

**Exploring Oral Communication and Identity Through Multimodal Storytelling in an  
Illustrated Book**

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## TABLE OF CONTENTS

ABSTRACT .....	6
RESUMEN .....	7
CHAPTER I. CONTEXT AND STATEMENT OF THE PROBLEM .....	8
INSTITUTIONAL CHARACTERIZATION .....	8
PARTICIPANTS .....	8
DIAGNOSIS .....	10
STATEMENT OF THE PROBLEM.....	12
RATIONALE .....	13
RESEARCH QUESTION.....	15
GENERAL OBJECTIVE .....	15
SPECIFIC OBJECTIVES .....	15
CHAPTER II. LITERARY REVIEW AND THEORETICAL FRAMEWORK.....	15
LITERATURE REVIEW .....	16
THEORETICAL FRAMEWORK.....	19
<i>Oral communication</i> .....	19
<i>Multimodality Storytelling</i> .....	21
<i>Identity</i> .....	25
<i>Project-Base Learning (PBL)</i> .....	26
CHAPTER III. METHODOLOGY .....	29
TYPE OF RESEARCH.....	29
RESEARCH PARADIGM.....	30

DATA COLLECTION INSTRUMENTS AND PROCEDURES .....	31
<i>Pre-implementation instruments:</i> .....	31
<i>During-implementation instruments:</i> .....	33
<i>Post- Implementation Instruments:</i> .....	34
CHAPTER IV. PEDAGOGICAL PROPOSAL .....	35
CURRICULAR VISION .....	35
VISION OF LANGUAGE .....	36
VISION OF LEARNING .....	36
VISION OF CLASSROOM .....	37
INSTRUCTIONAL DESIGN .....	38
CHAPTER V. DATA ANALYSIS AND FINDINGS .....	40
DATA ANALYSIS APPROACH .....	40
CATEGORIES AND SUBCATEGORIES OF ANALYSIS .....	42
<i>Category 1. Oral communication skill</i> .....	42
<i>Category 2. Multimodal storytelling.</i> .....	51
<i>Category 3. Vocabulary development.</i> .....	58
<i>Category 4. Self-awareness and expression of identity.</i> .....	66
CHAPTER VI. CONCLUSIONS AND IMPLICATIONS .....	77
CONCLUSIONS .....	77
LIMITATIONS .....	79
IMPLICATIONS .....	79
FURTHER RESEARCH.....	82

REFERENCES ..... 83

LIST OF ANNEXES ..... 88

## **Abstract**

This research project investigates the influence of integrating multimodal storytelling and identity expression activities on the oral communication skills of 4<sup>th</sup> grade students at La Merced School, culminating in the creation and presentation of an illustrated book. For this, an action research methodology with a qualitative paradigm based on Grounded Theory was used, collecting data through different instruments to ensure the triangulation of data. The findings indicate that engaging students in multimodal storytelling positively affects their oral proficiency, resulting in increased confidence, fluency, and lexical variety. Furthermore, the study demonstrated the positive impact of interaction and multimodal strategies in facilitating vocabulary acquisition and application, while also providing a valuable platform for self-expression.

**Keywords:** Multimodal storytelling, Oral communication skills, Identity expression, and Vocabulary acquisition

## **Resumen**

Este proyecto de investigación examina la influencia de la integración de actividades de narración multimodal y expresión de identidad en las habilidades de comunicación oral de estudiantes de 4° grado en el colegio La Merced, culminando en la creación y presentación de un libro ilustrado. Para ello, se utilizó una metodología de investigación-acción con un paradigma cualitativo basado en la teoría fundamentada, recolectando datos a través de diversos instrumentos para garantizar la triangulación de la información. Los hallazgos indican que involucrar a los estudiantes en actividades de narración multimodal tiene un efecto positivo en su competencia oral, evidenciando un aumento de la confianza, la fluidez y la variedad léxica. Además, el estudio demostró el impacto favorable de la interacción y las estrategias multimodales en la facilitación de la adquisición y la aplicación del vocabulario, al mismo tiempo que proporciona una plataforma valiosa para la autoexpresión.

Palabras clave: Narración multimodal, Habilidades de comunicación oral, Expresión de identidad y Adquisición de vocabulario.

## **Chapter I. Context and Statement of the Problem**

This chapter presents the institutional context, including the PEI, which outlines the school's mission, vision, and educational approach. It also describes the participants and their English proficiency levels. Based on this, the problem statement, rationale, research questions, and objectives are defined.

### **Institutional Characterization**

This action research project took place in the school La Merced IED, which is a public female institution. It is located at the Gorgonzola neighborhood within Puente Aranda locality, positioned towards the western center of Bogotá city. Thus, the PEI framework, "*Pensamiento y acción para la transformación social*," aligns with a constructivist model that fosters meaningful learning based on social needs. It supports the institution's mission to develop students with critical, creative, and purposeful thinking, contributing to Colombian society's transformation. La Merced IED School aims to be a benchmark in academic performance, integral formation, and technology integration, promoting social change. Guided by values like belonging, respect, and responsibility, the school focuses on four educational pillars: being, doing, knowing, and living together, which help build and strengthen students' life projects.

### **Participants**

In the context of this research, the participants are primary school students who belong to cycle 2. That means, fourth grade, more specifically 403, which consists of 27 girls whose ages are between 8 and 10 years old. To recognize the characteristics of the students, some instruments, such as field notes about class observations and a questionnaire with twenty-two

questions about their likes, interests, motivations, strengths and weaknesses in English, were used (see in annexes 2 and 4).

In reference to communication skills, a question was asked to know the perspectives of how the students felt about each skill: speaking, reading, listening, and writing. On the one hand, fifteen of the students stated that they felt uncomfortable speaking and reading in English. On the other hand, the data showed that the skills which they felt most confident were listening and writing because thirteen students said that they feel comfortable listening to English, that means that there is a positive sign of language learning and understanding. Finally, the data showed that there is a variety of comfort levels when writing in English because the results were divided between feeling wonderfully comfortable and good in that skill.

The previous information is supported by the collected data through an interview with the English teacher (see in annex 1), where she mentioned that there is variability in the English language development among the students. Therefore, some students are more participative and confident, while others are described as being more fearful or timid. The English teacher also mentioned that students experienced fear and difficulties with speaking, which is a common challenge in language learning.

In short, the research was carried out with 27 primary school students between 8 and 10 years old from grade 403. The data collected during the initial characterization phase allowed for an understanding of the characteristics, attitudes, and educational needs on English language learning. While the students showed a positive disposition and acknowledged the importance of learning English, the results also revealed specific areas where they need support, particularly in developing their oral communication skills.

## Diagnosis

To determine the English proficiency levels of fourth grade students, a diagnostic test was applied (see annex 3). This test was based on *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, established by the Colombian government and the *Ministerio de Educación Nacional* (MEN). According to these standards, fourth grade students should have achieved a Basic 1 level or A2.1 level, as defined by the *Common European framework of Reference for Languages* (CEFR). Consequently, the evaluation of the diagnostic test results was based on the descriptors and criteria described in the CEFR guidelines for language learning, teaching, and assessment. Thus, the test assessed the four core communication skills: writing, reading, listening, and speaking.

In the written section, students were asked to complete five sentences related to a beach setting. The evaluation criteria included: *content*, completion of five sentences; *relevance*, appropriate actions for the beach context; and *grammar*, structure and spelling appropriate for fourth grade. The results showed that only two of twenty-one students completed the task, though their responses lacked coherence. Four students wrote only two or three verbs without forming sentences. Six students wrote three sentences, but with spelling issues, while seven students partially completed the task and struggled with spelling. Only two students completed it correctly. These results show difficulties such as incomplete sentences, limited vocabulary, and spelling errors, indicating the need for targeted support in writing.

In the reading section, students were evaluated on comprehension and vocabulary recognition through five questions focused on key details, main ideas, characters, and places. Most students answered correctly. For example, twenty students identified the main characters, and seventeen correctly answered when Lily went home. Nineteen students also answered

accurately about the rabbit's nose color and Lily's favorite activity. These results suggest that most students showed proficiency in understanding the text and recognizing basic vocabulary

The listening section focused on understanding and following oral instructions. While one student did not respond, she failed to mark any answers, which may indicate issues related to engagement or comprehension. However, the rest of the students answered correctly, demonstrating a satisfactory level of comprehension. Their ability to understand the audio material contributed to an overall positive performance in this section.

However, the most critical area of concern was the oral section, where students' ability to express themselves in spoken English was limited. This part assessed coherence, vocabulary use, confidence, and logical organization of ideas. The responses revealed a lack of participation, reduced confidence, and insufficient vocabulary to construct even basic words. The small number of correct answers suggests difficulties in understanding and recalling specific words. While twelve students managed to name basic emotions such as "happy", "sad" and "angry" when referring to the emotions experienced by the dog in the story. Many responses were incomplete or monosyllabic, and several students avoided answering altogether. This section clearly exposed a low level of oral proficiency, indicating not only a limited vocabulary base but also a lack of confidence and fluency in spoken English.

Although students performed receptive skills such as reading and listening, their limited speaking ability hinders their ability to interact and use the language actively. This gap prevents them from transforming passive knowledge into effective communication in real-life situations, thus affecting their overall language competence.

In conclusion, while students show potential in receptive skills, the diagnosis results identify speaking as the most challenging area in need of focused support. The underdevelopment of speaking skills, rooted in limited vocabulary, fear of making mistakes, and lack of fluency, has a direct impact on their comprehensive language proficiency. Therefore, this project places an emphasis on improving oral communication, with the aim of fostering confidence, fluency, and active engagement in English.

### **Statement of the Problem**

English language education has long been a national priority in Colombia, with government initiatives recognizing the importance of developing proficiency in this global language. However, oral communication remains a major challenge, particularly for young learners. Despite policy efforts, traditional teaching practices continue to prioritize grammar and writing over meaningful spoken interaction. As a result, students often lack opportunities to practice oral skills in authentic contexts, which undermines their confidence, limits participation, and impedes vocabulary development necessary for effective communication.

This issue was clearly observed in the diagnostic test applied to fourth grade students. While students demonstrated satisfactory results in reading and listening, their performance in speaking tasks revealed difficulties. In this way, many were unable to produce coherent coherence sentences, showed a restricted vocabulary, and exhibited minimal participation in oral activities. These results show a pressing need to prioritize oral communication as a core component of language learning rather than treating it as secondary.

Beyond linguistic limitations, students also faced emotional and motivational barriers. The lack of confidence, fear of making mistakes, and absence of engaging communicative

contexts contribute to their reluctance to speak in English. Additionally, traditional English classes often lack meaningful connections to students' everyday lives. The absence of locally contextualized content and familiar references results in a disconnection between the language and students' realities. In many cases, the materials and topics used do not reflect their interests, experiences, or cultural backgrounds. This lack of contextualization prevents students from seeing themselves in the language, reducing their emotional engagement and motivation to communicate. Consequently, opportunities to create relevant, empowering, and motivating learning environments are lost.

In response to this situation, this research proposes the integration of multimodal storytelling as a pedagogical strategy to enhance students' oral communication skills. By combining different modes to expression, students are encouraged to use English in dynamic and creative ways. Storytelling activities that invite personal expression—through emotions, experiences, and identity—can foster both fluency and confidence in speaking. This integrated approach strengthens the connection between language learning and students' lives, promoting motivation, engagement, and active participation. Ultimately, improving oral communication goes beyond teaching vocabulary or pronunciation; it involves creating meaningful spaces where students feel empowered to speak, share, and be heard.

## **Rationale**

The use of multimodal activities could allow students to engage with English through images, sounds, texts, and technology, supporting real context learning and self-expression beyond academic goals. This approach aligns with the Common European Framework of Reference for Languages (CEFR) standards by viewing learners as social agents and promoting effective communication and language development.

Additionally, it is important to recognize that children, due to their cognitive flexibility, have a greater capacity to acquire a new language. This idea is supported by the *Critical Period Hypothesis* (CPH), which suggests that there is an optimal period for language acquisition that ends at puberty. According to Scovel (2000), younger learners acquire an L2 more efficiently than adults, showing faster progress and better long-term results. Consequently, it is important to create learning environments that promote interaction, exposure and constant communication in English. In this way, incorporating multimodal activities that reflect students' individual experiences and interests can make language learning more relevant and engaging, fostering both motivation and language acquisition<sup>1</sup>.

In this sense, the project explores the use of multimodal storytelling as a pedagogical strategy to enhance students' oral communication skills. By combining visual, written, auditory, and interactive modes, storytelling offers students diverse ways to express themselves. A key component of the project is the integration of identity, understood from a sociocultural perspective as the way students construct and express themselves in relation to their social and cultural contexts. Encouraging students to tell personal stories about their families, interests, emotions, and dreams enables them to connect emotionally with the language, increase motivation and feel ownership over their learning. The illustrated autobiographical book, chosen as the final product, serves as both a pedagogical tool and a tangible artifact that captures students' progress in speaking and self-expression. In this way, the book synthesizes the project's

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<sup>1</sup> Critical Period Hypothesis (CPH) suggests that there is a biologically determined window during which language acquisition occurs most naturally and effectively. Its inclusion in this project underscores the importance of leveraging children's cognitive plasticity in second language learning. In this context, multimodal activities are proposed as a pedagogical strategy that takes advantage of this critical period, enabling meaningful communicative experiences through various forms of expression.

core elements: oral communication, identity development, and multimodal learning, while promoting creativity, engagement, and 21st-century skills.

### **Research Question**

How does the integration of multimodal storytelling and identity expression activities influence the oral communication skills of 4<sup>th</sup> grade students at La Merced School?

### **General Objective**

To describe the impact of the integration of multimodal storytelling and identity expression activities on oral communication skills with 4<sup>th</sup> grade students at La Merced school through the creation and presentation of an Illustrated Book.

### **Specific Objectives**

1. To enhance students' oral communication skills by engaging them in activities that integrate multiple modes of expression, fostering confidence and clarity in their speech.
2. To expand students' vocabulary and support its application in real-life communicative contexts.
3. To promote self-awareness and self-confidence by encouraging students to express their identities, interests, and personal qualities through multimodal storytelling.

## **Chapter II. Literary review and theoretical framework**

This section seeks to explore six research studies around the central topics of this action research. Thus, this literary review aims to establish a comprehensive understanding of multimodality, storytelling as a pedagogical tool, oral communication development, and identity

construction. For that reason, this review of the foundation is useful to know potential implications, challenges, and best practices that could arise from this project.

## **Literature Review**

A relevant study in the Colombian context was conducted by Cormane (2021) in Bogota, with second grade students at IED Prado Veraniego School. The study analyzed vocabulary improvement through multimodal activities such as stories, songs, games, and videos, with a strong focus on visual aids. These activities were reinforced through repetition and practice. The findings showed that using multimodal strategies enhanced vocabulary learning, made lessons more engaging, and encouraged motivation and active participation. This study contributes to the present research by demonstrating how multimodal activities can enhance language learning in young learners within the Colombian context. Although focused on vocabulary, the study shows that using stories, songs, games, and visuals increases engagement, motivation, and retention, elements that also support oral communication development. These findings reinforce the potential of multimodal strategies to create meaningful and motivating learning experiences, which this project seeks to apply to strengthen students' speaking skills.

