

**STRENGTHENING FIRST GRADERS' ENGLISH ORAL EXPRESSION
THROUGH MULTIMODAL RESOURCES AND SITUATED TASK-BASED
LEARNING**

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CHAPTER I: CONTEXTUALIZATION OF THE PROBLEM

In this chapter a historical overview of the institution is presented by detailing its evolution in the community. It means that the characteristics of the student population, including the diverse backgrounds and needs that shape the learning environment are exposed showing the relevance of the project, and demonstrating how multimodality and situated task-based learning might transform teaching and learning processes. In addition, the research question and objectives that guide this research are introduced to place the basis for a comprehensive investigation about teaching strategies aimed to improve students' abilities for effective oral communication.

1.1 CONTEXT

The school where the study was conducted is La Merced, this is a public school. The institution is located in the Gorgonzola neighborhood, Puente Aranda, Bogotá. Its origins and history date back to the 18th century in the Capuchin building. It was built in 1780 to house the Capuchin Father Community. After their removal in 1823, the space housed "Colegio de Ordenados" and then the San Bartolomé's school. And after that, in 1839, La Merced was established as the first official institution for female education in Nueva Granada. In 1974, due to structural issues of the building, the school was moved to Mosquera, Cundinamarca. However, protests from families and the educational community led to the founding of the school in the original location. Since then, the institution has gained relevance by offering quality education to primary and secondary school students. Finally, in 1980, the school was relocated to its current location in the Gorgonzola neighborhood, and the Capuchin building was declared a National Monument. From 2002, this institution has been known as IED La Merced.

The school has been known for its commitment to promote educational strategies that are relevant and meaningful, so their students can improve every day. Thereby, this proactive approach ensures a greater contribution to the education of future generations. La Merced is focused in fostering the essential development of the students with a strong attention on academic excellence, innovative technology and the formation of critical, proactive and socially committed individuals. Its vision is to be recognized as a leading institution for its academic performance and the implementation of technology that helps students to become active members of their community; while its mission is to form generations with critical thinking, autonomy and commitment to environmental sustainability and social reconciliation. For this reason, each student is valued as an individual capable of thinking, feeling, and acting in relation to their immediate environment. In addition, the school promotes leadership and entrepreneurship as skills essential for personal development and social impact, and focuses its educational approach on four dimensions of thinking related to: ethical, aesthetic, axiological and academic. By cultivating these skills, the school aims to encourage students to make ethical decisions, appreciate beauty, reflect on values, and develop critical thinking and problem-solving skills.

The school emphasizes its institutional vision through the implementation of a curriculum focused on developing critical and creative thinking skills to meet the demands of today's world. This approach is grounded in the legal framework that complies with Colombian education regulations, seeking to guarantee the basic rights to equitable and inclusive education for all students. In conclusion, La Merced offers a holistic educational background that provides students with the knowledge, skills and values necessary for the 21st century.

1.2 POPULATION

This project was based on a group of thirty-three (33) girls from the first grade, class 102. To collect information about the students, a questionnaire was applied to better understand their social, cultural and economic context. The results showed that the average age of the students is 6 years. Most of the students live in Puente Aranda, and live with at least one of their parents (father or mother) along with other relatives such as grandparents, uncles, aunts, cousins, etc. In addition, most of the students have full access to resources such as computers, cell phones and television, and services such as natural gas, drinking water, electricity, and internet.

In relation to their preferences, the students expressed interest in trying to speak a second language, especially when the interaction is mediated by playful and group activities. In this section it is important to mention that the classroom is organized by round desks, which promotes and benefits good relationships among students. It was observed that most of the time students show empathy towards their peers with disabilities.

1.3 STATEMENT OF THE PROBLEM

Over the past 30 years in Colombia, foreign language education has been shaped by various educational policy initiatives. At first, educational practices were closely linked to traditional teaching methods only focused on grammar memorization, vocabulary, and translation exercises. That educational model limited the focus to communication skills for immediate interaction, giving rise to more student-centered strategies and practices

that focused entirely on promoting a more authentic and natural use of the language. For instance, in the 1990s, the communicative approach supported by the theories such as Chomsky's (1965), which drew a distinction between competence and performance overlooking contextual, social, and cultural aspects. And those proposed by Hymes (1972), who, from a completely different perspective, speaks of *communicative competence* which determined the correct way to use language based on context. Following this, authors such as Canale and Swain (1980) and Savignon (1991, 1997) proposed other models of a similarly comprehensive nature, emphasizing sociolinguistic and discursive aspects. Specifically in Colombia, these new pedagogical perspectives originated in the educational policies introduced by the Ministry of Education (MEN). First, the Curriculum Guidelines for Foreign Languages (MEN, 1999) established a framework for language teaching. Subsequently, the Basic Standards for Foreign Language Competence: English (MEN, 2006, Guide 22) introduced internationally comparable benchmarks for communicative competence, such as the Common European Framework of Reference (CEFR). These curricular approaches were later complemented by the Basic Learning Rights (MEN, 2015). Together, all these proposals, aligned with the national bilingualism plan, sought to establish educational practices that were in line with global demands and national development objectives, under the premise that English is an effective strategy for inclusion in the global arena and competitiveness. Later, scholars such as Álvarez Valencia (2014) and Moya-Chaves, Moreno-García, and Núñez-Camacho (2018) focused on documenting how these policies shaped the work of foreign language teachers, highlighting hybrid approaches that integrate traditional and contemporary techniques.

Another significant aspect of this transition in English language education in Colombia is related to the implementation of digital technologies, which have introduced

a new dynamic to teaching and learning in the English as a Foreign Language (EFL) classroom. In other words, these new communication technologies—such as multimedia tools, online platforms, and interactive applications—have fostered new intercultural approaches through more authentic materials that extend beyond the classroom and the teacher. Furthermore, authors such as Warschauer (2000) and Chapelle (2003) emphasized the transformative role of computer-assisted language learning (CALL), highlighting interactive digital environments that foster autonomy, motivation, and exposure to more natural language inputs. Recently in Colombia, studies such as those by (González, 2007; Sánchez and Obando, 2008) have documented that the integration of ICTs in the foreign language classroom strengthened the communicative approach while also broadening the range of learning resources.

In terms of public policy, Colombia has adopted several international standards for foreign language teaching as mentioned above. The *British Council* and the *Common European Framework of Reference for Languages* (CEFR), for example, have played an important role in the formation of teachers and the implementation of learning and teaching programs. In addition, they have helped shape curricula and assessment methods designed to ensure high-quality education.

