in the analysis, it is evident that the students were unable to internalize the concepts since their visual representation does not correspond to the textual description. Hence, this shows that the students were mostly motivated to pass both for the grade and for recognition. In addition, along the final test most of the students has expressed they studied to reach a great grade in the final test, besides, they did not feel afraid because of the examen because they were studying and learning words along the project creation.

Figure 12

Focal Group (November 7th, 2024) Student 1

Juan: Me motivó para pasar el año, para izar bandera y también para ayudarle a la profesora para su universidad

This example (see figure 12) showed a clear connection with extrinsic motivation when students demonstrated a huge desire to achieve the academic requirement of passing to 6th grade, as well as getting recognition associated with their effort for good behavior and contributions during the scholar year. As was evidenced in the field diary “More than half of the students were sad because they had failed the year, and several of them had failed English because they did not submit the relevant work, including the creation of the picture book.” (Field Diary #15, 2024) Students who have passed the scholar year felt motivated to end this project, pass the English class, and thus have a little more certainty about their place in sixth grade. This subcategory demonstrated how extrinsic motivators and inputs can play a significant role in fostering engagement with English language learning activities.

To sum up, this subcategory evidenced the significant role of extrinsic motivation in fostering students’ engagement through project-based learning activities. By incorporating external inputs such as grades, recognition, and physical prizes, students were encouraged to invest effort to achieve their academic goals. Those activities that rewarded effort and success not only motivated learners to improve their vocabulary in their second language but also reinforced their dedication to completing this project.

This category ensured that the learning process during this project was meaningful, as students were motivated to persist through challenges and task completion to achieve both personal satisfaction and external acknowledgment. Moreover, as Harmer (2004) said, inside the range of motivations that students may have, there are long and short-term goals. In this case, it

was evidenced that most of them felt motivated for a long-term setting related to passing to the next year thanks to their school performance. To achieve that long-term goal, students felt motivated in every class with short-term goals to keep completing their story to advance in the project creation. By combining those types of motivation through creative self-expression for academic achievement, educators can create a dynamic learning environment that can inspire the students to take an active role in their learning process.

Category 3: Vocabulary learning through visual and self-assessment strategies

This category focuses on how students have integrated the images and text to put into practice new vocabulary during the project. To demonstrate how it happened, there were defined two subcategories; the first subcategory “*Cohesion between images and word choice*” analyzes and compares the coherent relationship between text and images during the development of this project as well as shows some challenges students had during this linking exercise. The second subcategory *Self-Assessment of Vocabulary Knowledge* analyzed how students have been aware of using their knowledge of vocabulary along the project by using new and prior language.

Subcategory 1: Cohesion between images and word choice

This subcategory proved how cohesive image-text pairings can support vocabulary learning and comprehension. Throughout this project, all the activities were designed to encourage students to make a coherent relationship between text and images considering the subconscious cognitive strategies to identify the right way to represent a narrative through an illustration. Likewise, the drawings showed how effectively students used their imaginative skills to create visual representations based on the given descriptions. The following examples have been chronologically analyzed to show the students' process of making this visual-textual alignment during the project.

Figure 13

Figure 14

Figure 15

Students Artifacts (March 21st, 2024)



On one hand, this first example (Figures 13, 14, and 15) taken from the first workshop for the same students, they had to draw illustrations based on the provided sentences, has demonstrated how students linked the text cohesively with the image. The visual representation reinforces the vocabulary word and meaning such as “Doctor”, “pink shoes” and “candies” by providing a concrete and literal representation that students can associate with the word. Moreover, students took ownership of the use of images to reinforce vocabulary learning in foreign languages by searching for unknown words such as “Butterfly”, “shoes”, “elephant” and “candies”. It demonstrated students have an intrinsic ability at this age, probably because of the association with children’s literature which is full of images that reinforce the narrative meaning.

Figure 16

Figure 17

Students Artifacts (May 29th, 2024)

CHARACTER #2

(1) Good morning My name is _____

(2) Sick I am (3) big and (3) _____

Pretty My hair is color (4) _____

Black and my eyes are color (4) _____

blue

I feel (5) Fury and _____

(5) Fear

I am wearing (6) Yellow shirt (6) _____

PANTS and (6) _____

blue



Subsequently, in Lesson Plan #7, students started the creation of their characters by filling blank spaces with adjectives, emotions, and clothes to describe and draw their two main characters, this section also made part of the *planning* mentioned by Harmer (2004) where students were deciding what character they want to have during the story. In this way, this example (figures 16 and 17) shows a clear and literal connection between the visual representation and text. Students demonstrate that by choosing their words to describe the character within adjectives, colors, and clothes, they can visually represent their character. For example, the description “black hair, yellow shirt, and blue pants” has shown a consistent effort to represent the draw in a coherent relationship with the text. Likewise, this vocabulary was evaluated in the final test (Annex 5) and most of the students remembered how the right words was, meaning that this project helped them to reinforce prior vocabulary.

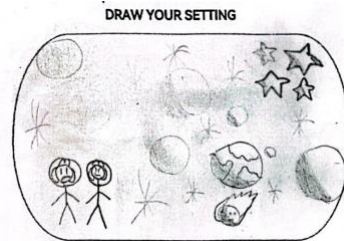
Figure 18

Figure 19

Students Artifacts (August 30th, 2024)

SETTING

This place is (1) big and (1) black
 There is/are (2) star and
 There is/are (2) planet



After drawing and describing the characters, students had to describe the setting of the story by mentioning adjectives and objects. This drawing (Figure 18) aligned with the description because the student had mentioned it is “big and black” and “there is a star and planet” as the drawing shows too. In this section, it was not necessary to add the characters of the story, however, this student added them to provide the reader with a context of what characters are involved in the story. By adding characters in this section, students demonstrated the ability to comprehend the process of creating their story by showing a conscious use of the context of the story to reinforce image and text alignment. Besides, during the creation of the images, some students were *drafting* (as proposed by Harmer) other scenes in advance to start the coherence of the story, so they were not only drawing but also completing other scenes of the story. As one of the field diaries showed “some students preferred to advance more than require keeping getting in touch with story” (Field Diary #9)

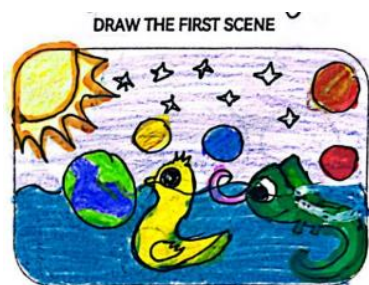
Figure 20

Figure 21

Students Artifacts (August 30th, 2024)

FIRST SCENE

(1) Loren and (2) Julian are (3) swimming in the (4) Universe
 But (1) Loren doesn't like (3) walking
 (1) Loren likes (3) Swimming



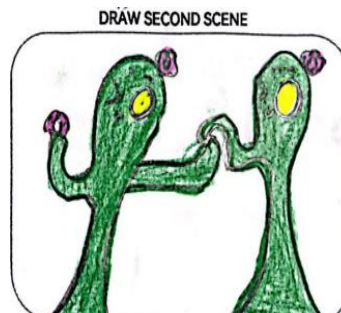
From this moment, students started the creation of the story by describing and drawing four scenes. This first scene (Figures 20 and 21) has played not only a coherent visual and text scenario but also the creativity and imaginary aspect in the student. The simple structure of this text makes this easy to visualize because the graphic representation translates this text to an image, making this a coherent relationship that reinforces vocabulary learning. Besides, this is an example of a representation that is literal and highly conceptual. For example, “swimming in space” is an impossible action, but students visually represented this idea through their drawings. It demonstrated a connection between literary and imaginative aspects and the textual or literal interpretation reflecting an advanced level of narrative thinking and creativity.

Figure 22

Figure 23

Students Artifacts (August 30th, 2024)

SECOND SCENE
 (1) Charlotte Feels (2) Mad. (3) Andrea wants
 to make (2) happy (1) Charlotte.



In this second scene (figures 22 and 23), emotions are central to the narrative and represent the character's feelings. Students had translated emotions such as “Sad and Happy” into

cohesive actions. The character Charlotte holds Andrea’s hand to contribute to a warm, friendly tone, instead of a sad theme. By visually representing emotions with actions as described in the text, students have shown an understanding of how vocabulary, context, and imagination work together to create meaning.

Figure 24

Figure 25

Students Artifacts – Third scene (September 30th, 2024)

So, (1) Sofia gives a/an (3) flower to (2) Jenny and (2) Jenny feels **SURPRISED**.

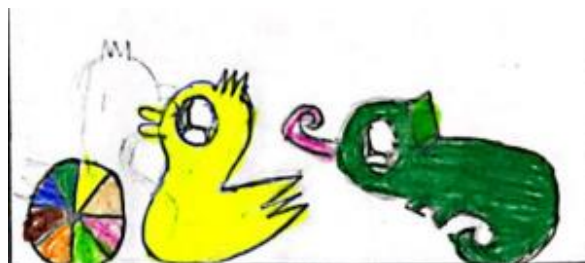


Figure 26

Figure 27

Students Artifacts – Fourth Scene (September 30th, 2024)

(1) Loren and (2) Julian start (3) playing with the (4) ball and they feel (5) happy together.



