

**GETTING TO KNOW MYSELF: FOSTERING SELF-AWARENESS THROUGH
THE USE OF PICTURE BOOKS**

ÁNGELA BRIGITH SALAS URIBE

Universidad Pedagógica Nacional

Faculta de Humanidades

Departamento de Lenguas

Bogotá, Colombia

2024

**GETTING TO KNOW MYSELF: FOSTERING SELF-AWARENESS THROUGH
THE USE OF PICTURE BOOKS**

ÁNGELA BRIGITH SALAS URIBE

**This thesis is presented to obtain the Diploma of Licenciatura en Español y Lenguas
Extranjeras con énfasis en Inglés y Francés**

THESIS DIRECTOR

SERGIO FRANCISCO HERNÁNDEZ SAAVEDRA

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, COLOMBIA

2024

Acknowledgement

I want to dedicate this work, first of all, to my parents, my brother Julián, and my cousin Carol who were with me throughout my career and especially during the writing process, supporting me, encouraging me, and helping me grow not only as a student, but also as a person.

Even more importantly, I want to dedicate this work to the children who were participants in this study, for helping me, with their love, to reconnect with myself. I want to dedicate it to these children and their childhoods so that they continue to be happy and never let anyone steal their magic again.

Abstract

This qualitative action research project aimed to propose a pedagogical intervention in the Domingo Faustino Sarmiento school, located in Bogotá. The participants were second-grade children between 6 and 8 years old. The proposal focused on using English as a tool to promote the development of self-awareness through picture book stories and the creation of artifacts in an EFL learning environment. The project sought to foster students' self-awareness and emotional understanding through English for personal expression and reflection. The theory of experiential learning, also known as the pedagogical theory of learning by doing, was chosen for the development of this project. To collect information, four instruments were implemented starting in the first half of 2023: field notes, diagnostic tests, artifacts, and interviews. Three phases of four classes each were carried out in the pedagogical intervention. Finally, based on the data analysis, the paper presents conclusions, implications, limitations, and further research.

Keywords: Self-awareness, emotional management, artifacts, picture books, learning by doing, EFL classroom.

Resumen

Este proyecto de investigación acción cualitativa tuvo como objetivo proponer una intervención pedagógica en el colegio Domingo Faustino Sarmiento, ubicado en Bogotá. Los participantes fueron niños de segundo grado con edades entre los 6 y 8 años. La propuesta se centró en utilizar el inglés como herramienta para promover el desarrollo de la autoconciencia a través de historias de libros ilustrados y la creación de artefactos en su entorno de aprendizaje de inglés como lengua extranjera. El proyecto buscó fomentar la

autoconciencia y la comprensión emocional de los estudiantes mediante el inglés para la expresión y reflexión personal. Se eligió la teoría del aprendizaje experiencial también conocida como la teoría del aprendizaje al hacer, para el desarrollo de este proyecto. Para recopilar información, se implementaron cuatro instrumentos a partir del primer semestre de 2023: diarios de campo, pruebas diagnósticas, artefactos y entrevistas. Se llevaron a cabo tres fases de cuatro clases cada uno en la intervención pedagógica. Finalmente, basado en el análisis de datos, el documento presenta conclusiones, implicaciones, limitaciones y sugerencias para futuras investigaciones.

Palabras clave: Autoconciencia, manejo emocional, artefactos, libros ilustrados, aprendizaje práctico, aula en el aprendizaje de inglés como lengua extranjera.

Table of Content

Chapter 1: Contextualization	1
Context.....	1
Participants.....	2
Diagnosis	3
Statement of the problem.....	6
Rationale	8
Research question.	11
Objectives	11
Chapter 2: Theoretical Framework.....	12
State of the art	12
Theoretical Framework.....	19
Self-awareness.....	19
Picture books.....	22
Situated vocabulary learning.....	24
Chapter 3: Methodological Design.....	27
Research Paradigm.	27
Research Method	28
Instruments for data collection.....	29
Field notes	29
Diagnostic tests	30
Artifacts.....	30
Interviews	30
Ethical issues.....	31
Chapter 4: Pedagogical Instruction.....	31
Pedagogical proposal	31
Pedagogical approach	31
Vision of language	32
Vision of Learning	33
Pedagogical intervention.....	33
Chapter 5: Data analysis.....	37
Data analysis procedure	37

Categories of analysis	39
Category #1: Discovering myself and exploring my emotions.....	39
Category #2: Learning about positive relationships and teamwork.....	44
Category #3: Exploring my language learning.	50
Chapter 6: Conclusions.....	61
Conclusions.....	61
Implications	63
Limitations	64
Further research	65
References	66

List of Tables

Table 1	2
Table 2	13
Table 3	29
Table 4	34
Table 5	39

List of Figures

Figure 1	4
Figure 2	4
Figure 3	5
Figure 4	60

List of Annexes

Annex 1– Informed consent.	70
Annex 2– Characterization survey.....	73
Annex 3– Observation format: Field notes #2.	75
Annex 4- Diagnostic test.	80
Annex 5 - A little turtle poem.	81
Annex 6– English test.....	81
Annex 7 - Students Interview	84

Chapter 1: Contextualization

This chapter presents a general contextualization and the most relevant aspects of the participants' information: Their context and characteristics, as well as a description of the rationale for the study, the statement of the problem, the research question, and the general and specific objectives of this research.

Context

This research was developed at Colegio Técnico Domingo Faustino Sarmiento I.E.D, branch D located in the northwest end of Bogotá, more precisely in locality number 11: Suba, socioeconomic level: 3. It was founded in 1969 under the name of Colegio Experimental Benjamín Herrera and then in 1972 it changed its name to the actual one. The school has 4 branches, branch D which offers an immersive classroom for students to practice English. This branch is exclusively intended for first-, second-, and third-grade primary school children, where group 201, the subject of this study, is located.

According to the Institutional Education Project (PEI), the school is focused on achieving its educational objectives through the promotion of education quality for integral and labor formation, as well as the development of leadership and entrepreneurship skills, it is committed to offering quality education that contributes to the development of its students' skills and the institution objective for the year 2022 was:

“To be a high-quality educational institution that promotes the human development of its students cycle by cycle, involves the educational community around its mission objectives, and offers its high school graduates, among others, an opportunity for life

through the development of labor competencies in coordination with the SENA.”
 (Colegio Domingo Faustino Sarmiento I.E.D, 2020)

In the school a transversal reading-writing project is handled, called “*Proyecto lector escritor*”, (Colegio Domingo Faustino Sarmiento IED, 2020) this was the institutional project that could be registered during the observations with more hourly intensity.

Participants

The participants of this research were part of second grade of primary school, they attended class in the mornings, from 6:30 am to 12:00 pm, from Monday to Friday. The number of participants varied daily, as there were twenty-eight students, but only twenty-two attended regularly: Fourteen boys and eight girls; their ages ranging from six to nine years old, who, before their participation, received informed consent addressed to their parents or legal tutors (Refer to Annex 1), but just 14 were given back.

Table 1

Number of Boys and Girls by Age.

AGE	BOYS	GIRLS
6	-	1
7	3	3
8	7	3
9	4	1
TOTAL	14	8

The group of children was a culturally diverse one, where eight children were of Venezuelan nationality. Additionally, three children in the group were part of El Instituto Colombiano de Bienestar Familiar (ICBF), a Colombian entity that is in charge of the

prevention and integral protection of early childhood and adolescence, providing special attention to those who are in a condition of vulnerability (ICBF, 2019.); these three students were in the process of being adopted.

Most of the children live with either their mother alone, their mother alongside siblings, or their mother with grandparents. Two of them live with both parents and grandparents. Lastly one of them lives only with their grandparents. This population lives in Ríonegro, except for three of them who live in Chico Norte, Las Ferias, and Patio Bonito. This information excludes the children who are part of the ICBF.

Diagnosis

Firstly, to have a diagnosis and know important information about the students, a characterization survey was applied (refer to Annex 2), including questions about their context, hobbies, and interests related to readings, types of books, and types of stories. These questions were considered due, as it was mentioned before, the school has a project focused on reading and writing. Additionally, six observation sessions were conducted (refer to Annex 3) to observe and document students' behavior, attitudes, and interactions during their English language learning process.

The survey was also used to gather information about the likes and preferences of children regarding some activities, as well as their perception of how these resources could aid in learning English. Moreover, the goal was also to learn what type of stories they would like to read and what activities they would enjoy while learning English and improving their social skills.

Within the survey, different answers were obtained regarding three specific questions about books and the student's English class interests. In the document, six different emojis were presented to use visual aids; where emoji number one: a happy face, was considered excellent while emoji number six: a crying face was considered very bad. The students were asked to color the one with which they felt identified. The results are shown in the following figure using a scale from 1 to 6, where 1 is the highest level and 6 is the lowest.

Figure 1

Answer to question five.

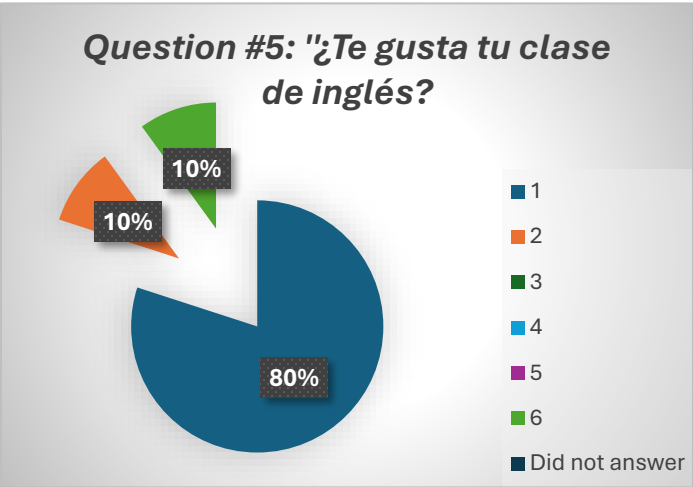


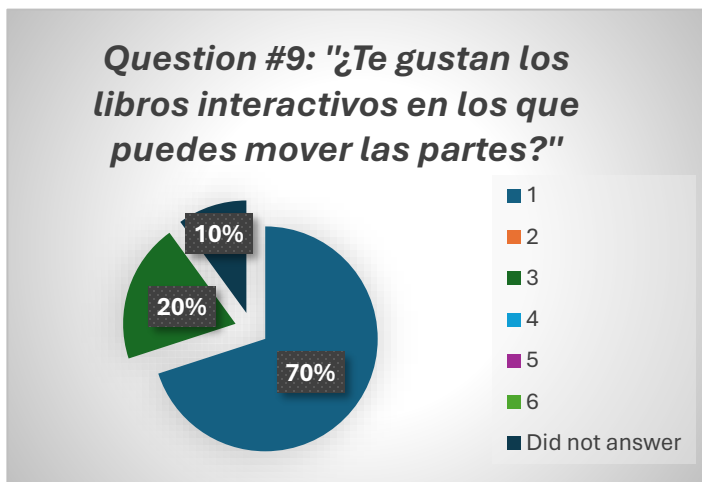
Figure 2

Answer to question eight.



Figure 3

Answer to question nine.



Another assessment instrument was used to identify the students' needs and English knowledge. For this purpose, a diagnostic test (Annex 4) was carried out. The test was an activity in which, to start, children had to complete basic personal information such as name, age, and school level, then they had to read a short poem that was accompanied by images that helped them understand it better, the poem is called "A Little Turtle" by Carolyn Graham (Annex 5). After reading they had to draw their favorite part and write a word to say how the poem made them feel. In addition to the previous activities, students had to color the images of the poem listening to instructions that were given, and to finish, they had to write the names of the colors.

Finally, a concluding English test was administered to collect the students' learning outcomes at the end of the intervention (Annex 6). The test consisted of three vocabulary sections and one grammar section. In the vocabulary sections, children completed missing letters in words, selected correct words related to images, and colored images based on the

initial letter of each word. For example, words starting with ‘A’ were colored red, ‘H’ in yellow, and ‘S’ in blue. The grammar section included three multiple-choice exercises on present simple tense. Overall, the test answers were indicative of the effectiveness of the pedagogical intervention and provided evidence of a positive change in the children’s English language learning. In chapter five, results will be presented based on number of errors per section.

At the same time, a final interview was conducted (Annex 7) with questions aimed at knowing students’ perceptions of the class, the different activities done, and the instructional tools used. The children’s answers to these questions were varied, nonetheless, recurring themes emerged, highlighting the importance the participants gave to the picture books used during the intervention and the classroom activities. These aspects were perceived as important in learning about self-awareness, emotional regulation, and internalization of values among the students.

Statement of the problem

In the context of primary education, it was noticed during the observation period that the students of second grade faced a critical problem that went beyond the English skills learning process. The information collected through the observations revealed that children presented deficiencies in their ability to manage their emotions, and interpersonal skills, and adequately manage their attitudes and behaviors.

During this period, a repetitive situation was registered in which the children were receiving bad input during their classes, a situation that led to attitudinal problems that manifested themselves in the form of challenging attitudes, lack of respect, aggressiveness, and difficulties in emotional control, despite their young age.

Furthermore, some of the most difficult and frequent situations observed were the students' interaction characterized by the lack of effectiveness, constant yelling, use of bad words to refer to their partners, and rudeness that permeated most verbal and non-verbal exchanges. This difficulty in keeping positive relationships with their partners and showing empathy towards others' needs and feelings intensified the situation. Most of them were not willing to share or work as a team, creating aggressive behaviors and a conflictive environment inside the classroom.

However, in the relationship established between the children from ICBF and their classmates was noticed that the conflicts extended to other areas of the school, such as the playground where children used to take their breaks, bathrooms, and hallways. In general, children did not choose their words correctly and were not aware of how they could affect others' feelings, thoughts, and interactions. The confrontations which were mainly verbal included comments about ICBF children's socioeconomic and family situations.

Regarding the language level, it was found in the diagnostic test that students were not used to following instructions in English and had little knowledge of vocabulary, therefore it was necessary to support the understanding by using visual material. A manifestation of this challenge occurred during an activity focused on colors, where students required visual assistance which consisted of showing them a colored pencil or colored paper each time a color was mentioned. Additionally, it was necessary to translate the diagnostic test poem into Spanish, for it to be comprehended. Finally, as their vocabulary knowledge was limited, they did not know how to express themselves in a written way.

Following the previous information, it is a reality that in the Colombian context, English is an issue, as the country has been classified with a low level in the English

Proficiency Index (EF EPI) for several years, ranking 17 out of 20 in Latin America and 77 out of 111 countries worldwide. Nationally, Bogotá is in third position, preceded by Quindío and Atlántico. (EF EPI, 2022). Examining the English standards that the Ministerio de Educación Nacional (MEN) has set for the four English skills in the first cycle, (first-grade to third-grade students), for example: “express my feelings and moods” for writing and speaking (MEN, 2006, p. 19) it was noted during the observations and with the results of the diagnostic test, that the students of second grade were not meeting these standards.

The observations also showed that the main reason for the low English level among second-grade students is that they only had three English classes in a period of three months, from February to May 2023; this is even though the school’s program requires students to have one English class per week. According to the head teacher, the immersion classroom designated for English was not inaugurated by the school coordinator, the reason why they could not use it. Finally, there was no planning of the topics and activities that were going to be carried out with the children since the beginning of the year and the head teacher did not have the necessary competence to use English to lead a complete class in this language.

Rationale

English is used not only to improve linguistic skills, focusing on vocabulary but also as a means to promote self-awareness playing a crucial role in emotional and social development.

This research project was conceived as an initial step to raise awareness, bringing closer and improving 201 Domingo Faustino Sarmiento students’ self-awareness, considering the management of their emotions, their expression, as well as the interaction

with others, highlighting respect as a fundamental pillar of every social exchange since it affects the individuals' wellbeing.

As Goleman (1995) stated, 20% of an individual's success is determined by the IQ and also the abilities to learn that person has, while 80% is the result of another type of capability called "emotional intelligence" which is characterized by having the ability to recognize oneself and one's emotions, motivate oneself and not giving up in times of frustration, knowing how to control impulses and mood, preventing anguish from affecting the ability to think and, likewise, empathizing and having hope. Finally, the author assures that emotional intelligence and self-awareness are the ones that help us achieve professional, personal, and social success and can be learned and improved from childhood. By improving their ability to understand and manage their emotions, as well as their self-image and their interaction with others, children may improve their English level and also become more balanced and empathetic individuals, prepared to face the challenges of life in a diverse and globalized world.