According to the Colombian foreign language education policy established by the MEN, and the curriculum proposed by the school regarding the communicative approach, girls should be at a beginner level, which, according to the basic standards of English competence and the CEFR corresponds to A1.1. At this level, students are able to understand and use basic expressions commonly used at school, in songs, rhymes, and in everyday vocabulary. In order to achieve these goals, the school has proposed two weekly hours of exposure to the target language where students are focused on practicing vocabulary, plus two hours in the system classroom every month and a half where they

can reinforce what they have learnt in the classroom. Also, the teacher in charge has a degree in language teaching.

Several observations were conducted to gather relevant data that would facilitate an understanding of the actual context of the learning process within this specific population. An analysis of the findings is presented below.

In the first place, it became evident that students have not completed an adequate literacy process, which generates difficulties in correctly recognizing some letters or even trace them, which directly affected spelling. Because of this the students demonstrated low performance in productive skills such as writing and reading. Furthermore, because they find it difficult to process written information efficiently and communicate their ideas in writing, their lack of a solid foundation in literacy undermines their confidence and independence.

Second, observation has shown that students have difficulties acquiring subject-related vocabulary when a picture does not accompany the word, suggesting that they rely on visual input to internalize new words. This means that the lack of visual stimuli may limit students' ability to comprehend abstract discourses and express themselves in a variety of ways. However, one particularly interesting observation was that students showed greater interest and willingness to participate when the class content was related to their immediate context. This strategy made it possible to connect learning with their own experiences, generating greater motivation and understanding.

Then, when listening and repeating in English they demonstrated certain difficulty to imitate correctly sound production, indicating that they do not possess an adequate phonological awareness which allow them to recognize phonemes or words without the need to see the corresponding spellings. During the initial sessions conducted by the main teacher, their oral comprehension showed acceptable performance, particularly in

contexts related to school, such as greetings, classroom object vocabulary, and some places within the school. However, in terms of oral production skills the performance was not very satisfactory, as it was observed that without the teacher's guidance, the students became intimidated and were unable to repeat or pronounce the words related to the activity.

According to the observations made, early literacy processes in English are not evident on regard teaching and learning in primary education, and the lack of this content makes it difficult to understand and apply oral language skills in real communicative situations. In this sense, there is a need to implement strategies that take advantage of the potential of multimodal resources to promote self-directed, contextualized, and meaningful learning of English. These resources can facilitate the understanding of the English language learning and teaching process, by establishing a relationship with students' prior knowledge and immediate context, which can contribute to the development of thinking, creativity, and effective communication (Kress, 2010).

Through multimodal task-based learning this research focuses on the design, implementation, and evaluation of a didactic proposal that integrates visual, auditory, kinesthetic, technological, and environmental resources to promote the teaching of oral expression skills in relation to the students' immediate reality.

1.4 RATIONALE

This research project seeks to address language instruction in La Merced School, by advocating for the integration of multimodal resources such as images, videos, audios, and real-world objects, along with the development of oral communication skills into the curriculum. As Kress (2003) argues, communication is *multimodal* in nature, this means that it goes beyond just written text and utilizes various modes to convey meaning. The

incorporation of these elements makes it possible to create more dynamic and context-rich learning environments; these resources help students grasp vocabulary and abstract concepts, thereby improving their understanding (Jewitt, 2008).

First, multimodality is not limited to literacy or the acquisition of vocabulary and grammar; it also allows for the analysis of curriculum content and its context by connecting real-world objects with students' experiences. According to Ouyang and Xiao (2018), this can be understood as multimodal literacy, which enables students to understand and integrate different modes of communication and meanings into their own interactions.

Second, discourse skills are a fundamental aspect of foreign language learning and teaching. They enable students and teachers to understand and communicate ideas, interact, and develop a habit of communication mediated by a specific context. Although, as mentioned earlier, traditional approaches have given special priority to grammar exercises and vocabulary, neglecting the construction of meaning; more contemporary frameworks have reinforced the idea of fostering oral interaction in the early stages of language development. Strengthening this approach involves progress not only at the curricular level but also at the communicative level, where students actively participate in exchanges of simple yet highly meaningful ideas.

In this vein, this project is significant because it proposes an approach that addresses the need for a student-centered focus on oral interaction, adapted to the context in which it is practiced. Thus, this research project is justified by the fact that, as Vygotsky (1934/1995) argued, speech constitutes a fundamental sociocultural principle, given that language is first an external communicative tool that is later internalized to become ideas and thought, which allows learners to solve problems and even self-regulate their behavior in a specific communicative context. That said, this proposal integrates oral

communication and multimodal resources such as images, sounds, gestures, etc., within situated tasks to ensure that English instruction, at least in this particular group, becomes a more dynamic and interactive practice, always placing the student at the center of the process. Taken together, all of this fosters confidence in expressing ideas and in the interaction necessary for second language acquisition. In short, the goal is to implement a contextualized educational strategy that promotes comprehensive language development, encompassing not only linguistic aspects but also socio-communicative ones. The resulting outcomes could inform other curricular approaches for implementation in the classroom.

Research question

How do multimodal resources, implemented through situated task-based learning, contribute to strengthening English oral expression in first-grade students at IED La Merced?

General objective

The main objective of this proposal is to analyze the contribution of multimodal resources, implemented through situated task-based learning, to the strengthening of English oral expression in first-grade students at IED La Merced.

Specific objectives

1. To identify the ways in which multimodal resources mediate first-grade students' engagement and participation in situated task-based learning activities in English.
2. To describe the oral participation processes emerging from situated task-based learning activities in English.

3. To reflect on the contribution of situated task-based learning and multimodal resources to the development of students' oral expression.

CHAPTER II: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature review

Previous research in Colombia and abroad has shown that multimodality and task-based learning influence the development of vocabulary acquisition skills, motivation, and oral skills once students are old enough to understand and use complex sentences. Therefore, these studies contributed to this project by helping to analyze how TBL strengthens social skills such as interaction, and also provided valuable information on how multimodality and the integration of various media work to construct meaning. However, this project differs from the previous ones in that it focuses on very young learners, emphasizing the importance of speech-mediated interaction and how this can enhance cognitive development, particularly in English language learning.