During the third and fourth scenes, students demonstrated their ability to integrate vocabulary about objects, verbs, and emotions in their drawings. Those two scenes required an ability to process the textual descriptions carefully to cohesively connect them with drawings. For example, in the third scene (Figure 24), the text mentions “Sofia gives a flower to Jenny”

and the visual representation aligns with this and shows Jenny with a surprised expression (Figure 25). This integration shows a strong direct connection with narrative and visual elements.

Likewise, the fourth scene (Figures 26 and 27) describes how characters are running with a ball and feeling happy together, and it is enhanced with the context of the story and drawing, demonstrating a cohesive relationship between the words students used and the images they created. Although the teacher-researcher was providing feedback during all the sessions, during the fourth scene creation students were *editing* to get the *Final Version* of the project as Harmer (2004) proposed, passing all those templates to a picture book designed.

Figure 28

Figure 29

Students Artifacts (March 21st, 2024)



While the textual description provided by students was accurate and demonstrated a solid understanding of vocabulary and context, the drawings often lacked cohesion with the text.

Although students effectively articulate their ideas through textual expressions, the following chronological examples have demonstrated a challenge in visual representations by translating written ideas into coherent visual representations.

Even though Figures 13, 14 and 15, showed how students had perfectly made the direct connection between the sentences “The butterfly runs with pin shoes” or “the lion is a doctor” and visual representation, there were some students who did not establish direct or explicit relationships with those elements (see figures 28 and 29). Getting those separate components means that some students struggled to combine abstract ideas (text and images) into a single concept (see Figures 30 and 31). For that reason, the previous demonstrated how students struggled to make direct connections between text and images.

Figure 30

Figure 31

Students Artifacts (May 29th, 2024)

CHARACTER #1

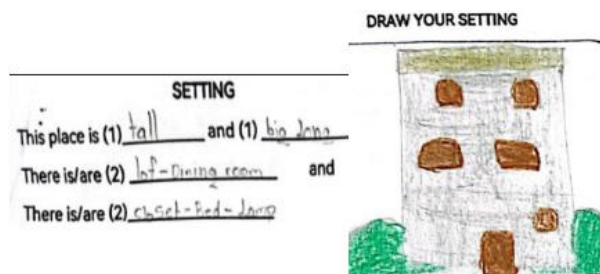
(1) Hello . My name is _____
 (2) venus . I am (3) Small and (3)
Hairy Betty . My hair is color (4)
black and my eyes are color (4)
Blues .
 I feel (5) Happy and
 (5) sad .
 I am wearing (6) Jeep , (6)
color and (6)
Dress Blue



Even if the textual narrative can be understood thanks to the component and the word choice made by students to describe their characters, the drawing often does not correspond coherently to the text description. For example, the text stated, “My hair color is black” (see figures 30 and 31), but the drawn character was brown colored; moreover, the text says, “blue eyes”, but the drawing was not visually depicted. Also, the visual representation omits the elements of clothing described, such as the “blue dress”. In other words, the textual description provided a detailed outline of the character’s appearance, but the drawing had missed these details.

Figure 32

Students Artifacts (August 30th, 2024)



In terms of setting, in this example (Figure 32) there is one coherent element description in the adjective “tall”, because the illustration shows a tall rectangular structure, however, the other elements such as “Dining room”, “closet”, “bed” or “lamp” are not explicit shown in the drawing. This can be interpreted from the imaginative part of the student since they knew that these objects can be found within the structure, although they are not visually represented. This suggested a deep cognitive engagement, where students rely on prior knowledge, inferences, and creativity to conceptualize elements that are implied rather than explicitly depicted. Hence, students demonstrated their ability to connect visible with conceptual components, enriching their overall interpretation of the task. Even though there is not an accurate direct relationship between text and image, students tried to integrate the vocabulary learned in class into their story.

Figure 33

Figure 34

Students Artifacts (September 13th, 2024)

FIRST SCÈNE

(1) Principe del rap and (2) Philip are (3) raping in the (4) caring
 But (1) Principe del rap doesn't like (3) Shooting
 (1) Principe del rap Likes (3) playing



In this example of the first scene created by the students (Figures 33 and 34), even though the text specified two characters “Principe del Rap and Philip”, they were missing the visual representation and the student focused on representing the car of the tv sitcom, demonstrating students complied in a certain way with the visual representation. Moreover, it was evident how students played with words since they knew that in this section, they should include the verb with “ing”, therefore, they tried to do the same with subjects such as cars. Instead of writing “car”, they wrote “caring”, adding at the end “ing”. This section provides a basic representation of one element (car) but fails to capture the scene described in the text.

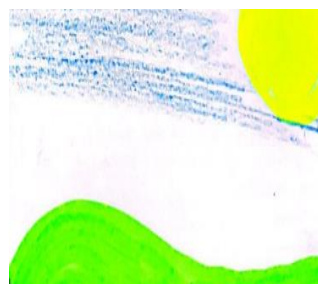
Figure 35

Figure 36

Students Artifacts (August 30th, 2024)

SECOND SCENE

(1) Mia Feels (2) Dad (3) Tommy wants
 to make (2) happy (1) Mia



In the second scene, as shown in the previous subcategory (figures 22 and 23), students should draw their characters holding hands to translate a friendship environment, however, students did not follow the instructions. This example (figures 35 and 36) emphasized the

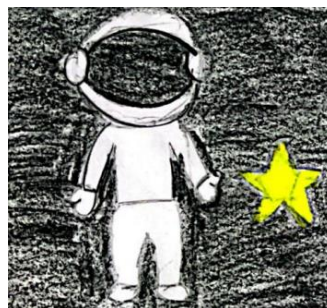
emotional relationship between the characters “Mia and Tomy” in the text but the drawing excluded both. Their omission made it impossible to connect the visual scene with the description in the text. Although the drawing does not correspond to the literal and direct description of the text, it shows that students tried to provide a context for their story by adding to this section the setting where the narration takes place.

Figure 37

Figure 38

Students Artifacts (September 19th, 2024)

So, (1) Talia gives a/an (3) star
to (2) Loly and (2) Loly feels
SURPRISED.



In this third scene (figures 37 and 38), students mentioned two characters, however, there was just one character represented in the scene. The absence of the other character creates a significant gap in this scene and reduces the emotional impact of feeling surprised in the story. "Loly's surprise" was a key part of the narrative, but it was not visually represented. This drawing showed "Talia" holding a "star", but it did not establish the act of interaction between characters. Even though this scene was textually described by students, it failed to capture the essence of the story due to the absence of the other character and its interaction to make an emotional expression.

Figure 39

Figure 40

Students Artifacts (September 30th, 2024)

(1) Sofia and (2) Estela start
 (3) run with the
 (4) flower and they feel
 (5) happy together.



The last scene of the story shows an effort to finish the exercise, however, in the text the verb “run” was written incorrectly (run instead of running), therefore it could affect the visual representation process. The characters “Sofia” and “Estela” are shown standing by instead of running, creating a disconnection between text and image. Moreover, the flower was drawn as a separate object, not actively associated with the characters and actions. However, the emotional expressions were accurate because they translated what the text was mentioning, the characters were feeling happy.

To conclude, this subcategory demonstrated the interchange between challenges and progress in reaching cohesive visual-text integration for learning vocabulary in the target language. While some learners struggled to align textual descriptions with visual representations, their effort was reflected through an active engagement and understanding of how to integrate learned vocabulary into creative representations. This chronological analysis revealed that learners were involved in the ability to navigate through different levels of interpretation, from literal to contextual meanings. Likewise, during the first diagnostic test (Annex 2), students struggled to articulate complete sentences, which indicates that students are in the process of communicative acting in the second language but need to be reinforced through dynamic activities that help them feel motivated to improve their level in the language, as briefly demonstrated in the closing test (Annex #5) after finishing the picture book.

Across complex activities, students created imaginative visual representations aligned with textual descriptions, demonstrating their ability to link text with images and to interpret and express abstract concepts, such as “Swimming in the Universe” (Figure 21) with creativity. These findings reinforce the value of integrating visual and textual elements to support vocabulary learning and comprehension. Moreover, this approach emphasized the value of combining artistic and linguistic skills to deepen students’ connection to the learning material. By encouraging students to take ownership of their work through drawing and textual descriptions, the project promoted meaningful vocabulary retention. The integration of visual and textual elements proved to be an innovative and practical method that supports both cognitive and creative development, offering valuable insights for dynamic and engaging second language teaching practices.

Despite these challenges, the effort and imaginative contributions of students underscored their determination to bridge the gap between text and images. Their works align with Harmer’s (2004) perspective that errors are an essential part of language development, marking stages of growth within the interlanguage process. “Errors are part of the students’ interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery.” (p.100) With proper feedback and guidance, students were able to refine their integration skills and produce final artifacts that demonstrated not only a stronger connection between text and visuals but also an appropriation of the English language. This iterative process highlights the value of incorporating indirect visual-text activities as a tool for fostering creativity and advancing language acquisition.

Subcategory 2: Self-assessment of vocabulary knowledge

This subcategory explored how students engaged in a conscious self-assessment of their vocabulary knowledge while creating their story, highlighting their effort to expand vocabulary

learning and using the words learned in class during the year. A key observation in this process was the use of dictionaries by most students to find and incorporate new words into their narratives. By actively researching and incorporating unfamiliar words, students showed a determination to improve their English language proficiency. The following graphics and examples demonstrated the use of words throughout the project and the type of words most used by students.