Another study by Sakulprasertsri (2020) in Thailand explored how multimodality is integrated into classroom practices and students' perceptions. The study, which involved 10 English teachers and 317 undergraduate students, focused on how multimodality supports English learning within the 21st-century learning framework. The findings showed that students had positive perceptions of multimodal approaches, as they increased engagement, motivation, language practice, and skill development. This supports the present study by highlighting the importance of multimodality in fostering effective oral communication and the integration of digital tools in dynamic EFL classrooms.

The third remarkable study for this research is about multimodal storytelling. Baños (2018) conducted action research with tenth graders at Bethlemitas Brighton School in Pamplona, Colombia, to improve speaking skills through storytelling. The study showed that this approach increased students' engagement and made English more meaningful. Three main findings emerged: storytelling enhanced oral production, supported teamwork and vocabulary growth (despite some writing challenges), and proved beneficial for motivation, communication, and participation. This study supports the current research by highlighting storytelling's role in promoting oral skills, interaction, self-expression, and confidence, while also offering insights to address implementation challenges.

Another important study was conducted by Barrero (2016), conducted an action research study with 25 tenth-grade students from Santa Clara School to examine the impact of contextualized materials, designed through a problem-based learning (PBL) approach, on students' oral communicative performance in EFL. Two workshops based on local issues were implemented, aligning with students' realities. The findings showed that using contextualized and purposeful materials based on PBL principles significantly enhanced students' oral skills, content knowledge, teamwork, and engagement. The study emphasizes the importance of relevant, real-life tasks in fostering meaningful communication and active participation in the English classroom.

The next study is *Communication and Speaking Strategies to Promote Oral Interaction in A Tenth-Grade EFL Class* by Blanco (2023). The sixth study, *Communication and Speaking Strategies to Promote Oral Interaction in A Tenth-Grade EFL Class* by Blanco (2023), aimed to enhance oral interaction through communication and speaking strategies in a tenth-grade EFL class in Cartagena, Colombia. Using a variety of instruments, including classroom observations,

surveys, and a diagnostic test, the study tracked students' progress over six workshops. The findings revealed that these strategies positively impacted students' oral communication, boosting their interest in speaking and improving vocabulary, grammar, and fluency. Notable improvements in peer interaction and competence were observed, particularly by the third workshop. The study highlights the effectiveness of diverse speaking tasks like group discussions, presentations, and debates in fostering meaningful student engagement. These strategies are directly applicable to the current research, supporting the enhancement of oral interaction, vocabulary, and fluency.

Finally, the study *Narrative and Identity Construction an analysis of the L2 Learning Process* by Luiz Antonio Caldeira investigates how students of English as second language at the Federal University of Minas Gerais (UFMG) construct their identity through autobiographical narratives. This study used a qualitative paradigm based on the analysis of 80 students' narratives. Additionally, the study followed the model of Leppanen and Kalaja (2002), which uses Propp's theory of fairy tale morphology to categorize the learning process into five patterns: effortless, as struggling, as infatuation, as suffering, and by product, highlighting how the L2 acquisition process is related to identity. As result, this study showed that learning involves effort, external support and a strong relationship between language acquisition and the construction of a sense of belonging and confidence in the new identity. This study is relevant to the current research as both use narratives to promote oral communication and personal expression, helping students explore their identities. By integrating storytelling, the project supports language development, self-expression, and confidence, highlighting narratives as key tools for both language learning and identity formation.

In conclusion, the literature review underscores the value of integrating communication strategies like multimodal storytelling to enhance oral interaction and support identity development in English learners. The studies reviewed show that multimodality boosts vocabulary, fluency, motivation, and classroom engagement. However, challenges remain, such as the planning and resources required for implementation, students' difficulties in structuring narratives, and the need to adapt strategies to different skill levels. A combination of assessment tools is also necessary to evaluate these approaches effectively.

### **Theoretical Framework**

The theoretical framework of this research revolves around four main theoretical constructs: *Oral communication, Multimodality Storytelling, Identity, and Project-Base Learning (PBL)*. These concepts are defined from the point of view of authors in the field, which allows establishing a solid theoretical basis to understand and analyze the relationship between multimodality and English learning in the context on this research.

### **Oral communication**

Oral communication is understood as the exchange and understanding of messages in whatever context. At the same time, it is a fundamental aspect of language learning, as it enables individuals to interact, convey thoughts, ideas, or feelings verbally (Brown & Yule, 1983). Additionally, Byrne (1967, p.8) describes oral communication as a “two-way process” that involves both speaking and listening. In this process, speaking is considered a productive skill, while listening is a receptive skill. This dual nature of oral communication underscores the fact that spoken language serves both to express and to understand messages from others. Thus, oral communication requires the ability to speak clearly, listen actively, and use appropriate

vocabulary, since developing these skills allows students to communicate confidently in different contexts.

While this research emphasizes oral communication, it is important to recognize that communication, in any form, is inherently multifaceted. To understand that idea, Hymes (1972, 1967, as cited in Brown 2000, p.196) introduces the concept of communicative competence, which goes beyond the ability to speak and listen. This means that communicative competence includes the broader ability to convey, interpret, and negotiate meanings within specific contexts. Similarly, Pulido and Hernandez (2003) expand on this idea by defining the concept of communicative competence as the ability to express, interpret, and negotiate information during interactions. This interactional perspective implies that effective communication requires not only oral skills but also other abilities that contribute to a coherent and appropriate communication process. Those competences extend beyond simple knowledge of language and emphasize the ability to understand, produce and interpret messages using accurate and context-appropriate vocabulary.

Moreover, fostering confidence in speaking is important, as it enables students to participate in conversations, express ideas, and interact with others. Therefore, this research focuses on oral communication, recognizing that communicative competence encompasses multiple forms of expression. On this way, oral communication serves as a gateway to developing other communicative skills, enabling learners to engage more in social and academic settings.

This research understands that oral communication plays a significant role in language development, enabling students to express their thoughts, emotions, and identities while interacting with others. Thus, this project understands oral communication as a dynamic process

that extends beyond speaking and listening, as it involves the ability to convey meaning effectively through multiple ways of expression. Moreover, this research seeks to integrate multimodal storytelling and identity expression into the oral development process to enhance students' confidence and ability to communicate effectively.

### **Multimodality Storytelling**

First, to achieve a complete understanding of the concept of multimodal storytelling, it is essential first to define multimodality and storytelling separately and then integrate them to address the intersection of these elements.

### ***Multimodality***

Multimodality is one of the main aspects of modern interactions. Since the end of the 20<sup>th</sup> century, the digital revolution has transformed communication. According to Kress and van Leeuwen (2001), this transformation can be understood through the lens of multimodality, which examines how various *modes* such as text, images, sound, and gestures combine to enhance meaning. As a result, it has facilitated interconnection, promoting an openness to multiple *modes* of interaction, defining the multimodality as “the approaches that understand communication and representation to be more than about language, and which attend to the full range of communicational forms people use and the relationships between them” (Jewitt, 2009, p. 14). In other words, multimodality is the integration of different modalities of expression to enrich the communication experience.

In fact, Kress (2003 p. 27) argues that literacy or language alone cannot be considered the main, or most significant means of representation and communication. Effective communication

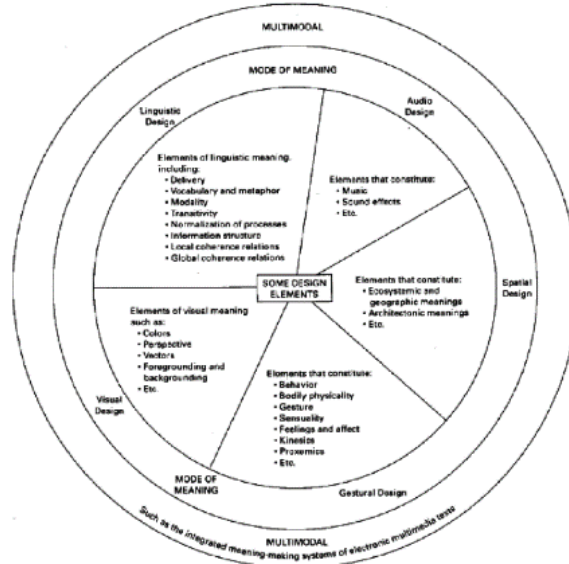
now depends on a variety of additional modes of communication. These alternative modes play a crucial role in education, sometimes more prominent and significant than traditional writing.

Thus, multimodality has become a main concept that encompasses the combination of different modes to transmit information more completely and effectively. Therefore, two key concepts to understand multimodality better are *semiotic resources* and *intersemiotic relationships*. While semiotics is the study of signs and meaning systems, *semiotic resources* encompass any element that can serve as a sign in a communicative process. To understand that concept, van Leeuwen (2005) defines as

Semiotic resources as the actions, materials and artifacts we use for communicative purposes, whether produced physiologically – for example, with our vocal apparatus, the muscles we use to make facial expressions and gestures – or technologically – for example, with pen and ink, or computer hardware and software – together with the ways in which these resources can be organized. (p. 285)

In other words, *semiotic resources* are a variety of tools that can be used to support communication by expressing meaning. In fact, The London Group (1996) outlines five modes of communication as tools that enable the creation of meaning (Figure 1): linguistic, audio, spatial, gestural, and visual. Regarding intersemiotic relationships, this concept relates to the distribution of meaning across various modes, addressing how the combination of communication modes contributes to significance. That means, a multimodal text extends beyond written words and employs multiple modes to convey meaning.

### **Figure 1. Design Elements of Different Modes of Meaning**



In short, multimodality refers to the integrated use of multiple modes of communication and representation to create meaning. In an educational context, it is important to recognize that students learn and express their ideas in diverse ways, and the integration on multimodality in the EFL classroom enriches the teaching and learning process, due to traditional methods based only in text may not fully capture students’ abilities. Therefore, this project adopts multimodality to combine different modes of representation during the classes to facilitate understanding, vocabulary retention, and the connections between class topics and student’s’ realities, thus promoting meaningful learning taking to account that it is aligned with communication changing of the new digital age and prepares students for the significative use of language.

### ***Storytelling***

In this research project, storytelling is employed as a pedagogical technique to enhance students’ oral communication and connect class contents with their experiences and the world around them. Thus, storytelling is defined as “the vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and

insights” (Serrat, 2017). Moreover, storytelling enhances communication skills, particularly listening and speaking, especially in children. At the same time, Bayon et al. (2003) emphasize that storytelling supports the development of writing, reading, vocabulary, speaking and listening skills. Therefore, storytelling serves as a way of creating meaning through a narrative and encourages active student participation, motivation, creativity, and communication skills.

Overall, storytelling serves multiple functions, including transmitting knowledge, preserving culture, and fostering personal connections. Bruner (1990,2002, as cited in Landrum 2019) emphasizes that stories impose structure on experiences, making them essential tools for cultural learning and reflection. Consequently, storytelling helps children understand their world and develop their sense of self, as it enables them to make sense of their experience and the world around them creating a meaningful learning experience. On this way, this project aligns within four purposes outlined by Green (2004, as cited in Landrum 2019) for using stories in teaching: creating interest, providing structure for remembering course material, sharing information in an accessible form, and fostering personal connections. By relating class contents to students’ individual experiences and encouraging them to narrate their own stories, storytelling captures their attention, stimulates their imagination, and strengthens their sense of identity.

### ***Multimodal Storytelling***

Multimodal storytelling emerges at the intersection of storytelling and multimodality. When combined, it incorporates various forms of expression to create and share narratives, recognizing that language is just one of many resources for making meaning and considering how other modes contribute to the overall communicative practice (Kress, 2003). Thus, multimodal storytelling is defined as the creation of narratives that use various modes of

meaning-making, including verbal, visual, written forms, and interactive elements to convey messages (Pandya, 2012). For instance, a story can be enriched with visual elements such as images and videos, auditory components like music and sound effects, and interactive features such as animation and gestures. This dynamic approach allows for more engaging, personalized, and meaningful narrative experiences, catering to students' interests while strengthening their ability to express themselves using multiple modes.

In the context of education, multimodal storytelling helps students make connections between class topics and their existing knowledge using different semiotic modes to ease understanding of class concepts. Moreover, it encourages creativity, innovation, and the development of new forms of communication beyond spoken language. In this project, the creation of an Illustrated Book provided students with a context to develop their oral communication while integrating visual, written, and interactive elements. Additionally, this process not only enhanced their ability to communicate verbally but also deepened their share of individual experiences and perspectives. Overall, multimodal storytelling not only enriches the ELF classroom or the narrative experience but also proves that language development is most effective when embedded in multimodal, and personally relevant experiences.

## **Identity**

The concept of identity is understood from a sociocultural and narrative perspective, as a dynamic process through which individuals construct and express their sense of self in relation to individual experiences and social contexts. According to Giddens and Sutton (2014), identity refers to “the distinctive aspects of an individual's character or the character of group, which relates to their sense of self” (p. 257). In addition, Taylor (1989) emphasizes that identity is “the way people understand their existence in the world, how they relate to others, and show they

make sense of their experiences”. Thus, these ideas emphasize that identity is not fixed but formed and transformed through ongoing interaction with others and the environment.

Aligned with this, McAdams (1993) introduces the concept of narrative identity, which suggests that people make sense of who they are by telling stories about their lives. These stories reflect personal values, emotions, roles, and experiences, providing a structure through which individuals understand themselves and are understood by others.

In the context of this project, identity plays a significant role because students are invited to reflect on and communicate who they are through oral storytelling and multimodal elements. By sharing stories about their families, interests, emotions, and inspirations, students not only practice speaking but also engage in self-exploration and self-representation. These personal narratives are collected in an illustrated book, which becomes a tool for expressing both personal and social identities. Therefore, identity in this project is not viewed as a static trait, but as a multimodal and communicative construction, shaped through language, interaction, and creativity. This approach allows students to connect personally with English, increasing their motivation and confidence, and promoting meaningful communication beyond the classroom.

### **Project-Base Learning (PBL)**

Education has evolved to adopt more student-centered approaches, and one of the methodologies is Project-Based Learning (PBL). PBL promotes active student participation in knowledge construction through projects. Unlike traditional methods, it positions students as protagonists in the learning process and encourages them to engage with real-world problems. According to Condliffe et al. (2017), PBL emphasizes “the project as the central vehicle of instruction and of students as active participants in the construction of knowledge” (p. II). This

aligns with Dewey’s vision of education, which places the teacher not as a transmitter of knowledge, but as a facilitator who selects and organizes experiences to support students’ learning (Dewey & Small, 1897, p. 9).

Therefore, a key distinction between PBL and traditional approaches is how projects are used. Thus, traditional approaches often include projects as final assessments, in PBL, “projects are not the culmination of learning, but instead are the process through which learning takes place” (Condliffe, Quint et al, 2017, p. 7). This process fosters deeper learning, understood as the development of critical thinking, problem-solving, and collaboration skills through sustained inquiry (Condliffe, Quint et al, 2017, p. 2).