First, *Herramienta multimodal basada en tareas para el aprendizaje del inglés en el grado sexto en Florencia, Caquetá (Colombia)*. This research in Colombia analyzes the impact of a contextualized, multimodal tool based on TBL that aims to positively influence the learning of sixth-grade students. This project employs a qualitative action research focus to analyze existing classroom materials, gather students' opinions and experiences through surveys and assessments, and compile the information in field journals and student assignments. The objective is to implement a tool that leverages context-specific elements such as materials and experiences, multimodal learning, and the fundamental aspects of TBL for English language instruction. This approach also aims to

foster an environment in which students develop an understanding of the second language.

The results of this research highlight the importance of developing contextualized teaching materials to innovate in the classroom and create effective learning environments that foster student motivation and participation. By considering aspects of the students' reality and encouraging the use of all English skills to construct knowledge, more meaningful learning is achieved.

In addition, the relevance of the use of multimodality in the classroom is highlighted, since it enhances students' skills by allowing them to search for the necessary information to communicate in English, using digital platforms that are attractive to them and that are part of their daily lives. The use of Task-Based Learning (TBL) is presented as a strategy that encourages the use of various learning strategies, facilitating the construction of knowledge according to the needs and learning styles of students, and promoting teamwork. All this contributes to improving students' ability to construct coherent sentences on topics of interest, especially when the tasks are presented sequentially.

Second, *Vocabulary Learning Through Activities Framed Within Multimodality*. The research focuses on the role of vocabulary acquisition in foreign language learning, particularly for second-grade students, and the challenges that arise from students' limited vocabulary use. Its research-action approach allows for an analysis of the effectiveness of activities that use multimodality to develop oral expression skills. Thus, the project collects and subsequently analyzes information through field journals, student work, and video-recorded sessions. The central idea is to significantly improve students' vocabulary learning by incorporating contextualized audiovisual elements into the classroom. These activities are essential for clear and meaningful interaction, not merely as a means of

supporting the reproduction of written language.

Furthermore, the research highlights certain affective aspects, such as motivation and enthusiasm, as well as the importance of a pleasant environment where a natural communicative process can unfold, facilitated by the use of multimodal resources and activities. In summary, the study asserts that implementing this type of activity—which combines various resources—positively impacts vocabulary acquisition, effectively boosts motivation, and contributes to the creation of a safe environment where more effective learning experiences are generated.

Third, *The Effects of Multimodal Teaching on English Vocabulary Knowledge of Thai Primary School Students*. This study, conducted in Thailand, examines the effectiveness of multimodal instruction in vocabulary learning among elementary school students. The primary purpose of this research is to assess the impact of this approach on both students' vocabulary comprehension and usage; to this end, pre- and post-tests were administered using vocabulary knowledge assessments. In addition, attitude questionnaires were included to analyze students' affective perceptions of the multimodal approach.

The results revealed significant improvement in both receptive and productive vocabulary knowledge. For example, it became clear that students carry out short- and long-term memorization process when the word is accompanied by the image. Furthermore, students expressed positive attitudes towards learning through this method, suggesting that multimodal teaching offers a valuable approach for enhancing vocabulary acquisition in primary school English language learning.

Fourth, the research *Enhancing EFL Oral Skills through ECO 2.0 Kids: A Culturally Situated Perspective* (Guerrero Díaz, 2024) was developed as an action research project

with fifth-grade students at the Instituto Pedagógico Nacional in Bogotá. Its general objective was to identify the impact of activities adapted from ECO 2.0 Kids on the strengthening of oral skills from a culturally situated literacy perspective. The methodology was based on a qualitative approach with data triangulation, employing instruments such as field notes, interviews, questionnaires, artifacts, and recordings, which ensured validity and reliability in the analysis.

The results showed that the ‘cultural capsules’ played a dual role. On the one hand, they fostered an appreciation of culture—that is, values and diversity. On the other hand, they contributed to improving oral skills, writing, and vocabulary. Finally, the conclusions of this study show that the activities had a positive impact on the students; furthermore, it was observed that the incorporation of cultural resources into English classes fosters a meaningful learning experience and increases classroom participation.

Finally, This action research project with sixth-grade students at the Domingo Faustino Sarmiento Technical School focused on determining the impact of a task-based approach on the development of oral communication skills in English and student motivation. Over a five-week period, an initiative based on TBL was implemented. For data analysis, qualitative instruments such as observations, interviews, questionnaires, and class records were used, and all data were analyzed through triangulation. This study found that the most effective activities were those in which interaction played the leading role; for example, in activities where the task focused solely on speaking, the use of Spanish was restricted as much as possible during the activity, which created a calm and motivating environment.

A significant contrast was observed with previous practices focused on the passive

use of texts, as TBL promoted more active and contextualized learning, improving fluency, participation, and motivation toward English, which shifted from being one of the least appreciated subjects to one of the most enjoyed. In conclusion, the TBL approach had a highly positive influence on students' oral communicative competences and motivation, demonstrating its effectiveness in fostering meaningful and dynamic learning experiences in the English classroom.

In view of the above, this project differs from the others by taking a more holistic approach to situated language teaching in terms of using multimodal resources, fostering effective oral language practices, and proposing different elements for teaching English to very young learners. In summary, the project distinguishes itself by using a comprehensive multimodal approach to situated language teaching, improving comprehension and fostering meaningful learning experiences, while contributing to improving English language instruction at early stages.

2.2 Theoretical Framework

The definition of each of the categories that support and guide this pedagogical proposal will be presented below. To this end, three categories will be considered: the first one is Multimodality, followed by Situated Task-Based Learning, and then Oral Expression in EFL.

Multimodality

Kress' (2009) concept of *multimodality* offers a comprehensive framework for analyzing communication by incorporating various meaning-making modes. Kress (2009) defines: “multimodality looks beyond language and examines these multiple modes of communication and meaning making, including images, writing, layout, sound, gesture,

speech, and 3D objects" (p. 21). This concept extends far beyond written language, taking into account contextual elements such as images, spatial organization, and even physical objects, while also acknowledging how these diverse modes of communication interact. This is why the author highlights the importance of context and situatedness in the construction and comprehension of meaning. For example, the inclusion of everyday images, symbols, and icons—such as traffic signs, location markers, etc.—helps reinforce the applicability of vocabulary and multimodal communication in common situations.

In addition to Kress, Lemke (2002) states that multimodal literacy involves the ability to understand, interpret, and then integrate these diverse forms of communication into a single communicative intent. The author argues that in a world filled with diverse media, students must develop multimodal literacy that allows them to interact with the world around them and make sense of it. Both Kress's and Lemke's perspectives emphasize that the interrelation of various modes of communication can enhance learning and the understanding of more abstract ideas.