On the other hand, the lack of English skills presented in the group might potentially limit their future academic and professional opportunities. According to Snow, Burns, and Griffin (1998), many children may experience difficulty developing these skills effectively and this may have negative consequences for their academic performance and self-esteem. Furthermore, English is becoming increasingly important for children, as fluency in this language can open doors to future academic and professional opportunities. According to Adyaksa (2020), English is an international language that is used in any environment, it plays a very important role in the lives of all people around the planet. Therefore, it must be used properly both orally and in writing at the very end of successful communication.

On the other hand, as stated in Daley (2013), the use of visual aids that enable children to recognize others' behavior, feelings, and attitudes can serve as a valuable tool to promote children's self-awareness and invite them to know their surroundings, attitudes, actions, and more. This aspect is particularly relevant to this project as it constitutes one of the most important strategies implemented in using picture books, and creating artifacts for collection purposes.

The use of picture books is proposed as a starting point for discussing topics related to emotions and self-awareness, and as a useful tool since it presents conjunctions of images and texts that are more attractive for children since as Rubin (2010) argues, they can transmit educational material more clearly, facilitate learning, as well as make it more interactive and meaningful, helping children to express themselves, and contributing to their memorization processes thanks to the visual support they have.

The New South Wales Department of Education (2017) defines them as books that transcend history and allow people and stories to transcend, they are tools that visually stimulate the imagination of students, opening their minds and allowing them to experience connections with the characters in these books, promoting values as comprehension and empathy.

Regarding picture books, Zhao (2021) defines them not only as a form of literature in which images and texts are combined but also as very good material for moral education since they have an important educational value and the nature of their content can be considered as philosophical, which combined with the teacher's guide can lead children to develop good qualities. Furthermore, Piaget's theory of cognitive development, cited by Zhao

(2021), states that first and second-grade students come to understand stories mainly through images and visual representations of things.

Additionally, this project seeks not only to allow children to be more aware of themselves and their environment through the creation of tangible artifacts that will be the result of each class but also to enhance their English language skills, by engaging them in continuous language interaction. To give children the opportunity to express their thoughts and feelings and also learn English successfully, affective teaching plays a pivotal role since according to Arnold and Brown (2010), the perception we have of our abilities and ourselves can have a significant impact on our learning process, making it easier or more difficult.

Research question.

What is the possible impact of hand-made artifacts inspired by picture books as an educational tool to foster self-awareness and English vocabulary learning in second graders of Colegio Domingo Faustino Sarmiento in Bogotá?

Objectives

- **General objective**

To describe the possible impact of picture books as an educational tool to foster self-awareness and English vocabulary learning in second graders of Colegio Domingo Faustino Sarmiento in Bogotá.

- **Specific objectives**

- To foster interest in the English vocabulary learning process as a foreign language among students through picture books.

- To describe how the students' self-awareness may influence their English learning process.
- To enhance emotional management through a pedagogical intervention based on vocabulary related to self-awareness.

Chapter 2: Theoretical Framework

This chapter presents two features that contribute to the development of this research paper, including local, national, and international previous and recent documents that have connections with this research paper, this collection of documents will be identified in this project as State of the art. The second feature presented are three theoretical constructs that support this proposal, these are Self-awareness, Picture Books, and Situated vocabulary learning.

State of the art

In the search to support the main objective of this proposal: To describe the possible influence of using handmade crafts inspired by picture books as an educational tool to foster self-awareness and English vocabulary learning in second graders, the following seven documents serve as a valuable resource and are a compilation of different research projects which explore self-awareness, and emotional management, explain how English vocabulary learning is described, and how it can be improved. Also, these documents are a valuable source to know how stories, crafts, and arts can help students develop interest, feel motivated, and learn in a foreign language. The following chart presents important information on these documents, including the title, author(s), year of publication, and source.

Table 2*State of the art documents.*

Title	Author(s)	Year	Published by
Les émotions ne sont pas un jeu : Émotions et apprentissage initial du FLE	Andrea Julieth Cortes Murcia	2022	Universidad Pedagógica Nacional
Soy porque somos: Diseño e implementación de una propuesta pedagógica en educación emocional, enfocada en la competencia personal de autoconciencia, junto a diez NNA de ciclo 3 y 4, en la fundación San Antonio, Centro Redes Lucero	María Camila López Rojas Alisson Juliette Rodríguez Hurtado	2023	Universidad Pedagógica Nacional
Las emociones como determinantes en las relaciones interpersonales de los niños y su regulación para favorecer la convivencia escolar.	Adriana Lorena Quirama Ivon Vianeth Mosquera Gonzalez	2018	Universidad de Antioquia
Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language.	Nohora Inés Porras González	2010	Universidad Nacional de Colombia
Using an arts-integrated multimodal approach to promote English learning: A case study of two Taiwanese junior college students.	Hsiao-Chien Lee	2014	National Kaohsiung Marine University, Taiwan.
Teaching English through Arts and Crafts to Third Grade Public School Children at Institución Educativa Suroriental de Pereira	Gloria Gomez Zapata	2017	Universidad Tecnológica de Pereira
The Linguistic Benefits of Using Crafts in TEYL	Raigan Bastianoni	2006	The International TEYL Journal

The first study considered is an action-research proposal designed for girls in second grade and 4 to 6 girls in sixth and eighth grade in high school, at Mercedes Nariño Women's High School located in Rafael Uribe Uribe. Cortes (2022) guided the study's objective towards identifying and understanding the relevance of emotional management in the initial learning of FLE in primary education students.

During the study, the researcher applied a survey to obtain information on the population, mostly to know the participants' social and economic contexts. Observations were also a useful tool that helped the researcher to understand how the children behave and how this behavior related to some methodology strategies such as drawing, listening to children's songs, and using books, specifically albums that were used as instruments to fulfill the objective.

Even though Cortes's objective and conclusions may apply to this document when linking the use of language to the children's capacity to recognize and express themselves, showing that children could also analyze different emotions in various situations and identify them as positive or negative, the present study aims to go further. Instead of focusing only on addressing emotions, this proposal's objective also focuses on describing the possible impact of a specific educational tool on the development of English vocabulary and mainly on fostering self-awareness.

“Soy porque somos: Diseño e implementación de una propuesta pedagógica en educación emocional enfocada en la competencia personal de autoconciencia, junto a diez NNA de ciclo 3 y 4, en la Fundación San Antonio, Centro Redes Lucero” was chosen because of its objective, which aimed at designing and implementing a pedagogical proposal in emotional education, focused on the personal competence of self-awareness. With a qualitative approach, in this action-research project the researchers used different techniques of data collection such as observations, interviews, workshops, and “corpografías” understood as activities in which the NNA (niños, niñas y adolescentes), that is, children and teenagers, gave voice and expressed themselves through their bodies.

Although both studies share the objective of promoting the personal and educational development of students, they differ in the target population, contexts, methods, and activities used. While Lopez and Rodriguez's (2023) research used workshops, this research uses artifacts created by the participants themselves using a foreign language. The concept of “corpografías” is used to give participants a different option to express themselves in a corporal way, meanwhile, English is used in this research as a tool not only for the

participants to recognize, understand, and express their emotions, and identify themselves and their peers, but also to learn vocabulary.

Despite the differences between these documents, one of the conclusions of Lopez and Rodriguez that provided information for this research's interventions, states that according to what was observed in the students' process, to contribute to the development of self-awareness it is necessary to give them enough tools, to expand their vocabulary so that the subjects learn to recognize their emotions and develop emotional awareness. The contribution of this project reveals a more effective way to create self-awareness, starting with emotional recognition, awareness, and management.

The third document's title is 'Las emociones como determinantes en las relaciones interpersonales de los niños y su regulación para favorecer la convivencia escolar' This educational action research project's main objective was to analyze how emotions determine children's relationships and how their regulation favors school coexistence.

The researchers applied a variety of instruments such as participant observation, present throughout the research, semi-structured interviews whose objective was to collect data, and finally, a didactic sequence that sought to transform the problems present in the group, similar to those that manifest in the present project's participants in terms of children behavior and interpersonal relationships characterized by aggressiveness, lack of empathy and impulsive actions. Though the researchers did not develop the concept of self-awareness as in this document, they did highlight the importance of incorporating emotional aspects in the educational process, and to implement them, they used different types of activities guided to the recognition, expression, and control of emotions.

Regarding conclusions and helpful information, the study showed that children are not impulsive and/or violent, but the treatment they receive is a factor that determines how they act and react to different situations, in other words, children copy and reproduce what they see in their contexts. Quirama and Mosquera (2018) concluded that teaching about emotions and self-regulation allows children to develop competence through which they know and manage their emotions, in addition to thinking about their actions before performing them.

Regarding the use of stories to promote English learning an action research project guided to first, second, and third-grade students was chosen. It is called “Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language”. Here, story reading and storytelling were used as the main tools to improve children’s English level, as the study title states, in a fun and meaningful way.

Creating stories to teach English in context considering children’s preferences was one of Porras’s (2010) objectives, their use aimed to improve the classroom and learning environment and help students to develop thinking skills, while story reading allowed children to make significant connections in their productive skills, being these speaking and writing.

Porras’ research focused on using big books to enhance English proficiency in young learners, whereas the objective of this research, as previously mentioned, was to cultivate English vocabulary and promote emotion management and self-awareness through picture book stories. Despite the differences, the use of stories, a factor that both studies share, is of utmost importance since the conclusions showed the stories worked to improve interpersonal

relationships and the school environment, in addition to motivating children in their learning process.

The following document was selected by bearing in mind that the present project intends to employ artifacts and picture books as means of gauging the children's comprehension of the lessons, stimulating, and engaging them with studying and learning through the use of artistic elements in artifact creations. This sixth document adopted a participant observation approach developing a project in which the researcher encouraged two non-English-speaking junior college students to use pictures and drawings to support what they wanted to express in a forum dedicated to sharing students' entries about readings done in their English class. The decision to use these visual aids was taken to enhance the two students' English proficiency and academic performance, while also fostering their motivation for learning.

Lee's (2014) main tool was a journal, in which she gathered all the information she obtained from the observations and the students' performance data derived from different resources, for instance, their writing assignments and their online forum entries. Another tool that was used to gather and verify the information was some recordings of informal conversations with the students, these recordings were also registered in the aforementioned journal.

Notwithstanding the difference between the second-grade students from this project and the population to which Lee's participants belong, it was possible to demonstrate, after collecting the data, that through the use of art (images and drawings), the two junior college students improved their English performance gradually, starting with the improvement of

their writing skill demonstrating their motivation as well as a greater interest in learning and using the language.

For this project, it is important to mention the benefits crafts can provide in enhancing children's language learning, which is why “Teaching English through Arts and Crafts to Third Grade Public School Children at Institución Educativa Suroriental de Pereira” was chosen. This action-research project was conducted with 36 children from third grade aiming to change the traditional methods of teaching English for methods in which children’s interests were included, incorporating activities such as drawing, painting, or making interactive and artistic things with different materials.

The instruments used to gather students’ information were observations, reflective logs that were filled the same day of the class, and interviews. Each instrument was accompanied by a format designed to explain to children the information and processes they would be involved in. Videos and pictures of the participants’ creations were also collected.

Taking into consideration that the artifacts are used in the present project as a means of collection that in contrast to Gomez’s (2017) document, serves not only to evaluate the children’s progress in learning English but also as a tool to promote teamwork, partnership and the development of emotional and personal awareness, one of the author’s conclusions supports and demonstrates that artifacts motivate children to encourage them to learn, create and actively get involved in their learning processes, showing a positive vision and reaction towards them.

To support Gomez's words, and this document's objectives, the last document that was selected is an article published in The International TEYL Journal called “The Linguistic

Benefits of Using Crafts in TEYL”. In this article, Bastianoni (2006) shows multiple advantages of using artifacts with young learners when studying a foreign language, including benefits such as strengthening vocabulary, making connections between the language and the craft, learning in a meaningful way as they can be used in different real contexts and as they are tangible creations.

Furthermore, in this article, it is explained that artifacts make children feel proud of themselves, it increases their interest and motivation for learning, gives them opportunities to be creative, explore their imagination, and work individually and with their classmates in groups.

Theoretical Framework

This section addresses three key theoretical constructs that guide the exploration and analysis of the main topics of this project: self-awareness, picture books, and situated vocabulary learning. These concepts are fundamental to understanding how they are related and applied in the specific context of this study.

Self-awareness

Self-awareness requires the careful observation of one’s internal states, including both emotions and the thoughts that accompany them. Therefore, it fosters empathy and interpersonal connections as it gives the individuals the opportunity to reflect and understand feelings, notions, reactions, and behaviors. To delve deeper into this concept, it is necessary to mention the importance of emotional intelligence, self-regulation, self-knowledge, and affective teaching in this project.

Goleman (1995) establishes a link between self-awareness and emotional intelligence, understanding it as the capacity to monitor and understand feelings not only within oneself but also in others. Consequently, this connection underscores the importance of emotional management in fostering self-awareness. Indeed, according to Goleman (1995), individuals with a deeper understanding of their emotions tend to handle their lives more effectively.

Emotional intelligence (EI), as initially outlined by Mayer and Salovey involves the ability to understand personal and other's emotions discern between them and leverage this knowledge to inform decision-making and behavior (Mayer and Salovey, 1990, as cited in Costa and Faria, (2015). This multifaceted construct, explored by Costa and Faria (2015) is integral to the well-being of individuals and indispensable for achieving self-regulation. Its developmental trajectory spans from early to middle childhood evolving along with the individual's ability to manage attention, emotions, and behaviors (Nagaoka et al., 2015).

Self-regulation is also pivotal in the individuals' learning processes, where positive emotions lead to motivated students, enabling them to be more active and aware, and fostering positive experiences, while negative emotions hinder progress. Bisquerra (2016), highlights the benefits of acquiring and regulating emotional skills, for example, better social relationships, better conflict resolution, and better academic performance.

Additionally, Chernicoff, and Rodriguez (2018), clarify the concept of self-knowledge, emphasizing its importance in directing attention inward and becoming aware of aspects such as identity, emotions, thoughts, and behaviors to achieve personal and professional goals. This understanding, as asserted by Jopling (2000), aligns with the idea of self-knowledge as a process of inquiry and reflective assessment. Despite childhood being a

justification for the absence of self-knowledge, this level is considered an ideal to which everyone should aspire, as it allows one to have a clear vision of one's personality, life direction, and values.

In light of these aspects, the concept of affective teaching emerges as an important element in fostering an environment where positive emotions can flourish. Binu (2015) defines it as a democratic process in which the intellectual and the emotional levels interact creating a positive learning atmosphere and helping students construct a favorable attitude towards learning.

This approach facilitates the creation of safe connections and environments at school where students can discover their dignity, recreate, and humanize their learning process. The affective aspect inside the classroom will be one of the determiners of students' feelings, thoughts, and learning by being linked. Ignoring this aspect can lead students to a sense of disconnection and deprivation of meaningfulness in their learning experiences (Caine & Caine, 1991, as cited in Zhang, 2009). Given the impact of emotions on learning, educators must ensure the creation of safe and favorable academic environments by minimizing feelings of anxiety and promoting students' emotional and academic well-being.

On the other hand, stressful environments can lead to an overproduction of cortisol in the brain, resulting in negative physical effects such as increased blood pressure, muscle tension, and suppression of the immune system. These effects are unfavorable since they also impair decision-making and the ability to recognize important information. Contrarily, a classroom environment that builds confidence, and motivation and views mistakes as opportunities for improvement enables students to cultivate relationships, understand theories, and integrate a broader range of materials. (Zhang, 2009)

Additionally, it is important to recognize the interconnection between emotions and cognitive functions. Physically, emotions are closely related to memory, attention, and learning processes. The amygdala is a key brain area responsible for emotion regulation, modulating cognitive functions based on emotional stimulus (Raymond, 2002). For instance, disruptive feelings can appear to affect concentration, and information processing if exposed to extreme conditions of stress. On the contrary, positive emotions such as confidence, motivation, and interest can have a positive impact on cognitive progress.