The first pie chart titled “*Use of words along project*” presented how students used words throughout the creation of their picture book. Each segment represented a different category of word usage, reflecting a variety of vocabulary learning and application in the creation of the story.

Pie Chart 1

Use of words along project

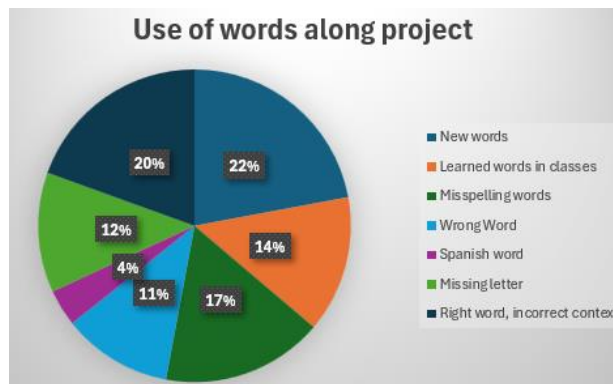


Figure 41

Figure 42

Figure 43

Students Artifacts (September 19th, 2024)

I feel (5) Sad, Serious- and
(5) Mad, Smiling, happy

CHARACTER #1 R.O.Z.E.R.-K.N.I.F.E
CHARACTER #2 R.I.F.L.E

This place is (1) obscure
There is/are (2) stars
There is/are (2) planets

The first segment titled “New words” demonstrated that 22% of the words used in this project were words discovered by students, indicating a significant effort by learners to expand their vocabulary during the creation of their story. While writing their picture books, students in some classes worked independently. This approach, as Harmer (2004) highlights, offers the benefit of fostering individualized learning, which helps learners develop autonomy and cultivate skills such as self-reliance and investigation to acquire new vocabulary. The previous suggests an active and conscious learning process by the students to explore unfamiliar vocabulary. Some words such as “Mad”, “Obscure”, and “Razor-knife” (see figures 41 to 43), which students found by themselves in the dictionary, contextualize their story during the description of their characters, settings, and objects. This demonstrates their engagement with expanding their vocabulary within a creative framework, making part of the implicit content mentioned by Ellis (2006), in which students have a self-awareness process while learning new vocabulary. The previous was evidenced during all classes because “Every day before English class, the main teacher sends a message through a WhatsApp to parents advancing to send their children’s dictionary to English class” (Field Diary #3) which was helpful to students learning as a dictionary represented a tool that facilitated English vocabulary learning. Besides “During the discovery of new words, it was evident how students shared this knowledge with other classmates, thus showing that the new word was recorded in several works.” (Field Diary #9, 2024)

Figure 44

Figure 45

Figure 46

Students Artifacts (September 19th, 2024)

My hair is color (4) Blue and my eyes are color (4) Green.
 I feel (5) happy and (5) _____
 I am wearing (6) Dress, (6) Hat and (6) Shoes

(1) the house and (2) winning start
 (3) jumping with the
 (4) Ball and they feel
 (5) HAPPY together.

This place is (1) tall and (1) big long
 There is/are (2) lot - Dining room and
 There is/are (2) chairs - Bed - Lamp

The second segment, “*Learned words in classes*” shows that 14% of words used during the picture book creation, were vocabulary learned during the scholar year. This evidences students’ retention and practical implementation of previously learned material in a conscious way. Students have been studying colors since early grades, 2nd and 3rd grade, and this year, the English teacher emphasized parts of the house and adjectives. The examples above (see figures 44 to 46) demonstrate the previously learned words, such as colors and adjectives, students applied in their project during the characters and setting description. As Ellis (2006) mentioned, it makes part of explicit content that students were memorizing along different activities that were reinforcing those words.

Figure 47

Figure 48

Students Artifacts (August 30th, 2024)

I like/don't like (1) lose ing and (1) win ing

But (1) Sofa doesn't like 3) play Futbol
 (1) Area Likes 3) Yabbing

The third segment, “*Misspelled words*” shows 17% of the chosen words were misspelled by students throughout the project. This means that they may need further support in spelling accuracy as their texts show a tendency to write the word how it sounds in Spanish instead of how it should be written in English. As Harmer (2004) mentioned, one of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelled is not always obvious. (p. 256) The previous examples (Figure 47

and 48) showed how students had spelling difficulties during the first and second scenes of the story. Hence, this evidence shows the importance of reinforcement with spelling exercises to complete an accurate understanding of English vocabulary and writing.

Figure 49

(1) HAIR _____ My name is _____
 (2) cap _____ I am (3) shorts and (3)
blue _____ My hair is color (4)
black _____ and my eyes are color (4)
coffe _____

Figure 50

There is/are (2) green _____ and
 There is/are (2) colorful _____

Students Artifacts (May 30th, 2024)

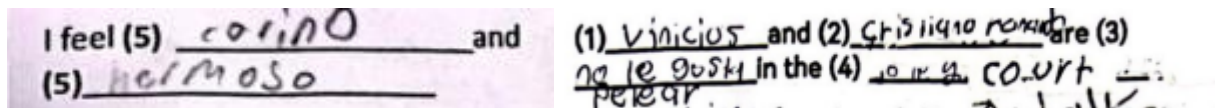
The fourth segment “*wrong word*” showed 11% occasional students' confusion in word choice or incorrect context usage during picture book writing. This could be a result of limited understanding, insufficient knowledge or lack of interest in taking ownership of their learning processes, this means students might not have fully engaged in searching new or implement previously learned words to create a coherent and contextual story. The following examples (see figures 49 and 50) demonstrated how students have a notion of the word, but they need to keep practicing them in an accurate context to get meaning, such as the clothing “short” instead of “shorts” or the use of the word “Coffe”, which evidenced student intention to write “brown”. Despite some mistakes, the learners' work demonstrated creativity, effort, and an attempt to produce a communicative act. This reflected an incomplete understanding of the correct usage of words in context. Aligning with Harmer's (2004) discussion on “noticing”, learners become aware of language use in real contexts, which supports their learning process. Meanwhile, the goal is to foster conscious awareness of language features and usage, it does not aim for

immediate mastery production but rather it encourages students to observe and internalize language patterns over time.

Figure 51

Figure 52

Students Artifacts (May 29th, 2024)



The fifth segment was about the use of Spanish words in the project. Students used their mother language to express their ideas in the story in around 4% of the words chosen. This suggested an alternation between Spanish and English when they encountered gaps in their English vocabulary or struggled to recall the correct word in the target language to accomplish communication or complete the task. This may indicate a certain level of comfort and problem-solving by using their mother language to ensure their message is understood, even if they did not respond to the activities in the expected language. The following examples (see figures 51 and 52) displayed a certain level of problem-solving as the students opted to use familiar terms when they did not know or remember the word in English. Besides, as the field diary showed “Students felt comfortable by using words in their mother language instead of English, but I encouraged them to use a dictionary or ask for help to their partners and teacher to learn new words” (Field Diary #4) This indicates students consciously use their mother language when a lack of vocabulary arises in the English language.

Figure 53

Figure 54

Students Artifacts (May 29th, 2024)

(1) Hido . My name is
 (2) I . I am (3) small and (3)
heavy col . My hair is color (4)
Blac and my eyes are color (4)
praty .
 I feel (5) erely and
 (5) Prety .
 I am wearing (6) shir , (6)

(1) mia and (2) lavin start
 (3) riming with the
 (4) flour and they feel
 (5) hapy together.

The sixth segment is quite related to segment fourth and it was about missing letters in the word choice made by students. Meanwhile, the fourth segment showed the misspelling in some words, where the order or the letters were incorrect in the word, this segment showed the missing letters in the word choice. It reflected issues with accuracy in spelling that may be caused by the lack of paying attention to the word spelling, lack of interest in completing the exercise properly, or simply lack of ownership in word learning. However, in Harmer’s (2004) perspective, mistakes are a vital part of the language learning process as it provides an opportunity to improve through reflection and constant feedback. Mistakes should not be viewed negatively but rather as a natural and essential part of learning a foreign language. The previous examples (figures 53 and 54) denoted this lack of letters; “Blac”, “Prety”, “Shirt”, and “Hapy” revealed a positive engagement with word recognition; learners demonstrated familiarity with the words, even if their spelling is incomplete, indicating a developing understanding rather than errors influenced by Spanglish (Spanish and English) or other language interferences.

Figure 55

Figure 56

Students Artifacts (May 29th, 2024)

(1) Hello Hi . My name is
 (2) I . I am (3) small and (3)
Yellow and Pink . My hair is color (4)
Blak and White and my eyes are color (4)

(1) Juanito and (2) put start
 (3) HAPPY with the
 (4) walking and they feel
 (5) HAPPY together.

The final segment titled “*Right word, incorrect context*” revealed a notable 20% indicating a strong grasp of vocabulary and appropriate use of language. Furthermore, as Harmer (2004) mentioned, students who did not use the word in the right context are being affected by a polysemy phenomenon, which means that just one word can be used depending on the context. Throughout the project, it was evidenced that students often used the word in the incorrect context of their stories. This suggested that students were able to recall and apply individual words but struggled in the integration process into meaningful and coherent sentences. In their effort to complete the exercise, many students placed correctly spelled words in spaces where they should not fit, leading to sentences that were grammatically and contextually inaccurate. This incoherent narrative has impacted on the overall flow and meaning of the text and visual representation. When a text lacks clarity or logical coherence, indeed it will affect visual production, creating as a result a lack of alignment between text and image. The examples above (Figure 55 and 56) manifested a strong vocabulary recall but students struggled to apply those words to create meaningful and contextually accurate sentences in the story.