In this particular study, multimodality refers to a communicative strategy that recognizes the importance of diverse ways of constructing meaning in the interaction. This means that multimodality refers to the multiple ways of engaging with meanings to achieve a deeper understanding that can create learning environments mediated by interaction rather than instruction. In this sense, multimodality is used as a principle that guides and shapes classroom practices so that they go beyond mere teacher instruction and foster active, meaningful participation that aims to integrate and interconnect a variety of resources. For example, the combination of images and words, videos on specific and familiar contexts, and children's songs with choreography, among others.

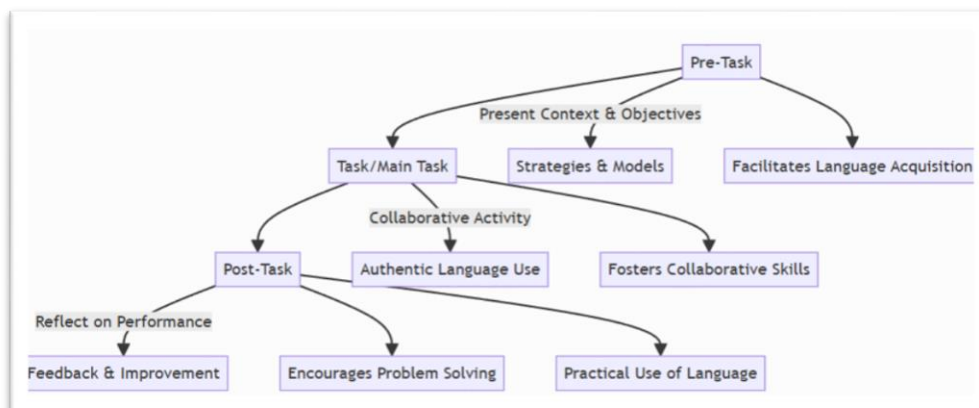
Situated Task Based Learning

Situated task-based learning is conceived as a pedagogical approach that integrates the perspective of situated learning with the principles of task-based learning. Drawing on situated learning, Lave and Wenger (1991) emphasize the importance of social, linguistic, and cultural context in enabling students to actively participate and function through “legitimate peripheral participation” (Wenger, 2008). Brown, Collins, and Duguid (1989), sharing this perspective, propose the concept of situated cognition, revealing the inseparable link between knowledge and the social and cultural context in which it is applied. Sfard (1998) complements this view by distinguishing between the *metaphor of acquisition*, which understands learning as the internalization of knowledge, and the *metaphor of participation*, which conceives of learning as incorporation into communities and practices. Greeno (1997) supports this idea, suggesting that knowledge is acquired from the available environments, people, and tools. Furthermore, Gee (2004) focuses on situated learning in literacy processes, demonstrating how students can adopt new identities through exposure to and engagement in linguistic communities.

Furthermore, task-based learning reinforces the importance of proposing meaningful, communicative activities that are always focused on a clear purpose. Willis (1996) emphasizes the importance of situated tasks or activities in the foreign language to achieve communicative outcomes centered on the genuine use of the new language. On the other hand, Nunan (2004) focuses on the importance of creating curricula and even tasks centered on students’ desires and interests, with the aim of fostering autonomous second-language development and, consequently, broadening their thinking.

Figure 1

Willis' Task Based Language Learning model (1990)



In the pre-task phase, the teacher presents the context and objectives of the task, providing strategies and models. During the task, learners work on the activity, collaborating and using the language in an authentic context. Finally, in the post-task phase, performance is reflected upon, feedback is provided, and areas for improvement are practiced. This approach not only facilitates the acquisition of language skills, but also fosters collaborative skills, problem solving and the practical use of language in real-life situations.

In this project, these perspectives form a framework that views language learning as a situated and collaborative process oriented toward meaningful tasks, in which the development of communicative competencies occurs in authentic and socially relevant contexts. Situated Task-Based Learning is, in this sense, defined as a pedagogical approach that views language learning as a social and contextual process in which students develop communicative skills by engaging in meaningful tasks within communities of practice. In simpler terms, this framework recognizes that knowledge is

not acquired in isolation but is collectively constructed through interaction. By situating tasks in scenarios relevant to students' lives, it fosters autonomy, while integrating the cognitive, social, and emotional dimensions of learning.

Oral Expression in EFL

Oral expression in EFL refers to the developmental process of young learners that interact in L2 classrooms. It encompasses social, emotional, and cognitive aspects that provide a comprehensive framework for analyzing oral skills in teaching and learning methods. From a cognitive perspective, Cameron (2005) argues that oral expression is an emerging process where children create meaning by interacting with their peers and negotiating language use in specific school settings. Consequently, Pinter (2006) notes that children's oral production is contextual and collaborative when they participate in task-based activities that require cooperation and communication.

Furthermore, it is influenced by emotional factors that can either facilitate or hinder speech production. Krashen (1982) argues that whether intelligible input ultimately leads to language acquisition depends on factors such as motivation, self-confidence, and anxiety. This implies that speech performance is influenced by both emotional factors and the quality of instructional materials. A *low filter*, characterized by high motivation, low anxiety, and positive self-esteem encourages students to take risks and speak, while a *high filter* blocks oral production and participation. It is then evaluated through the observable MacIntyre's (1998) concept of Willingness to Communicate (WTC). According to the author, fostering oral communication in the classroom involves creating conditions that enable students to speak and encourage them to do so, making oral expression an indicator of educational success.

Based on the above, oral expression in English as a Foreign Language (EFL) is the

process through which students learn to communicate orally. Oral skills are not developed solely through repetition; rather, they are further developed through participation, collaboration, and the negotiation of meaning in everyday situations. It is worth noting that the process of learning a foreign language integrates cognitive, emotional, and social elements. This category highlights the importance of oral expression, not as a static element but as an interactive one, driven by students' desire or motivation, self-confidence, and attitude toward foreign language acquisition. Based on the above, we view oral expression as a broad skill evident in both group and individual development. This establishes oral expression as a key indicator of success in foreign language acquisition.

CHAPTER III: METHODOLOGICAL DESIGN

Chapter III of this research outlines the type of study conducted and the approach used to systematically describe the study design, the research paradigm, and the data analysis tools.

Action Research

The project adopts an action research approach; this type of approach is the most appropriate given its focus on proposing useful strategies for addressing problems or challenges in the field of research (the integration of multimodal resources) in a real classroom. This is achieved through the design, implementation, reflection, and analysis of the instructional proposal. From this perspective, action research is defined as a qualitative research methodology with a participatory research approach, centered on

observation and the creation of proposals aimed at improving the environment. Action research not only seeks to generate realistic proposals to counteract the difficulties of the specific context.