Zhang (2009) analyzes the practices of affective teaching, to reduce levels of stress, and foster motivation and participation in children through different strategies such as playing, reading, and writing. This would not only improve the students' experience but would also set the stage for integrating material, such as picture books into educators' action plans.

Picture books

As it was stated in the previous chapter, picture books were selected based on children's interests, as demonstrated by the survey (refer to Annex N. 2) results applied in the characterization process. Previous research has shown their effectiveness as engaging and useful tools for improving children's emotional, social, and self-awareness skills. Additionally, they are considered a creative solution to help address the English language challenges observed in students.

These books are defined by Meunier (2015) as a three-dimensional explicit system that includes pictures, text, and support, a spatial system that allows the transfer of an ideology through a game, both physical and physiological, by allowing it to change size, shape or thickness, and varying time, spaces, characters, and stories. This malleability makes

illustrated books a tool that tries to teach an ethical lesson while showing children the world in which they grow guiding them towards self-knowledge and understanding of their surroundings.

According to Stephens (2018), Picture books are a pedagogical tool that shows the ideas of a society through the integration of words and images. The combination of these two forms of communication allows readers to create connections of ideas, when the reader joins the missing parts in the space between what they see and what they read, making possible the creation of new meaning (Norton (2010, cited in *Entering the World of Children's Literature*). Norton highlights the importance of illustrations in picture books suggesting that they are equally if not more important than the text itself in conveying the intended message.

These books cater to diverse audiences depending mostly on their age or expected language learning objectives. They encompass a range of characteristics, including the use of cardboard pages, the introduction of concepts or topics, the incorporation of a limited vocabulary, or the complete absence of text, and the use of illustrations as either central or independent components of the narrative.

In the case of the present project, the selected books address various topics related to emotions, healthy relationships, friendship, kindness, respect, self-awareness, self-knowledge, and the importance of valuing differences. These books were characterized by having short concise text and illustrations, which either served as visual aids or complemented the textual content. The selection process primarily considered that this was the children's first exposure to the language, English books, and related activities. Therefore, it was crucial to ensure that their needs were addressed while acknowledging their existing abilities.

Furthermore, these picture books are not only enjoyable and motivating but also serve as valuable tools for facilitating understanding in children. They not only invite reading and learning but also encourage multiple interpretations, making them versatile resources for educational purposes.

Situated vocabulary learning

When it comes to learning a foreign language, the importance of vocabulary cannot be underestimated. While knowing grammar is undeniably important, it is vocabulary that truly allows students to express themselves effectively in a second language, as emphasized by Wilkins (1972), cited in Khan (2017). This is also supported by Krashen's (1982) explanation that learners need to understand what they are hearing, reading, writing, and saying for information to be acquired.

Building upon this understanding, it becomes important to consider the significance and distinction between general and specialized vocabulary. Schmitt (2000) highlights this difference noting that general vocabulary is characterized by its high frequency of use in a wide range of contexts, while specialized language addresses specialized terms used in very specific fields. When talking about teaching situated vocabulary, it is important to acknowledge that students need both general and specialized language to fully function in authentic situations depending on their specific needs and contexts.

In situated vocabulary learning, words are learned in the context of their actual use, facilitating knowledge transfer, helping students understand the relevance and practical application of vocabulary, and encouraging their active participation and learning process. This contextualized approach to vocabulary learning aligns with Garcia's (2000) assertion

about the importance of vocabulary for academic purposes and daily life, as our language skills are significant to functioning in today's social and economic environments.

Within the framework of the present project, the vocabulary taught during classes aimed primarily to address the significant challenges observed among participants. As it was mentioned in the previous chapter, it was noted that the children could not completely recognize and express their emotions accurately, as well as understand those of others. Furthermore, they demonstrated a lack of respect for themselves and their peers, exhibited unkind behavior, could not select appropriate words to speak with others, and consistently failed to listen to others.

In response to these situations, the vocabulary learned during classes aimed to promote self-awareness, enhance participants' interpersonal relationships, and recognize, express, and control their emotions. By acquiring vocabulary in context, students were encouraged to recognize their self, their personality traits, emotions, abilities, and preferences. The intention was for them to apply this understanding to their daily lives, facilitating a deeper connection with themselves and promoting personal, and social growth and development.

Moreover, not only using context to learn vocabulary but also learning vocabulary in contexts improves the ability to give meaning to words during communication, effectively contextualizing speech and minimizing misunderstanding, while adding value to language and conversations. Context is essential to understanding spoken dialogues and written texts, as it provides the necessary framework to grasp their meaning.

Contextualizing language aids in understanding its functions, facilitating its development, and promoting its appropriate usage. This contextualization provides learners the opportunity to activate their prior knowledge, enrich the significance of the language being acquired, and motivate both students and teachers (Walz, 1989, p. 160, as cited in Armer, 2022). Therefore, motivation was equally important to ensure that children had a positive initial approach to the language and developed an interest in continuing to learn and use the vocabulary.

Having underscored the importance of learning through context, situated vocabulary learning holds that meaningful acquisition involves normal interactions in authentic environments. For example, in educational settings where students have difficulties engaging in effective social interaction due to different factors, the application of situated learning becomes significant. Seyyedi and Ismail (2012) claim that situated learning is not based on structured activities but on everyday normal social interactions. Siti (2018) explains that in this situated learning theory the teacher acts as a provider and facilitator while the students learn when practicing in group activities based on their experiences. Therefore, to promote language acquisition in real interaction contexts it is necessary to implement strategies that encourage students to adequately communicate.

Finally, it is relevant for this project to mention the added value that comes with participation in this situated vocabulary learning, according to Sfard (1998), as cited by Siti (2018) this participation method “could give rise to togetherness, solidarity, and collaboration, which promote positive risk-taking and inquiry in learning environments” (p. 52). These qualities serve a significant function in promoting students’ active participation

who improve their language skills and develop important social and cognitive skills that will serve them well beyond the classroom.

Chapter 3: Methodological Design

In this chapter, the research design proposed to implement the research project is presented. The research paradigm which will serve as the framework of this proposal, the type of study, and the procedures are explained. Also, the data collection instruments are described, and finally, the ethical issues are presented in the chapter. All this is to clarify how the research project was conducted and developed.

Research Paradigm.

This proposal is framed within the *qualitative paradigm* which according to Flick (2007) aims to explore social events by examining them in a real environment rather than in a controlled one, delving into the experiences of individuals and groups to describe, understand, and, sometimes, give explanations to these situations. To locate this research in the qualitative paradigm it is necessary to consider that it is interested in a learning experience developed in a real educational context and the result could explain the influence of using picture books to improve the target group's English skills, emotional management, and self-awareness. Since in this project, the picture books are used as a main instrument, they are linked to one of the strategies Flick (2007) proposes to study these phenomena, which is: "Analyzing documents (texts, images, films, or music) or similar traces of experiences or interactions." (p. 9)

Research Method

This research follows the Action Research Methodology, which Edge (2014) describes as an approach that seeks to transform the world through direct action. Edge also states that action research in the teaching context can be described as a continuous process of contemplation, identification, study, learning, and action aimed to improve teaching processes since it allows teachers not only to observe attitudes, opportunities, teaching, and learning methods, overall environments but also to identify those areas of improvement and change them by engaging with relevant literature and with the creation and analysis of new action plans.

Action Research is divided into three stages according to Smith and Rebolledo (2018), where the first one is: to *plan to explore*, the second stage is to *Explore*, and the third stage is to *Analyze and reflect*. The first stage consists of finding the area on which the researcher will be focused, creating the research question, and planning to gather information. In the second stage, the researcher gathers relevant data to analyze, interpret, and clarify the identified situation. Finally, the third stage is where after the analysis the former researcher decides if an action plan is needed to clarify the challenging situation or not.

According to the phases, the researcher's role is participant observer which is defined by Spradley (1980) as the ability to participate in the observed activities, occasionally alternating only with an observer role to take and observe others' activities. This means that the researcher not only observes and documents information, but also investigates the teaching context and participates in difficulties, analyzes them, and creates possible solutions to solve the problems.

Instruments for data collection

To collect the accurate and necessary information to be analyzed and implemented in this pedagogical proposal, four instruments will be used, these are fieldnotes, diagnostic tests, artifacts, and interviews.

Table 3

Instruments for data collection.

OBJECTIVES	INSTRUMENT
To describe the possible impact of picture books as an educational tool to foster self-awareness and English vocabulary learning in second graders of Colegio Domingo Faustino Sarmiento in Bogotá.	Interview
	Field notes
	Artifacts
	Diagnostic tests
- To foster interest in the English vocabulary learning process as a foreign language among students through picture books.	Field notes
	Artifacts
- To describe how the students' self-awareness may influence their English learning process.	Field notes
- To enhance emotional management through a pedagogical intervention based on vocabulary related to self-awareness.	Interview
	Field notes
	Artifacts

Field notes

Field notes serve as written records that enable researchers to capture ongoing observations and experiences. According to Emerson, Fretz, and Shaw (2011), researchers compile a comprehensive written account of these observations and experiences, documenting interactions, conversations, and other pertinent situations. These records provide detailed and systematic documentation of the observed events, individuals, and places, having them in written form on paper.

Diagnostic tests

According to the Education Endowment Foundation (2021), diagnostic tests are tools that offer insights into students' cognitive processes and identify their strengths and weaknesses. These tests were considered to be used to know the English level and skills of the population selected for this proposal. The diagnostic tests are designed to cover the key concepts students need to master.

Artifacts

Artifacts are going to be an essential part of this proposal, as defined and understood by Merriam-Webster (1990) as a creation or product that arises from different contexts, periods, trends, and individuals. They are the result of hand-made objects with a purpose, in this specific case an educational purpose, as artifacts are a human design, Bunge (1999) defines them as symbols, machines, and industrial processes.

Interviews

This information collection tool allows verbal communication between the interviewer and the interviewed subject, who, depending on the type of interview, can speak freely or is conditioned by the questions' type. There are three types of interviews known as structured, semi-structured, and unstructured. The semi-structured interview was the one used in this project, which is defined by Mathers, Fox, and Hunn (2000) as an interview based on open-ended questions useful to collect attitudinal information or when it is not possible to establish codes. For this project, this type of interview was used to collect the children's perspectives regarding the class and to verify the knowledge resulting from the pedagogical intervention.

Ethical issues

This research was conducted following ethical considerations, protecting the integrity of the participants and the data collected from them. The accuracy and verifiability of the presented information is also assured.

In safeguarding the integrity of the participants, considering that they are minors, informed consents were sent to the students' legal tutors (Refer to Annex 1) aiming to share information about the project and to have their written authorization, according to Bassey and Owan (2019), who emphasize the need of ensuring that participants fully understand the research's purpose and methods.

Chapter 4: Pedagogical Instruction

Pedagogical proposal

In this chapter, the pedagogical approach is presented, as well as the language and learning vision. Finally, the class planning model and the three stages of the intervention are included.

Pedagogical approach

This research is framed in the experiential learning theory, also known as the learning-by-doing theory, which is a part of constructivism. In the constructivist notion, learning, according to Piaget (1964) as cited by Minnesota State University (2020), entails modeling, transforming, and comprehending the construction of an object. For this construction, the environment in which people learn becomes crucial for understanding and creating their

vision of the world. Therefore, learning must be real, students must be active, and educators must promote engaging learning experiences and conditions.

Building upon this constructivist perspective, the experiential learning theory appears as a four-staged cyclical process in which the learner has to go through each one. In essence, McCarthy (2010) explains the experiential learning theory as a holistic way of learning, integrating experience, perception, cognition, and behaviors. This cyclical process is linked to the constructivist view of continuous construction and reconstruction of knowledge.

The experiential learning process model that Kolb published in 1984, comprises concrete experience, reflective observation, abstract conceptualization, and active experimentation. Complying with this model, students must immerse themselves in a “hands-on experience” that will allow them to analyze, develop conceptual understanding, and apply what has been learned.

Vision of language

The language in this research is conceived as a means of self-expression for children to recognize, understand, and express their emotions, speaking about themselves, their different environments, and the people who are part of each. This vision is not just about learning isolated words or expressions but understanding language in context. Finally, children are also encouraged to reflect on how language and the words they choose impact their own and others’ emotions.

Consequently, language emerges as a powerful instrument that allows individuals not only to introspect and recognize their essence but also to extend this insight to others. As it is stated by Bamberg (1997) in the following quote: ‘Language is a means of making sense

of emotions, and as such can be used as a starting point to explore the world of emotions in different languages...” (p. 309)

Vision of Learning

Learning is perceived as an active process in which students are the main actors in their learning path through exploration in practical activities, direct experiences, collaboration, communication, and interaction. The integration of language with emotional and contextual understanding is encouraged and children are allowed to recognize and respect their processes, as well as those of their peers. Finally, students are expected to use the acquired vocabulary to express their emotions in different scenarios.

Therefore, the teacher should be a facilitator of learning, guiding, and supporting children in their process of discovery, understanding, and expression, in this way, teachers are considered more as mentors than transmitters of information. Likewise, the teacher is in charge of providing a safe, welcoming, and stimulating space in which teamwork and respect are the pillars so that participation is a truly active process centered on the student. Finally, in this school environment, visual and interactive materials enrich the children’s learning processes. Oliver (2000) emphasizes the importance of relevant constructivist tasks, that motivate and drive students to seek information and adjust their mental models of a concept.

Pedagogical intervention

The pedagogical intervention was designed with the purpose that children could improve their intra and interpersonal relationships while developing greater awareness about their emotions, preferences, and behaviors. Likewise, the aim was to promote in them the

ability to understand, respect, and live in a healthy environment with others in their different environments.

Furthermore, the intervention aimed to provide participants with a meaningful initial experience in learning English, keeping them constantly interested and motivated. Activities focused on self-awareness, emotional management, and the acquisition of values such as companionship, empathy, respect, and kindness were integrated, along with teaching English vocabulary. This not only facilitated the recognition and expression of social skills but also met the educational standards established by the Ministerio de Educación Nacional for second grade. Picture books and the creation of artifacts were used as material dedicated to improving the previously mentioned social and learning of English vocabulary.

Table 4

Pedagogical approach.