Although the final exam, as required by the main teacher, only focused on the vocabulary covered both in class and in the project, students improved their spelling writing skills thanks to the constant practice of adjectives, verbs, clothing, and nouns throughout the project. These were words that were also included in the diagnostic test, reinforcing their learning and application.

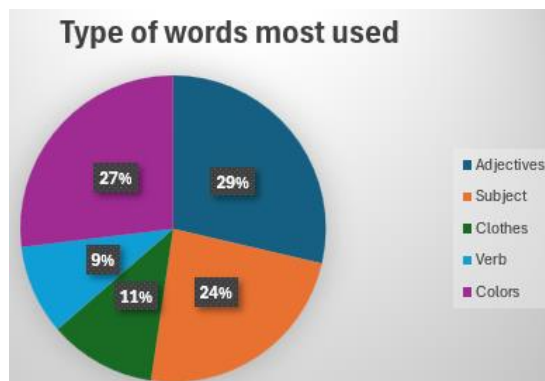
To sum up, the previous pie chart reflected a dynamic process of vocabulary learning and application. Even though there were some challenges such as spelling errors, incorrect usage, and use of native language, it was demonstrated that students had made a strong effort to incorporate new and learned words. As Harmer (2004) mentioned, “Errors are part of the students’

interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery” (p. 100). Moreover, students actively incorporated new words and those learned in class, showing a determination to expand and put into practice their vocabulary knowledge. By the use of dictionaries, many students reflected on their efforts to fill vocabulary gaps and improve their vocabulary learning proficiency. While the project emphasized vocabulary expansion, it also exposed the need for reinforcing contextual understanding, spelling accuracy, and ownership of learning.

The following pie chart titled “*Type of words most used*” illustrated the distribution of five types of words such as adjectives, subjects, clothes, verbs and colors frequently used by students through the creation of the picture book. This graphic focused on how students have used different types of vocabulary learned during the implementation of this project to describe and create a meaningful context for their story.

Pie Chart 2

Type of words most used



The first and biggest category was “Adjectives” with 29% of the total word usage during the project. This high percentage reflected the students' focus on describing characters, settings, and actions, which was essential to create a coherent relationship between text and visual

representation. The frequent use of adjectives suggested that students were comfortable using descriptive vocabulary to personalize and express their ideas during the project creation.

The second biggest segment was about the use of “colors” with 27% of the selected words. The frequent use of color words suggested that students heavily relied on visual descriptions to enhance their story and reflected their ability to use familiar and concrete vocabulary to describe physical appearances, clothing, or environmental details. The third segment was about “subject words” representing 24% of the words used by students, where they had included mostly nouns that serve as the main focus of sentences. This indicated students’ effort to create clear and identifiable nouns for their sentences, a fundamental component of story creation and simple sentence writing.

The fourth segment was related to the use of vocabulary about “Clothes” with 11% of the total words. Its usage implies students have included details about character’s appearance as part of their descriptions, which contributed to the personalization and imagination, and to visually translating their characters into the story. Finally, 4% of the words used by students were “verbs” they had learned in class with a teacher-researcher. From the first moment, they knew some verbs in the present tense, and the researcher taught them how to use them progressively, allowing students to be familiarized with a new verb tense usage, and encouraging them to use this new feature in their story.

To conclude, the subcategory of consciously self-assessing vocabulary knowledge revealed a multifaceted process in which students actively engaged with and expanded their vocabulary. By incorporating new and learned words into their picture books, they displayed a commendable effort to improve their second language proficiency. Their use of tools such as dictionaries and reliance on descriptive vocabulary, especially adjectives, and colors, demonstrated not only creativity but also their determination to bridge gaps in their language

knowledge. The focus on creating coherent text-image relationships underscored their growing ability to integrate language skills into meaningful contexts.

The challenges identified, such as spelling errors, incorrect context usage, and occasional reliance on their mother tongue, emphasized the need for targeted interventions to strengthen foundational skills. These areas, while indicative of natural stages in second language acquisition, also highlight opportunities for further support. Reinforcing contextual understanding, promoting accuracy in vocabulary usage, and encouraging greater ownership of the learning process will be essential for fostering long-term improvement. Overall, the students' dedication and progress evidenced the potential of project-based learning within a creative framework to inspire active vocabulary acquisition and meaningful language application.

To conclude, this first category of analysis "Vocabulary learning through visual and self-assessment strategies" demonstrates the multifaceted impact of picture book creation on students' vocabulary acquisition and English language development. Across the subcategories, students showcased a dynamic engagement with language as they actively explored new vocabulary, integrated previously learned words, and worked to contextualize their learning within the creative framework of their picture books. This approach fostered a sense of autonomy and ownership over their language learning process, furthermore, it provided opportunities for meaningful application and reinforcement of vocabulary in an authentic context. These experiences align with the principles of meaningful learning, as students connect new knowledge with prior learning while constructing relevant and personalized stories.

While challenges such as spelling inaccuracies, occasional misuse of words, and reliance on their mother tongue were evident, these obstacles reflect natural stages of language acquisition and areas for targeted improvement. The students' efforts to expand their vocabulary by self-assessment strategies and practice, demonstrate how students may creatively express their

ideas, and align text with visual representations, highlighting the potential of project-based learning, and specifically picture book creation, to support language development. By engaging in tasks that required reflection, creativity, and problem-solving, students experienced meaningful learning that contributed to their growing proficiency and deeper understanding of the target language. Overall, this project has proven the value of integrating creative and multimodal strategies into language education to foster deeper engagement and effective learning outcomes.

Chapter VI: conclusions and implications

This chapter presents the conclusions of the research considering the findings previously presented, as well as the implications for students and teacher-researchers. Besides, it shows the limitations that emerged during the implementation of the project. Finally, it gives some suggestions for further research in the field.

Conclusions

This project has demonstrated the huge impact of integrating creativity, visual-text integration, and project-based learning strategies into English language learning, fostering both engagement and meaningful skill development. Through the analysis of the three categories—*Students' interest through draws, Artistic freedom in illustration, joy of learning, academic success for recognition and motivation, cohesion between images and word choice, and self-assessment of vocabulary knowledge* it was evidenced PBL approach within a creative framework can significantly enhance students' language proficiency and motivation.

The findings from this study underscore the efficacy of integrating diverse learning strategies to enhance English language acquisition. The first category emphasized the significance of personalized learning experiences. By allowing learners to connect their interests with academic goals through narratives and creative expression, educators can cultivate intrinsic

motivation and a deeper emotional connection to the language. This approach not only enhances language proficiency but also promotes personal growth and self-discovery. The second category underscores the benefits of project-based learning in creating engaging and rewarding learning environments. The interplay of intrinsic motivation, fostered by self-expression, and extrinsic motivation, driven by recognition, encourages persistence, active learning, and a sense of ownership over the learning process. This approach not only allowed students to persist in completing tasks to reach a goal but also encouraged them to take an active role in their linguistic and personal growth.

The third category highlighted the power of multimodal learning, where visual representations and text are combined to contextualize vocabulary learning. This approach fosters deeper understanding, self-reflection, and a sense of accomplishment, leading to improved vocabulary acquisition and increased language confidence. The teacher's role in students' motivation and learning is significant as students can overcome challenges through constant feedback and practice, resulting in vocabulary improvement and greater confidence in their second language learning process.

In closing, this study demonstrates the transformative potential of a multifaceted approach to English language learning. By incorporating visual aids, creative tasks, and project-based learning, educators can create dynamic and personalized learning experiences that cater to diverse learner needs. By addressing both intrinsic and extrinsic inputs, teachers can create enriching opportunities to encourage students to grow as confident and proficient language learners while fostering a lifelong connection to their learning process.

Implications

The findings and methodology for this project suggested 5 main implications for further pedagogical practice in foreign language teaching considering future similar studies: educational field, institution, educators and learners.

In first place in terms of educational field, dynamic proposals can contribute as innovative strategy for teaching English as a second language, by incorporating the creation of picture books as tool for vocabulary learning. By emphasizing motivation and creativity, it transforms traditional teaching approaches into an engaging approach. This creative process fosters self-expression, ownership and self-assessment to boost students' confidence while making language learning a more personal and enjoyable experience.

In second place, considering the institution, it is important to suggest teacher training programs in English subject to maximize the impact of dynamic projects such as the creation of picture books by equipping educators with the skills and strategies to effectively implement creative and motivational approaches in the classroom to enhance vocabulary learning. Additionally, it is essential to ensure that English lessons need to be consistent and with dedicated time to support the development of more comprehensive and impactful language learning experiences. This highlights the importance of creating additional opportunities and spaces specially for English language learning to further enhance students' progress.

In third place, educators may be a mediator and facilitator role in PBL environments since it is crucial to guide students through a learning process. Teachers need to support students by creating dynamic and supportive environments that encourage collaboration, problem-solving and critical thinking skills. As mediators, educators can facilitate the learning process by promoting autonomy and confidence, ensuring students will take ownership of their own learning process.