To understand this approach, the Buck Institute for Education (2019) proposed the *Gold Standard PBL* (Figure 2), a model that includes seven essential elements: a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product.

**Figure 2. Seven Essential Project Design Elements**



In this project, the principles of Project-Based Learning (PBL) guided the design and implementation of a pedagogical intervention in which students created an illustrated book as the central product of their learning. The process was structured in three stages: My Past: Family, My Present: About Me, and My Future: My Dreams, inspired by McAdams' (1993) concept of narrative identity, which sees identity as an evolving story shaped by past experiences, present realities, and future aspirations. Each stage supports both identity exploration and language development. In "My Past," students recalled and described significant people and memories, strengthening their emotional connection to their roots. In "My Present," they focused on physical traits, preferences, and feelings, encouraging self-awareness and the use of present-tense structures. In "My Future," they imagined and expressed dreams and goals, introducing future forms and creative vocabulary to project their aspirations.

These stages were connected through a guiding question: "How can I share who I am through a multimodal book?" This question framed the entire project and encouraged students to explore their identities through storytelling, drawing, vocabulary building, and oral rehearsals. Their final books, presented to the school community, became public products that reflected their personal narratives. Throughout the process, essential elements of PBL were present. The content was authentic, rooted in students' real lives and interests. Student voice and choice were central, as each learner decided what to share and how to represent it. Activities were developed through cycles of exploration, feedback, and refinement, promoting sustained inquiry. Reflection and revision played a key role, allowing students to improve their work through peer support and class discussions.

In short, Project-Based Learning served as both a pedagogical framework and a strategy to integrate oral communication, multimodal literacy, and identity development. The process

empowered students to take ownership of their learning and to express who they are in a creative and personally meaningful way.

### **Chapter III. Methodology**

This chapter outlines the methodological approach adopted for this research project. Additionally, it presents the type of research and the general research paradigm that guided the design of the study. Then, the chapter provides an explanation of the data collection instruments employed.

#### **Type of Research**

The type of research employed for this project was action research, a participatory approach suitable for researchers who seek not only to understand and interpret a situation, but also to bring about change and improvement. As McCutcheon and Jung (1990) explain, action research is a “systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry.” (p.148), emphasizing the involvement of those directly affected by the process. Similarly, Carr and Kemmis (1986) define it as “a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out” (Carr and Kemmis, 1986). Therefore, action research is both a research method of investigation and a means of enacting change. As its name suggests, it combines research with action, where the researcher actively participates in the process of transformation.

Unlike other research methods that seek to observe and analyze phenomena from an outside perspective, action research actively engages participants in a different process.

According to Zuber-Skerrit (1992), that process is a spiral of cycles consisting of four phrases: planning, acting, observing, and reflecting. In that process, the problem is identified through observation and analysis, implement interventions to address it, evaluate the effectiveness of those interventions, and then repeat the cycle with improvements based on the information obtained. Within all this information, there are common basic elements: participation, collaboration, acquisition of knowledge, and social change. Moreover, action research is a suitable approach as it fosters meaningful contributions to educational practices, supports student development, enriches classroom dynamics, enhances teaching methodologies, and strengthens the professional growth of future educators. Therefore, action research is an important approach to explore and improve oral communication skills and identity expression.

### **Research Paradigm**

This study follows the qualitative research paradigm as it aims to understand how multimodal storytelling activities foster oral communication skills and identity expression, capturing the experiences and narratives of the students in the classroom. Thus, qualitative research is defined as “[...] an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.” (Creswell, 1994, p 1-2). That means, qualitative research is a type of research that explores and provides insights into real-world problems.

Thus, qualitative research “involving interpretative, naturalistic approach to its subject matter” (Denzin and Lincoln, 1005, p.2). Hence, the phenomena are studied in their natural environment. Therefore, qualitative research involves the studied use and collection of a variety of empirical materials such as observations, individual experiences, life stories, interviews, etc. To understand concepts, opinions, or experiences. In fact, qualitative research gathers

participants' experiences, perceptions, and behavior. In other words, it focuses on the “why” rather than the “what” of social phenomena and lies on the direct experiences of human beings as meaning agents in their everyday lives.

### **Data collection instruments and procedures**

For this research, a variety of instruments were selected to ensure the reliability and validity of the findings. This approach enabled the triangulation of data, which refers to using multiple methods or sources to gain a comprehensive understanding of the research phenomenon (Patton, 1999). Triangulation allows for examining a topic from different perspectives. The following instruments were used to collect data:

#### **Pre-implementation instruments:**

These instruments were used to collect data on the participants, including classroom observations, teacher interviews, questionnaires, and a diagnostic test. Ethical considerations were met by obtaining parental consent for student participation. The data gathered through these instruments provided insights into the students' background, English proficiency, and classroom dynamics. As such, they were part of the initial observation phase of the action research, offering a comprehensive understanding of the students prior to the implementation stage.

1. Teacher interview: Magaldi and Berler (2020) describe the semi-structured interview as an exploratory method of data collection. They explain that it usually follows a guide and revolves around central topics, ensuring a structured yet flexible conversation, due to this “[...] allow for some flexibility according to how the interviewer responds” (Burns, 2010, p.75). That means, in semi-structured interviews, the interviewer prepares a set of predetermined questions or categories to

guide the conversation, but there is the flexibility to ask additional questions based on the participant's responses. Thus, asking questions allows the participant to freely share their experiences, opinions, and perspectives in detail. Since, it allows us to collect highly personalized information directly from the source. In this research, the semi-structured interview was conducted with the classroom teacher to understand her background, teaching approach, and classroom dynamics from her perspective. This helped provide context for the students and learning environment during this stage. (see in annex 1)

2. Questionnaires: This instrument consists of a series of predetermined written questions that must be carefully formulated to avoid ambiguity and elicit meaningful responses (Burns, 2010). Questionnaires serve as a tool for gathering data directly from participants. In this study, a questionnaire comprising twenty-two questions was used to collect information from students. The questions were designed to explore their preferences, interests, motivations, and perceived strengths and weaknesses in English from their own perspectives (see annex 2).
3. Diagnostic test: As Thorndike and Hage (1970) suggest, this type of test provides a detailed picture of a learner's skills, allowing researchers to tailor instructions to meet individual needs. In other words, a diagnostic test is an instrument designed to analyze students' abilities by identifying both strengths and areas for improvement. In this research, the diagnostic test was designed according Estandares Básicos de Competencias: Inglés and Lineamientos Curriculares for fourth grade and consist of a structured set of questions aimed at evaluating specific skills and knowledge for these participants. (see annex 3)

### **During-implementation instruments:**

At this phase of the project, the data collection focused on capturing students' experiences and following their learning progress throughout the implementation.

4. **Field Diaries:** During the implementation phase, field diaries became a tool for participant observation. This instrument consists of written records used to document observations of events occurring in the classroom, allowing for the analysis of specific aspects relevant to the research (Burns, 2010). In other words, it involves collecting notes, sketches, and various observations made by the researcher during fieldwork. Its primary purpose is to maintain a detailed and accurate account of classroom dynamics and teaching-learning processes. Importantly, the journal balances descriptive notes, focused on recording observable facts, with reflective notes that capture the researcher's interpretations and insights. (see annex 4)
5. **Students Artifacts:** It is defined as "the gathering of "indicators" or "non-reactive measures" of group or individual life" (Schwartz & Jacobs, 1979, as cited in Burns 2010, p. 25). In fact, the artifacts are several types of work created by participants. That means, the artifacts are all objects, products or materials created or used during implementation, which can serve as evidence or tangible representations of activities, perceptions, or knowledge.
6. **Recordings:** Audio recordings capture real-time interactions with precision and preserve paralinguistic details such as tone, pauses, and emotion, that enrich subsequent analysis. Cohen, Manion, and Morrison (2018), mention that recordings "provide an exact account of what was said and how it was said" ensuring researchers can review and analyze data repeatedly without loss of nuance (p. 432). Burns (2010)

adds that depending on recordings rather than memory or handwritten notes enhances accuracy and objectivity, particularly when studying language use and behaviors in dynamic classroom settings. In this study, recordings classroom interactions and student responses during the implementation phase, serving as a data source for examining communicative patterns, levels of engagement, and the impact of specific activities on language learning.

### **Post- Implementation Instruments:**

The final phase of data collection focused on assessing the outcomes of the implementation and gathering students' reflections on their learning experiences.

7. **Post- Test:** the final test was designed with the objective of evaluating the knowledge and skills acquired by students during the implementation phase. It aimed to assess their learning progress and identify both achievements and areas for improvement.  
(see annex 5)
8. **Focus Group:** The focus group is a structured interview aimed at exploring the opinions, attitudes, and perceptions of a group regarding a specific topic. As Burns (2010) explains, focus groups consist of participants with shared characteristics or experiences, engaging in a guided discussion led by a moderator. Typically involving 6 to 8 participants, these sessions follow a predefined structure, ensuring consistency while allowing for open dialogue. The main data source is the transcript of the group interaction, providing valuable insights through participants' responses and exchanges. In this project, the focus group was used to gather detailed insights into participants' experiences and perceptions, crucial for evaluating the impact and effectiveness of the intervention.

## **Chapter IV. Pedagogical Proposal**

This chapter describes the pedagogical proposal adopted for this research. In addition, it presents the educational visions that guide the instructional design and the didactic sequence, establishing a general methodological approach that guides the planning of the activities. Thus, this chapter explains the instructional design and how the lesson plans have been structured to achieve educational objectives.

### **Curricular Vision**

This project's curricular vision is conceived as a dynamic and contextualized construction, grounded in students' realities, interests, needs, and life experiences. In other words, it seeks to connect English learning with authentic, meaningful situations, encouraging critical thinking, autonomy, and active participation in real-life social contexts. This perspective aligns with a student-centered approach, where knowledge is not transmitted but actively built through interaction and reflection. This vision is in line with the constructivist pedagogical model and the meaningful learning perspective promoted by La Merced school, as stated in its Institutional Educational Project (PEI) "*Pensamiento y acción para la transformación social.*" With the idea of incorporating multimodal narratives and real-life projects through the PBL methodology, the project responds to the school's emphasis on integral human development, attending to cognitive, socio-emotional, and creative dimensions.

Moreover, this curricular vision supports the institution's interdisciplinary approach, as it integrates students' individual experiences with multiple knowledge areas, fostering understanding and ethical reflection. Overall, the curricular vision of the project contributes to

the formation of socially conscious and proactive students who can critically respond to their context and the world around them.

### **Vision of Language**

In this pedagogical proposal, language is not seen as a rigid system of rules and grammar to be memorized, but rather as a living, dynamic means of expression and communication. This perspective aligns with Richards and Rodgers' assertion of the "the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures" (Richards and Rodgers p. 153). Consequently, the objective is that students not only practice communication skills but also actively construct and internalize linguistic structures and patterns through interaction. Therefore, language is considered both a means of expression and a vehicle for language learning and development. In this case, the vision of language is approached as a dynamic system.

Moreover, the language is envisioned as a powerful tool for students to explore and articulate their identities, narratives, and individual experiences. Since "the primary function of language is to allow interaction and communication" (Richards and Rodgers p.161). Thus, by fostering oral communication skills and identity expression, the vision nurtures a holistic understanding of language as a vehicle for personal growth, cultural appreciation, and meaningful connections with others.

### **Vision of Learning**

The vision of learning in this research project aligns with the belief that learning is an active, experiential process where students construct knowledge based on their prior experiences, backgrounds, and interactions with the world around them. Any relevant knowledge or

information is, in some sense, experiential, as it relates directly to the lived experience of the individuals concerned (Dewey 1916). Thus, knowledge emerges in concrete and meaningful situations through purposeful activities that engage students in real-world contexts. That means students are positioned as active agents in their learning journey, co-constructing meaning and understanding through exploration, collaboration, and engagement with a final project.

Moreover, as Dewey (1916) mentioned, “give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results” (p.191). Dewey’s emphasis on experiential learning aligns with the principles of PBL, where students gain knowledge by working on projects that are connected to their real-world experiences. The application of experiential learning in this context allows students to take ownership of their education through meaningful learning that arises from their own experiences. In the context of this project, the integration of multimodal storytelling and identity expression activities aligned with the vision of learning, as it allows students to connect their academic work with their individual experiences and identities. These activities encourage students to reflect on their identities and actively engage in the learning process, making their education more relevant, meaningful, and impactful. Finally, this approach addresses the fact that the subject matter alone does not guarantee learning and development. Instead, it is the teacher’s role to establish the connection to students’ needs, experiences, and interests, ensuring a learning process that is dynamic, engaging, and deeply rooted in real-world applications.

### **Vision of Classroom**

This pedagogical proposal recognizes the need to create an environment where the practice of communication competence is essential, especially oral communication. In this way, the classroom aims to create a pleasant environment for students to learn English through

different multimodal resources such as visual, written, auditory, and interactive materials to diversify and enrich learning experiences, focused on the comprehensive development of communicative skills. Thus, in the classroom interaction, conversation, stories, songs, online games, and oral presentations will be constantly encouraged, allowing students to use English as a living tool for social and personal interaction, fostering a sense of belonging and identity.

At the same time, the vision of classroom aligns with the curricular vision and PBL that emphasizes meaningful learning, following the idea of David Ausubel, who maintains that “the most important factor that influences learning is what the students knows” (Ausubel, 1968). In other words, the classroom integrates real life context and students’ individual experiences into class activities due to learning is perceived as an active process of knowledge construction influenced by students’ prior experiences and interactions.

### **Instructional Design**

The pedagogical proposal of this project seeks to develop students’ oral communication skills and promote identity expression. To achieve this, it combines Project Based Learning (PBL) with a Communicative Approach to actively engage students in the learning process.

On the one hand, Project Based Learning (PBL) is a student-centered approach where learners gain knowledge and skills by investigating real, complex problems over time (Lenz & Larmer, 2020, p.67). It connects classroom activities with real-world contexts, fostering engagement through meaningful tasks. As Solomon (2003) explains, “students understand that their work is valuable as a real problem that needs a solution, or a project that will impact others. They are motivated to work” (p.2). In PBL, students plan, execute, and present projects actively learning. This promotes experiential learning and helps develop collaboration, creativity, and

communication skills. Therefore, using PBL in this project enhances learning by making it more relevant, personal, and transformative.

On the other hand, this project adopts the Communicative Language Teaching (CLT) approach, which focuses on language as a tool for real communication. According to Richards and Rodgers (2001), CLT aims to develop communicative competence, students' ability to express themselves effectively in various contexts. In other words, CLT emphasizes the importance of communication as the primary goal of language learning with the idea of communicative competence as the main conception of CLT that consists in having the knowledge and skills to communicate effectively in diverse ways and contexts. According to Larsen-Freeman (1986), the distinctive quality of CLT is that “almost everything that is done is done with a communicative purpose” (p. 132). Thus, the objective is to ensure that all aspects of language teaching are aimed at facilitating meaningful communication between students. Thus, CLT emphasizes “functional as well as structural features of language, combining these into a more completely communicative view” (Littlewood, 1981, p. 1). This integration makes CLT essential in this project, as it promotes communicative competence by encouraging students to share individual experiences and develop oral skills through interaction and collaboration. Finally, this approach helps students use English to express themselves and explore their identities.