Initially, Lewin (1948) defined action research as a methodology comprised of investigative precision and social action aimed at addressing the difficulties encountered. In addition, several authors, such as Kemmis (1985), Fals Borda (1990), and Freire (1997), have contributed to defining action research and reinforcing the importance of its application in social and educational contexts.

According to Lewis (1946), action research is rooted in a systematic nature, meaning it is organized into interconnected phases: planning, action, observation, and reflection. First, the planning phase defines the difficulties to be investigated, linking them to specific objectives in order to guide action. Second, the action phase gathers the various strategies and proposals useful for addressing the identified difficulties. Supporting this is the observation phase, through which the different results are collected to evaluate the impact of the actions taken. Finally, the reflection phase provides the basis for analyzing the findings and generating new proposals.

It is important to highlight the value of collaborative work and active participation from all stakeholders in the research process. This is crucial not only for addressing the difficulties but also for proposing alternatives and developing meaningful proposals.

In short, action research establishes itself as a tool of utmost importance for social change, positioning itself through scientific precision and in favor of meaningful and participatory action. Its cyclical approach and emphasis on collaboration make it an

appropriate methodology to address complex problems and generate useful knowledge for the improvement of specific practices and contexts.

Qualitative Paradigm

This paradigm aligns with action research as it emphasizes understanding the meaning-making processes of participants in the context of the intervention. The focus in the present research is on exploring how the use of multimodal resources shapes the learning experience.

The qualitative research paradigm is characterized by its interpretive and naturalistic approach to the social world, seeking to understand phenomena from the participants' perspective and within their own contexts. In contrast to the quantitative paradigm, which seeks to generalize and explain through measurement and statistical analysis, qualitative research focuses on the complexity and richness of individual meanings and experiences.

Authors such as Strauss and Corbin (1990) point out that qualitative research seeks to develop a deep understanding of social situations, whether in terms of the experiences or perspectives of individuals or groups. It is conceived as a flexible and dynamic process in which the researcher actively participates in the field of study, collecting data through various techniques such as interviews, observations, focus groups, and documentary analysis. The above reinforces the idea that knowledge cannot be reduced to simply collecting information, but rather is constructed from the ongoing, participatory relationship between the researcher, the participants, and the social context in which the study takes place.

Context is key in qualitative research, as it seeks to reflect on how social phenomena are interconnected with cultural, historical, and social environments. Creswell (2007)

highlights the role of qualitative researchers as participants in the analysis of social phenomena and the context in which they occur. Therefore, qualitative research does not focus on an individual experience, but rather constructs it from the context and the meanings created by the participants within the context of social interactions.

In short, the qualitative research paradigm offers a valuable method for understanding the complexity of the social world, from the perspective of the actors themselves and within their own contexts. Its flexible and dynamic approach allows researchers to delve into the experiences, meanings, and motivations of individuals and groups, providing rich and deep knowledge about various social phenomena.

Data collection instruments and procedures

The instruments used for this research study aim to ensure that the data collected for the subsequent analysis in the triangulation process is valid and reliable as it involves the carefully reviewing of data collected through different tools and techniques “in order to achieve a more accurate and valid estimate of qualitative results for a particular construct” (Hoyo & Allen, 2006. p.42). The data collection instruments used for this research are described below.

The field diary, as a reflective tool in qualitative research, is a personal notebook where the researcher records his or her observations, reflections, ideas and experiences during the research process. Bogdan and Biklen (2003) emphasize the importance of the field diary for documenting the research process, reflecting on the experience and generating ideas. It provides a detailed record of the activities undertaken, the data collected, the decisions made, and the challenges faced during the research. It provides a space for the researcher to reflect on his or her own experiences, biases and

interpretations of the data, which contributes to the rigor and credibility of the study. Finally, it allows the researcher to explore emerging ideas, formulate hypotheses and develop new lines of research based on his or her observations and reflections.

For this project the field diary was used as a systematic tool to document observations, reflections and perceptions throughout the research project. Details of interactions, experiences, and environmental context were noted daily. It was also carried out throughout the research activities, ensuring that observations were recorded promptly and accurately. Thus, verbal and nonverbal cues, environmental factors, and any unexpected events were noted.

The interview is a qualitative research method that involves asking questions to collect data from participants. According to George (2022), interviews can be structured, semi-structured, or unstructured, depending on the level of predetermined questions. They are commonly used in market research, social science, and ethnographic research. As “interviews are best suited for understanding people’s perceptions and experiences” (Blandford, 2013, p. 23), this instrument is perfect to hold a conversation which allows the researcher to gather data needed. In this project, a semi-structured interview was applied to gather in-depth information about the teacher’s perspective, experiences, and perceptions on regard the subject matter.

Lastly, Graham (2019) defines an **audio recording** as any form of recording of sounds from which sounds may be reproduced. This encompasses a variety of formats such as wax cylinders, vinyl discs, audio cassettes, compact discs, DVDs, and digital recordings. In this research project, recordings were employed as a crucial tool to capture and document the verbal communications of students in the target language. The main

objective was to analyze how effectively students communicated simple ideas in English during class and to assess any observable improvements in their language skills following the intervention. Through careful review of recordings, the project sought to identify patterns in language use, such as fluency and the ability to convey meaning (the ability to communicate basic concepts). This method provided a reliable way to track progress, enabling a comprehensive assessment of student development.

Ethical Issues

All information and data collected throughout the research will be used solely for academic purposes. Based on established regulations, no personal information of participants will be published or disclosed. Although participants provided their consent to participate voluntarily through a form signed by their legal guardians, they may withdraw from the research at any time without consequence.

CHAPTER IV: PEDAGOGICAL INTERVENTION

Vision of language:

Language goes beyond grammar and vocabulary; as Freire (1970) argues, it always ends up becoming an instrument of transformation, a tool through which society, culture, and ideas are born. This ultimately allows for a broader understanding of the meanings held by individuals and communities. Based on this, learning English cannot be limited to textbooks or guides focused solely on grammar and literal translation.

On the contrary, learning must take place within the students' context and foster creativity in order to encourage active participation in the construction of knowledge. Therefore, classrooms must become attractive and interactive spaces, always oriented toward the students' surrounding context, so that it is easier to acquire new knowledge based on prior learning, enabling them to progressively integrate the new language into their daily lives. Under this premise, language is no longer seen as something static but as a living entity constructed in society solely through interaction and participation.