Finally, thanks to dynamic strategies such as the one developed in this document, other similar studies can significantly foster autonomy, creativity and motivation in English learning by engaging students to connect with real world experiences such as the creation of a picture book. This autonomy can boost confidence and help students value their own ideas and efforts. Moreover, the creative aspect allows learners to express themselves in a unique way, making learning more enjoyable and personal.

Limitations

Along with the creation of the project, the teacher-researcher faced some limitations related to the limited frequency of English classes, attendance issues, and insufficient contextual practice of the language to accomplish the project in a short time as it was designed.

The first limitation was the limited frequency of English classes. This course had just two hours of English class during the week, and most of the time, the institution designed different activities for them during this English class section. Hence, that class had to be postponed, and it affected the progress of the project because learners lost connection with their creation process. For this reason, many of them created different stories in each scene with different characters, which meant that it was not a coherently constructed story. However, the necessary corrections and feedback were made so that the final product was coherently produced.

The second limitation was related to students' attendance, which frequently disrupted the creation process. This challenge was influenced by different factors, including weather conditions and a general lack of motivation among students to attend class. This contextual barrier not only slowed the progress of this project but also impacted on overall engagement and learning outcomes.

The last limitation was related to the limited opportunity for students to practice the target language in meaning and contextual environment. This lack of consistent and practical language

due to the previous two limitations, made it difficult for learners to fully internalize the content and apply it effectively during the project, affecting their ability to develop a deeper connection with the language learning process.

Those implications demonstrated the need for more frequent English classes and strategies to improve student attendance and motivation, and the integration of more consistent language practice to support in development of ownership and proficiency in the target language.

Further research

Ultimately, due to the research's limitations, some aspects were not sufficiently addressed in the proposal, but that would be worth investigating in future educational projects related to picture books. The first recommendation is about implementing ICTs and multimodality to enhance learning experiences. Thanks to nowadays technologies, teachers can create an immersive environment where students can interact with content dynamically, making vocabulary learning more engaging and effective.

The second recommendation is implementing collaborative and cooperative learning by examining the role of group work in fostering active student participation, social skill development, and shared knowledge construction. Studies should explore the effectiveness of collaborative picture book creation activities where students can work together to develop storylines and illustrations. By focusing on team dynamics, teachers can assess how teamwork influences vocabulary learning, creativity, and motivation.

The third recommendation is about taking into consideration the diverse context, cultures, and age groups. The idea for future researchers is to extend the research to different backgrounds to provide a broader understanding of the strategy's applicability. For example, by testing this project in different courses with different populations can reveal challenges and opportunities.

The last recommendation is about fostering critical thinking development by encouraging students to create narratives, evaluate story coherence, and analyze characters. This strategy could help as a platform for higher-order thinking skills. By investigating the relationship between language learning and critical thinking, picture book projects could position as a comprehensive education tool that transcends linguistic goals.

For future studies, it is recommended to keep involving learners in deep contextual practice and immersive language experiences as part of multimodal text projects. It will allow the academic community to create a balance between intrinsic and extrinsic motivation fostering a deeper student engagement and commitment.

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Annexes

Annex 1

Socio-demographic questionnaire



Facultad de Humanidades
Licenciatura en español e inglés
Practicante encargada: Laura Geraldyn Rojas Lizarazo
Bogotá Colombia, 2023

Cordial saludo estudiantes y padres de familia, agradezco su tiempo y participación en el desarrollo de la siguiente encuesta de caracterización que aportará al proyecto de investigación que se está realizando en el aula de clase. Dicho esto, se solicita que lea atentamente y responda las siguientes preguntas de manera transparente y honesta, considerando que la información que se diligencia será de manera confidencial y solo será utilizada para fines académicos.

Caracterización sociodemográfica

Marque con una X o llene los espacios con la información solicitada cuando sea pertinente:

Información del estudiante

Nombres y apellidos: _____
 Edad _____ Curso _____ Jornada _____ Sexo: (M) masculino (F) Femenino
 Barrio en el que vive _____ Localidad _____
 Vive en casa propia: Si () No () Vive en arriendo Si () No ()
 Parentesco del acudiente _____
 Ocupación del acudiente _____
 ¿Pertenece a algún grupo de población especial? (Ej: Desplazados, afrocolombiano, indígenas, etc)
 Sí () ¿Cuál? _____ No ()
 ¿Es estudiante en inclusión?
 Si () No ()

Información sobre el núcleo familiar del estudiante

Marque con una X o llene los espacios con la información solicitada cuando sea pertinente:

- ¿Con cuántas personas vive el estudiante? _____
- ¿Con quién vive el estudiante?

<input type="checkbox"/> Padre	<input type="checkbox"/> Madre	<input type="checkbox"/> Hermanos/as ¿cuántos? _____
<input type="checkbox"/> Tíos/as	<input type="checkbox"/> Abuelos/as	<input type="checkbox"/> Otros, ¿quiénes? _____
- ¿Cuál es el nivel educativo del padre?

<input type="checkbox"/> Sin escolarización	<input type="checkbox"/> Primaria Completa	<input type="checkbox"/> Primaria Incompleta
<input type="checkbox"/> Bachillerato completo	<input type="checkbox"/> Bachiller incompleto	<input type="checkbox"/> Técnico, tecnólogo
<input type="checkbox"/> Universitario	<input type="checkbox"/> Especialización	<input type="checkbox"/> Maestría
- ¿Cuál es el nivel educativo de la madre?

<input type="checkbox"/> Sin escolarización	<input type="checkbox"/> Primaria Completa	<input type="checkbox"/> Primaria Incompleta
<input type="checkbox"/> Bachillerato completo	<input type="checkbox"/> Bachiller incompleto	<input type="checkbox"/> Técnico, tecnólogo
<input type="checkbox"/> Universitario	<input type="checkbox"/> Especialización	<input type="checkbox"/> Maestría
- ¿Tiene el estudiante una buena relación con su núcleo familiar? Si () No ()

Caracterización socioeconómica

Marque con una X o llene los espacios con la información solicitada cuando sea pertinente:

- ¿Cuál es su estrato socioeconómico _____
- ¿Con qué servicios públicos cuenta su vivienda?
 Agua Luz Gas Teléfono Internet Parabólica
- ¿Qué dispositivos electrónicos se encuentra en su hogar?
 Teléfono inteligente Tablet Portátil o computador de mesa
 Televisor Ninguno Otros, ¿cuáles? _____
- ¿Cuál de las siguientes comidas el estudiante toma al día?
 Desayuno Merienda Almuerzo Onces Cena
- ¿Se encuentra viviendo cerca de la institución? Si () No ()
- ¿Qué medio de movilización usa para llegar a la institución?
 Bicicleta Carro Moto Caminando Otro, ¿cuál? _____

Información personal y escolar de los estudiantes

Marque con una X o llene los espacios con la información solicitada cuando sea pertinente:

- ¿Cuál es su materia favorita? _____
¿Porqué? _____
 - ¿Cuál es la materia que menos le gusta? _____
¿Porqué? _____
 - ¿Cuáles son las actividades que más le gusta hacer en las clases?
 Recortar y pegar Dibujar Usar el tablero Completar Cantar Bailar
 Colorear Copiar Resolver exámenes Descubrir Participar Unir
 Leer Exponer Correr Hacer manualidades
 Usar dispositivos electrónicos Juegos de mesa
 - ¿Tiene una buena relación con sus compañeros? Si () No ()
 - ¿Cuáles son las maneras en las que le gusta trabajar más en clase?
 Individual En pareja En grupo
 - ¿Con quién realiza sus tareas? _____
 - ¿Le agradan las clases de inglés? Si () No ()
¿Porqué? _____
 - ¿Cree que es importante aprender inglés? Si () No ()
¿Porqué? _____
-
- Del 1 al 10 que tanto le interesa mejorar la habilidad lectora en inglés _____
 - Del 1 al 10 cuál es su nivel de comprensión lectora en inglés _____
 - ¿Cree usted que, mejorando la habilidad lectora, mejorará su nivel de inglés? Si () No () ¿Por qué? _____
-
- ¿Le gustan los libros que traen imágenes? Si () No () ¿Por qué? _____
 - ¿Le gustaría explorar historias a través de imágenes en lugar de solo texto? Si () No () ¿por qué? _____
-
- ¿Ha tenido alguna experiencia previa utilizando libros con imágenes en actividades de comprensión lectora? Si () No () ¿Por qué? _____

¡Muchas gracias, estudiante y padre de familia, recuerde que todas las respuestas son valiosas para este proyecto!

Annex 2

Diagnostic test

PRUEBA DIAGNOSTICO

NAME: _____ DATE: _____

TEACHER: _____

NOTA: Para el desarrollo de esta prueba es importante que leas atentamente las indicaciones. Esta prueba está dividida en 4 sesiones para evaluar tus habilidades de Listening, Reading, Writing y Speaking.

LISTENING SKILL

1. Escucha atentamente a los enunciados mencionados por la profesora y escríbelo en inglés

- ENUNCIADO 1: _____
- ENUNCIADO 2: _____
- ENUNCIADO 3: _____
- ENUNCIADO 4: _____
- ENUNCIADO 5: _____

READING SKILL

1. Analiza la imagen y escribe la respuesta que corresponda a cada descripción en el enunciado.

A.