In fact, the topics and language structures covered throughout the project, such as family, physical description, personal preferences, emotions, and future aspirations, are aligned with the official fourth-grade English curriculum. By grounding the project in curriculum-based content, the learning process remains relevant and appropriate for the students' developmental and linguistic levels. Moreover, this project is rooted in a real context, guiding students through three

stages: My Past: Family; My Present: About Me; and My Future: My Dreams (see Annex 6). To create an illustrated book using text, images, drawings, and oral narration, students build personal narratives in response to the guiding question: how can I share who I am through a multimodal book? The final product, presented to the school community, gives students a sense of pride and accomplishment. In short, PBL connects learning with individual experiences, while the Communicative Approach enhances oral competence, interaction, and meaningful expression in real-life contexts.

## **Chapter V. Data Analysis and Findings**

This chapter describes the approach used to analyze the data, including the steps taken to organize and categorize the information collected. Moreover, it is presented the data analysis and the key insights drawn from it.

### **Data analysis approach**

The approach employed for data analysis in this project is Grounded Theory, which is a qualitative research methodology where “the procedures [...] are designed to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study approach” (Cobin & Strauss, 1990 p. 5). In other words, Grounded Theory focuses on creating a theory that emerges from the data itself than applying a pre-existing framework. This approach “seeks not only to uncover relevant conditions, but also to determine how actors respond to changing conditions and to the consequences of their actions” (Cobin & Strauss, 1990 p. 5). That means, it is particularly valuable for exploring social processes, as it allows researchers to examine not only the context and conditions surrounding the phenomena but also how participants interact, adapt, and respond to these conditions.

Grounded Theory follows a structured but flexible process where data collection and analysis are interrelated. The steps below outline the key stages of this approach, focusing on the three main steps: open coding, axial coding, and selective coding.

1. **Open Coding:** The process begins with collecting qualitative data. During open coding, researchers break down the data into small parts called codes of key words. Each code is examined, allowing for the identification of initial concepts found in the data. These codes are considered the basic units of analysis and present the initial insights emerging from the information collected. Then, by categorizing these concepts, researchers create a foundation for the theory.
2. **Axial Coding:** In the next stage, the researcher focuses on connecting and organizing the categories that emerged during open coding. This step involves examining how various categories relate to each other and identifying connections. The objective of this step is to create a more comprehensive view of the data by grouping related categories, moving closer to the “core” themes. In short, this stage seeks to group the data into categories and subcategories.
3. **Selective Coding:** In the final coding step, the researcher refines and integrates all categories around the “core” category to build a cohesive theory that explains the main phenomenon being studied. Finally, this is done by checking and improving the categories and subcategories to make them clearer and more complete.

This process followed the principles of the Grounded Theory approach to ensure that the analysis remained closely tied to the data collected throughout the study. Thus, the coding steps allowed categories and themes to emerge directly from participants’ responses and observed behaviors. Building on these findings, the next section introduces the analysis of the categories and

subcategories, offering a framework structure for an organized understanding of the research project.

### **Categories and subcategories of analysis**

The present research study aimed to enhance students' ability to communicate effectively while encouraging them to express their personal identities. The connection between the research objectives and the categories identified during the analysis of the data collected is presented in Annex 7.

#### **Category 1. Oral communication skill**

This category relates to the first specific objective of the project, as it focuses on examining how the integration of multimodal and identity expression activities influences students' oral communication, particularly in terms of their confidence in speaking. This was achieved through personal narration activities, interactions, and oral presentations that addressed the challenges identified in the initial diagnosis. Data for this category was obtained by comparing the diagnostic test with the results of the post-test, as well as through other instruments such as one questionnaire, field diaries, book presentation recording, and focus group. In summary, the analysis centered on how students expressed their ideas, evaluating the evolution in their fluency, coherence, and confidence when speaking in English. Based on this information, two areas of development can be identified, which are detailed in the following categories.

##### ***Subcategory 1: Effective oral expression***

This subcategory seeks to analyze how students structure their speech, maintain coherence in their discourse, and participate in interactive communication. In this regard,

effective oral expression requires the ability to articulate ideas clearly, organize speech coherently, and engage in communicative exchanges (Pulido & Hernández, 2003). Consequently, this subcategory focuses on the ability to construct and deliver spoken messages effectively during class activities and presentations.

At the beginning of the project, the speaking section of the diagnostic tests evaluated students' ability to logically articulate their ideas and express themselves appropriately for their level. As a part of this test, students watched a video about a dog's story and then answered a set of questions related to recognizing emotions and visual elements and shared their favorite part of the story. The results of the speaking section in the diagnostic test revealed challenges in oral expression, particularly a hesitancy in speech production. Specifically, most students provided minimal or no responses, indicating difficulties in organizing and delivering their thoughts effectively. For example, while twelve students managed to describe the dog's feelings in the story by mentioning basic emotions such as "happy", "sad", and "angry", the remaining students struggled to produce more comprehensive oral expressions (Diagnostic test. February 27, 2024). These difficulties suggest limitations in students' ability to formulate coherent speech and develop ideas verbally, which are essential components of effective oral expression. As Byrne (1967) states, oral communication is a dynamic process requiring both expressive and receptive skills, which were initially underdeveloped in students.

Thus, observations recorded in the field dairies reinforced these findings. During the first classes, students struggled to articulate their ideas clearly, often pausing or using Spanish when they lacked the necessary vocabulary. For example, during a spelling game in the class of "Family" (Field diary #7. March 12, 2024), students express discomfort when asked to spell the family members in English as its evident in this description

“For the second game they had to see the images and complete the crossword puzzle but one student per group had to go to the whiteboard and spell the correct answer [...] they expressed disagree when told they had to spell in English. During the game they confused the vowels, the sound between the letters “g”, “y” and “j”. In addition, they spoke softly, mixed letters in Spanish, spelled backwards, and covered their faces or mouths.” (Field diary #7. March 12, 2024)

Similarly, in class # 8 students showed difficulties with oral communication. During oral presentations of the page of my favorite person, while some students volunteered to speak, others hesitated, spoke very softly, or struggled with word order. Moreover, in that class “they had spelling problems [...] they covered their faces.” (Field diary #8. April 02, 2024). This behavior demonstrated discomfort and uncertainty when speaking. In addition, spelling challenges further impacted their ability to articulate their ideas effectively, making it even more difficult for them to convey their thoughts.

Likewise, class #10 *I am unique and special* reinforced these findings. In this section, students frequently asked for assistance in writing words or relied on dictionaries before attempting to speak. Furthermore, only a few students wrote in Spanish first and then, translated their ideas into English (Field diary # 10. April 16, 2024). These observations illustrate how the persistent difficulties students faced in constructing and delivering oral messages, emphasizing their struggles with effective oral expression in English.

However, as students participated in multimodal storytelling activities, such as videos, songs, online games, stories, etc., a progressive improvement in their oral expression became evident. They began to structure their sentences more effectively, even with occasional

inaccuracies, and demonstrated a greater willingness to articulate their ideas. For example, one class observation, about the creation of a page of the book, reflects how students focused on the aesthetic aspects of their projects while also rehearsing their speeches and supporting one another in oral production: "[...] they worked in groups decorating their artifacts, helped each other decorate, and studied the oral presentation." (Field diary #11. May 07, 2024). This collaborative environment and the change in students' behavior fostered increased language use among peers, allowing students to refine their oral skills through interaction. Thus, this improvement was evident during oral presentations: "the students spoke loud and clear and also proudly showed their portraits because they pointed out every detail." (Field diary #11. May 07, 2024). Compared to their initial classroom interactions, where hesitation and limited speech were common, this shift revealed how multimodal activities contributed to a more structured and effective use of oral language.

Further evidence of improvement in oral expression was observed during the final book presentations, where students narrated a page of their stories with good fluency. Unlike the initial oral presentations, where hesitation and difficulty structuring sentences were common, students made fewer pauses and even self-corrected their mistakes. On this way, this progress reinforces the idea that practicing language in meaningful contexts supports the development of more coherent and structured speech (Brown & Yule, 1983). For instance, one student presented her book, stating:

"My name is Gabriela Rodriguez. Good morning, this is my book and my favorite person. This is my mom. Her name is Jhoana. She is 24 years old. She is a long, straight, brown hair. She is brown eyes." (Book presentation recording. Oct. 29, 2024).

Although some grammatical inaccuracies remain, the students demonstrated an improved ability to construct sentences and convey personal ideas in English. This reflects progress in oral communication, as they were able to organize their thoughts and present their messages in a more structured way.

The focus group provided additional evidence of this improvement from the students' perspectives. For example, one student described her experience during this process of speaking in English, stating: "Me pareció un poco difícil, pero un poco más fácil porque con actividades y juegos que trabajamos día a día, me pareció que cada día avanzábamos en el vocabulario de inglés." (Focus group. Oct. 29, 2024). This reflection demonstrates students' recognition of their own learning progress and suggests that the integration of interactive activities supported their ability to use the language. This means, as they progressed with the activities over time, their oral expression became more structured and fluid.

Furthermore, five students in the focus group mentioned that the multimodal activities helped them learn new expressions or even songs in a fun and engaging way, which facilitated retention and application in real contexts. One student illustrated this by recalling a song learned during the classes: "Me aprendí una canción que es: 'Pick a color, pick a side. Know your future, will be bright'" (Focus group. Oct. 29, 2024). The ability to recall and apply learned expressions in a structured manner reflects meaningful learning and increased oral expression.

Additionally, the focus group further showed students' progress in expressing personal information, when asked to introduce themselves in English, all students responded, demonstrating their ability to construct sentences. One of them said: "Hello. My name is Sara Valentina Herrera. My 9 years old. I am unique and special my hair, mi favorite animals is cat and dog. My favorite color is purple." (Focus group. Oct. 29, 2024). Although there were minor

grammatical errors, the students effectively conveyed personal details, showing progress in structuring their ideas orally.

In short, the findings indicate that integrating multimodal storytelling supported students in organizing and expressing their ideas more effectively. By the end of the projects, students demonstrated greater coherence and fluency in their oral productions during the final presentations. Their sentences were more structured, and their ability to convey meaning improved. This progress aligns with the concept of communicative competence, as defined by Hymes (1972), which emphasizes the ability to convey and interpret meaning effectively in social interactions. Additionally, this development of more structured speech patterns also had a direct impact on their confidence in speaking, as they felt more capable of expressing themselves fluently. The next subcategory will explore how increased confidence influences students' oral communication skills.

### ***Subcategory 2: Confidence in speaking***

This subcategory examines the confidence that students develop when participating in oral activities, particularly their willingness to speak in public and their ability to overcome anxiety, shyness, or nervousness. According to Brown and Yule (1983), oral communication is not only merely about speech but also involves an exchange of meaning within a given context. This highlights the importance of fostering students' confidence in their oral communication skills, and when students are motivated to participate and express themselves without fear, the process of verbal interaction is facilitated in different contexts.

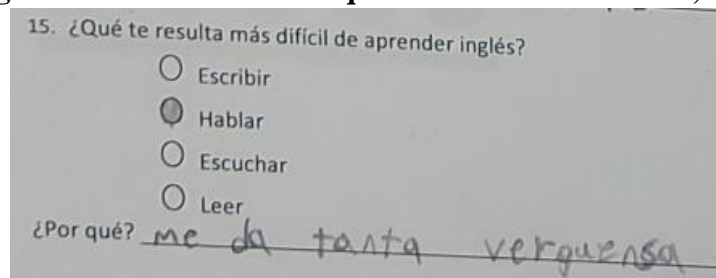
At the beginning of the process, a questionnaire was implemented to better understand the students and their perspectives on how they felt about each English skill, such as speaking,

reading, listening, and writing. The questionnaire used an “Iker scale”, which featured a series of faces ranging from the happiest to the saddest to indicate their feelings. Notably, most responses for speaking were represented by the sad face (Figure 3), indicating that many students did not feel comfortable with oral communication. Furthermore, when asked about the specific challenge of speaking (Figure 4) their responses suggest that the difficulty lies not only in the technical aspects of pronunciation and speech production but also in the affective domain because students feel a lack of confidence.

**Figure 3. Characterization questionnaire. October 19, 2023**



**Figure 4. Characterization questionnaire. October 19, 2023**



In lines with these findings, many students exhibited signs of nervousness and hesitation during classroom oral presentations, which impacted their ability to communicate effectively. For example, the initial records in field diaries revealed that “during the oral presentations, most of the students were very close to the board, spoke in a very low voice, held the paper close to their faces” (Field diary # 6. Mar. 04, 2024). Additionally, students expressed their feelings through comments like “profe es que tengo pánico escénico”, “me da mucha pena pasar al frente”, and “me da pena hablar en frente porque no sé inglés” (Field diary # 6. Mar. 04, 2024).

Beyond their initial interactions, students also faced challenges with pronunciation, voice projection, and sentence structure as documented in later field notes: “students show difficulty with the correct use of "is" and "has" in descriptions, as well as with word order [...]" (Field diary #8. April 02, 2024). These observations indicate that at the outset, students struggled with confidence in their oral communication abilities, reinforcing their hesitation to participate actively in class.

As the project progressed, students gradually demonstrated confidence in their oral expression, actively participating in class and responding more easily to questions. This shift became evident during routine interactions. For instance, class #11

“Started with a greeting and asking them how their day was going. Then, with questions to review the vocabulary and simple sentence structures from the previous class. From the beginning, students actively responded to questions about vocabulary and sentence structures seen previously. One student loudly shouted the title of the last class ‘I am unique and special’. On this way, ten students raised their hands because they wanted to share their sentences, some of them mentioned: ‘I am unique and special because my orange hair’, ‘I am unique and special because of my mouth’, ‘I am unique and special because I am friendly’”  
(Field diary #11. May 07, 2024)

This increased participation and willingness to speak suggests an improvement in their confidence when expressing themselves orally, contrasting with their initial behaviors at the beginning of the project. During the final presentation (Field diary #19, October 29, 2024), changes in their communication were also observed. Students no longer covered their faces,

spoke more clearly, and used hand gestures to emphasize their points. The hesitation they once showed was reduced, and they communicated more confidently and fluently, demonstrating a more open and confident approach.

Similarly, the focus group findings revealed students' perspectives on their evolving confidence in speaking. For instance, one student expressed in the focus group: "Me sentí segura, porque hemos estado aprendiendo mucho entonces he aprendido" (Focus group. Oct. 29, 2024), highlighting the positive impact of continuous practice. Another student reflected on their changing perception of English, stating: "Me pareció medio complicado y medio fácil porque yo antes decía como 'ay el inglés es muy difícil'" (Focus group. Oct. 29, 2024). This suggests that their confidence grew as they became more familiar with the language and its use in other contexts.