Phase #1	Lesson	Objectives	Grammatical/ Vocabulary topic
	Introducing myself.	<ul style="list-style-type: none"> - Learn to introduce oneself in English. - Practice answering short questions about oneself. - Reinforce the use of simple phrases to identify. - Use English to introduce and identify who I am. 	<ul style="list-style-type: none"> - Personal pronoun: I. - Verb to be. - Numbers. - Nationalities: Colombian, Venezuelan, Peruvian...
	Creating a different self.	<ul style="list-style-type: none"> - Learn to introduce another person in English. - Learn to describe someone. - Reinforce the use of simple phrases to identify. - Use English to introduce, identify, and describe people. 	<ul style="list-style-type: none"> - Personal pronouns: You, She, He. - Verb to be. - Numbers. - Adjectives: tall, short, curly, straight... - Nationalities: Colombian, Venezuelan, Peruvian...
	Love and Crafting.	<ul style="list-style-type: none"> - Encourage children to express their emotions and thoughts in English. - Promote self-confidence and self-esteem through positive self-expression in English. - Emphasize the importance of respectful and kind communication when sharing feelings, thoughts, and gratitude with others. - Develop empathy by encouraging children to value themselves and their partners through new vocabulary in English. 	Vocabulary related to the topic such as: <ul style="list-style-type: none"> • "I love you." • "Treat people with kindness" • "You're my best friend." • "You're a good friend." • "Thank you for being kind." • "I appreciate you." • "You are important"

	Love and Crafting pt. 2	<ul style="list-style-type: none"> - Encourage children to express their emotions and thoughts in English. - Promote self-confidence and self-esteem through positive self-expression in English. - Emphasize the importance of respectful and kind communication when sharing feelings, thoughts, and gratitude with others. - Develop empathy by encouraging children to value themselves and their partners through new vocabulary in English. 	<ul style="list-style-type: none"> - Vocabulary related to the topic such as: <ul style="list-style-type: none"> • "I love you." • "Treat people with kindness" • "You're my best friend." • "You're a good friend." • "Thank you for being kind." • "I appreciate you." • "You are important"
Phase #2	Lesson	Objectives	Grammatical/ Vocabulary topic
	Discovering my emotions.	<ul style="list-style-type: none"> - Learn to identify and name different emotions in English. - Start to recognize what causes positive and negative emotions. - Use English to describe how I feel. 	<ul style="list-style-type: none"> - Vocabulary related to emotions: <ul style="list-style-type: none"> • Happiness • Sadness • Anger • Fear • Calm - Use of the verb: feel
	Recognizing my physical emotions.	<ul style="list-style-type: none"> - Foster children's ability to identify and express their emotions. - Allow children to associate and identify their emotions with specific physical sensations in their bodies. 	<ul style="list-style-type: none"> - Body parts. - Use of the verb: feel. - Preposition: in.
	Creating safe places.	<ul style="list-style-type: none"> - Remember the name of emotions in English. - Recognize which places cause positive and negative emotions. - Identify and name safe places. - Recognize the importance of feeling safe in different places. 	<ul style="list-style-type: none"> - Vocabulary related to emotions: <ul style="list-style-type: none"> • Happy • Sad • Angry • Scared • Calm - Vocabulary related to places: <ul style="list-style-type: none"> • House • School • Park • Cave • Forest • Beach - Words: Safe and Unsafe - Structure: My safe place is (<u>place</u>) because I feel (<u>emotions</u>).
	Embracing emotions and safe connections.	<ul style="list-style-type: none"> - Identify how to name others by the connections with them. - Start to recognize who causes positive or negative emotions in me. - Use English to describe how I feel about others. 	<ul style="list-style-type: none"> - Vocabulary related to family and professions. - Words: Safe and Unsafe - Structure: "I feel (<u>Safe/Unsafe</u>) with (<u>Vocabulary</u>)"
Phase #3	Lessons	Objectives	Grammatical/ Vocabulary topic
	My favorites.	<ul style="list-style-type: none"> - Remember vocabulary about people, food, activities, and places. - Explore self-awareness by identifying my likes and dislikes. - Promote empathy by listening to and respecting others' preferences. 	<ul style="list-style-type: none"> - Vocabulary related to food, activities, school subjects, and weather. - Use of the verb: Like (+) (-) (?) - Use of the structure: My favorite (<u>place/food/people/activity</u>) is (<u>vocabulary</u>)

	My school & I.	<ul style="list-style-type: none"> - Remember the name of emotions in English. - Express emotions related to the school experience. - Promote values in school-related activities. - Explore my likes and dislikes concerning my school environment. 	<ul style="list-style-type: none"> - Vocabulary related to emotions: <ul style="list-style-type: none"> • Happy • Sad • Angry • Scared • Calm - Use of the verbs: Like(s) (+) (-) (?) with different subjects.
	Kindness makes us strong	<ul style="list-style-type: none"> - Foster self-awareness by reflecting on how actions of kindness impact self and others. - Foster values such as empathy, respect, and companionship by proposing ways to be kind. - Recognize new structures in English. 	<ul style="list-style-type: none"> - Vocabulary related to what is kindness: <ul style="list-style-type: none"> Kindness is: • Cheering • Supporting • Sharing • Being friendly - Use of the verb: Can (+) (-) (?)
	We all belong	<ul style="list-style-type: none"> - Explore diversity and acceptance of diversity in the school community. - Promote empathy, respect, and kindness by recognizing we all belong to a community. 	<ul style="list-style-type: none"> - Phrases related to diversity acceptance: <ul style="list-style-type: none"> • Differences make us stronger. • Being different is okay. • Being unique makes us great. - Vocabulary related to physical characteristics, personality traits, interests, skills differences, and similarities.

Phase #1: The first phase aimed to provide students with the language and emotional skills necessary to express themselves, identify and describe who they are individually, as well as identify and describe others effectively in English, which also promotes empathy. Self-confidence, empathy, and positive communication were encouraged, and the importance of respectful and kind communication is emphasized when sharing feelings and gratitude with others. During the first phase, a picture book called “Let’s meet Cielo” was used to guide the sessions.

Phase #2: The second phase was dedicated to helping students understand and manage their emotions, emphasizing the importance of feeling safe in different environments and establishing positive connections with others in English, recognizing both positive and negative emotions that others can generate in them. Emphasis was placed on emotional

vocabulary, the association of emotions with physical sensations, and the expression of feelings concerning other people and places. During the second phase, a very popular book was the guide for the sessions, called ‘‘The Color Monster’’ by Ana Lleras in its picture book version.

Phase #3: The third and last phase was dedicated to strengthening self-awareness, promoting empathy, and positive values, and encouraging acceptance of diversity in the school community. Values were promoted in school-related activities and students’ likes and dislikes about their school environment were explored. Emphasis was placed on emotional vocabulary, the expression of preferences, and the promotion of kind and respectful behaviors toward oneself and others. Empathy, respect, and kindness were promoted by proposing ways to be kind and recognize that we all belong to a community. Two picture books called ‘‘We All Belong’’ by Nathalie Goss and Alex Goss, and ‘‘Kindness Makes Us Strong’’ by Sophie Beer were used to guide the sessions of the last phase.

Chapter 5: Data analysis

This chapter intends to address the results obtained during the intervention process using tools such as observations, artifacts, interviews, and diagnostic tests. The following analysis of results was carried out around the research objectives and will be presented in 3 different categories with their corresponding subcategories.

Data analysis procedure

Data collection and analysis procedures were structured into three distinct stages: Collection, data coding, and analysis.

During the Collection stage, multiple data collection instruments outlined in the third chapter were employed. These instruments included field notes, artifacts, a diagnostic test, a subsequent English test, and an interview. Field notes served as the initial method for recording class activities and capturing perceptions surrounding them. These observations were invaluable for the development of the pedagogical intervention and for guiding the overall project creation. Artifacts were a distinctive tangible tool to document the student's learning process. The tests, on the other hand, collected both personal and academic information from the children. Moreover, interviews captured 14 children's perceptions of the class and the project's objectives. These interviews gave the children the opportunity to freely express their opinions and experiences concerning the class, as well as any other aspect of their choosing. This holistic approach to data collection allowed a rich understanding of the students' experience within the project.

To continue with the analysis process, the present research draws upon the principles of triangulation described by Okuda and Gómez (2005) as the use of multiple methods, data sources, theories, or environments to study a phenomenon. This approach seeks convergence among different tools employed, enabling the researcher to develop or verify an interpretation of an investigated human phenomenon.

Therefore, a coding color system was implemented that made it possible to identify patterns related to the learning of English vocabulary, personal and emotional development, and the formation of interpersonal relationships. This system assigned a specific color to represent different aspects of the data collected, which made it easier to identify and analyze significant phenomena in the student learning and development process. According to Linneberg and Korsgaard (2019), coding facilitates access to data more quickly and

effectively, which allows for more fluid interaction with the information. Furthermore, this process facilitates the understanding of the studied phenomena, which facilitates the creation of meaningful categories for analysis.

Categories of analysis

Table 5

Categories and subcategories

Objective	Categories	Subcategories
To foster interest in the English vocabulary learning process as a foreign language among students through the use of picture books.	Category #3: Exploring my language skills.	Language use and expression skills.
		Vocabulary acquisition and communication confidence.
To describe how the students' self-awareness may influence their English learning process.	Category #1: Discovering myself and exploring my emotions	Recognition and expression of emotions.
To enhance emotional management through a pedagogical intervention based on vocabulary related to self-awareness.	Category #2: Learning about positive relationships and teamwork.	Developing respect, empathy, and kindness.

Category #1: Discovering myself and exploring my emotions.

To promote self-awareness and emotional intelligence among children, this project aimed to create an adequate environment for their development. By doing so, the ability to understand and monitor emotions, thoughts, behaviors, and reactions, as highlighted by Goleman (1995) and discussed in Chapter Two, is a powerful tool for managing our lives more effectively. However, from the first class, limited self-awareness and emotional management were repetitively observed among participants leading to a series of problematic behaviors, such as inattentiveness, absence of empathy and respect, an inability to recognize wrong actions, and evident emotional instability. These behaviors were noted repeatedly throughout the observations as detailed in Field Notes #1:

- The headteacher starts giving some students a text called “la lectura del pato” and explains what they have to do with it.
- Three children in the back of the classroom are not paying attention, instead, they are playing.”

[Field notes #1, Observation period, class #1]

Field Notes #1 documented additional events:

- This time the teacher calls the attention of Student De, Student J, and Student S.
- Student S answers aggressively to the teacher, saying “Pero si yo no he hecho nada”
- Student J who is the other student playing with him starts to mock Student S. He mocks his facial expressions and what Student S said in another tone of voice. Student S looks at him and says “sapo”

[Field Notes #1, Observation period, class #1]

This pattern persisted, leading to a hostile classroom environment distinguished by disrespectful comments and inappropriate interactions, impeding the class’s normal flow. Constant interruptions caused disengagement and boredom among the children. As a result, class objectives were frequently compromised due to the need to address disruptive behavior, resulting in reduced effective learning time and a prevalent sense of chaos.

Field Note #2 documented an escalation in negative emotions among the children which was evident by the severity of their aggressive and impulsive behavior.

- A girl is arriving late to the classroom. With one hand, the headteacher grabs the girl’s arm and sits her down in a chair.
- Student Di stands up and starts to play with his chair. The headteacher interrupts teacher V and shouts at Student Di, saying “usted parece con pulgas en el rabo, hermano”
- A girl and Student J start to argue because of a colored pencil. The girl is going to be called: Student A. Student J pushes Student A, and she starts to hit him on his leg. The headteacher grabs them by their arms and pulls them violently in opposite directions. She starts to shout at them.
- Student Di and Student De started to shout. Student Di says “Rata veneca”

[Field Notes #2, Observation period, class #2]

Recognition and expression of emotions.

The first phase of this project prioritized self-knowledge, self-awareness, and emotional management, focusing on aspects such as personal characteristics, personality traits, and emotions. A story for a virtual picture book was created to catch students' attention and interest in the class. The book contained images that referred to the content and met the objectives of the first phase. Additionally, different activities were designed for the children to create artifacts that were fun to make and served as a collection method. Despite these efforts, the first interventions were permeated by challenging situations. Children engaged in conflicts, exhibited unruly behavior, and demonstrated undiscipline leading to manifestations of emotions such as frustration and anger, and impeding the completion of planned activities. An example of this happened in the second class of the first cycle when observed and noted on Field Notes #10 the following:

- Student A and Student J starts to argue because of Student's A pencil case. Student J claims that Student A took a chain that belongs to him, put it in her pencil case, and does not want to give it back to him, while Student A claims that there is no chain inside her pencil case.
- The teacher trainee checks inside Student A's pencil case and finds the chain. She decides to save it to give it to Student J at the end of the class and moves Student A to a place where she can be closer to the teacher trainee.
- Student A refuses to change positions. She starts yelling at the teacher trainee and asking her not to change her while crying.
- Student N, Student B, and Student AL begin to yell at the teacher trainee to force Student A to sit in another position or to take her out of the room. The student N expresses: "Profe con ella toca duro, siéntela feo"

[Fiel Notes #10, First cycle, class #2]

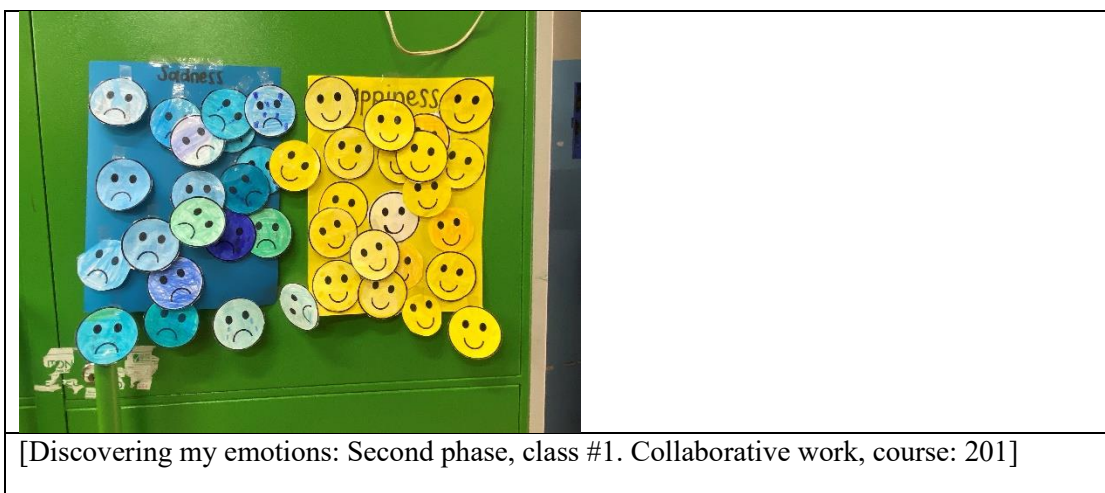
Even when the reason for the decision made was shared with Student A, she was affected and did not recognize that she acted incorrectly, which led her to act violently, throwing her pencil case forcefully to the other side of the classroom. Despite attempts to resolve conflicts and address disruptive behavior, some children who seem to have these actions so normalized continue to exhibit difficulty in resolving conflicts peacefully.

By the third class of the first cycle, a noticeable change in the children's behavior was observed. They demonstrated engagement in the class and exhibited an understanding of the incorrect actions of one of their classmates, who was frequently interrupting. Instead of resorting to violence or shouting, they asked for silence, even though it was not in the most assertive manner.

- The trainee teacher explains the activity of creating letters.
- Student S starts talking to student Se. Student Se asks Student S to let him pay attention.
- Student S gets up from his chair.
- The trainee teacher asks Student S to return to his seat.
- Student B, Student G, and Student N ask Student S to sit down and allow them to continue with the class. Student B says: "Siéntese y déjenos escuchar que después no entendemos"

[Fiel Notes #11, First cycle, class #3]

The most significant change occurred during the first two sessions of the second cycle, coinciding with the introduction of "The Color Monster,". The children were mainly attracted by the illustrations, and the book description of how the protagonist begins to understand and express its emotions, relating each emotion to a color. Then, during the artifact creation children began recognizing and expressing their emotions in English, a shift from their previous verbalizations in Spanish. Their active participation and engagement during these activities notably facilitated their English learning.



With time, the classroom behavior, and interactions gradually improved, since children were interested in the content of the picture books and involved in the creation of the planned artifacts allowing these activities to center on, for instance, personal introductions, emotions, and positive relationships, to be completed on time. This improvement in self-awareness and emotional self-regulation skills has positively contributed to their ability to learn and actively participate in their English language learning process. Using picture books and creating artifacts not only enriched their learning experience, through the topics and vocabulary learned from them but also provided children with tangible tools to express themselves and better understand the concepts learned.

In the final interview, additional questions were incorporated related to the student's self-awareness and emotional awareness, as well as the effectiveness of the picture books on learning. Some children remembered activities that had concluded almost five months before the interview, suggesting that these experiences had a lasting impact on their learning.

<p>Interviewer: ¿Qué libro recuerdas de la clase de inglés? Student De: El libro de las emociones. Interviewer: ¿Qué aprendiste del libro del Monstruo de las emociones? Student De: Que hay que controlar nuestras emociones y no dejarnos llevar de ellas. Interviewer: Uy, perfect, ¿Cuál es la actividad que más recuerdas? Student De: Cuando recortamos las emociones y la pegamos y teníamos que buscar el cartel.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>	<p>Interviewer: ¿Las actividades y los libros que hemos trabajado en clase te han ayudado a reconocer tus gustos? ¿Las cosas que te gustan y las que no? Student J: Si... Yes. Interviewer: ¿Qué palabras relacionadas a tus gustos recuerdas? Por ejemplo, ¿qué te gusta? Student J: I like the water.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>	<p>Interviewer: ¿Cuál es la actividad de clase que más recuerdas? Student Sa: Que más recuerde... la de las emociones. Interviewer: Okay ¿Qué recuerdas de esa actividad? Student Sa: Recuerdo de que, habíamos recortado caritas de las emociones, las habíamos pintado y detrás habíamos escrito lo que sentíamos en esas emociones. Interviewer: Muy bien.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>
--	--	--

Interviewer: ¿Recuerdas una actividad en donde vieras las emociones?

Student Jj: La única, cuando me enseñaste las emociones en inglés

Interviewer: ¿Las actividades de clase te han ayudado a reconocer tus emociones? ¿cómo te sientes?