B.



C.



D.



1. It is brown with blue eyes and with long ears _____
2. He is blond, with blue eyes and blue T-shirt _____
3. She is blond with blue eyes and blue skirt _____
4. They are four and they are talking _____

2. Escoge las palabras correctas para completar el texto y escríbelas en los espacios vacíos.

Food

Live

Listening

Name

Am

Purple

Family

Hello! My _____ is Laura. I _____ twenty-four years old. I _____ in Soacha with my _____. My favorite _____ is Empanadas. My favorite color is _____. I love _____ to music.

b. Responde las preguntas de acuerdo con el texto:

MY WONDERFUL FAMILY

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

1. My mother is a:
A) Doctor B) Nurse C) Writer D) Teacher
2. My house is near the:
A) City B) Monastery C) Mountains D) Italy
3. How old was I when my grandmother came?
A) 3 years old B) 10 years old C) 2 years old D) Just born
4. On the weekends we:
A) Play board games B) Go to a movie C) Clean the house D) Cook pasta
5. My sister is kind but also...
A) Mean B) Quiet C) Nervous D) Strong

6. Del anterior texto, colorea 5 adjetivos.

WRITING PART

1. Menciona los aspectos más importantes de rutina diaria en inglés

SPEAKING SKILL

- Cuando vayas a entregar esta prueba, menciona a la profesora en inglés:

1. What is your favorite hobby?
2. What is your favorite food?
3. How is your favorite person?
4. What is your favorite profession?

Annex 3

Focal group

To examine the role of visual elements in enhancing the understanding and contextual usage of new vocabulary words through picture books.	1.
	2.
	3.
To assess the impact of picture book creation on 5th-grade students' ability to acquire and retain new English vocabulary.	4.
	5.
	6.
To explore how the integration of collaborative project-based learning in the creation of picture books enhances student engagement and motivation in acquiring new vocabulary in a second language.	7.
	8.

Annex 4
Field diary

Diary Field						
English Class						
Researcher		English and Spanish Degree		School	Main Teacher	Grade
Laura Geraldyn Rojas Lizarazo		10° Semester		Guillermo Cano Isaza	Marcela Mendivelso	502
Date	Hour	Student Attendance	Topic	Materials	General description and findings	

Annex 5

Final test

PRUEBA FINAL

NAME: _____ **DATE:** _____

NOTA: Para el desarrollo de esta prueba es importante que lea atentamente las indicaciones. Esta prueba evaluará 4 habilidades del idioma inglés: Listening, Reading, Writing and Speaking skill.

LISTENING SKILL

- Escuche atentamente las palabras que serán mencionada por la profesora y escribalas en inglés.
 - WORD #1- _____
 - WORD #2- _____
 - WORD #3- _____
 - WORD #4- _____
 - WORD #5- _____

READING SKILL

- Analice la imagen y escriba en el cuadro la letra que corresponda a cada descripción del enunciado



- They are Friends
- She has long and black hair
- He is green and he has flowers
- She has Pink eyes and a purple dress

- Escoge las palabras para completar el siguiente enunciado y escribala en los espacios faltantes.

OJO, LA PALABRA NO SE REPITE



Hi! My _____ is Neymar. I am _____. My eyes are color _____. I am waring a yellow _____ . I like _____ with my friends.

4. Lee el siguiente texto y responde las siguientes preguntas.

MY DAILY TIME

I wake up at 6:00 am. I brush my teeth. After that, I take a shower and get dressed. Then, I have breakfast at 6:30 and at 7:00 am I drive to work. At 1:00 pm I have my lunch, and I go home at 5:30 pm. At home, I watch some TV and at 10:00 pm I go to bed.












1. I take my lunch at:
 - a. 2:00 pm
 - b. 3:00 pm
 - c. 1:00 pm
2. I go home at:
 - a. 5:30 pm
 - b. 1:00 pm
 - c. 10:00 pm

Marca con una X la respuesta correcta:

3. I get dress after I take a shower TRUE FALSE
4. I drive to work at 6:30 am TRUE FALSE

WRITING SKILL

5. Escriba en inglés la palabra correcta para cada imagen en la línea en blanco.

EMOTIONS	CLOTHES	ADJECTIVES
 	 	 
_____	_____	_____
COLORS	OBJECTS	
  	 	
_____	_____	

SPEAKING SKILL

Cuando finalice su prueba, mencione su nombre, edad y comida favorita en inglés a la profesora cuando entregue la hoja.

FOR EXAMPLE: My name is Ximena, I am 28 years old, and I like chips.

Annex 6: Lesson plans

Cycle #1 Bilingual Picture Book Approach

First Lesson Plan: Project Introduction					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To introduce the students to the general overview of Bilingual Picture Books and the connection between image and text					
Date	Phases	Topics	Activities	Resources	Time
April 4th, 2024	First part of the class	What is a picture book	To explain students what is a picture book by showing an example drawn by teacher	https://www.youtube.com/watch?v=5m6Dpvky20Y&t=51s	20 Min
	Second part of the class	Understanding this new concept	Students will discuss the features identified of a picture book per groups and they have to write them in Spanish	Board	10 Min
	Closing	My first moment linking images and text	The teacher will provide 4 sentences in English and as homework, students had to draw what the sentence says.	Sentences: 1. The bear is as big as a ball 2. The butterfly runs in pink shoes 3. The lion is a doctor 4. The Elephant swims in candles	30 Min

CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Second Lesson Plan: Creating and Relating					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To introduce the importance of the image in Bilingual picture books					
Date	Phases	Topics	Activities	Resources	Time
April 5th, 2024	First part of the class	My first moment linking images and text	Teacher will show some students drawings in front of the class to make sure they correctly drew what the previous sentences said	Notebook	10 Min
	Second part of the class	My first story with draws	Students will create a story with 6 drawings without adding text to understand the importance of the images in picture books	Notebook	60 Min
	Closing	Choosing a partner's story	As homework they have to finish the story. Besides, students will choose a partner to interpret in the next class the story their partner have created.	Notebook	20 Min

Third Lesson Plan: Time Machine, Visual Narrative					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To let the students know about the history of the visual narrative					
Date	Phases	Topics	Activities	Resources	Time
April 18th, 2024	First part of the class		Students will interpret their partner's story considering what they understand from the previous 6 drawings' short story.	Notebook	40 Min
	Second part of the class	Looking the past	The teacher will show rupestrian images to let students know the importance of visual narrative and how it was evidence since a long time ago	Rupestrian Images	20 Min
	Closing	Interpreting the past	In groups students will have to discuss what they understand from the rupestrian images in front of the class	Board and rupestrian Images	30 Min

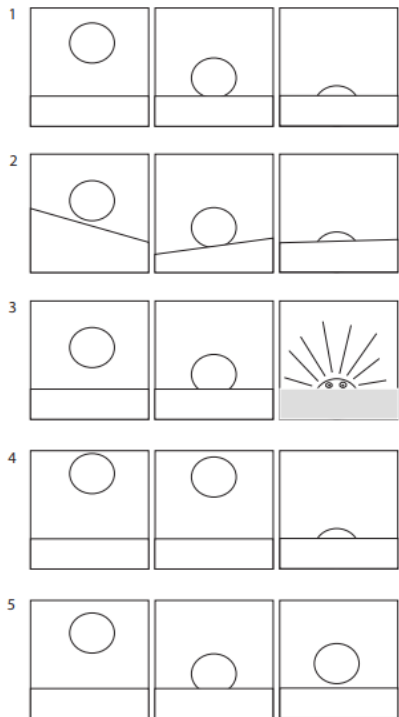
CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Fourth Lesson Plan: Sequence					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To introduce how the sequence works in the creation of a Bilingual Picture Book					
Date	Phases	Topics	Activities	Resources	Time
May 2nd, 2024	First part of the class	Understanding sequence of images	The teacher will show a picture book that note how sequence of images works in a picture book. To do that, all the students will be in front of the class with a piece of story and teacher will be interpreting each part of story	Picture book example: Formas - Claudia Rueda https://archive.org/details/formas0000claudia	20 Min
	Second part of the class	Sequence Features	Students will discuss in groups what are the main characteristics of sequencing of the objects in the story and teach will clarify what a sequence means	Board	15 Min
	Closing	Sequencing	Considering the template given, students will have to draw in 3 chats an object making a consecutive moving without losing the sequence.	Sequence Template: Elementos de la secuencia visual, curso de Claudia Rueda, Recursos Adicionales / Notebook	55 Min

ELEMENTOS DE LA SECUENCIA VISUAL
DOMÉSTIKA

Curso de Claudia Rueda
Recursos Adicionales

¿Cuáles secuencias crees que funcionan y por qué?