Vision of learning:

The learning approach proposed in this research focuses on contextualized learning. English language instruction is not limited to rote memorization but is directly linked to the child's world. Along these lines, learning should take place in authentic contexts (Lave & Wenger, 1991). Thus, when English is taught through the child's immediate reality—the streets they know, the music they listen to, the colors that capture their attention—everything becomes the foundation for a meaningful learning process. Multimodal resources, such as stories, videos, images, and interactive tools, become primary resources. The student is not relegated to the static learning of the language but rather immersed in it. Their prior knowledge helps them create new meanings and perspectives on the world around them.

Vision of the curriculum:

Finally, by enforcing a uniform approach that disregards each student's unique abilities and interests, traditional, teacher-centered curricula often limit students' potential (Darling-Hammond, 2010). This outdated method, which emphasizes rote memorization,

restricts students' opportunities to engage meaningfully with knowledge by failing to recognize the value of fostering thinking and creativity.

In contrast, the curriculum vision adopted in this project seeks to transform education into a nurturing environment adapted to each student's needs. Effective curricula foster students' individual talents and interests and provide them with the opportunity to pursue their goals, as Brookhart (2017) emphasizes. Deeper understanding, improved communication, and the acquisition of skills that enable students to succeed in a variety of settings are the results of this approach.

Instructional Design

The classes were face-to-face, each lasting one hour, and were structured using task-based language learning approach, in which students focused on completing tasks using the target language. Each intervention included three phases. In the **pre-task** phase, learners were introduced to the objectives and context of the task through activities such as brainstorming, discussions of relevant vocabulary, and examples to prepare them for the main task. During the **main task** phase, learners performed basic activities, working individually or in groups to complete tasks designed to simulate real-life situations, thus encouraging the practical use of English. Finally, in the **post-task** phase, students reflected on their performance and the language used, participating in simple speaking activities, while reinforcing the language structures and vocabulary learned. This structured approach aimed to improve language proficiency through practical application and continuous reflection, fostering deeper understanding and retention of English.

Four didactic units were implemented, the first one was about “means of transportation” began with an introduction of vocabulary using flash cards containing picture and word, in which the teacher pronounced each word, and the students repeated it. This was followed by the pre-task, in which a short video showing the most common means of transportation in Bogota was shown. During the projection, some means of transportation were identified and named. In addition, a sound recognition activity was carried out, in which sound recordings of different means of transportation were played and the students had to guess which one it was.

Next, for the main task, students were divided into pairs to perform a role-playing activity. One student would ask, “How do you go to school?” while the other student would respond using the vocabulary learned, e.g., “I go to school by bus.” Then, in small groups, the students discussed the means of transportation they use most frequently. To conclude the class, in subsequent homework, worksheets were handed out on which students had to draw their favorite mode of transportation and label it in English. Each student presented his or her drawing to the class, describing it with the vocabulary learned.

The second unit was about “introducing myself”. At the beginning of the lesson, a short video on personal introductions in English was shown, featuring a conversation between Anna and Billy. After watching the video, the teacher organized the characters' personal information, making sure everyone understood how to present relevant facts. Then in the main task, each student received a sheet of paper with a picture of a girl. Students were to complete the sheet with their own personal information, which included their name, age, favorite color, favorite hobby or toy. This activity allowed students to reflect on themselves and practice using simple sentences. Finally, in the post homework

students presented their posters to the class. Each student had the opportunity to share their personal information, which fostered confidence and practice speaking in English in front of their peers.

As a starting point, in the third unit about “parts of the house” printed pictures were used to build and describe a simple model of their house. This helped to introduce vocabulary related to parts of the house, such as kitchen and bedroom, in a visual and practical way. In the second case, students used printed images to build and describe a simple model of their house. To conclude, each student presented his or her house model, naming each part. The main goal of this activity was for students to practice answering questions such as “What is your favorite part of the house?” “Where do you cook in the house?” “Where do you brush your teeth?” and “Where do you sleep at night?” This encouraged interaction and language use in a meaningful context.

Finally, in the fourth unit about how to follow basic commands, all started with a game of “Simon Says,” which was used to introduce the idea of following directions in a fun and interactive way. This unit allowed students to experience the importance of listening and following directions. Next, in the pre-task, a popular children's action song was presented that included basic commands. The students had to follow the instructions in the song, which helped them become familiar with the vocabulary and structure of English commands. The main task consisted of the “Follow the leader” activity, in which students stood up and followed some basic instructions and commands, imitating actions and movements. The leader gave simple instructions such as “jump,” “clap your hands,” “stand up,” and “sit down.” The instructions were written on the board so that the students could easily recall the vocabulary. To conclude the unit, students were provided with

simple drawings of objects. They were to draw in their notebooks following the given instructions, e.g., “draw a yellow sun, a blue cloud, and a green mountain.”

In summary, through a combination of visual, auditory, and kinesthetic exercises, the educational program, organized into four instructional modules, provided students with significant opportunities to engage in English language learning. Each unit was designed to promote vocabulary expansion, communication practice, and confidence in using the language in conversational and relaxed settings. The approach focused on both language oral proficiency and student engagement through the incorporation of role-playing, group projects, and creative tasks. In addition to providing a logical structure for classroom instruction, this intervention laid the groundwork for evaluating its effectiveness. Thus, to better understand the efficacy of the proposed method, the following chapter on data analysis will examine how these activities influenced student performance and interactions.

CHAPTER V: DATA ANALYSIS

This chapter focuses on the analysis and evaluation of the information and findings collected during the classes and from the implementation of the four proposed teaching units. Data analysis is carried out through a systematic and exhaustive process, from organizing the information to developing meaningful analysis. The materials used to gather information included classroom observations recorded in field journals, semi-structured interviews, student assignments, and some audio recordings. These instruments were organized and categorized to provide a clear, albeit general, overview of the findings. This organizational phase lays the groundwork for further exploration of the findings.

According to Burns (2010), an exploratory reading and listening assessment was conducted to identify internalized ideas or patterns. This initial assessment allowed for the creation of secondary categories containing complementary information. These categories then formed the basis for the subcategories of analysis, ensuring coherence, order, and consistency during data collection.

Freeman (1998) emphasizes that analysis within educational research cannot be a rigid technique but rather a broadly reflective and analytical process that allows for a deeper understanding of pedagogical practice. Thanks to this perspective, the categories of analysis were linked to the theoretical framework, enabling an interpretation of results that went beyond mere description and situated them within a broader pedagogical understanding. To establish a high level of validity and rigor, the data collection tools were triangulated, ensuring that the descriptions and analyses were supported by evidence.