Student Jj: Algunas sí, pero algunas no, a veces me pongo feliz, triste, enojado, estresado.

Interviewer: ¿Pero reconoces la razón?

Student Jj: Si, siempre.

[Students interview, third cycle, April 16th, 2024]

Category #2: Learning about positive relationships and teamwork.

As it was mentioned in the theoretical framework self-awareness nurtures empathy and fosters positive interpersonal connections. One of the most difficult challenges identified in the children was their struggle with fundamental values such as empathy, respect, and friendliness, resulting in ongoing conflicts among them, as demonstrated in the preceding category.

Through the cultivation of self-knowledge and self-regulation during the project activities, children were motivated to reflect on their behavior and how they interacted with their partners and even with their teachers. This introspective process encouraged them to consider how they treated others and how they, in turn, were treated.

Some of the several conflicts observed during the first stage of this project started with recurring attitudes displayed by the children, perhaps doing them by repetition. For instance, during the second observed class, inappropriate behaviors were noted, including actions performed by the head teacher. These incidents were documented in Field Notes #2, which contains the following record:

- Student Ju tells the headteacher he is having a problem with Student Dw because he asks to borrow Student Ju's colors since Student Dw doesn't have any.
- The headteacher mocks the student's complaint, trying to imitate his tone of voice, while making faces and answers: "No moleste hermano, no moleste, con sus colores, si no tiene se jode"

[Field Notes #2, Observation period, class #2]

Later on, in this same class, the following situation was noted:

- The headteacher talks with Teacher V who until then mentions that she is a dance teacher. They mention that Student Di has conduct and behavioral problems and that they have to call the school psychologist to talk to him.
- The psychologist arrives, has a short conversation with the teacher, and takes Student Di away.
- There is a lot of disorder in the classroom.
- Student J mocks Student Di being taken away, imitating him, and making rude comments at him.

[Field Notes #2, Observation period, class #2]

The documented incidents highlight the urgent need to promote positive values and interpersonal skills among children to foster constructive relationships. While the initial stages were challenging, they also presented valuable opportunities for growth and improvement. That is why, through the intervention, the goal was to create learning environments conducive to the creation of healthy social interactions and contribute to the positive construction of social and academic development.

Developing respect, empathy, and kindness.

One of the most concerning situations observed was the interaction among the children, which also proved to be the most complicated and fluctuating aspect throughout the project. It was characterized by its volatile nature, as any progress made seemed to dissipate completely within a matter of days. Nevertheless, the present subcategory focuses on describing how respect, empathy, the notion of sharing, and kindness, among other values, were actively promoted with the children. Through specific interventions and activities, the

aim was to introduce these essential values, fostering a harmonious and supportive classroom environment.

The constant physical and verbal confrontations, as reported in the examples provided in the previous category, were deeply ingrained in the behavior of all students. These conflicts extended beyond the classroom, to other areas such as hallways, bathrooms, and the playground. They persisted for entire days, with the involved students continuously exchanging insults and blows. These situations interfere with their communication and concentration within the classroom since they perpetuate hostility across different environments.

This prevalent situation was particularly evident before the beginning of the fourth intervention in the first cycle. An event occurred during the break, involving three students, which was documented in Field Notes #4 as follows:

- Student Lu, Student X, and Student Al were together during the break.
- Student X approached the trainee teacher to tell her that Student Lu and Student Al were badmouthing her. While the trainee teacher was talking to Student X, Student Lu, and Student Al walked toward Student X.
- Student Al tells her “trepá” to which Student X reacts and yells “trepá usted”.
- The trainee teacher stops Student Lu and Student Al and asks about the meaning of the word, to which neither girl knows how to answer because they don’t know what the word they are using means, but they use it as an insult.

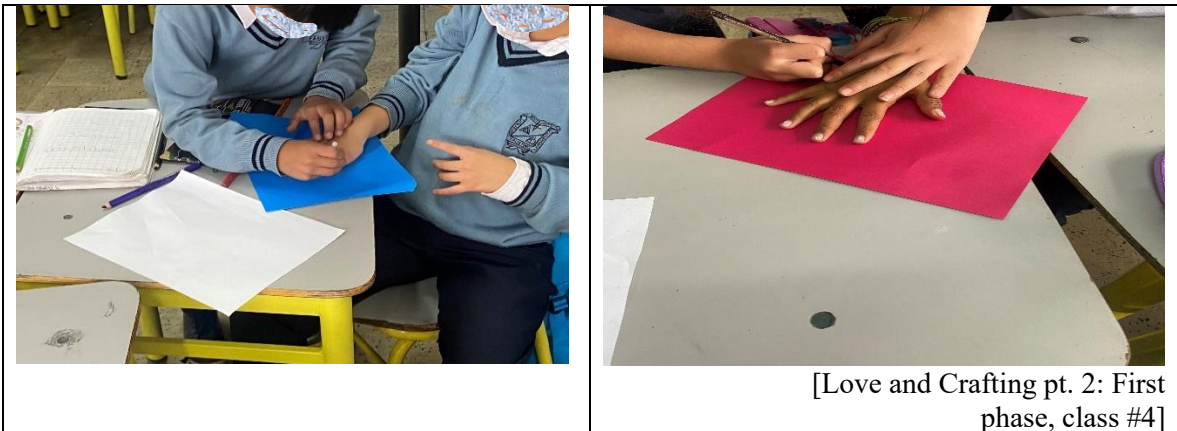
[Field Notes #12, First cycle, class #4]

The situation shown above led to a tense atmosphere among the three of them, during the first minutes of the class, even when the girls were asked to respect and choose their words wisely. Despite the situation, during that same class, a small change began to occur regarding the interaction of the participants.

To celebrate the month of love and friendship in Colombia, students were tasked with crafting a letter including a positive message, they had to pick one of the three-letter formats

shown and deliver it to a loved one. During the letter-writing process and upon its completion, positive interactions were seen among the students.

Student B and Student A1 experienced frustration due to difficulties in achieving the desired letter format, they were able to express their emotions and the reasons why they felt that way, even though it was not in the most assertive manner. In response, Student S and Student G support them by offering help. This not only helped the affected students feel better but also prompted their partners to offer words of comfort, fostering a sense of empathy and camaraderie within the classroom.



In classes, the desired values gradually became more prevalent, with children demonstrating a genuine willingness to share and assist others based on their initiative whenever someone needed a hand.



[Embracing emotions and safe connections:
Second phase, class #4]



[We all belong: Third phase, class #4]



[My school & I: Third phase, class #2]



[My favorites: Third phase, class #1]

Throughout the following phases, various activities were designed to nurture values inside and outside the classroom. These included using picture books to promote various virtues and collaboratively developing initiatives focused on kindness, respect, and helpfulness towards others. Emphasis was also placed on celebrating diversity as a source of strength and unity within the community. To facilitate these lessons, students created a range of artifacts inspired by the themes explored in the books.



[Artifacts: First, Second, and Third phase, Student F, and Student B]



[Artifacts: Third phase, class #2, class #3, and class #4, Student N, and Student D]

Furthermore, during the final interview with the children, questions were made regarding their acquisition of values and the relevance of the books and activities worked on in class. Here are some of their responses:

<p>Interviewer: ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a ser amable, respetuoso, compañerista o algún otro valor? Student N: Sí, muy compañerista, sí. Interviewer: Okay, ¿por qué? Student N: Pues tipo antes con los compañeritos no los conocía, pero poco a poco les fui hablando y conociendo. Interviewer: ¿Podrías darme un ejemplo en inglés de lo que has aprendido en torno a ser amable, respetuosos y/o compañerista? Student N: Listen, escuchar, tratar a las personas con amabilidad. Interviewer: Good. Student N: Que por cierto lo tenemos en el salón que nos lo pusiste. También esta, respect yourself. Interviewer: Good, perfect, and respect... Student N: Others, sí.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>	<p>Interviewer: ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a ser amable, respetuoso y/o compañerista? Student So: Yes Interviewer: Yes? Podrías darme un ejemplo de lo que has aprendido en torno a ser amable, respetuosos y/o compañerista? Student So: He aprendido a pasar con compañeros que no conozco Interviewer: Okay Student So: A ser segura con las personas, y a ser respetuosa con la familia. Interviewer: Recuerdas las normas de clase, por ejemplo Student So: Respect yourself.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>	<p>Interviewer: ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a ser amable, respetuoso y/o compañerista? Student D: Yes Interviewer: Podrías darme un ejemplo en torno a lo que has aprendido en torno a ser amable, respetuosos y/o compañerista? Student D: Pues como respetar a los demás, respetarme a mí misma Interviewer: Perfect Student D: Y como no decirle palabras feas a los demás para que no se sientan lastimados.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>
---	---	--

<p>Interviewer: ¿Las actividades y los libros que hemos trabajado en clase, te han ayudado a ser más amable, respetuoso y/o compañerista? Student B: Yes Interviewer: ¿Podrías darme un ejemplo de lo que has aprendido en torno a ser amable, respetuoso y/o compañerista? Student B: Respect and be kind.</p> <p>[Students interview, third cycle, April 16th, 2024]</p>
--

Category #3: Exploring my language learning.

As discussed in Chapter 1, the studied population had not received English classes before the observation stage started. The first exposure to the language occurred after the beginning of this period. The headteacher directed the first English class on April 26th, 2023, nearly two months into the school year. Despite an English immersion classroom at the institution, it had remained closed and was never officially inaugurated by the school

coordinator. The room was only opened for the first time to retrieve dresses, skirts, hats, and other clothing items for a school presentation, indicating that this immersion room functioned primarily as the school's warehouse. By 2024, the immersion classroom had been repurposed and became the classroom for the youngest students of the institution: first grade.

In addition, the institution lacked a structured or specifically oriented English curriculum for teaching the language. As of early 2024, the plan was only in its early stages of development, and by March of the same year, it had not yet been completed. The responsibility for its preparation fell on the coordinator of the institution and the head teachers of each course.

Furthermore, the teachers only had basic language knowledge and did not feel prepared to teach it. This was evident during the second observed class, the first English lesson where the headteacher delegated the instruction of the class to a dance teacher who also possessed only basic English knowledge. During that class, the support of the trainee teacher, who was an observer at the time was requested to clarify the pronunciation of certain greetings in English to the children. This was recorded in Field Notes #2 as follows:

- Teacher V continues with the class. She asks me for the pronunciation of the word "evening."
- She repeats after me, and then the children repeat after her.
- The children are paying attention to teacher V. She gives them instructions to start drawing the greetings they have seen so far.

[Field Notes #2, Observation period, class #2]

Later on, in that same class, the headteacher also needed assistance with pronunciation:

- The headteacher leaves the room for about thirty minutes and returns with colored papers. She distributes them to the children and asks them to divide the paper sheet into 4 equal parts, to draw each greeting on each part.
- Then she asks me about the correct pronunciation of the color of the papers. Turning to the children she tells them: "Prestenle atención que ella les va a enseñar"
- The children turn and together with the two teachers repeat what I say after me.

[Field Notes #2, Observation period, class #2]

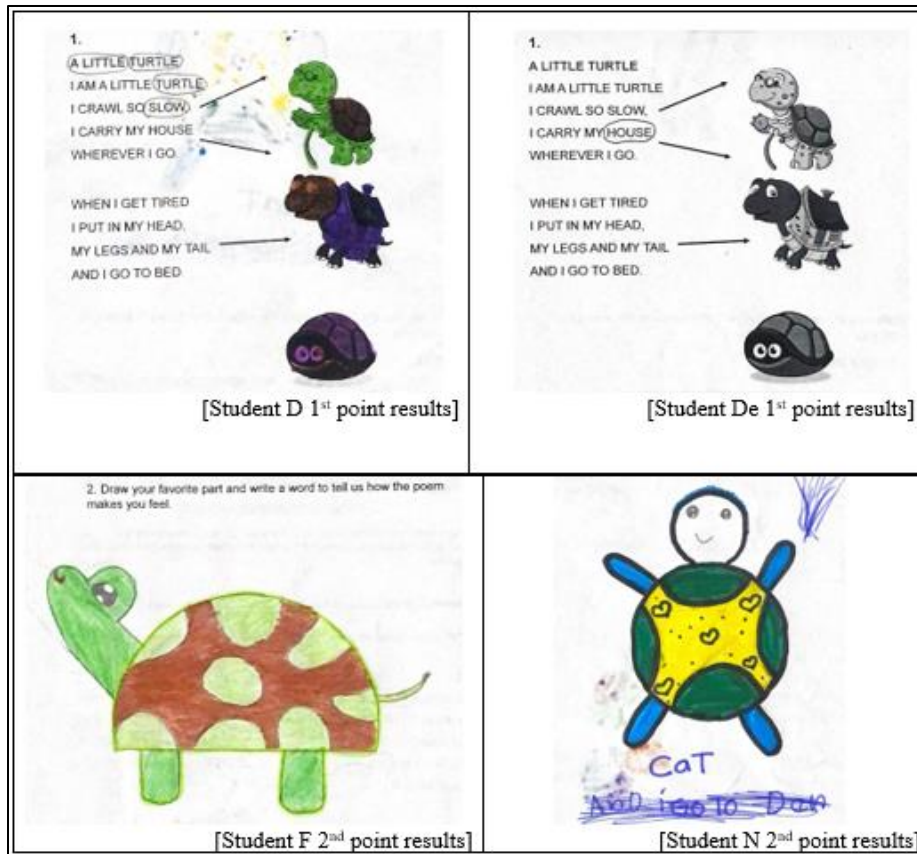
In terms of the children's level, they did not know much more than the phrases "Hello, how are you?" and "Fine, and you?". However, despite these limitations, a point in favor was their attitude and willingness to learn a new language. They seemed genuinely excited to start exploring the language and learning how to use it.

To start their learning journey, an initial exercise was introduced to the children. It was a test based on a poem called "A Little Turtle" by Carolyn Graham (refer to Annex 5). Although the exercise was short and did not require greater knowledge of English, completing it was a difficult task, since the children did not understand anything and not understanding the test caused them discomfort.

The results were as expected given the children's circumstances. In sections requiring writing, many either abstained or wrote words without context. In the coloring sections, they used inappropriate colors, from the ones the trainee teacher indicated or did not use colors at all. Additionally, during the exercise, children were asked to circle familiar words, but few words were circled. Some examples of the instructions and the results were as follows:

In the first point, they were asked to use green and brown for the first turtle, the second turtle should be colored using red, blue, and orange. And the last one with purple, and pink.

In the second, apart from drawing their favorite part, they were asked to write a word to express how they felt about the poem (Refer to Annex 5).



According to the outcomes of this diagnostic test and other factors such as children's interests expressed through a survey (refer to Annex 2), a strategic decision was made to integrate the engaging power of picture books into the learning process. Offering visual support that catches children's attention, and stimulates their imagination and curiosity, picture books and the activities resulting after reading them helped the participants to acquire language and learn from the books' content. Subsequent subcategories will delve into how this approach facilitated effective learning experiences.

Language use and expression skills

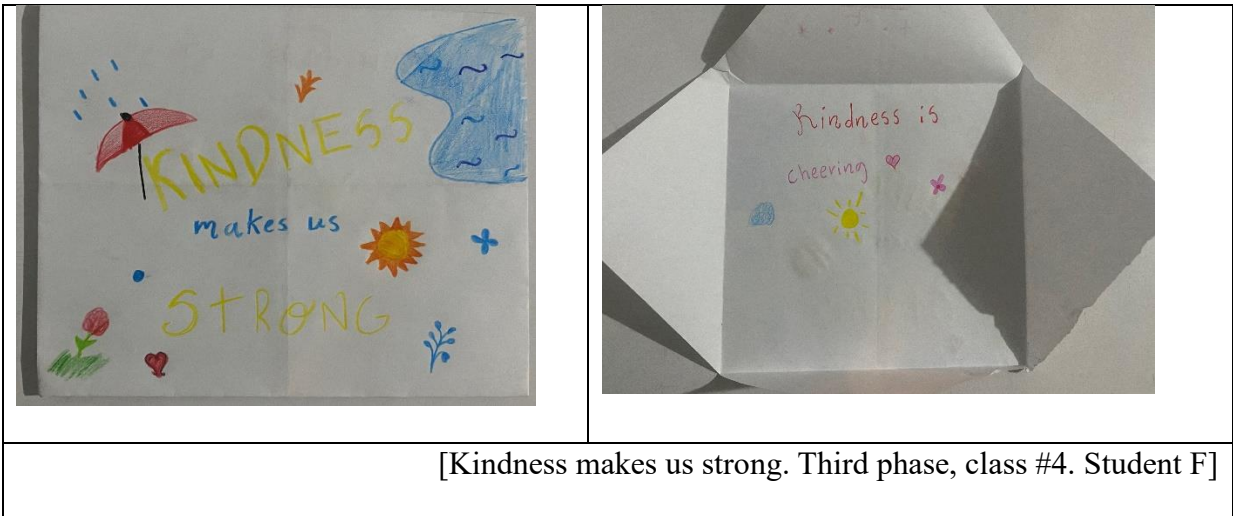
One of the objectives of this project was to enrich the children's vocabulary through picture books. The progress observed was notable, extending beyond the acquisition of new words, children showed great ability to express themselves both in written and spoken form.