Cycle #2 Understanding the Components of a Bilingual Picture Book

CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Fifth Lesson Plan: Characterizing characters					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To introduce how facial and body expressions work in the characters' movement					
Date	Phases	Topics	Activities	Resources	Time
May 9th, 2024	First part of the class	New sequence Knowledge	Students will present in front of the class their sequence workshop	Notebook	20 Min
	Second part of the class	Facial expressions	Teacher show them different ways to easy draw facial expressions in the board and students will participate by creating some facial expressions in some drawings in the board	https://www.youtube.com/watch?v=zIC5eO6B1sc	20 Min
	Closing	Learning how to draw facial expressions	Students will draw 4 facial expressions: Happy, sad, Scared and surprised	Notebook	50 Min

Sixth Lesson Plan: Introducing Text					
School: Colegio Guillermo Cano Isaza			Signature: English		
Signature: English			Teacher: Laura Rojas		
Course: 502					
Learning Objective: To teach students the importance of knowing what the best moment would be to add text to a picture book.					
Date	Phases	Topics	Activities	Resources	Time
May 19th, 2024	First part of the class	Facial expressions activity	Students will show in front of the class their drawings and all the classmates must repeat every expressions learned.	Notebook	10 Min
	Second part of the class	Introducing text	The teacher will explain the best moment to add text in a picture book	Board	10 Min
	Closing	Texting first moment	Students will resolve a template to start organizing their story. They will begin to introduce their characters and setting with adjectives	First-moment template	70 Min

CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Name:						Date:	
1. Type of story							
Fiction	Drama	Romantic	Horror	Comedy	Anime	Suspense	
2. Setting							
Nature	Close space	Universe	Other				
3. Describe your setting with adjectives							

4. Type of characters							
Humans	Animals	Imaginary Characters	Other: _____				
5. Description of your characters with adjectives							
A. Name of character #1:							
Description	_____						
B. Name of character #2:							
Description:	_____						
C. (Optional) Name of character #3:							
Description	_____						
Colors of your story	_____						
6. Write your story in Spanish							
Title:	_____						
Line 1: Presentation of your characters	_____						
Line 2: Presentation of your setting:	_____						
Line 3: Event	_____						
Line 4: Event	_____						
Line 5: Event	_____						
Line 6: Event	_____						
Line 7: Resolution	_____						
Line 8: End	_____						
Key words in English of your story	_____						
7. Time of your story							
Past Simple	Present Simple	Present Continuous	Future simple				

Cycle #3 Interpreting and creating a Bilingual Picture book

Seventh Lesson Plan: Sketches of my story					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To invite the students to make a part of their learning process by determining the characters of the story.					
Date	Phases	Topics	Activities	Resources	Time
May 23th 2024	First part of the class	My first creation	Students will share with classmates their characters by showing their names and physical descriptions	Character Template	20 Min
	Second part of the class	Drawing My Characters	Through a template, students will have to introduce their 2 characters by providing descriptions with adjectives, colors and clothes and drawing them	Characters' Template	40 Min
	Closing	Drawing My Setting	Under the same template, students will have to describe with adjectives their setting as well as they will draw it	Setting template	30 Min

Name: _____

Date: _____

1. Escribe la primera parte de tu historia y dibuja tus personajes:

Part 1: Introduce tus personajes en primera persona:

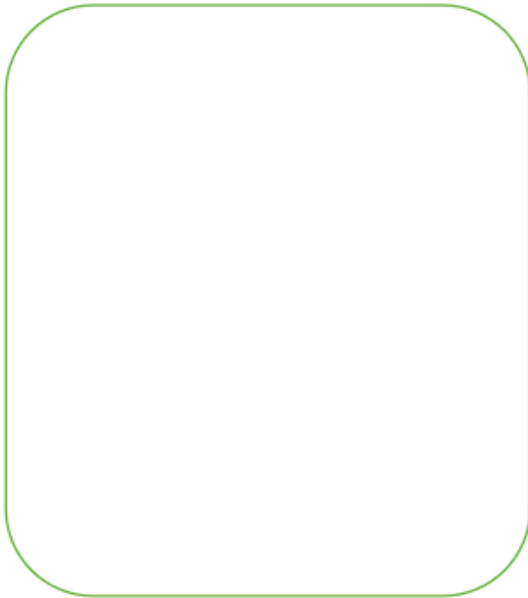
CHARACTER #1

(1) _____. My name is
(2) _____. I am (3) _____ and
(3) _____. My hair is color (4) _____
and my eyes are color (4) _____.

I feel (5) _____ and
(5) _____

I am wearing (6) _____, (6)
_____ and (6) _____

DRAW YOUR CHARACTER



- (1) Greetings
- (2) Name of your character
- (3) Adjectives of your character
- (4) Eyes and Hair Color
- (5) Emotions
- (6) Clothes

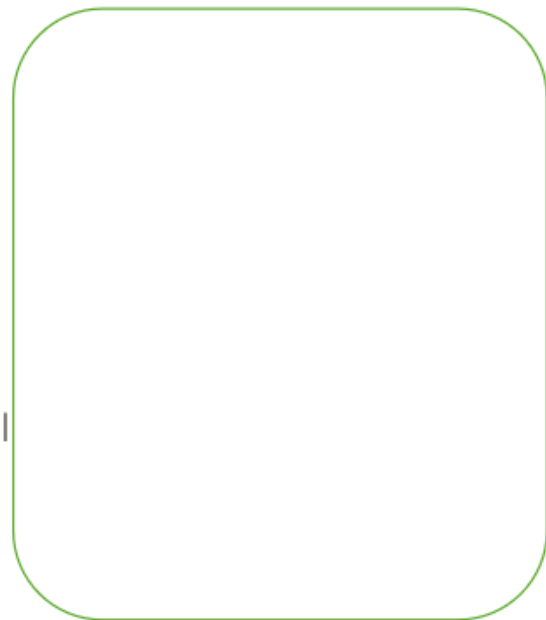
CHARACTER #2

(1) _____. My name is (2) _____.
I am (3) _____ and (3) _____.
My hair is color (4) _____ and my eyes are
color (4) _____.

I feel (5) _____ and
(5) _____

I am wearing (6) _____, (6)
_____ and (6) _____

DRAW YOUR CHARACTER



- (1) Greetings
- (2) Name of your character
- (3) Adjectives of your character
- (4) Hair and Eyes Color
- (5) Emotions
- (6) Clothes

CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Eighth Lesson Plan: Characters' Likes and Dislikes and First Scene Creation					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To guide the students to introduce characters' likes and dislikes as well as start the creation for the the first scene to put in practice vocabulary learned and new vocabulary					
Date	Phases	Topics	Activities	Resources	Time
August 30th 2024	First part of the class	Sharing my setting	Students will share with classmates their setting by showing their drawings and adjectives used	Setting Template	20 Min
	Second part of the class	Likes and dislikes	Students will describe what the character likes and dislikes. Besides, students will fill the spaces to start with the narration of the story putting in practice verbs and adjectives	Likes and Dislikes Template	40 Min
	Closing	First scene creation	Students will fill the blank spaces of the templates to put in practice adjectives, verbs and places vocabulary to start with the first scene of the story	First Scene template	30 Min

Name: _____

Date: _____

1. Escribe la primera parte de tu historia y dibuja tus personajes

Part 2: Escribe la segunda parte de tu historia y dibuja el escenario.

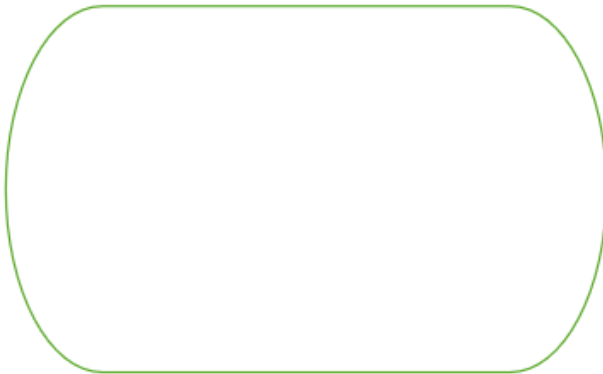
SETTING

This place is (1) _____ and (1) _____

There is/are (2) _____ and

There is/are (2) _____

DRAW YOUR SETTING



(1) Adjectives

(2) Subjects

CAN AND CAN'T

CHARACTER #1

I like/don't like (1) _____ and (1) _____

CHARACTER #2

I like/don't like (1) _____ and (1) _____

(1) Verb.

Recuerda que el verbo debe llevar ing al final,
FOR EXAMPLE: Sleeping

2. Escribe las dos primeras escenas de tu historia:

FIRST SCENE

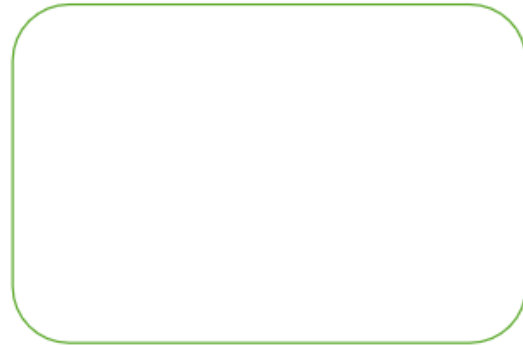
(1) _____ and (2) _____ are

(3) _____ in the (4) _____

But (1) _____ doesn't like (2) _____.