Finally, the categories were critically and rigorously analyzed to highlight the pedagogical implications, and the results were synthesized into a coherent narrative. This narrative demonstrated the progression from observation and research to understanding and analyzing results, in accordance with the principles of teacher research and action research described by Freeman (1998) and Burns (2010).

RESEARCH QUESTION	OBJECTIVES	CATEGORIES	INDICATORS
How do multimodal resources, implemented through situated task-based learning, contribute to strengthening English oral expression in first-grade students at IED La Merced?	To identify the ways in which multimodal resources mediate first-grade students' engagement and participation in situated task-based learning activities in English.	Multimodal Resources	• Students display noticeable enthusiasm and curiosity when lessons incorporate varied modes such as images, sounds, and movement, showing that multimodality sustains their attention. • Visual and auditory input allow learners to connect new vocabulary with meaning naturally, demonstrating comprehension through association rather than reliance on written text. • Oral participation becomes more confident when resources are linked to familiar and everyday contexts, reflecting motivation and a sense of security in speaking. • Learners engage collaboratively, supporting one another and co-constructing meaning, which highlights how multimodality fosters peer interaction and shared understanding. • The classroom atmosphere becomes more relaxed and positive, with laughter, smiles, and creative responses indicating that multimodal strategies reduce anxiety and encourage active involvement.
	To describe the oral participation processes emerging from situated task-based learning activities in English.	Oral participation processes.	• Students begin to use English as a communicative tool, moving from isolated words toward short expressions that reflect personal identity and everyday information. • Oral interventions become more frequent and confident when learners participate collectively, while individual participation still shows signs of shyness and hesitation. • Learners demonstrate gradual progress in fluency and pronunciation, even when errors are present, showing that oral

			practice is valued more for meaning than for accuracy. • Peer support emerges naturally, with students helping classmates recall vocabulary or phrases, reinforcing collaborative learning and reducing insecurity. • Classroom interactions reveal that learners are motivated to speak when tasks provide authentic opportunities to share personal information or introduce themselves.
	To reflect on the contribution of situated task-based learning and multimodal resources to the development of students' oral expression.	Willingness to Communicate and Confidence	• Learners show a growing readiness to participate in oral tasks, even when initial hesitation or shyness is present. • Confidence in speaking increases when students feel supported by peers and teachers, creating a safe and encouraging environment. • Repetition and collective practice reduce anxiety, allowing even the most reserved learners to pronounce words and short expressions without fear. • Classroom interactions reveal that students are more willing to communicate when tasks are connected to familiar contexts and everyday experiences.

Category #1: Multimodal Resources.

One of the main objectives of this pedagogical intervention was aimed at integrating multimodal resources that were directly related to the specific context of the students. The purpose of this was to have students relate the contents of the subject to their immediate reality.

Thus, during the implementation phase a set of tasks was carried out, and some multimodal resources were implemented to achieve the goal. For instance, using audios and images in the lesson, the first task consisted on students presenting their family members in front of the classmates through the design of a family tree. In the warm-up

and pre-task phase, I introduced the topic using flashcards with pictures of different family members such as mother, father, sister, brother, grandmother, and grandfather. Students practiced listening to and pronouncing the vocabulary they needed:

Profesor: Ahora, voy a pegar las tarjetas en el tablero y vamos a escuchar unos audios que les traje, y la idea es señalar la tarjeta correcta cuando escuchemos lo que nos dice el audio. ¿Listo? (Se reproduce un audio: "mother")

Profesor: ¿Quién puede señalar "mother"?

Estudiante A: (apunta a la tarjeta correcta) ¡Esa!

Profesor: Muy bien, seguimos (Se reproduce un audio: "sister") ¿Y ese cual será?

Estudiante B: (señala la tarjeta tímidamente) ¿Esta?

Profesor: ¡Perfecto! ¿Y qué es "sister"?

Estudiante B: ¡Hermana!

Profesor: ¡Muy bien! Ahora estos dos ¿qué se les ocurre, cuáles miembros de la familia pueden ser estos?

Estudiantes: (varios al tiempo) ¿Hermanos? ¿Tíos?

Profesor: Exacto, son los tíos, la tía y el tío. Y cómo se dicen en inglés vamos a escribirlos en el tablero para que recordemos, el que está a la derecha miren, es "uncle" es decir tío ¿cuántos visitan al tío? (responden varios al tiempo); y la que está a la derecha se llama "aunt" o en español tía ¿cuántos visitan a la tía? (responden varios al tiempo).

Audio recording 1.

In this part, students listened to a native English speaker pronouncing the words, they maintained a high expectation when listening and began to pay attention more closely. First, they looked at each other making gestures of doubt, but then the students

were very interested in pronouncing and participating using the vocabulary. Beyond the correct pronunciation, when asking students to participate they did so with enthusiasm and concentration, keeping in mind which family member they were saying. This was found in field note N° 1:

“Students were clearly interested in more than just the correct pronunciation of the words. Although this happened, they were confident and enthusiastic in repeating the words. Which reflected their understanding of the meaning behind the terms, and their desire to actively participate in the dynamics. Occasional laughter and smiles during repetition reinforced a relaxed and collaborative learning environment. Despite those limitations, students correctly identified the words and demonstrated confidence in interacting with the new vocabulary.”

(Field note N° 1)

The effectiveness of using multimodal resources, such as audios and flashcards, to engage students and promote the acquisition of vocabulary related to their family members can be observed. During the activities students demonstrated understanding of the vocabulary, they actively participated and associated the vocabulary with its meaning despite some inaccuracies in pronunciation. In addition, whenever the vocabulary was accompanied by the picture (for instance, “mother” with a picture representing that word) students were able to relate the new vocabulary without even seeing how it was spelled. This ‘image word’ integration represented a break from the traditional methodology in the classroom.

The main purpose of this task was for students to introduce at least two relatives to another partner. They were asked to repeat short sentences to learn vocabulary, which

students had to associate with the name of their own family. So, when speaking students needed the names of their grandparents, parents, brothers, and sisters.

Pareja # 1

Estudiante A: This ...is my mother, Clara... ehmm...is my father, German.

Profesor: ¡Muy bien! Ahora tú. Preséntame a tus hermanos.