These skills began to be evident in the third cycle of the intervention from the third class, where children worked with a picture book guided towards the promotion of kindness, indicating that even the smallest action can help others and help us since they enrich us.

This activity used “can” and “can’t”, and as a product or artifact, they crafted letters expressing their understanding of kindness. The letter could be given to someone as a reminder of kindness, or they could keep it. To explain can, and can’t, some plates with the auxiliaries and other verbs were taped on the board. An example of the activity was done, and then they were allowed to start with the activity in which they had to find a verb to mix with the auxiliaries and thus create sentences. After the creation of different sentences, using “Can” and “Can’t”, they wrote them down, developing their English writing skills.

<p>[Kindness makes us strong. Third phase, class #3. Student Gh]</p>	<p>[Kindness makes us strong. Third phase, class #3. Student J]</p>

Progress in writing continued in the fourth class of the third cycle, where students explored the similarities and differences between themselves and their classmates. The book “We All Belong” was the reference promoting acceptance of individual differences. As part of this activity, they created a tree where the trunk represented the group as a whole, while the leaves symbolized their similarities and individual differences. The same students were the ones who suggested these characteristics and they also wrote them down, as an activity to improve their writing skills.



Finally, regarding the development of oral production, it is necessary to remember that the present project meant for the children the first real approach to the language and that its objective was for them to learn new vocabulary that could be useful. This unexpected, but pleasantly found result, was evident in the interview, where 14 out of 14 students produced short speeches by themselves, using topics and vocabulary worked during the 12 interventions.

The children's oral expression ranged from the use of affirmation words, or the use of words they could use depending on the context to more structured productions, such as introducing themselves, talking about their preferences, mentioning places where they felt safe, or sharing learning acquired during classes. These were some of the results:

Interviewer: ¿Los libros y las actividades de clase te han ayudado a reconocer tus gustos?	Interviewer: ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a reconocer lugares y personas que consideres seguras o inseguras?	Interviewer: ¿Podrías darme un ejemplo en inglés de lo que has aprendido en torno a ser amable, respetuoso y/o compañerista?
Student Gh: Yes	Student Jh: Yes!	Student Al: Yes, a respetarme a mí mismo, a respetar a los demás
Interviewer: ¿Qué palabras relacionadas a tus gustos recuerdas?	Interviewer: Yes?	Interviewer: A tratar a las personas con...
Student Gh: I like and I don't like.	Student Jh: Sip	Student Al: Amabilidad y also listen!
	Interviewer: ¿Podrías darme un ejemplo de un lugar donde te sientas seguro?	
	Student Jh: In the school, con mis amigos.	

[Students' interview, third cycle, April 16th, 2024]

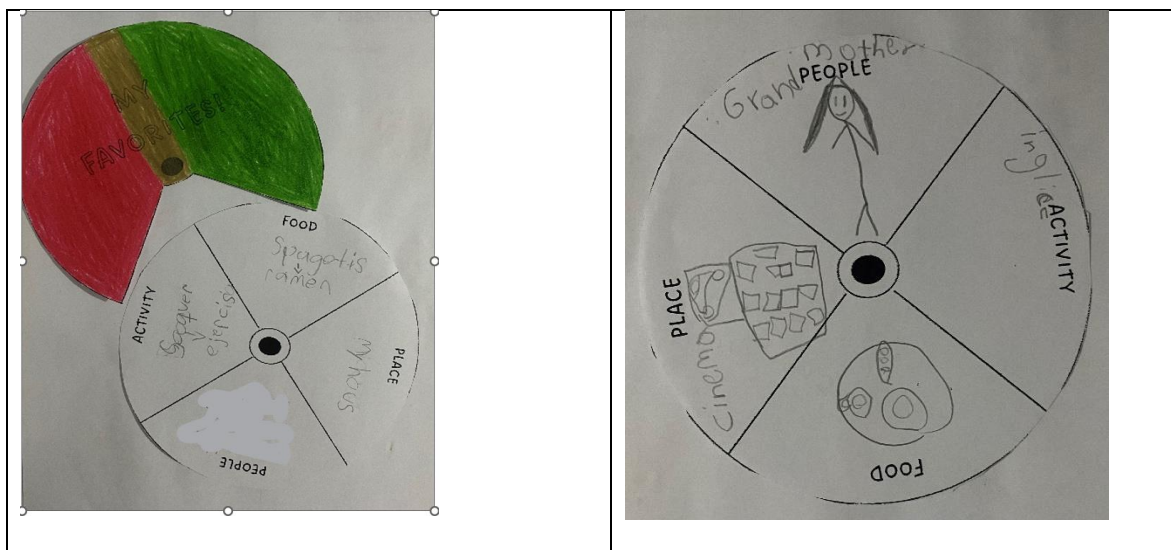
Vocabulary acquisition and communication confidence

Due to the lack of emotional intelligence and self-knowledge among children, teaching vocabulary was identified as a tool so that they could begin to express their emotions and explain the reason for them verbally. According to Wilkins (1972), as cited in Khan (2017) and discussed in the second chapter, vocabulary is essential for children to express

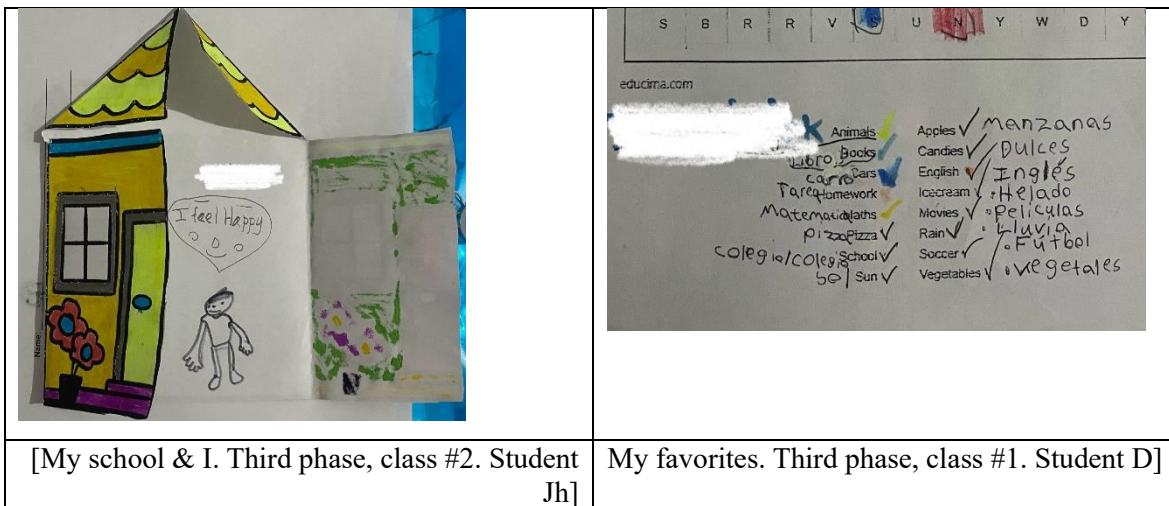
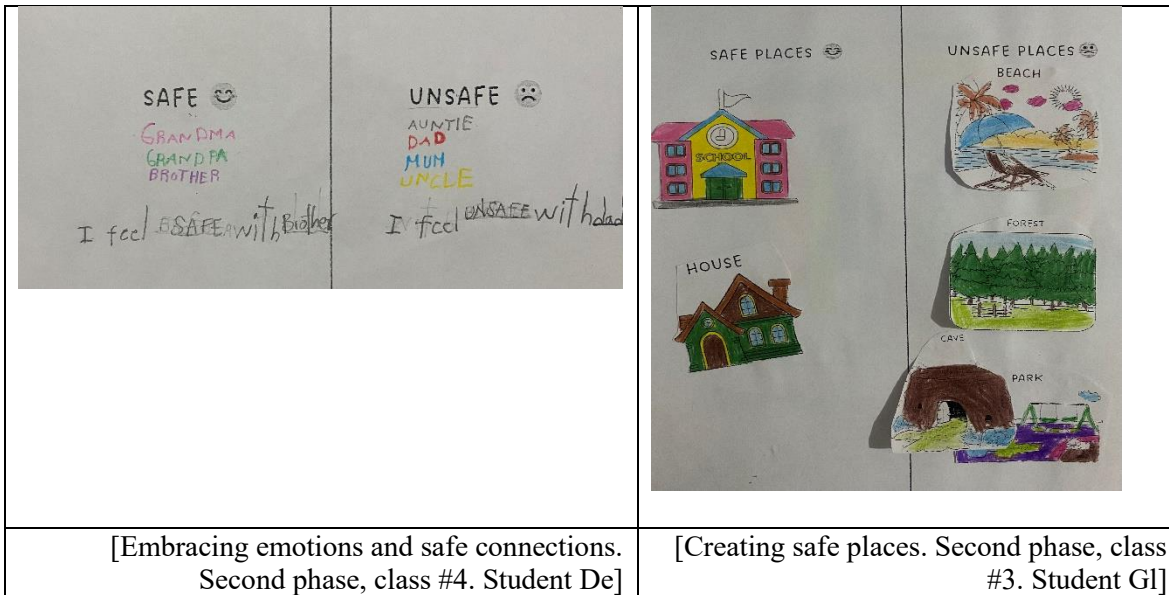
themselves effectively in a second language. Therefore, situated vocabulary teaching was implemented, where children learned in situations that reflected their emotional needs. This would motivate them to learn not only out of the need to acquire knowledge but with the purpose of using the vocabulary in real contexts.

Then, the picture books were the chosen tool to teach vocabulary while learning from their content. These books were selected considering the flaws shown in students' interactions and behaviors to show them that different exchanges were possible, expressing our emotions frees us, and there is always room for values. In addition to improving the skills mentioned earlier, the vocabulary focus was not limited to just that. It was also used to learn a variety of words that would help improve the students' English. Aligned with the basic English competency standards set by Ministerio de Educación Nacional, the vocabulary included topics related to family members, body parts, animals, food, numbers, days of the week, places, professions, skills, likes, and future intentions.

The artifacts served as the primary evidence of the expected vocabulary acquisition, consistently contextualized throughout the process. Examples of these include:



[My favorites. Third phase, class #1. Student De]	[My favorites. Third phase, class #1. Student Jh]
---	---



The interviews carried out served to collect information about the children's perception of vocabulary learning, also linking it with the use and importance of picture books. As an additional result, the 24 interviews revealed the level of confidence that the participants developed when expressing themselves in English. Although answering in

English was not mandatory, the children did it voluntarily, demonstrating confidence in their knowledge and responses.

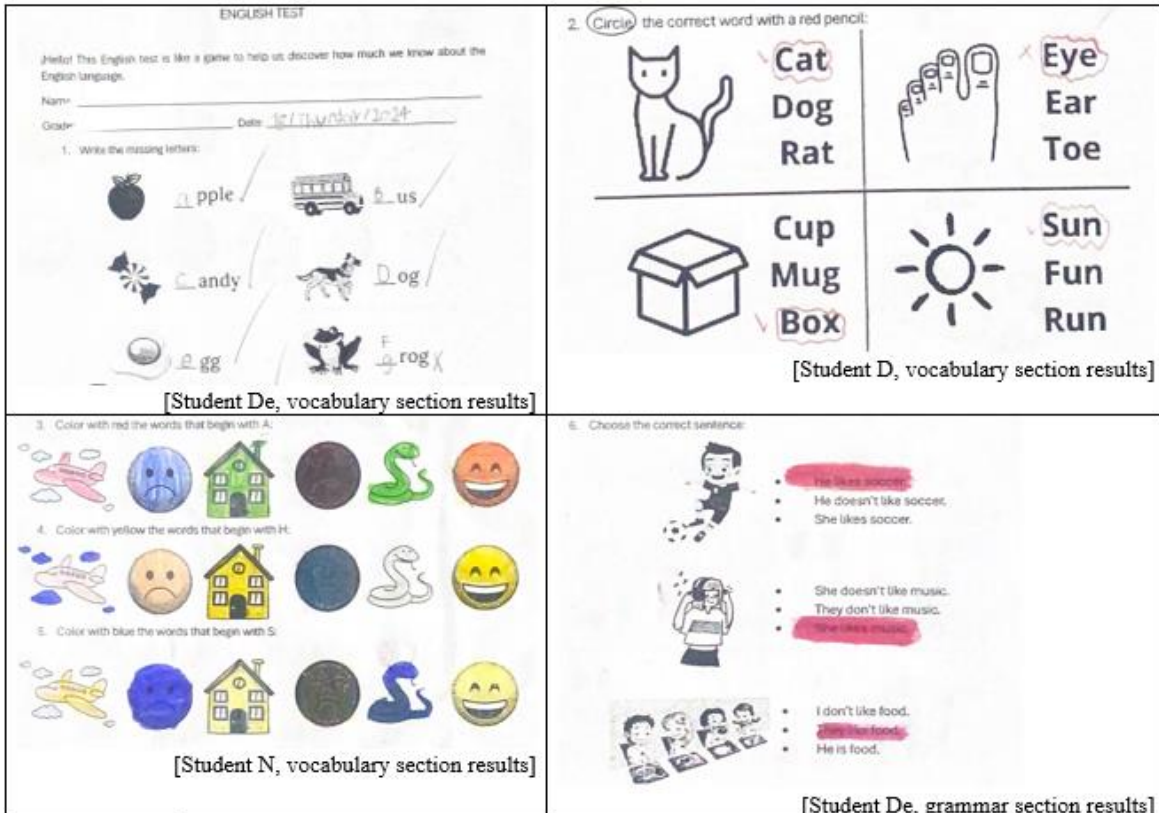
Apart from the fragments added in the previous categories where English language usage is evidenced, the following contributions also serve as valuable evidence:

<p>Interviewer: ¿Te gusta tu clase de inglés? Student G1: Yes Interviewer: Okay, ¿Qué es lo que más te gusta de tu clase de inglés? Student G1: Cuando aprendo palabras nuevas en inglés. Interviewer: ¿Te gustan los libros en inglés? Student G1: Yes Interviewer: ¿Por qué? Student G1: Porque puedo aprender a hablar en inglés. [Students interview, third cycle, April 16th, 2024]</p>	<p>Interviewer: ¿Los libros y las actividades de clase te han ayudado a reconocer tus emociones? Student B: Yes Interviewer: Okay, ¿Cuáles emociones conoces en inglés? Anger, Sadness Interviewer: Sadness, ¿Cómo dices felicidad? Student B: Happiness Interviewer: Happiness, aja, ¿alguna otra?... No, listo, ¿Las actividades y los libros que hemos trabajado en inglés te han ayudado a reconocer tus gustos? Student B: Yes Interviewer: Yes, okay, ¿Qué palabras relacionadas a tus gustos recuerdas? Student B: I like football. [Students interview, third cycle, April 16th, 2024]</p>
---	--

Finally, as explained in the first chapter, the children were given a test with 4 different sections, 3 of vocabulary in which they had to, first, write the missing letter to complete 4 words; second, choose the correct option according to an image; and third, color using yellow, red, or blue depending on the initial of the words.

In the last part, the grammar section, the participants had to choose the correct option following an image, considering the subject of the sentence, conjugation of the verb like, and negative or affirmative form.