Furthermore, students demonstrated a sense of pride and ownership over their work. One student reflected: "Me sentí muy segura de mí misma al poder pasar y decirles a mis compañeras cómo es mi libro porque la verdad para mí me quedó muy bonito" (Focus group. Oct. 29, 2024). This reflection is linked to her oral presentation, where she stated:

"My name is Mariana. This is my book. My favorite activity is dance, skate and listen to music because is easy creative. My favorite food is fish, jelly, ice cream y miles cake because [...] is salty, yummy [...] y short. My favorite animal is lion because lion is [...] cute" Recording voice: illustrated book presentation, October 29, 2024)

Despite grammatical inaccuracies, this excerpt reveals linguistic progress in terms of vocabulary use, sentence construction, and communicative intent. As Hymes (1972) argues, communicative competence goes beyond accuracy, emphasizing the ability to use language

appropriately and effectively in social contexts. In this sense, the student's performance shows both increased confidence and the ability to convey personal information in English.

In summary, the findings reveal that confidence in speaking is an essential element in students' oral communication development. Initially, many students experienced nervousness, shyness, and difficulties with pronunciation and sentence structure. However, through continuous practice and engaging oral activities, they gradually gained confidence, as evidenced by their increased willingness to speak in public and their evolving perceptions of English. Additionally, their sense of pride in their work contributed to their motivation to participate actively. These results align with the idea that communication competence involves not only the ability to use language effectively but also the confidence to do so. Therefore, fostering a supportive and encouraging environment is important for enhancing students' oral communication skills and promoting self-assurance in their language use. This will be further explored in the next category, where multimodal storytelling activities support the development of these skills.

### **Category 2. Multimodal storytelling.**

Like the previous category, this one is also linked to the first specific objective of the project, as it examines how multimodal storytelling activities influences students' oral communication skills by integrating of various expressive modes as scaffolding for speech production. To achieve this, a combination of visual, oral, written, and interactive elements was integrated into classroom activities, not only to construct meaning and engage self-expression but also to support students in structuring their ideas before articulating them verbally. Thus, the data for this category was collected through artifacts, illustrated books, a post-test and focus

group, ensuring a comprehensive analysis of students' progress. As a result, two areas of development emerged, which are explored in the following subcategories.

### ***Subcategory 1: Multimodal expression***

This subcategory explores how students use different resources to construct meaning and communicate aspects that are not immediately conveyed through speech, such as emotions, personal connections, and the significance they assign to their narratives. Following Kress & Van Leeuwen's (2001) perspective, meaning making extends beyond verbal language, integrating other elements as important tools for communication and comprehension. Thus, the analysis shows that these semiotic resources not only enhance clarity and emotional expression but also provide students with cognitive and linguistic support to later articulate their ideas verbally.

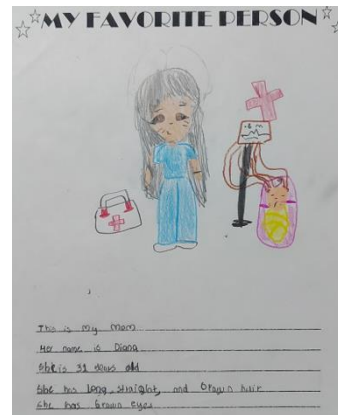
One finding is the use of personal symbols in students' artifacts, which reinforce the central themes of their illustrated narratives and serve as a starting point for verbal explanations. According to Kress (2003), effective communication depends on multiple modes of representation, making visual elements such as drawings and symbols crucial in conveying emotional meanings. In this sense, students' visual choices complement their narratives and add emotional depth, providing cues that facilitate verbal oral expression during classes and storytelling activities. For instance, in Figure 5, a student illustrated their grandfather as their favorite person, surrounding the text with numerous red hearts. This visual representation reflects their affection for him and serves as a prompt to elaborate orally on the significance of their relationship. Red, often associated with warmth and emotional closeness, intensifies the significance of their bond, making the drawing a representation of the student's connection with

their grandfather. Additionally, during storytelling activity, students used these visual elements as reference points, helping them create their descriptions and express their ideas.

**Figure 5. Students' artifact:**  
**My favorite person. April 02, 2024**



**Figure 6. Students' artifact;**  
**My favorite Person. April 02, 2024**

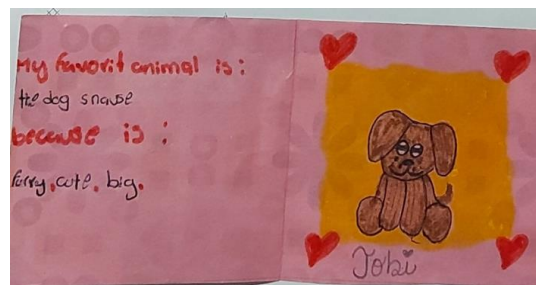


Similarly, in Figure 6, another student draws her mother as a nurse, incorporating medical elements into the illustration. This symbolic representation reinforced her understanding of her mother's profession and provided her with a concrete topic to discuss in oral presentations, while showing her illustration, she said: "my favorite person. She is my mom, her name Diana. She is thirty-one years old. She has hair long, straight, and brown hair. Tambien, she has green eyes. Y she is nurse" (Recording voice: My favorite person, April 02,2024). Her drawing helped her recall details about her mother. As a result, this process facilitated her oral expression and gave her confidence to communicate in English, effectively combining visual and linguistic resources.

Similarly, these multimodal resources extend oral expression by conveying unspoken emotions and meanings. In Figure 7, one student illustrated her favorite animal, the dog, describing its characteristics and surrounding it with hearts. Additionally, she wrote the name "Tobi" with the dog, which seems to indicate that her dog is named in that way. While the use of

hearts may appear as a simple decorative choice, it suggests a conscious effort to convey affection and emotional attachment. The combinations of written descriptions and visual elements, reinforce the student's emotional connection to dogs and indicate how multimodal resources serve as an extension of oral expression, allowing students to communicate things that might otherwise remain unspoken.

**Figure 7. Students' artifact: My favorite things. May 14, 2024**



Beyond individual storytelling, the incorporation of multimodal tools such as “come galletas” activity provided students with structured yet creative support for oral communication. This activity combined visual aids with oral practice (Figure 8), demonstrating that the integration of multiple modes contributed to the students' ability to participate in meaningful interactions. During the activity, students used “come galletas” to ask and answer questions about their preferences and future aspirations, incorporating gestures, tone, and visual choices to reinforce the significance of their interaction.

The inclusion of “semiotic resources” (Van Leeuwen, 2005) in these activities provided cognitive and visual support that improves oral expression and vocabulary acquisition. A student reflection during the focus group indicates this: “A mí el vocabulario me ayudó bastante con canciones y como dijo mi compañera con el come galletas [...] A mí me facilito el inglés hacer le libro, el come galletas, y las canciones.” (Focus group. Oct. 29, 2024). This statement illustrated

how the integration of multiple modes of communication facilitates the acquisition of vocabulary and, consequently, enhances students' ability to communicate ideas with clarity and personal characteristics.

Similarly, students recognize the role of creativity in their learning process. One student remarked: "A mí me gustó que podríamos dibujar o desarrollar nuestra creatividad." (Focus group. Oct. 29, 2024). This insight emphasizes that the use of multimodal elements provides additional layers of meaning, making their oral expression more vivid and emotional.

**Figure 8. Students' artifact: Come Galletas. October 15, 2024**



Finally, these findings suggest that the integration of different modes of expression into oral communication activities, such as illustrated book, songs, and the "come galletas" tool, supports students in expressing their ideas, emotions, and perspective in a structured yet flexible manner. The combination of multimodal resources fosters creativity, reinforces vocabulary, and enhances confidence in speaking, while also allowing students to convey meanings that go beyond orality. Furthermore, the integration of these elements in the learning process enables students to establish connections between their visual representations and narratives. This interaction between modes of expression deepens their understanding of how different elements contribute to meaning making, a theme explored in the following subcategory.

### ***Subcategory 2: Integration of text and image***

Building on the concept of multimodality, this subcategory examines how students integrated visual elements with written text to create coherence and meaningful narratives. Rather than see drawings as mere illustrations, this category explores how images contribute to the organization of ideas and reinforce the narrative structure. By establishing visual and textual connections, students were able to represent ideas more effectively, ensuring that their stories maintained logical cohesion. As Kress (2003) states, “the integration of text and image allows students to establish visual connections that facilitate the understanding of new terms”, emphasizing the role of multimodal resources in enriching both comprehension, production and storytelling.

A clear example of this process emerged in activities where students illustrated personality adjectives through emojis (Figure 9). By associating words with visual representations, they reinforced their understanding of new vocabulary. For instance, several students drew different facial expressions to represent adjectives such as happy, curious, lazy, friendly, afraid, etc., each labeled with its corresponding word. Consequently, the visual representation helped them retain and associate meanings more effectively, creating a direct link between the terms and their meaning. Thus, students used images not just as decoration but as integral components of their written narratives, ensuring coherence between text and visuals.

**Figure 9. Students’ artifacts: Exploring personalities. April 09, 2024**

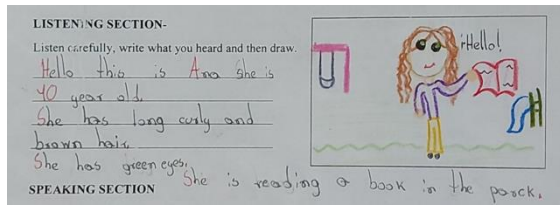


Further evidence of this multimodal integration is reflected in the post-test results from the listening section. As shown in Figures 10 and 11, students displayed varying levels of accuracy in both their written and drawn responses, revealing differences in listening comprehension and multimodal expression. Most students captured key details such as Ana's age and her hair type, demonstrating their understanding of the descriptive vocabulary (Figure 10). However, some inconsistencies arose between the text and the drawings. For example, although several students correctly wrote that Ana had long, curly, brown hair, their illustrations occasionally show black hair, suggesting a partial failure in the integration of auditory information and visual representation (Figure 11).

Likewise, the setting of the description “reading a book in the park” was not always reflected in the drawings. While some students illustrated Ana as she reads, others omitted the book or the park background, indicating potential challenges in processing all elements of the description and align written and visual components. These findings suggest that while students are developing their ability to establish coherence between text and images, some still struggle with ensuring consistency across modes of expression. As a result, this indicates the need for continued practice in listening comprehension and multimodal expression to reinforce accurate integration of descriptive language into their illustrations.

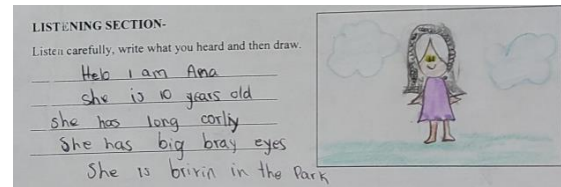
**Figure 10. Post-test: Listening section.**

**November 05, 2024**



**Figure 11. Post-test: Listening section.**

**November 05, 2024**



The previous aligns with students' reflection in the focus group, where they expressed appreciation for activities that allowed them to communicate their ideas in English using multiple modes of expression: "Me gustó que ahí pudimos expresar nuestros gustos y también poder hablar de ellos en inglés." (Focus group. Oct. 29, 2024).

As a result, the data analysis underlines the relevance of multimodality in enhancing students' ability to connect text and images. The integrations of visual elements helped reinforce vocabulary and narrative structure, yet inconsistencies in some representations suggest the need for further support in linking listening, written, and visual information. In short, these findings underscore the importance of continued practice in multimodal expression to work in coherence and ensure students use multiple modes to communicate ideas.

### **Category 3. Vocabulary development.**

This category relates to the second specific objective of the project, as it focuses on students' ability to acquire, retain, and apply new vocabulary in different and real contexts, emphasizing the cognitive and social aspects of language learning. On this way, this progress reinforces the idea that vocabulary acquisition is enhanced when words are introduced in meaningful contexts (Brown & Yule, 1983). That means, the analysis considers both academic and personal interactions, aiming to identify patterns of improvement and the challenges students faced. This was achieved through reading, creative writing, interactive and storytelling activities,

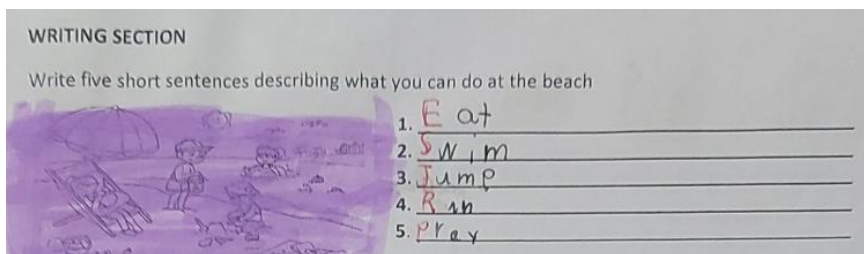
song, and online games which facilitated the acquisition of new vocabulary and its application in real situations. The presence of these results was identified in data between diagnostic test and post-test, field diaries, and analysis of student artifacts. In short, students' vocabulary growth was examined, assessing both their ability to learn and retain unfamiliar words and their capacity to use them appropriately, which will be described in the next subcategories.

### ***Subcategory 1: Vocabulary acquisition***

This first subcategory refers to the process in which students learn, internalize, and recall unfamiliar words. On this way, this process involves recognizing words, understanding their meaning, and using them appropriately in different contexts. Therefore, a key aspect of vocabulary acquisition is the transition from passive knowledge, where students recognize words, to achieve use, and incorporate them into their speech and writing. In short, this subcategory examines how different instructional strategies, such as visual elements, interactive activities, and multimodal approaches, contributed to students' vocabulary development throughout the classes.

Firstly, the diagnosis test results (Figure 12) revealed initial challenges in both writing and speaking due to limited vocabulary. Many students struggled to construct complete sentences related to the assigned topic, often writing isolated words instead of structured phrases. This demonstrated an early stage in their vocabulary development, where word recognition existed, but sentence formation was absent.

**Figure 12. Diagnostic test: Writing section. February 27, 2025.**



Next, the field diary captured classroom interactions and provided insights into students' engagement. One thing observed in field diary #7 was the elevated level of participation and enthusiasm in vocabulary related tasks:

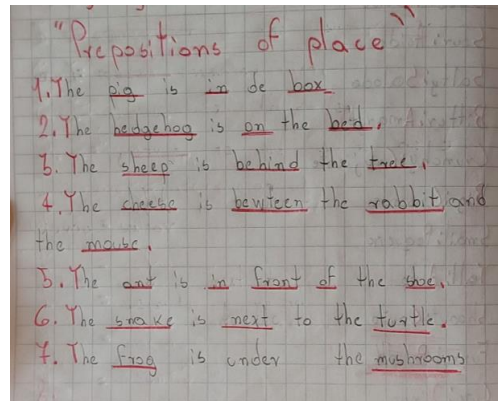
"During the activity, it was evident that the students knew a large part of the vocabulary, and what they did not know, they tried to deduce the meaning. For example, with 'milkshake,' one student said, 'Si milk es leche, eso debe ser leche con cereal.' [...] There was active participation, with comments such as 'Profe, ¿puedo cambiar de lugar algunas tarjetas que están mal? Es que yo sé el significado'. Most students wanted to place the cards, correct them, or say the meaning; they raised their hands, stood up, came forward, etc." (Field diary #12. May 14, 2024).