(1) _____ Likes (2) _____

DRAW THE FIRST SCENE



(1) Name of your character 1

(2) Name of character 2

(3) Verb

Recuerda que el verbo debe llevar ing al final,
FOR EXAMPLE: Sleeping

(4) Name of your setting (Example: House)

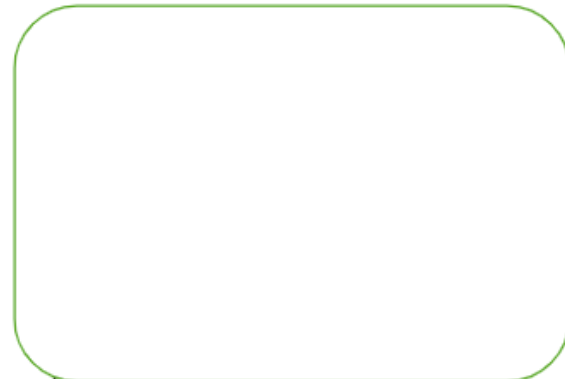
SECOND SCENE

(1) _____ Feels (2) _____.

(3) _____ wants to make

(2) _____ (1) _____.

DRAW SECOND SCENE



(1) Name of character 1

(2) Emotion

(3) Name of character 2

CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Nigth Lesson Plan: Second scene outcomes					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To guide students to draw the first scene and to create the second scene of the story.					
Date	Phases	Topics	Activities	Resources	Time
September 12th 2024	First part of the class	Drawing First Scene	Students will draw the first scene according the description they previously provided.	Setting Template	20 Min
	Second part of the class	Second Scene Creation	Students will fill the blank spaces of the templates to put in practice adjectives, verbs and places vocabulary to start with the second scene of the story	Likes and Dislikes Template	50 Min
	Closing	Drawing Second Scene	Students will draw the second scene according the description they previously provided.	First Scene template	20 Min

Tenth Lesson Plan: Sketches almost done!					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To guide students to complete the third scene and begin with the last scene.					
Date	Phases	Topics	Activities	Resources	Time
September 19th 2024	First part of the class	Third Scene Creation	Students will fill the blank spaces of the templates to put in practice objects and emotions to start with the third scene of the story	Third scene Template	30 Min
	Second part of the class	Drawing Third Scene	Students will draw the third scene according the description they previously provided.	Third scene Template	20 Min
	Closing	Fourth Scene Creation	Students will fill the blank spaces of the templates to put in practice Verbs, adjectives, objects and emotion to finish the story by creating the fourth scene	Fourth Scene Template	40 Min

Name: _____

Date: _____

1. Llena los espacios en blanco y dibuja la tercera y cuarta escena de tu historia.
2. Para completar la historia, escoge un **OBJECT** que le guste a cada personaje:

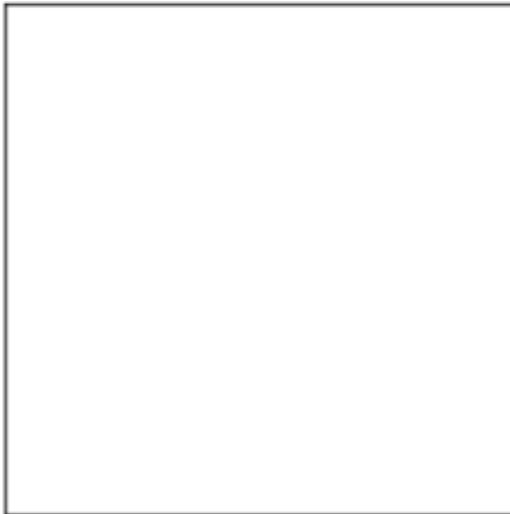
CHARACTER #1 _____

CHARACTER#2 _____

THIRD SCENE

1. NAME OF CHARACTER 1
2. NAME OF CHARACTER 2
3. OBJECT

So, (1) _____ gives a/an
(3) _____ to (2) _____
and (2) _____ feels **SURPRISED**.



Busca el significado de la palabra
SURPRISED

FOURTH SCENE

1. NAME OF CHARACTER 1
2. NAME OF CHARACTER 2
3. VERB/ACTION (ING)
4. OBJECT
5. EMOTION 😊

(1) _____ and (2) _____
start (3) _____ with the
(4) _____ and they feel
(5) _____ together.

So Pepita provided an **UMBRELLA** to
JUANITA and **JUANITA** feels **SURPRISED**.

JUANITA and **PEPITA** start **PLAYING** with
a/an _____ and they feel
HAPPY together.



The End

Califica tu experiencia creando tu historia:

¿Aprendiste vocabulario?



¿Te gustó tu historia?



¿Volverías a hacer esta actividad?



CREATING A PICTURE BOOK: A STRATEGY TO ENHANCE VOCABULARY LEARNING IN ENGLISH IN 5TH GRADE

Eleventh Lesson Plan: End of my story!					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To help them finishing their story and making the proper corrections such as spelling and word choice					
Date	Phases	Topics	Activities	Resources	Time
September 30th 2024	First part of the class	Drawing fourth scene	Students will draw the fourth scene according to the description they previously provided.	Fourth scene Template	20 Min
	Second part of the class	Making proper corrections	Teacher will check template by template to make sure students wrote the right word without missing any information	Story Template	40 Min
	Closing	Time for last	Once students detect what they know to correct, they will have extra time to make the corrections	Story Template	30 Min

Cycle 4 Presenting and evaluating vocabulary learned

Twelfth Lesson Plan: The last brushstrokes for my story					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To get learners involved in a final product that was created by every class task					
Date	Phases	Topics	Activities	Resources	Time
October 10th 2024	First part of the class	Creatively representing my project	Creatively, students will present this picture book using different materials and follow the guide to know what must be on each page of this creation. After that, teacher will give them the book format with color papers	Materials	10 min
	Second part of the class	First part of project creation	Students must start with the creation by cutting and pasting characters and settings each one in a separate page of the book provided by the teacher.	Materials and story templates	40 Min
	Closing	Middle part of project	After that, they will have to write on the left side the text of their story (previously built through templates) and cut and pasting scenes 1 and 2 drawings in the right side.	Materials and story templates	40 Min

Thirteenth Lesson Plan: Finishing my creation and putting my knowledge into practice					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To finish the project creation and To realize how much vocabulary students learned during the creation of this book.					
Date	Phases	Topics	Activities	Resources	Time
October 17th 2024	First part of the class	End of project creation	Students will have to finish their creations by adding the third and fourth scenes of the story by writing the text and pasting the previous drawings from previous templates	Materials and story templates	30 min
	Second part of the class	Making corrections	The teacher will correct students to make sure their story was properly built by the correct use of sentences and drawings	Materials and story templates	10 Min
	Closing	Final Test	Students will take a short test to identify how many words they learned during this process of picture book creation by evaluating their 4 English skills: Listening, Reading, Writing, and Speaking.	Final Test	50 Min

Fourteenth Lesson Plan: Expressing my thoughts					
School: Colegio Guillermo Cano Isaza			Course: 502		
Signature: English			Teacher: Laura Rojas		
Learning Objective: To know students' perspectives about the implementation of this project and their experience in the creation of the picture book					
Date	Phases	Topics	Activities	Resources	Time
November 7th 2024	First part of the class	General discoussion	Teacher will ask students a few questions to know students' feelings along the creation of this project	Board	20 min
	Second part of the class	Personal experiences	Students will comment in Spanish about their process (likes and dislikes) during the implementation of this picture book	Paper Sheets	30 Min
	Closing	Recognition	The teacher will provide 6 rewards for the 6 picture books considering those students who presented all templates and the most creative projects.	Recordings	20 Min

Annex 7: Focal group

¿Crees que las imágenes y el texto ayudan al aprendizaje de vocabulario en Inglés?

Yineth: Si porque cuando uno mira las imágenes va pues recordar, y uno puede imaginar las letras y los dibujos

Juan: Es por la manera que uno aprende, por ejemplo o algunas personas aprenden por escrito y hay otras personas aprenden por imágenes y cada uno es como aprende por su forma

Andrey: Pues yo diría que las imágenes ayudan a ilustrar las palabras inglés para que los más chiquitos puedas interpretar mejor

¿Qué fue lo que más te motivó para culminar este proyecto?

Joseph: Me motivó para pasar la materia

Juan: Me motivó para pasar el año, para izar bandera y también para ayudarle a la profesora para su universidad

Andrey: El proyecto me motivó porque pues para ayudar a la profesora para que se gradúe y pues eso es una ayuda para la profesora y para mí, pues para ayudarme también a pasar el año

Yineth : A mí me motivó porque yo puedo seguir adelantado, aprendiendo inglés, siendo profesora de inglés y ayudando a mis amigos para que aprendan inglés.

¿Qué no te gustó del proyecto?

Andrey: Pues a mí me gustó porque pues a mí me gusta mucho el aprender inglés y pues compartir con mis amigos y la profesora

Juan: Me gustó porque me gustó compartir con mis compañeros, dibujar, colorear, aprender palabras nuevas que yo ni sabía que existían

Joseph: me gustó porque aprendí más palabras y me gustó las actividades que hicieron.

Carol: A mí me gustó compartir con mis compañeros y aprender nuevas palabras

Gabriela: A mí me gustó porque pudimos hacer arte, dibujar, colorear y compartir con nuestros compañeros

Yineth: Me gustó porque se podía hacer arte, podíamos aprender inglés y también compartir más con los profesores.

Annex #8: Informed Consent

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	<small>Resolución 707 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
 Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representando legal del menor _____, identificado con T.I. NUJIP 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 aduiteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

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

FIRMA

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de sus 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 integridad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelan 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 (941 5º Ley 1081 de 2012, en 3º Decreto 1377 de 2013).