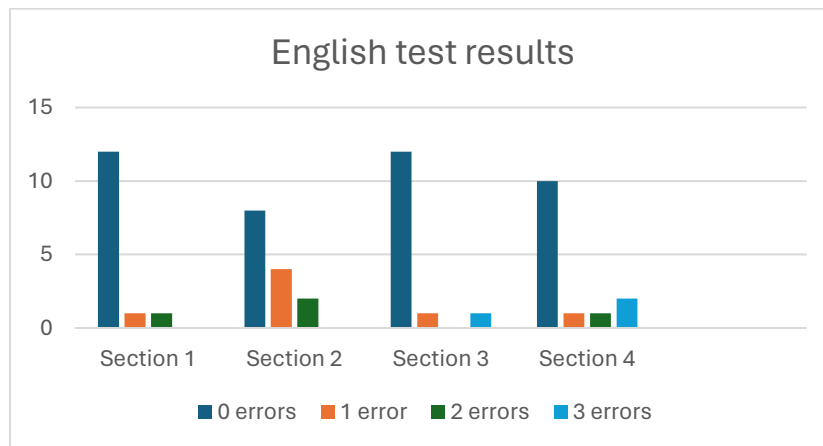
The results of the same children shown in the turtle test were chosen, to observe the differences in the responses after they were exposed to the pedagogical intervention of the present project.



Finally, the following figure shows the results of the final English test based on the number of errors children made per section. Results suggest that the children had a positive first approach to the language.

Figure 4

English test results.



Chapter 6: Conclusions

This chapter develops the conclusions resulting from the data collection and analysis process, always following the project's established objectives and the data collection instruments used. Additionally, it outlines the limitations encountered during the implementation of the pedagogical proposal and provides recommendations for further research.

Conclusions

This qualitative research project had as its guiding light to describe the possible impact of picture books as an educational tool to foster self-awareness and English vocabulary learning in second graders. From this purpose, three specific objectives emerged to lead the promotion of interest in English vocabulary, to describe how the students' self-awareness may influence their English learning process, and finally to enrich emotional management using vocabulary.

In response to the main objective, the data revealed that picture books are a valuable instrument in fostering not only children's enthusiasm for acquiring new English vocabulary but also in encouraging them to comprehend the textual content by associating the visual aids with the narrative. Moreover, they demonstrated their utility in teaching values to young learners, facilitating heightened self-awareness and promoting effective expression of their emotions and actions.

However, it is necessary to note that for the knowledge gained from picture books to set and transform into meaningful learning experiences, an additional tool that enables children to actively engage with the narrative and vocabulary presented in the book is needed.

This also prevents students from losing their role as active participants in the classroom, ensuring that they keep under control their learning processes and remain aware of the information they are acquiring.

In terms of promoting children's interest in the language, how lessons are presented, and the opportunities provided for interaction with the language are important. At this point, the use of artifacts stands out significantly. Both the tools crafted for classroom use and the children's hand-made creations attract attention, keep them motivated, and keep them actively engaged in the class, therefore it allows a more receptive disposition on the children's part.

Moreover, a reciprocal relationship was observed between self-awareness and engagement in the classroom. The better children understood their behaviors, the better the school environment became leading to improvement both academically and socially allowing greater self-control and calm within the classroom. This conducive atmosphere facilitated the development of different skills, particularly emotional ones.

Lastly, one of the most important conclusions drawn from this project is the observation that children treat each other as they are treated by authority figures. While this phenomenon did not happen in 100% of the cases, it was notably recorded and presented in the previous chapter how children tended to mirror behaviors and comments witnessed by children from authority figures.

Changing entrenched behaviors and beliefs is undeniably challenging, yet not impossible. As demonstrated in the preceding chapter, the implementation of a different teaching proposal, centered on fostering values and addressing the emotional needs of the

participants, causes gradual but important and valuable changes. This suggests that the use of affective teaching methods as elucidated in the second chapter, contributes positively to the construction of the children's internal states and external environments.

Implications

The implications resulting from this project and implementation of the proposed intervention were seen above all in the school, the children and their learning process, and the researcher.

In the case of the school, it is an example of the possibility of improving the school environment, leading them to promote social and emotional skills among students, and a culture of respect and understanding within the school unit. It also suggests the continuous evaluation of its teachers and the integration of innovative pedagogical approaches that involve the use and creation of different materials that are aligned with the tastes and interests of children, leaving aside traditional methods.

Regarding children and their learning of English, it demonstrates the need to stimulate their interest in the language by relating it to different topics that are presented in the classroom, and thus improve their competence in English as a foreign language. It also implies understanding that for children to enjoy their learning process, their childhoods must be respected and cared for, by their different social environments. They must be allowed to develop not only academic but also social and emotional skills.

Finally, for the researcher, it implies the responsibility of managing and caring for the data and observations of the minors, as well as having empathy and understanding of the academic, social, and emotional processes of the participants.

As the methodology used in this project was based on the “learning by doing” approach, which emphasizes learning through direct experience and the active participation of students, for the researcher it meant ensuring that children had the opportunity to engage practically with the content, facilitating a deeper and more meaningful understanding of the topics. This implied a transformation in the teaching dynamics to which the children were accustomed, becoming now active subjects, and thus the researcher fulfilled the role of teacher-facilitator.

Likewise, the project incorporated some “affective teaching” strategies, focused on creating an emotionally safe environment conducive to learning. The researcher was responsible for reducing anxiety levels within the classroom, creating safe spaces where children could express themselves freely, and respecting themselves and their peers. Additionally, it was important to emphasize positive feedback, seeing mistakes as opportunities for improvement rather than failures.

This research demanded a large amount of time from the trainee teacher to investigate background information, class planning, and implementation strategies, as well as reading theory and writing information. It implies the responsibility of expanding and sharing research finding with the educational community to leave verifiable and quality information for new pedagogical projects.

Limitations

One of the limitations identified in this project lies in the limited duration of the interventions. If an extended period had been available for the implementation of the pedagogical strategies, it is plausible that better results and more significant benefits for the student population would have been obtained. The temporal extension would have allowed

for greater depth in the interventions, as well as a more exhaustive observation of the long-term effects on the development of the participants.

Another significant limitation was the children's constant exposure to diverse stimuli, which were predominantly negative. As evidenced in the data analysis, it was a constant feeling of losing the progress made in one session due to the persistent influence of these negative inputs on the children's school and social environment.

Finally, the inability to collect information and products from all participants due to legal restrictions was a significant loss of data which would have greatly enriched the analysis of this project. The absence of this information deprived the project of a more complete and detailed perspective.

Further research

This project is a valuable tool for those who wish to raise awareness among their populations about their behavior, self-knowledge, and emotions, or for those who wish to teach English to children without prior knowledge of the language.

Furthermore, it is an invitation to explore different strategies to engage children in learning effectively and enjoyably, emphasizing the importance of dedicating adequate time to both the implementation of these strategies and the collection of results.

It is also relevant to take this type of project to places where they are most needed, such as children's foundations, or in the Colombian case: Instituto Colombiano de Bienestar Familiar (ICBF).

References

- Babbie, E. (2016). *The Practice of Social Research* (14th ed.) Cengage Learning.
<https://1606930922-earl-babbie-the-practice-of-social-research-cengage-learning-2014.pdf>
- Bamberg, M. (1997). *Language, concepts, and emotions: The role of language in constructing emotions*.
https://www2.clarku.edu/~mbamberg/Material_files/1997A.pdf
- Bassey, A., & Owan, V. (2019).
<https://deliverypdf.ssrn.com/delivery.php?ID=894066006095123116069103082114103092118059041019064065110102082089025127007098064121110039062059057028033082031095005126107126108038036022041027101113099020113003087042026042081118016117005074089110114095024083007106001094013026100100066015120023004107&EXT=pdf&INDEX=TRUE>
- Chernicoff, L., & Rodríguez, E. (2018). *Autoconocimiento: Una mirada hacia nuestro Universo interno*.
<https://biblat.unam.mx/hevila/Didac/2018/no72/6.pdf>
- Colegio Domingo Faustino Sarmiento. (2020) *Manual Colegio Domingo Faustino Sarmiento I.E.D.*
<https://www.redacademica.edu.co/sites/default/files/2021-12/manual%202020%20DOFASA.%2010%20Febrero%202020.pdf>
- Cortes, A. (2022). *Les émotions ne sont pas un jeu : Émotions et apprentissage initial du FLE*.
<http://repositorio.pedagogica.edu.co/bitstream/handle/20.500.12209/17945/emotions%20et%20apprentissage%20FLE%20.pdf?sequence=1&isAllowed=y>
- Costa, A., & Faria, L. (2015). *The Impact of Emotional Intelligence on Academic achievement: A longitudinal study in Portuguese secondary school*. (vol 37), 38-47.
<https://doi.org/10.1016/j.lindif.2014.11.011>
- Edge, J. (2014). *A very short introduction to Action Research for Teachers of English to Speakers of Other languages*. British Council.
https://www.britishcouncil.co/sites/default/files/basic_ar_guide_0.pdf
- Emerson, R. M., Fretz, R.I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*.

University of Chicago Press.

<https://williamwolff.org/wp-content/uploads/2016/01/emerson-fieldnotes-2011.pdf>

European Journal of Education Studies. (2017). Crucial Importance of Vocabulary in the Process of Second Language Learning: An Exploratory Study.

<https://zenodo.org/records/583744>

Fandiño, Y. (2010) Explicit Teaching of Socio-Affective Language Learning Strategies to Beginner EFL Students. *Ikala, revista de lenguaje y cultura*, 15.

<https://www.redalyc.org/articulo.oa?id=255020327006>

Flick, U. (2007). Designing Qualitative Research. SAGE Publications Ltd, London.

<https://repository.unibos.ac.id/xmlui/bitstream/handle/123456789/952/%28Qualitative%20Research%20Kit%29%20Uwe%20Flick-Designing%20Qualitative%20Research-SAGE%20Publications%20%282007%29.pdf?sequence=1&isAllowed=y>

Garcia, M. (2020). Reading Comprehension and Vocabulary Acquisition in the EFL Classroom.

<https://repository.upb.edu.co/bitstream/handle/20.500.11912/6371/READING%20COMPREHENSION.pdf?sequence=1&isAllowed=y>

Goleman, D. (1995) Emotional Intelligence. Why it can matter more than IQ. Library of Unviolent Revolution. Bloomsbury.

<https://asantelim.wordpress.com/wp-content/uploads/2018/05/daniel-goleman-emotional-intelligence.pdf>

HONAI: International Journal for Educational, Social, Political & Cultural Studies. (2018). Situated Learning Theory: The Key to Effective Classroom Teaching?

https://www.researchgate.net/publication/327530821_Situated_Learning_Theory_The_Key_to_Effective_Classroom_Teaching#:~:text=Situated%20learning%20theory%20olds%20that,complex%20tasks%20within%20social%20communities.

ICOSA. (2012-2013) Learner Training 4 – Social and Affective Strategies. Retrieved from

<https://www.lc.cityu.edu.hk/ELSS/Resource/Social%20and%20Affective%20Strategies/#:~:text=Affective%20strategies%20deal%20with%20emotions,attitudes%20and%20emotions%20about%20learning.>

LearningWorks. (n.d). Improving Your Child's Self-Awareness Skills. Retrieved from

https://cdn2.hubspot.net/hub/287778/file-231442306-pdf/improving_self-awareness.pdf%3Cb%3E%3C/b%3E

López, C., & Rodríguez, A. (2023). Soy porque somos: Diseño e implementación de una propuesta pedagógica en educación emocional, enfocada en la competencia personal de autoconciencia, junto a diez NNA de ciclo 3 y 4, en la Fundación San Antonio, Centro Redes Lucero.

<http://repositorio.pedagogica.edu.co/bitstream/handle/20.500.12209/18534/Soy%20porque%20somos.pdf?sequence=1&isAllowed=y>

McCarthy, M. (2010). Experiential Learning Theory: From Theory to Practice (Vol 8, Number 5) 131-140.

<https://doi.org/10.19030/jber.v14i3.9749>

Ministerio de Educación Nacional. (2006) Estándares Básicos de Competencias en Lenguas Extranjeras: inglés. Bogotá: Imprenta nacional.

https://www.mineducacion.gov.co/1621/articles-115174_archivo_pdf.pdf

Minnesota State University. (2020). Learning Theories: Constructivism.

<https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1138&context=all>

New South Wales Department of Education. (2017) Human Society and Its Environment. Guide to using picture books in History K-10.

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-es1-s1-s2-s3-s4-s5-guide-to-picture-books-in-history.pdf>

Oliver, K. (2000). Methods for Developing Constructivist Learning on the Web.

<https://www.jstor.org/stable/44428633>

Ott, C. (2018). What is Emotional Intelligence?

<https://ohio4h.org/sites/ohio4h/files/imce/Emotional%20Intelligence%20Background.pdf>

Quirama, A., & Mosquera, I. (2018). Las emociones como determinantes en las relaciones interpersonales de los niños y su regulación para favorecer la convivencia escolar.

https://bibliotecadigital.udea.edu.co/bitstream/10495/23418/1/QuiramaAdriana_2018_ViajeAliciaEscuela.pdf

Rubin, E. (2010) A history of pop-up and movable books: 700 years of paper engineering. New York: Smithsonian Institution.

<https://library.si.edu/webcasts/pop-up-and-movable-books>

Smith, R. & Rebolledo, P. (2018). A Handbook for Exploratory Action Research. British Council.

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_30510_BC%20Explore%20Actions%20Handbook%20ONLINE%20AW.pdf

Spradley, J. (1980) Participant Observant.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/14077/files/2017/01/spradley-participant_observation-2cg3cpu.pdf

The Education Endowment Foundation. (2021). Diagnostic Assessment Tool. EFD

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

Zhao, Yu (2021) Analysis on the Moral Education Value of Picture Books. Atlantis Press.

Advances in Social Science, Education, and Humanities Research. Vol. 615.
Retrieved from

<http://creativecommons.org/licenses/by-nc/4.0/>

ANNEXES

Annex 1– Informed consent.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>SELECCIÓN DE ESPECIALIDADES</small>	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 70 de 93

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Creating artifacts to promote English literacy skills in second graders of the Domingo Faustino Sarmiento School branch D. Creación de libros interactivos para promover habilidades de alfabetización en inglés en estudiantes de segundo grado del Colegio Domingo Faustino Sarmiento, sede D.
Resumen de la investigación	Crear libros interactivos (Como el pop up book: libro con figuras en relieve) que fomenten el aprendizaje del idioma inglés y las habilidades de alfabetización en estudiantes de segundo grado del colegio Domingo Faustino Sarmiento, sede D. La investigación se centrará en el uso de los libros interactivos para fomentar el aprendizaje del idioma inglés, así como en la evaluación de la efectividad de esta metodología en la mejora del aprendizaje de los estudiantes en esta área. Se espera que los resultados de la investigación proporcionen información valiosa sobre cómo utilizar

	libros interactivos (y sus historias) en el aula para mejorar la adquisición del idioma inglés y las habilidades de alfabetización en los estudiantes de segundo grado; entendiendo la alfabetización como la capacidad de leer, escribir, desarrollar habilidades de comunicación y pensamiento crítico a través de la lectura y la escritura en inglés.
Descriptor clave del proyecto de investigación	<p>Creating interactive books: Creación de libros interactivos</p> <p>Promote: Fomentar</p> <p>English language learning: Aprendizaje del idioma inglés</p> <p>Literacy skills: Habilidades de alfabetización</p>
Descripción de los posibles beneficios de participar en el estudio	<ul style="list-style-type: none"> • Mejorar la comprensión lectora y la habilidad para identificar y comprender el idioma inglés: Al trabajar con historias y libros interactivos, los estudiantes pueden practicar la lectura en inglés de una manera más divertida. Además, los libros interactivos incluyen elementos visuales que ayudan a los estudiantes a comprender el vocabulario y la gramática en contexto, lo que mejora su capacidad para aplicar estas habilidades en situaciones de la vida real. • Desarrollar habilidades de alfabetización: Los libros interactivos creados podrían ser una herramienta efectiva para desarrollar habilidades de alfabetización a través de la lectura y exploración de las historias interactivas, los estudiantes pueden mejorar su comprensión de la trama, la identificación de personajes y temas así como la escritura creativa. • Aprender de manera más entretenida y motivadora: Los libros interactivos pueden proporcionar una forma más atractiva y motivadora de aprender el idioma inglés y las habilidades de alfabetización en comparación con las lecciones tradicionales en el aula. Al ser interactivos, permiten a los estudiantes participar activamente en la historia y tener un papel activo en el aprendizaje, lo que puede aumentar su interés y motivación en la materia, Además la combinación de imágenes y texto en los libros interactivos puede ayudar a los estudiantes a visualizar y comprender mejor la historia y el vocabulario en inglés.
Mencione la forma en que se socializarán los resultados de la investigación	<p>Por medio de la creación de un documento final en donde se recolectará información acerca de las observaciones, análisis y conclusiones del estudio. Este será de acceso público y será ubicado en el repositorio de la Universidad Pedagógica Nacional.</p> <p>Link: http://repositorio.pedagogica.edu.co/</p>

Explícite la forma en que mantendrá la reserva de la información	Uso de la información con fines exclusivamente educativos, respetando la privacidad, integridad y el anonimato de cada participante. La investigadora será la única que tendrá acceso y manipulará la información.		
Datos generales del investigador principal	Nombre(s) y Apellido(s):		
	N° de Identificación:	Teléfono	
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo:

—

Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

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

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

Firma,

Firma del participante (si aplica),

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

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 2– Characterization survey.