This illustrated how vocabulary acquisition was reinforced through active participation and peer interaction. Students not only engaged physically by moving and correcting cards but also collaborated to refine their understanding. Thus, their willingness to infer meanings, correct mistakes, and produce words aloud demonstrated how social interaction helps to consolidate their vocabulary knowledge.

Following this, the student artifact (Figure 13) shows progress in using prepositions of place through a multimodal activity involving digital images and the game "Simon says...". Students answered questions based on an image, correctly completing sentences with the right

prepositions and objects. Compared to the diagnostic test, this task showed improved sentence construction, thanks to visual support and structured guidance. Overall, multimodal strategies helped reinforce vocabulary and supported its practical use.

**Figure 13. Students' artifact: Prepositions of place. May 28, 2024.**



Furthermore, field diary observations documented additional progress. Unlike previous observations, which focused on engagement and structured practice, the following diary entry recorded how students independently applied vocabulary knowledge. "The students know what the words are like but have difficulty writing them" (Field diary #14. June 4, 2024). That means, while some students still faced challenges in spelling and sentence formation, their increasing willingness to use vocabulary in authentic context reflected a shift towards confidence and fluency.

As the project progressed, different activities were implemented to support vocabulary retention. The focus group results suggest that students perceived interactive activities as particularly helpful. One student mentioned: "A mí me gustó mucho aprender esto porque la verdad nos dio cosas que nosotros no sabíamos. Frases que no sabíamos y pues en un futuro en muchas cosas vamos a necesitar el inglés y ya lo tenemos preparado." (Focus group. Oct. 29,

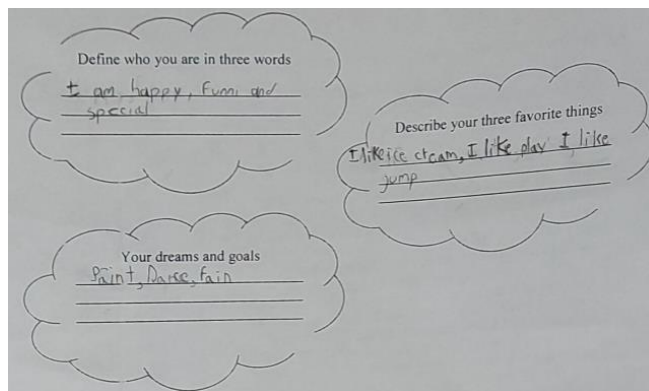
2024). This suggests that the use of games provided opportunities for practice, making the learning process meaningful and dynamic. Another student highlighted how these activities extended beyond the classroom:

“Me sirvió mucho ese vocabulario porque ayuda a estimular mi mente con el inglés y digamos yo necesito mucho por ejemplo para nuevas actividades, juegos o futuras profesiones por ejemplo chef, o ir a otros países a conocer. Ser piloto, tener otros nuevos idiomas.” (Focus group. Oct. 29, 2024).

This response indicates that interactive strategies not only facilitated vocabulary but also encouraged students to apply it in other contexts. According to Vygotsky (1978), social interaction is fundamental for cognitive development, including language learning, as it provides the context for constructing knowledge. Furthermore, the students’ individual experiences appeared to a key role in vocabulary retention, as engagement in meaningful interactions facilitated the integration of newly learned words into their everyday lives, reinforcing memorization and practical use.

The post-test results indicate improvements in vocabulary development. In Figure 14, students demonstrated an enhanced ability to recall and apply vocabulary by writing short, coherent sentences that directly addressed the test prompts, a notable improvement compared to the diagnostic test (Figure 12), where responses were limited to isolated words. Moreover, Figures 10 and 11 reveal that the students’ sentence structures became more complex and extended, reflecting an improved communication ability. Overall, the transition from isolated vocabulary to structured, meaningful phrases underscore the progress made in both vocabulary retention and practical language use.

**Figure 14. Post-test: Writing section. November 05, 2024.**



In conclusion, the findings suggest that vocabulary acquisition improved when interactive and multimodal activities were employed. Finally, during this process, students demonstrated confidence in recognizing and recalling words. However, acquiring vocabulary is only the first step, the application in real communication is important for language proficiency. This leads to the next subcategory.

***Subcategory 2: Application of vocabulary in context***

The next subcategory involves using newly acquired words in meaningful and purposeful ways, demonstrating both comprehension and adaptability. Thus, vocabulary use requires not only memorization but also the ability to integrate words into real life interactions and written texts. This process serves to develop fluency, as students must select appropriate words based on different communicative situations. Consequently, this subcategory analyses how students applied vocabulary, evaluating their ability to transition from structured classroom exercises to spontaneous language use.

At the beginning, students showed confusion between words, such as misinterpreting “shy” and “happy” (Field diary 9. April 5, 2025). This confusion suggested that students were

still developing their understanding of word meanings and their appropriate usage. This phenomenon revealed their lack of security when using new vocabulary but also underscored the need to provide more opportunities for practice in an environment that encouraged active communication. However, during collaborative classroom activities, they began self-correct and assist each other, which facilitated learning through peer interaction.

A first example of a vocabulary application occurred during a class on adjectives for physical descriptions. Students actively used English while describing their classmates, students used phrases like “yo tengo el cabello short”, “Profe, tu cabello es straight and long”, “blonde como el de Ana Maria”, “profe mira ella es curly”, “no, ella es wavy porque no es tan crespo o bueno curly” (Field diary 8. April 2, 2025). These interactions fostered a supportive learning environment, enhancing their confidence and accuracy in vocabulary use. In other words, the interaction created a positive atmosphere where they felt comfortable talking to each other, which facilitated a better understanding of how to structure sentences and use vocabulary correctly.

Building on these interactions, a particular activity was “Find Someone Who” (Figure 15), where students asked classmates about their interests and preferences using learned vocabulary. They formulated questions such as “Do you like swimming?” Or “Do you like riding a bike?” This activity required them to apply vocabulary in a real-world context, reinforcing their speaking skills and communicative confidence. On this way, this progression in vocabulary uses further reinforced the idea that when learning is connected to personal interests and real-life situations, students engage more actively and apply language skills more effectively.

**Figure 15. Students' artifact: Find someone who. September 3, 2024**

1. Find someone who likes swimming.  
Question: Do you like swimming?  
Name: \_\_\_\_\_

3. Find someone who likes riding a bike.  
Question: Do you like riding a bike?  
Name: \_\_\_\_\_

4. Find someone who likes playing a musical instrument.  
Question: Do you like playing a musical instrument?  
Name: \_\_\_\_\_

To further evaluate students' progress, the post-test (Figure 16) provided concrete evidence of their vocabulary acquisition and application. In the writing section, students demonstrated an improvement in constructing coherent and contextually appropriate sentences about their interests. Unlike earlier stages where they relied on isolated words, their responses now showed a more structured use of vocabulary, with accurate word choice and proper sentence formation.

**Figure 16. Post-test: Writing section. November 05, 2024**

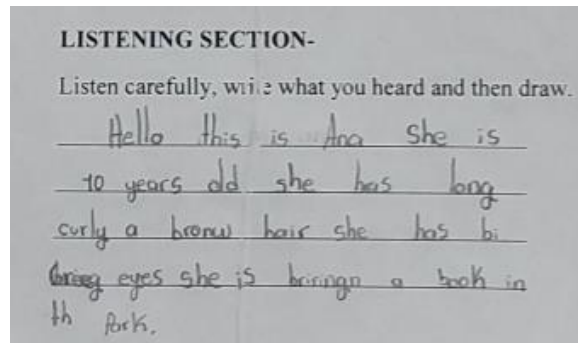
Define who you are in three words  
Intelligent, Curious and Unique

Describe your three favorite things  
Rabbit, Ice Cream and Strawberry

Moreover, in the listening section of the post-test (Figure 17), students displayed enhanced comprehension skills by successfully recognizing and transcribing words they heard. This progress suggests that they had not only expanded their vocabulary repertoire but also developed their ability to process spoken language and associate it with their vocabulary knowledge. The fact that they could understand and accurately write what they heard suggested

not only improved recognition of words but also the ability to retrieve and use vocabulary in different language modalities.

**Figure 17. Post-test: Listening section. November 05, 2024**



As a result, this transition from passive recognition to active usage underscores the impact of interactive and multimodal strategies implemented throughout the learning process. The combination of structured exercises, engaging activities, and constant practice contributed to their ability to internalize and utilize vocabulary in various communicative situations. That means, the ability to express their thoughts in both written and spoken formats suggests that students internalized vocabulary, demonstrating a growth of language proficiency.

#### **Category 4. Self-awareness and expression of identity.**

The last category is linked to the third specific objective of the study, which aimed to foster self-awareness and self-confidence in students to express their identities, interests, and personal qualities. This analysis is grounded in the theoretical framework of identity. As noted by Giddens & Sutton (2014), “a person’s identity is, at a root, their own understanding of who they are as an individual”. Therefore, the development of this category was achieved through activities focused on personal reflection and the narration of meaningful experiences. On this way, to ensure a comprehensive analysis, data were collected from field diaries, students’

artifacts, their illustrated books, and focus group discussion. In summary, this section will analyze how students develop their identity through their personal narratives, construct their self-awareness, and the way in which they expressed their perspectives.

### ***Subcategory 1: Recognition of personal traits***

In this subcategory, the objective was to analyze students' ability to identify and describe their individual traits and characteristics, including skills, interests, and qualities. In other words, the focus was on understanding how students articulate their self-perception through the recognition of characteristics that define who they are. According to McAdams (1993), narratives individuals construct about themselves rely on the acknowledgment of these inherent traits. That means, the reflective practices focused on recognizing personal traits both consolidate self-concept and enhance identity expression.

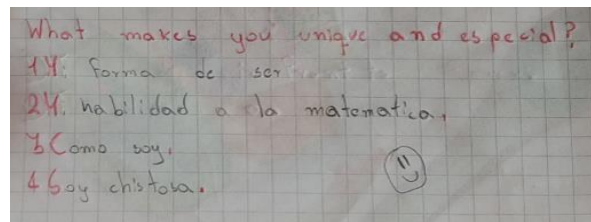
From the beginning of this process of reflection, students associate describing a person with identifying differentiating elements that make each individual unique. For example, as recorded in a field diary:

“the class began by asking how we describe people. The students were very participatory and comment on the following: ‘describimos cosas que lo hacen diferente’, ‘algo que nos hace unicos’, ‘decimos algo que nos diferencia del resto, como una marca o algo especial’, ‘nos diferenciamos con nuestro pelo, el color de piel, los ojos’” (Field diary 8. April 2, 2025).

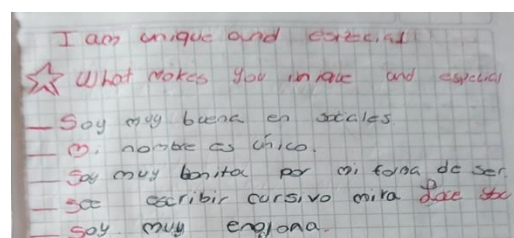
These answers reflect an early notion of identity based on difference and distinctiveness, indicating that students initially understand identity as a set of characteristics that allow someone to be recognized. Moreover, the emphasis on physical aspects shows that, at an early stage, students tend to identify individuality through visible and concrete traits.

Subsequently, as a part of an activity aimed at promoting self-recognition, students were asked to reflect on what makes them unique and special by writing in their notebooks. The responses showed various dimensions of self-perception and various levels of awareness about their personal traits. Many students described themselves by integrating academic abilities and social aspects, indicating a reflective process that went beyond physical traits to include emotional and interpersonal qualities. In some artifacts (Figure 18 and 19), students identified strengths in school subjects along with characteristics related to how they interact and express themselves. This reveals that they value both their achievements and personal attributes. Additionally, the language used shows a growing self-awareness, as students expressed confidence while also acknowledging personal challenges. Notably, references to things like the uniqueness of their name or abilities such as writing in cursive reinforced their sense of individuality and pride in who they are.

**Figure 18. Student' artifacts: What makes you unique and special? April 16, 2024**



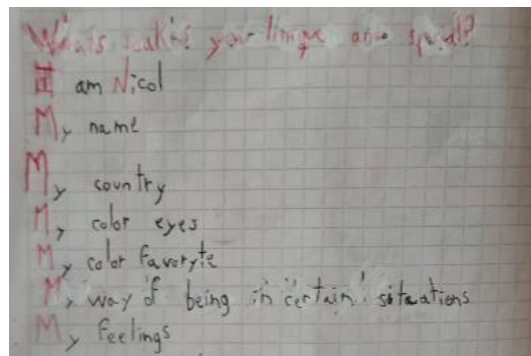
**Figure 19. Student' artifacts: What makes you unique and special? April 16, 2024**



Moreover, some students, as illustrated in Figure 20, framed their uniqueness through cultural and emotional connections. Their expressions in English demonstrated an advanced level

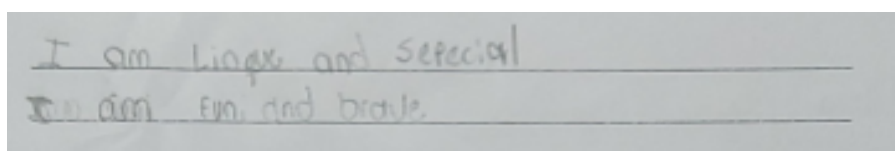
of linguistic competence and reflect an awareness of belonging to a broader community. In this artifact, the student mentioned her name, her country, and feelings indicating an introspective approach to identity. These elements demonstrated that the students recognize both external and internal dimensions, which are fundamental for the development of self-awareness and self-esteem.

**Figure 20. Student' artifact: What makes you unique and special? April 16, 2024**

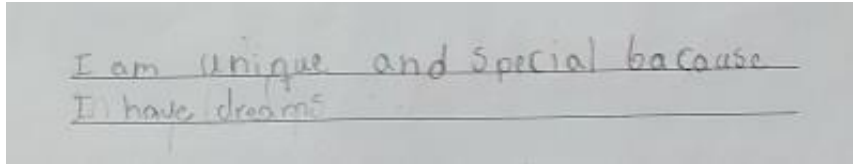


Continuing with this reflective process, the next artifacts (Figure 21, 22 and 23) show how students use English to express their sense of identity and self-worth. The illustrated book pages were created around affirmations that emphasize their uniqueness and special qualities, reinforcing a positive self-image. That means, this repetition suggests that the students value both their internal traits, such as their fun personality, bravery and dreams, as well as their external attributes, like their physical appearance. Overall, these artifacts serve as an example of how creativity and reflective activities can foster self-expression and self-awareness fostering the use of English in a meaningful way.