**UNIVERSIDAD PEDAGÓGICA
NACIONAL**

Educadora de educadores

ENCUESTA CARACTERIZACIÓN DE ESTUDIANTES

¡Hola! Esta encuesta es para conocer más sobre ti y saber algunos de tus gustos.

Nombre: _____

Edad: _____ Grado: _____

Escoge los colores de tu preferencia y responde:

1. Dibújate a ti mismo.

2. ¿Con quién vives?

- Mamá
- Papá
- Herman@s
- Abuel@s

- Tí@s
- Prim@s
- Otro

¿Quién?

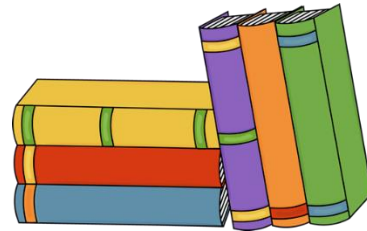
_____.

3. ¿En qué barrio vives?

_____.

4. ¿Qué haces en tu tiempo libre? Marca con una X

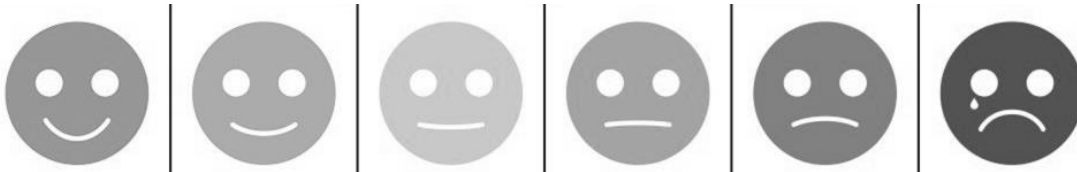
- Leer.
- Ver televisión.
- Jugar video juegos.
- Dormir.
- Practicar algún deporte.
- Otro.



¿Cuál?

_____.

5. ¿Te gusta tu clase de inglés? Colorea la carita que te represente.



6. ¿Qué has aprendido en clase de inglés?

_____.

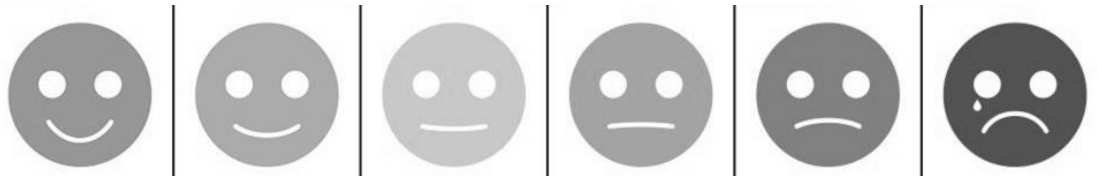
7. ¿Qué actividades te gustaría hacer en el colegio para aprender inglés de forma divertida?

- Escuchar música.
- Leer libros interactivos.
- Cantar.
- Jugar videojuegos.
- Ver videos y películas.
- Hacer obras teatrales.
- Hacer manualidades.
- Escribir historias

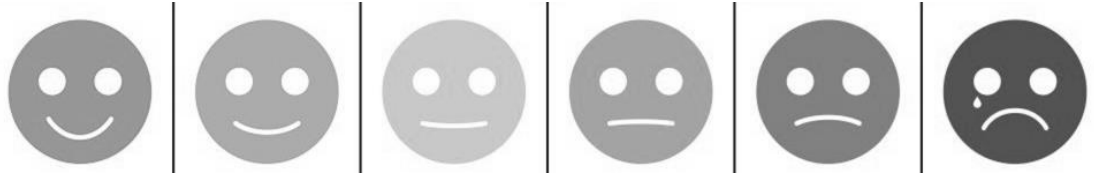
- Otro.

¿Cuál?

_____.



8. ¿Te gusta leer libros con muchas imágenes y dibujos?



9. ¿Te gustan los libros interactivos en los que puedes mover las partes?

10. ¿Qué tipo de historias te gustaría leer en los libros interactivos?

Four horizontal lines for writing an answer.

¿Por qué?

Four horizontal lines for writing an answer.

11. ¿Te gustaría tener libros interactivos en el colegio para aprender inglés?

- Si.
 No.

¿Por qué?

Four horizontal lines for writing an answer.

¡Muchas gracias por tu participación! Tus respuestas me serán de mucha ayuda.



Annex 3– Observation format: Field notes #2.

Table with 2 columns: Date, Place, Observer name, Starting hour; and ANALYSIS OF THE INFORMATION, ANNOTATION OF CULTURAL TOPICS OR CATEGORIES.

<p>Finishing hour: 11:10 am</p>	
<p>Place description: The room is called “systems room”. It is a large square with green and white walls, it has small windows at the top of the left wall opposite the door. A long table is located in the center and at its ends there is room for 22 chairs. On the sides of the room, against the walls, there are also long tables with space for 10 chairs, only two or three are used per side. On the wall in front of the tables, there is a large storage locker, three trash cans, and a smart screen. At the back of the room, there are more chairs, and decorations on the walls.</p>	<p>Red: Indiscipline. Dark green: Emotional management. Grey: Class engagement Yellow: Negative teacher-student interactions. Dark blue: Positive teacher-student interactions. Light blue: Negative interactions among students. Pink: Positive interactions among students. Green: English learning moments. Navy blue: English language usage.</p>
<p>As soon as I arrive at the classroom, the headteacher instructs the children to move to another classroom that is called “Sala de sistemas” She asks them to go in an organized way, without running or shouting. She says: “Al que vea corriendo lo devuelvo y se queda acá solo”</p> <p>The children take their pencil cases and a notebook and move to the classroom next to them, running.</p> <p>When the teacher arrives, she starts to shout at the children for them to pay attention</p> <p>A girl is arriving late to the classroom.</p> <p>With one hand, the head teacher grabs her from her arm and sits her down in a chair. On the other hand, the teacher has the girl’s pencil case which she throws on the table.</p> <p>The headteacher is searching for a video on YouTube related to formal and informal greetings in English.</p> <p>Another teacher arrives. She will be called Teacher V.</p> <p>Teacher V is the one who starts the class. She starts by playing the video.</p> <p>Student Di stands up and starts to play with his chair.</p> <p>The headteacher interrupts Teacher V, and she pauses the video. The headteacher shouts at Student Di, saying “usted parece con pulgas en el rabo, hermano”</p> <p>She shouts commanding him to sit down.</p> <p>Student Di sits down. He is laughing.</p> <p>Teacher V resumes the video.</p>	

A girl and Student J start to argue because of a colored pencil. The girl will be called Student A. Student J pushes Student A, and she starts to hit him on his leg.

The headteacher grabs them from their arms and pulls them in opposite directions. She starts to shout at them.

Teacher V continues with the class. She asks me for the pronunciation of the word "evening"

She repeats after me, and then the children repeat after her.

The children are paying attention to teacher V. She gives them instructions to start drawing the greetings they have seen so far.

They are all paying attention and start to make their drawings.

The headteacher leaves the room for about thirty minutes and returns with colored papers. She distributes them to the children and asks them to divide the paper sheet into 4 equal parts, to draw each greeting on each part.

Then she asks me about the correct pronunciation of the color of the papers.

Turning to the children she tells them: "Prestenle atención que ella les va a enseñar"

The children turn and together with the two teachers repeat what I say after me.

They continue working on the paper sheets.

Student Di and another kid start to shout at each other. Student Di says "Rata veneca" but none of the teachers listen to him.

The other student: "Student De" from now on, goes with Teacher V and tells her what Student Di said.

The headteacher listens and intervenes. Teacher V does not say anything.

The headteacher says: "Estoy cansada de su mal comportamiento, de que den quejas, estar con ustedes es un cancer, se sientan y se callan todos"

Student De returns to his seat. They all are making angry faces.

There is a lot of chaos in the classroom.

Student Ju tells the headteacher he is having a problem with Student Dw because he asks to borrow Student Ju's colors since Student Dw doesn't have any. They are yelling at each other.

The headteacher mocks the student's complaint, trying to imitate his tone of voice, while making faces and answers: "No moleste hermano, no moleste, con sus colores, si no tiene se jode"

When Student Dw tries to answer, the headteacher speaks louder and tells him: "O entonces vaya y busca colores en el salón"

10:30

Almost finishing the activity, Student Di asks the headteacher about an upcoming activity similar to the one they are doing at that moment.

The headteacher responds very aggressively saying: "No ha terminado esta y ya tiene la cabeza en otra"

The headteacher talks with Teacher V who until then mentions that she is a dance teacher. They mention that Student Di has conduct and behavioral problems and that they have to call the school psychologist to talk to him.

The psychologist arrives, has a short conversation with the teacher, and takes Student Di away.

There is a lot of disorder in the classroom.

Student J mocks Student Di being taken away, imitating him and making rude comments at him.

The headteacher asks them for silence and starts to check what they have done so far.

She takes the paper sheet of Student Gl and highlights the job she has done by saying "Vea como Gl trabajo de bonito, ella hoy tiene su 5.0"

Student Gl seems happy and she shares her happiness with student D who is sitting next to her.

Some students turned around to check what the teacher was saying about the Student Gl activity.

Student B drops his pencil and a green color on the table and lies on top of it. He seems frustrated.

Teacher V asks him what happened and he replies: "Me quedó todo feo"

Some students next to him start making fun of the drawings the child made.

Teacher V asks them to please respect their classmate and hand in their work because time is over.

The headteacher starts to pass through the children's seats, grading their work

Student B starts crying saying that he is going to get a 0 for that activity.

The entire room remains silent.

Teacher V approaches him and comforts the child, she asks him not to worry and that the work he did is beautiful.

The headteacher just shakes her head and lets teacher V continue. The headteacher keeps going through the seats.

A girl asks: "Profe, ¿y esto para qué sirve? ¿Qué hacemos con esto?"

The teacher stops and say: "Esa pregunta tan boba. Lo guardan en el cuaderno, los niños que ya terminaron son los únicos que pueden ir al salón, organizadamente"

Some children take their belongings and run out of the room.

Teacher V asks student B to take his things and go to the classroom.

Children make a lot of noise.

After all the children finish and the headteacher has graded them, she asks Teacher V to leave the classroom organized, turn off the screen, and go to the classroom.

Then, she tells me "Ahí intentamos hacer una clase, cuando usted empiece las hace más lindas, nos vemos entonces en 8 días"

She says goodbye and leaves the room.

Observation end at 11:10am.

Annex 4- Diagnostic test.



**UNIVERSIDAD PEDAGOGICA
NACIONAL**

Educadora de educadores

ENGLISH DIAGNOSTIC TEST

HELLO! THIS IS GOING TO BE AN ACTIVITY OF READING COMPREHENSION AND WRITING PRODUCTION, WE WILL MEET OUR FRIEND: THE LITTLE TURTLE, BUT FIRST, YOU HAVE TO INTRODUCE YOURSELF.

NAME:

AGE: **SCHOOL LEVEL:**

1.

A LITTLE TURTLE

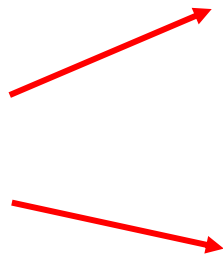
I AM A LITTLE TURTLE

I CRAWL SO SLOWLY,

I CARRY MY HOUSE

WHEREVER I GO.

WHEN I GET TIRED



I PUT IN MY HEAD,
MY LEGS AND MY TAIL
AND I GO TO BED.



2. DRAW YOUR FAVORITE PART AND WRITE A WORD TO TELL US HOW THE POEM MAKES YOU FEEL.
3. FINALLY, YOU ARE GOING TO COLOR THE TURTLE! LISTEN TO THE TEACHER ' S INSTRUCTIONS.
AND DO YOUR BEST!

Annex 5 - A little turtle poem.

A LITTLE TURTLE



I AM A LITTLE TURTLE
I CRAWL SO SLOWLY,
I CARRY MY HOUSE
WHEREVER I GO.
WHEN I GET TIRED
I PUT IN MY HEAD,
MY LEGS AND MY TAIL
AND I GO TO BED.

Annex 6– English test



ENGLISH TEST

¡Hello! This English test is like a game to help us discover how much we know about the English language.

Name: _____

Grade: _____ Date: _____

1 Write the missing letters:



___pple



___us



___andy



___og



___gg



___rog

2 Circle the correct word with a red pencil:



Cat
Dog
Rat



Eye
Ear
Toe



Cup
Mug
Box



Sun
Fun
Run

3. Color with red the words that begin with A:



3. Color with yellow the words that begin with H:



4. Color with blue the words that begin with S:



5. Choose the correct sentence:



- He likes soccer.
- He doesn't like soccer.
- She likes soccer.



- She doesn't like music.
- They don't like music.
- She likes music.



- I don't like food.
- They like food.
- He is food.

Annex 7 - Students Interview

Final interview.

GETTING TO KNOW MYSELF: FOSTERING SELF-AWARENESS THROUGH THE USE OF PICTURE BOOKS

¡Hola! Hoy vamos a hablar sobre algunas de las cosas que hemos hecho en clase, especialmente cuando hemos usado libros y actividades para aprender inglés. Puedes expresar lo que piensas sobre estas actividades y cómo te sentiste al hacerlas.

Puedes hablar de qué te gustó más, qué aprendiste y cómo te hizo sentir. No te preocupes, ¡no hay respuestas correctas o incorrectas! Vas a tener la oportunidad de compartir tus ideas y pensamientos, ¡y eso es muy importante! Así que, puedes sentirte seguro de hablar como lo harías con un amigo.
¿List@?

1. ¿Cómo es tu nombre y cuántos años tienes?
2. ¿Te gusta tu clase de inglés? En caso de que sí, ¿Qué es lo que más te gusta?
3. ¿Cómo te sientes en clase de inglés?
4. ¿Te gustan los libros en inglés? ¿Por qué sí? / ¿Por qué no?
5. ¿Qué libro recuerdas de la clase de inglés?
6. ¿Qué aprendiste de ese libro?
7. ¿Cuál es la actividad de clase que más recuerdas?

8. ¿Recuerdas alguna actividad en donde vieras las emociones?
9. ¿Las actividades de clase te han ayudado a reconocer tus emociones?
10. ¿Cuáles emociones conoces en inglés?
11. ¿Las actividades y los libros que hemos trabajado en clase, te han ayudado a reconocer tus preferencias?
12. ¿Qué palabras relacionadas a tus gustos recuerdas?
13. ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a reconocer lugares y personas que consideres seguras e inseguras?
14. ¿Podrías darme un ejemplo de un lugar donde te sientas seguro e inseguro en inglés?
15. ¿Las actividades y libros que hemos trabajado en clase, te han ayudado a ser más amable, respetuoso y/o compañerista?
16. ¿Podrías darme un ejemplo en inglés de lo que has aprendido en torno a ser amable, respetuoso y/o compañerista?
17. ¿Hay algo que quieras contarnos sobre tu experiencia en la clase de inglés?