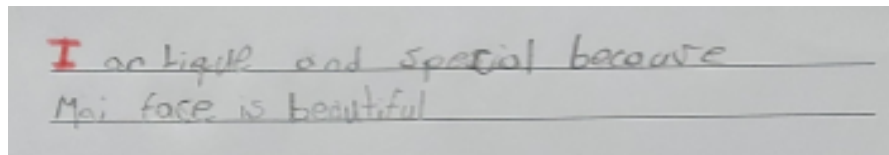
**Figure 21. Student' artifact: I am unique and special. May 7, 2024**



**Figure 22. Student´ artifact: I am unique and special. May 7, 2024**



**Figure 23. Student´ artifact: I am unique and special. May 7, 2024**



During presentations of the illustrated book there was a change in their behaviors, one field diary entry records: “students spoke loud and clear and also proudly showed their portraits because they pointed out every detail, explained them and showed them to everyone.” (Field diary 11. May 7, 2025). This behavior underscores how the presentation of the “I’m Unique and Special” pages not only reinforced the student's recognition of traits but also displayed their growing confidence in expressing their self-image. That means, during the presentations, the students demonstrated clarity and pride in their self-portraits, as they mention all the details and explain each element.

Focus group responses further reinforce this progress revealing how students valued the opportunity to express themselves authentically through the classes and the book, emphasizing both creativity and genuine self-expression. For instance, one student remarked, "A mí me gustó que podríamos como expresar nuestra creatividad y cosas de nosotras." (Focus group. Oct. 29, 2024), showing that the project allowed her to articulate unique aspects of her identity and reinforce a positive self-image about her personal traits. Another reflected, "A mí me gusta poder expresar mi creatividad y expresarme de la manera que soy." (Focus group. Oct. 29, 2024), which underscores the importance of being true to oneself. Additionally, a student compared her

experience to that of a writer, noting, “Yo siento que si me logre expresar porque es como los escritores escriben sus libros hablan de ellos o como lo que ha pasado en su vida. A mí me paso lo mismo, pero en inglés” (Focus group. Oct. 29, 2024), indicating that the creative process enabled her to narrate her personal story in a manner akin to literary expression. Collectively, these reflections demonstrate that the illustrated book and the class activities fostered students to communicate their individual traits.

In summary, the process from the initial recognition of physical differences to developing a more complex and multidimensional self-expression illustrated an evolution in how students shape their identity. Thus, through reflective activities and creative outputs, students demonstrated increasing self-awareness and provided evidence of a gradual and significant progression in their ability to recognize personal traits. The next subcategory will further examine the importance of self-perception as the foundation for building a unique self-image.

### ***Subcategory 2: Inner Self***

The final subcategory examines how students construct their identity through both internal reflection and external belonging. This analysis is grounded in the theoretical framework, which posits that self-perception is not only an individual process but also a social construct (Giddens & Sutton, 2014; Taylor, 1989). On this way, it explores how individual experiences, emotions, and beliefs, along with the connections to family, community, or environment, shape the way they express themselves. Additionally, the use of multimodal resources such as drawings, colors, symbols, and text in their narratives enhances the authenticity and depth of their self-representation.

The process begins with the first page of the illustrated book (Figure 24), which reflects a strong emotional bond with the students' families. In this artifact, students selected their mothers, siblings, or grandparents, suggesting that family forms a fundamental pillar of their identity and expression. Additionally, the use of symbols such as hearts and stars, along with affectionate words, demonstrates an emotional expression. In narrative terms, although the page does not contain an extensive story, the combination of visual and written elements creates an emotional story on its own. Similarly, descriptions of their physical features show the importance of these relationships and the familiarity they feel with their immediate environment. In fact, beyond completing the assigned task, the students of Figure 24 have added personal details that reinforce her connection to her sister and how she perceives her in everyday life.

**Figure 24. Students' artifact: My favorite person. April 02, 2024**



As the project progresses, students also expressed an emotional connection to the creative process. One focus group participant stated, “A mí me gustó el libro porque a mí me gusta dibujar y realizar cosas manualmente, yo puse escarcha en mis dibujos [...] My favorite person fue mi favorita porque me recuerda mucho a mi familia.” (Focus group. Oct. 29, 2024). This comment illustrated how integrating personal interests into their stories reinforces a sense of

belonging in a space where they feel comfortable and safe to express themselves. In other words, this suggests a strong connection with their creative identity and ownership over the project.

In subsequent artifacts, students used their creations to articulate future aspirations through different modalities and symbolic expressions. For instance, one student who aspires to become a veterinarian (Figure 25) combined drawing with text, suggesting that the interplay of colors and images reflects an emotional connection with animals, influenced by experiences that foster a sense of empathy and care. In other words, this indicates that individual experiences, emotions, and interests are being directly translated into a visual language, aligning with McAdams' (1993) concept of narrative identity.

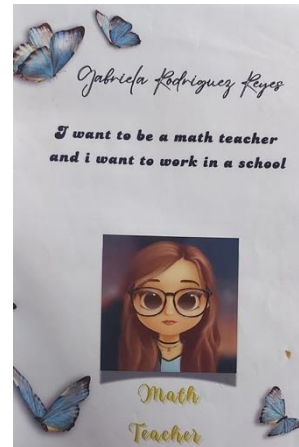
In contrast, another student (Figure 26) envisions herself as a future mathematics teacher using multimedia elements to create her creation. This artifact shows a dynamic interaction between personal reflection and external expression, as the student used creative tools to convey the complexity and richness of her future professional identity. In short, the way they describe their future reveals how personal strengths and emotional inclinations are integrated into their self-concept.

**Figure 25. Students' artifact:**

**I want to be. September 10, 2024**

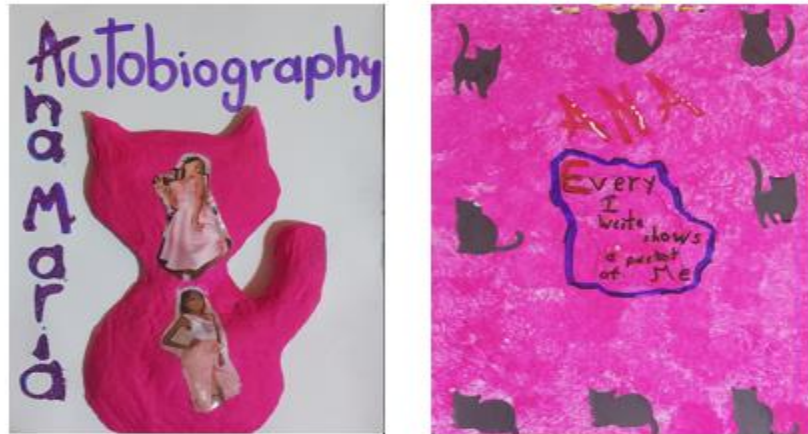
**Figure 26. Students' artifact:**

**I want to be. September 10, 2024**



The design of a book cover further exemplifies this process of identity construction, allowing students to externalize aspects of their inner selves through artistic choices. In Figure 27, one student employs cat silhouettes, colors, photographs and textual elements to provide insights into how she perceives herself and her personal narratives. The phrase “Every I write shows a part of me” suggests a strong connection with the Illustrated Book. That means, she acknowledges that her story and reflections are not just creative exercises but an authentic extension of her inner self. Notably, her choice to create a tactile cat silhouette using paper and glue, rather than simply drawing it, indicates creativity, patience, and a desire to construct meaning through physical materials. Additionally, the inclusion of multiple cat silhouettes on the book’s cover reinforces the importance of this animal in her identity. In short, she constructs a visual narrative that externalizes her inner world, reinforcing the idea that multimodal storytelling is a powerful tool for identity formation.

**Figure 27. Students' artifacts: Illustrate book. October 25, 2024**



Furthermore, another artifact (Figure 28) reveals expressive self-representation using color, photographs, and different elements to express the student's identity. Thus, these choices reflect her perception of life as dynamic, diverse, and shaped with individual experiences. The use of multiple colors in the title reinforces the idea of diversity, symbolizing a range of emotions and experiences. This suggests self-awareness and an understanding that life is not uniform but composed of different feelings, challenges, and moments that contribute to personal growth. Finally, she used a photo of herself on the cover and made a statement about self-acceptance and visibility, suggesting confidence in her identity and a desire to present herself as the central figure in her narrative.

**Figure 28. Students' artifact: Illustrated Book. October 25, 2024**



The creative process culminates in a significant moment of self-discovery. As one focus group participant stated, "Descubrí mi creatividad porque hace mucho tiempo nunca pensé que fuera tan creativa, pero en ese libro descubrí mi creatividad" (Focus group. Oct. 29, 2024). This reflection indicates that, prior to engaging with the book process, the student did not perceive herself as creative. However, through the act of designing and personalizing her book, she, along with many students, discovered previously unrecognized aspects of her identity. This idea connects with the role of multimodality in self-expression, where using different modes helped students show parts of their personalities that might be hard to express with words alone. In this sense, creativity is not only an artistic ability, but also a way to find new forms to communicate one's identity and emotions.

Finally, several students explicitly constructed their identities through a straightforward autobiographical narrative during their presentations. One example comes from a student who stated, "Hello. My name is Sara Valentina Herrera. My 9 years old. I am unique and special in my hair, mi favorite animals is cat and dog. My favorite color is purple." (Focus group. Oct. 29, 2024). In this statement, she combines personal details with affirmations of self-worth, recognizing her individuality and assets at an early age. The inclusion of specific details such her

age, a mention of her hair, and her preferences for some animals and purple provides tangible elements through which she defines herself. This reflects an evolving awareness of identity rooted in both personal attributes and social context. This example, among others collected during the activity, illustrated how students used English to engage in self-expression, thereby linking language development with identity formation.

In short, this subcategory revealed gradual yet profound evolution. Initially, this process was grounded in strong emotional bonds with family and the recognition of others, which provided the foundation for a sense of belonging. From this starting point, students progressively integrated individual experiences, creative expression, and future aspirations, culminating in a self-reflection of their inner selves.

## **Chapter VI. Conclusions and Implications**

This chapter presents the key findings and conclusions of the research project, presenting their implications for educators who wish to implement similar approaches in their classrooms. It also addresses limitations and offers recommendations for further research.

### **Conclusions**

This present project explores how multimodal storytelling and identity expression activities support the development of oral communication skills in 4<sup>th</sup> grade students at La Merced School. Through the creation and presentation of an illustrated book, students improved their speaking abilities while expressing their personal identities. The study addressed the question: How does this integration influence their oral communication skills?

The findings related to the first objective show that multimodal storytelling positively impacted students' oral communication skills. By the end of the project, students gained

confidence, fluency, improved vocabulary, and clarity. The integration of visual elements was key in reinforcing narrative structure, although some inconsistencies suggest a need for further support in connecting listening, writing, and visual comprehension.

For the second objective, the findings indicate that the activities not only expanded students' vocabulary but also helped them actively use newly learned words in real-life contexts. The transition from passive recognition to active use highlights the effectiveness of interactive and multimodal strategies in vocabulary acquisition, boosting students' confidence in recalling and applying words.

Regarding the third objective, the creation of an illustrated book enabled students to express their identities, interests, and personal qualities, fostering self-awareness and self-confidence. Through this reflective process, students relate to their family, peers, and environment, cultivating an intense sense of belonging. Over time, this activity led to a deeper self-exploration, with students integrating their individual experiences and future aspirations into their work, as evidenced by their thoughtful presentations and discussions.

In response to the research question, the findings indicate that integrating multimodal storytelling and identity expression activities significantly enhanced students' oral communication skills. These strategies improved fluency, confidence, and the connection between verbal and nonverbal expression. By engaging with content tied to their identities, students expanded their vocabulary and communicative abilities in meaningful ways. Overall, the project demonstrated the effectiveness of multimodal learning in promoting both language development and personal growth.

## **Limitations**

During the implementation of the research project, there were a few limitations causing last-minute adjustments in terms of time, materials, and resources. These challenges affected the initial planning and required flexibility to ensure the correct implementation of the project.

One of the main limitations was the restricted class schedule, only two hours per week, which was often interrupted by school events and unforeseen activities. These disruptions forced last-minute changes in lesson plans, resulting in the reduction or omission of certain activities, especially those meant for vocabulary reinforcement. Another limitation was the lack of crafting materials. Although the project intended to use basic and accessible supplies, the school and some families were unable to provide them, which led the trainee teacher to personally cover these needs. This situation limited the variety of materials available for students' creative expression. Lastly, technological resources posed a challenge. The school only allowed one session in the computer lab, and the internet connection was insufficient for interactive use. As a result, all digital content had to be prepared in advance, limiting the flexibility and spontaneity of digital integration in class.

## **Implications**

From this research project, various implications were identified in key areas: the field of education, the institution, the role of teachers, students, and trainee teachers. This section will reflect on these aspects, providing a guide for future practices.

In the field of education, the project has made a notable contribution to the design of different strategies for teaching English as a foreign language. Integrating multimodal storytelling into the curriculum enriches the learning experience and supports an integrated approach to developing language competencies. In this way, by combining oral expression,

visual elements, and personal narratives, the project provided students with meaningful and contextualized opportunities to interact with the language.

In second place, to maximize the impact of projects like this one, it is important for institutions to make strategic adjustments to their resources. This may involve enhancing the use of technology room to support multimodal activities and ensuring reliable internet access, as well as extending the time allocated for English classes to allow for more in-depth learning experiences. Additionally, continuous professional development in educational methodologies, such as multimodality, is essential to equip teachers with the confidence and skills necessary to effectively implement these approaches in their classrooms.

Thirdly, teachers play a key role as mediators and facilitators in project-based learning. Therefore, it is essential that educators adopt a guiding approach rather than one rooted in authority, thereby creating an environment where students feel empowered to explore, create, interact, and express themselves. Furthermore, this requires the development of facilitation skills that support effective group management, encourage the exchange of ideas, promote active language use, and enable the delivery of constructive feedback. Finally, it is crucial that teachers remain flexible and willing to adjust their instructional methods to meet the evolving needs of their students, positioning themselves as active partners in the learning process.

For the student perspective, initiatives like the one presented can significantly boost autonomy, creativity, and motivation in language learning. This project engages students in creative processes that reflect their personal identities and experiences; they are empowered to take an active role in their education. This approach not only makes learning more relevant and meaningful but also enhances their commitment to the language by connecting it with their daily

lives. Ultimately, maintaining a student-centered focus that promotes their voice, choice, and active participation is important for sustaining these benefits.

Finally, this project offered valuable learning experiences for trainee teachers, highlighting the need for well-structured yet flexible lesson planning to address diverse classroom dynamics. It also emphasized the importance of knowing various methodologies and integrating multiple modalities in teaching. Ongoing academic growth and reflective practice are essential for adapting to the evolving demands of today's classrooms.

Furthermore, this project highlights the potential for integrating multimodal storytelling to inspire shifts in curriculum design. Beyond serving as a classroom strategy, multimodal approaches can inform the structuring of entire language programs by promoting interdisciplinary connections, redefining learning objectives, and incorporating assessment methods that value creativity, self-expression, and real-world communication. By embedding such practices into the curriculum, institutions can foster long-term language development that goes beyond grammatical competence to include critical thinking, identity exploration, and intercultural awareness. These changes could lead to more engaging and sustainable language learning pathways, especially in EFL contexts where meaningful input and authentic use of the language are often limited.

In conclusion, the implications of this project emphasize the need for an integrated approach that involves all educational participants to ensure the success of similar initiatives. That means, each element plays a crucial role in creating learning environments that are inclusive, innovative, and effective.

**Further research**

The conclusions of this study suggest several directions for future research. One promising approach is conducting longitudinal studies with larger, more diverse samples, including students from different grades and educational contexts, to compare the effects of multimodal storytelling across various settings. Another key area for exploration is the impact of multimodal storytelling on identity expression, particularly its influence on students' self-esteem and self-efficacy. Investigating how these practices affect emotional well-being, alongside communication skill development, could provide valuable insights for academic and educational knowledge.

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## **List of Annexes**

**Annex 1: Interview format**

## Annex 2: Questionnaire characterization

<b>Experiencias Personales</b>	¿Qué lo motivó a convertirse en profesor? ¿Hubo algún maestro o experiencia en particular que influyera en su decisión?
	¿Qué es lo que más disfruta de ser profesor? ¿Qué lo motiva a dar sus clases todos los días?
	¿Cuál ha sido el momento más gratificante de su carrera como profesor hasta ahora?
	En este momento, ¿está recibiendo algún tipo de formación adicional o desarrollo profesional? Si es así, ¿esta formación es por parte del colegio, o es decisión personal?
	¿Qué consejo le daría a alguien que está considerando convertirse en profesor?
<b>Programa de estudios - Clase</b>	¿Implementa alguna rutina diaria o semanal con sus estudiantes para ayudarles a desarrollar hábitos de estudio?
	¿Qué herramientas, recursos o espacios le brinda el colegio para desarrollar sus clases de inglés? (libros, fotocopias, tecnología, laboratorios, etc.) ¿Considera que son suficientes?
	¿Integra la tecnología en sus clases? Si es así, ¿cuáles son las herramientas digitales que considera más efectivas?
	¿Emplea alguna estrategia para mantener a sus estudiantes motivados y comprometidos en el aprendizaje?
	¿Emplea algún tipo de estrategia para crear un ambiente positivo e inclusivo en clase?
	¿El colegio tiene algún proyecto extracurricular o actividades adicionales para los estudiantes? Si es así, ¿podría mencionar algunos ejemplos de estos proyectos?
<b>Metodología</b>	¿El colegio sugiere una visión pedagógica en especial? ¿cómo piensa que se refleja esta visión pedagógica en las prácticas diarias?
	¿Qué papel juega la tecnología en su metodología de enseñanza?
	¿Personaliza su enfoque de enseñanza para satisfacer las necesidades individuales de sus estudiantes?
	¿Qué observa en términos de los estilos de aprendizaje de sus estudiantes? ¿Adapta alguna metodología a su enseñanza para abordar estos estilos diversos?
	¿Emplea algunas estrategias para evaluar el progreso de los estudiantes?
<b>Estudiantes</b>	¿Cómo describiría el ambiente en su aula?
	¿Qué tipo de dinámica de grupo observa entre los estudiantes?
	¿Los estudiantes han desarrollado la colaboración y el trabajo en equipo?
	¿Hay interés y motivación de los estudiantes por aprender inglés?
	¿Qué desafíos puede identificar, dentro del aula, que suelen enfrentar los estudiantes al aprender inglés?

## QUESTIONARIO

1. ¿Qué te gusta hacer en tu tiempo libre?

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2. ¿Usas dispositivos tecnológicos con frecuencia en tu vida diaria? ¿Cuáles? Por ejemplo: celular, computador, Tablet, consolas de videojuegos, otros.

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3. ¿Qué es lo que más te gusta del colegio?

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4. ¿Cuál es tu materia favorita? ¿Por qué?

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5. ¿Pertenece a algún grupo, proyecto o equipo en el colegio o fuera del colegio? Por ejemplo: clases de baile, de cocina, de inglés, escuelas de futbol, patinaje, baloncesto, música, otros.

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6. ¿Consideras que es importante aprender inglés?



7. ¿Prefieres aprender inglés con actividades prácticas y lúdicas?



8. ¿Prefieres aprender inglés con recursos visuales como imágenes, videos, diagramas, otros?



9. ¿Prefieres aprender inglés mediante textos, fotocopias o libros?



10. ¿Prefieres aprender inglés con recursos digitales como plataformas virtuales, videos, blogs, juegos y aplicaciones?



11. En tus clases de inglés prefieres trabajar...

Solo          En grupo

12. ¿Crees que trabajar en tus clases de inglés con tus compañeros enriquece tu experiencia de aprendizaje?



13. ¿Sientes que el aprendizaje colaborativo (con tus compañeros) en inglés te ayuda a desarrollar habilidades de comunicación más sólidas?

14. ¿Qué te resulta más fácil de aprender inglés?

- Escribir
- Hablar
- Escuchar
- Leer

¿Por qué?

---

15. ¿Qué te resulta más difícil de aprender inglés?

- Escribir
- Hablar
- Escuchar
- Leer

¿Por qué?

---

16. ¿Qué aspectos de la clase de inglés te resultan más interesantes o emocionantes?

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17. ¿Qué actividades o ejercicios de clase te resultan más efectivos para aprender inglés?  
(conversaciones, escritura creativa, actuaciones, ejercicios de gramática, traducciones, juegos de mesa, canciones, debates, etc.)

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**Califica cómo te sientes en tus clases de inglés de acuerdo con cada habilidad.**

18. Me siento cómoda hablando en inglés.



19. Me siento cómoda leyendo en inglés.



20. Me siento cómoda escuchando en inglés.



21. Me siento cómoda escribiendo en inglés.



22. Me siento motivada para aprender y mejorar en mis clases de inglés.



### Annex 3: Diagnosis test

**DIAGNOSTIC TEST: FOURTH GRADE.**

**DATE:**

---

The main objective of this diagnostic test is to identify individual English level and guide the development of a learning plan.

[https://www.canva.com/design/DAF98D1vUVU/TVWK9TdWtRvsKE6Pa6p7yg/edit?utm\\_content=DAF98D1vUVU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAF98D1vUVU/TVWK9TdWtRvsKE6Pa6p7yg/edit?utm_content=DAF98D1vUVU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## WRITING SECTION

Write five short sentences describing what you can do at the beach



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## READING SECTION

Read the short story and answer the questions.

### New friends

Lily is a happy and curious girl who likes to play in the park. One sunny day, Lily is exploring and finds a small butterfly. The butterfly has pretty wings in blue and pink. Lily is happy and decides to follow the butterfly. It dances through the park. The butterfly takes Lily to a beautiful place full of flowers. In that place, Lily sees a rabbit jumping. The rabbit has soft brown fur and a small, pink nose. Lily and the rabbit become friends and play together in the park all day. In the afternoon, Lily knows it's time to go home. She says goodbye to her new friend, the rabbit, and thanks the butterfly for the fun adventure. Lily returns home happy to have more adventures with new friends.

6. Who is the main character in the story?
  - a) Butterfly
  - b) Rabbit
  - c) Lily
  - d) Sun
7. What animal does Lily find first in the park?
  - a) Cat
  - b) Butterfly
  - c) Dog
  - d) Bird
8. When does Lily decide to go home?
  - a) Morning
  - b) Afternoon
  - c) Evening
  - d) Night
9. What color is the rabbit's nose?
  - a) Brown
  - b) Pink
  - c) Black
  - d) White
10. What does Lily like to do in the park?
  - a) Swim
  - b) Play
  - c) Read
  - d) Eat

**LISTENING SECTION.** <https://youtu.be/opYcJ9GjghA?feature=shared>

Listen to the audio and circle the correct answer

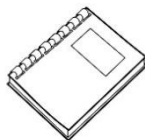
**11. What do you want to eat?**



Sausages  
Hamburger

French Fries

**12. What do you have?**



Backpack  
case

Book

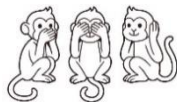
Pencil

**13. Where is the dog?**



On the table   Under the table   By the table

**14. what can you see?**



3 penguins  
snakes

3 monkeys   3

**15. what is it?**



Bee  
Manti

Ladybug

**16. What is the dog doing?**



Singing  
Skiing

Driving

## SPEAKING SECTION

Pay attention to the following story and answer some questions. (Each student will be called to answer the following questions)

17. What color is the dog?
18. What did the dog find?
19. Mention some emotions that the dog had in the story
20. What was your favorite part of the story?

### Annex 4: Field diary format

	<b>Universidad Pedagógica Nacional</b> <b>Departamento de Lenguas</b> <b>Licenciatura en español e inglés</b>		
<b>Class Observation #</b>			
<b>Date</b>		<b>Grade</b>	
<b>Topic</b>		<b>Time</b>	
<b>Teacher</b>		<b>Observer</b>	
<b>Objective of the class</b>			
<b>Time</b>	<b>Observation</b>	<b>Reflection</b>	

### Annex 5: Post-Test

#### POST TEST

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Objective:** Identify the degree of learning and progress achieved by fourth grade students.

[https://www.canva.com/design/DAGTZacbg9E/bee3a6Fl46YEU1O7L4ahDQ/edit?utm\\_content=DAGTZacbg9E&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGTZacbg9E/bee3a6Fl46YEU1O7L4ahDQ/edit?utm_content=DAGTZacbg9E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

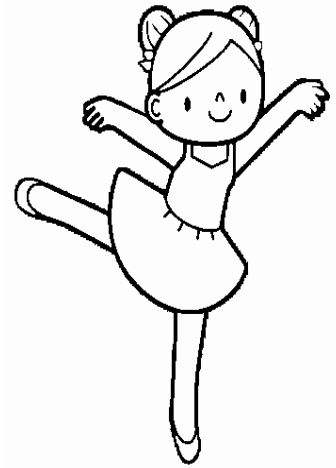
## READING SECTION

**Instructions:** Read the following text and answer the questions.

Hello! My name is Emma. I am 10 years old, and I live in Bogotá, Colombia. I have a big family. I live with my mother, father, and my little sister, Sofía. She is 6 years old, and she has curly brown hair and big green eyes. Sofía is very imaginative and she loves to create stories about animals.

There are different things what makes me unique and special. For example, I am very curious, and I always ask questions about the world around me. In the future, I want to be a veterinarian because I love animals and want to help them. I will study hard to learn more about animals.

My favorite hobby is dancing. I practice every evening in my room. I feel happy when I dance because I can express my feelings and move to the music. Dancing helps me feel confident and strong. It is not just a hobby; it is a part of who I am.



1. What does Emma's sister, Sofía, love to do?
  - a) Paint pictures of animals
  - b) Dance with her sister
  - c) Play soccer
  - d) Create stories of animals

- c) It helps her study better.
  - d) It makes her feel tired
2. What does Emma want to be in the future?
  - a) A dancer
  - b) A veterinarian
  - c) A teacher
  - d) A Pilot
3. How does Emma feel when she dances?
  - a) Sad
  - b) Happy
  - c) Tired
  - d) Worried
4. How does dancing help Emma express herself?
  - a) It makes her feel sad.
  - b) It allows her to share her feelings through movement.

## WRITING SECTION

**Instructions:** Write about yourself with the following information:

Define who you are in three words

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Describe your three favorite things

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Your dreams and goals

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## LISTENING SECTION-

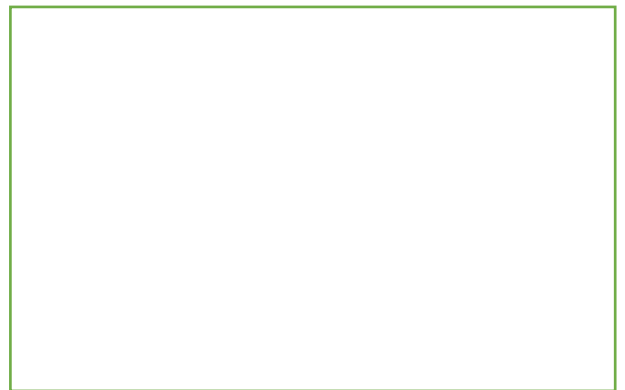
Listen carefully, write what you heard, and then draw.

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## SPEAKING SECTION

It is your turn! Describe yourself in English. Please talk about:

- ✓ Your hair
- ✓ Your eyes
- ✓ You are unique and special because...

**Annex 6: Lesson Plan Overview.**

<b>Stage</b>	<b>Sessions</b>	<b>Topic</b>	<b>Content</b>	<b>Objective</b>
<b>Pre-test</b>	February 27 <sup>th</sup> , 2024	Diagnostic Test	Application of the diagnostic test	Examining students’ language level
<b>Intro.</b>	Session 1	Getting to know you	Greeting and personal information	Language Skills: Encourage initial interaction. Personal Growth: Develop confidence in self-expression and the ability to present themselves to others.
<b>My Past: My Family</b>	Session 2 Session 3 Session 4	Family Members	-Vocabulary of family member -Descriptive adjectives (physical and personality characteristics) -Why she/he is my favorite family member	Language Skills: Use simple sentences and vocabulary to describe information about family members. Personal Growth: Develop a sense of pride and belonging by sharing information about family.
<b>My Present: About Me</b>	Session 5 Session 6 Session 7 Session 8 Session 9	I am unique and special	-Personal information -Descriptive adjectives (physical and personality characteristics) -Vocabulary of food and animals -Verbs -Prepositions of places -Present simple -Special talents or skills that I have	Language Skills: Introduce themselves using basic personal information and descriptive vocabulary. Personal Growth: Develop self-awareness and self-confidence to express their identities, interests, and personal qualities.
<b>My Future:</b>	Session 10 Session 11		-Actions and purposes -Vocabulary of professions and workplaces -WH Questions	Language Skills: Use simple sentences and vocabulary to express future goals, dreams, and aspirations.

<b>My Dreams</b>	Session 12 Session 13	Dreams and Aspirations	-Vocabulary of future dreams “I will...” and “I want to...”	Personal Growth: Encourage goal-setting and future planning by envisioning their desired future selves.
<b>Book</b>	Session 14	Presentation of illustrate autobiographical book		
<b>Post-test</b>	Session 15	Posttest	Application of the result test	Examining students’ language level
<b>Focus Group</b>	Session 16	Application of focus group		

**Annex 7: Categories and subcategories of analysis.**

<b>Research Question and General Objective</b>	<b>Research Objectives</b>	<b>Category</b>	<b>Subcategories</b>	
<p>-How does the integration of multimodal storytelling and identity expression activities influence the oral communication skills of 4th grade students at La Merced school?</p> <p>-To describe the impact of the integration of multimodal storytelling and identity expression activities on oral communication skills with 4th grade students at La Merced school through the creation and presentation of an Illustrated Book.</p>	<p>To enhance students' oral communication skills by engaging them in activities that integrate multiple modes of expression, fostering confidence and clarity in their speech.</p>	Oral communication skill	Effective oral expression	
		Confidence in speaking		
	<p>To expand students’ vocabulary and support its application in real-life communicative contexts.</p>	Multimodal storytelling	Multimodal expression	
		Integration of text and images		
	<p>To promote self-awareness and self-confidence by encouraging students to express their identities, interests, and personal qualities through multimodal storytelling</p>	<p>Vocabulary development</p>	<p>Vocabulary acquisition.</p>	Application of vocabulary in context.
				<p>Self-awareness and expression of identity.</p>
			Inner self	