Estudiante B: Si, “brother” y “sister”

Profesor: ¡Muy bien! Pero dime ¿cómo se llaman? No te preocupes, estamos practicando, mira al tablero ahí está cómo debes decir. Entonces, por ejemplo, aquí sería “this is my brother” ¿Si es claro? Dale tu. Who is this? ¿Quién es ella?

Estudiante B: Emmm... my sister?

Profesor: “This is my sister” Mira ahí está en tablero.

Estudiante B: “This me sister” ... Daniela y “this me brother Jean”

Audiorecording #1.

The use of the family tree as a multimodal resource served for practical application. Since during oral presentation students had to keep the names of their family members in mind, they showed enthusiasm and confidence, focusing on meaning rather than perfect speech. They were aware of who they were presenting, regardless of pronunciation. Thus, this approach fostered positive attitudes toward speaking in English, making them feel safe. This combination of listening and visual aids might improve comprehension and vocabulary retention.

Students were able to understand better when there were background-based activities; for instance, their relatives. Therefore, according to Lave and Wenger’s (2008), multimodality in the classroom should be understood as more than a methodological

variety; it becomes a strategy that, when embedded in real-life contexts and collaborative practices, supports both linguistic development and social interaction, enriching the learning experience.

The next task was for the students to learn to follow instructions in English. With the use of the video and kinesthetic approach as the main resources. The class began with a warm-up that consisted of having the students repeat some movements such as jumping, touching some parts of the body, and raising their hands. The movements were introduced naturally to create a dynamic space. For the main tasks a video with movement instructions was displayed, and children followed the commands. Some were carried away by the music, while others concentrated on performing each action with precision. The task included the classic game “Simon says”, in which commands were put in practice.

The dynamic started with simple instructions, but gradually more complex ones. The objective was to increase the level of challenges increasingly. Children demonstrated a sense of attention and in identifying when to move. Although some of the younger children were slow to react, progress was evident when they saw their classmates executing the movements with greater confidence. This was found in field notes #5:

“The “Simon Says” game functioned not only as a reinforcement activity but also as a resource to measure the attention and the comprehension of commands. The progression from simple to more complex instructions evidenced differences in response speed among the children, but overall progression was noted in their ability to discriminate correct commands.”

Field notes #5

Although the initial class planning did not contemplate a formal pair exercise, the spontaneous interaction among the students arose as an enriching element. During the game and song, some children began to support each other, reinforcing learning through collaboration. These moments of natural interaction added a significant social component into the learning process. To close the session, I gave the students worksheets with a guided drawing activity. Instructions such as “draw a blue cloud” or “draw a yellow sun” allowed them to apply the vocabulary in a creative context. The drawings reflected each child's unique interpretations, evidencing their understanding of the commands. The atmosphere in the classroom became calm and relaxed, with the children immersed in the task, although some required minor clarification of the directions.

From the beginning, warming up with actions such as jumping and raising hands allowed children to connect the meaning of words to their own bodies. As mentioned before, the visual and textual association reinforced the learning process, which facilitated vocabulary retention. This approach is especially useful as learning also becomes experiential and multisensory as the context plays a decisive role in shaping meaning, making multimodality a flexible framework for analyzing communication in diverse settings (Kress, 2009).

For example, “Simon says” game worked out as a key strategy for measuring attention, listening comprehension, and speaking. This could indicate that kinesthesia not only supports linguistic memory but also aids in the development of cognitive skills such as command discrimination and speaking to give instructions. For children who had difficulties in execution, peer support facilitated their adaptation to the rhythm of the game by imitation. Besides that, the spontaneous interaction among the students demonstrated that kinesthetic dynamics generate an environment in which young learners participate in developing interpersonal skills.

From a critical perspective, multimodality in educational practice is not only about combining different modes but also about ensuring that these resources are contextualized and socially meaningful. When multimodal resources are connected to students' everyday experiences; such as family, games, or bodily movement. They foster motivation, confidence, and deeper understanding.

Category #2: Oral participation processes.

A second objective of this pedagogical intervention was to integrate task-based content so that students would demonstrate how they can use English as a vehicle for communication.

For this purpose, a task related to personal presentation was carried out. Then in the second part I showed them a video featuring two characters, Anna and Billy. In this video they had a conversation introducing each other. When watching the video, some of them whispered the sentences along with the characters, others just smiled when the characters spoke. After the video, I pulled out two large pictures of Anna and Billy and taped them to the board. Asking what their names are pointing at the pictures. Immediately, the girls began sharing what they remembered. Some raised their hands waiting for their turn. Next, I asked how old Billy is and how old is Anna? to find out if the students had understood these two fundamental parts of personal introduction, as seen in the next example:

Teacher: "What is the name of the boy?"

Student A: Billy!

Profesor: Very good!. "How old is he?"

Estudiante A: ocho

Profesor: ¿cómo se dice ocho en inglés?

Estudiante A: (algunas compañeras le ayudan) “Eight”

Profesor: Excellent!

Profesor: Ahora tú. “What is her name?”

Estudiante B: No sé esa, profe

Estudiantes C: Que cómo se llama ella.

Profesor: ¡Exacto!

Estudiante B: Anna

Audio recording #3

Even if they do not use complete sentences, I noticed that all of them answered concretely by saying the name of the character (Billy or Anna) or the number corresponding to their age (7 or 8). At the beginning students were a little shy, trying to pronounce and repeat what they heard. However, the more students participated, the more engaged they were. Of course, there were some errors in pronunciation, yet the students began to repeat short expressions such as “my name is” and “I am six years old,” thereby demonstrating a conscious and significant use of English, as documented in Field Diary:

“Interactive questions were posed, and the girls actively participated, attempting to recall key phrases. Some raised their hands to share what they had learned, showing confidence in using the new vocabulary. I observed that students participate actively when the activities involve all of them simultaneously, it means when they need to speak to each other. However, when participation is individual, they tend to be shy.”

Field notes No. 3

For the last part, I distributed worksheets on which each student had a drawing of a girl to color. They also had blank spaces where they needed to write their name, age, and favorite toy. Before starting the activity, sentences were written on the board to illustrate students: “my name is...” “I am ... years old” “my favorite toy is...”. Some of them had difficulty completing the task, so I approached them to find out what they were missing. For instance, some girls did not remember what the toys were in English, so I helped them by remembering the toys vocabulary. In addition, during the activity small working groups were formed, students took the initiative to collaborate with their classmates who did not understand very well. This is a positive contribution to the class, since it generates interest in solving the task.

Finally, the girls presented their drawings orally in front of their classmates. The goal of this activity was for the girls to introduce themselves in front of the class. One by one they introduced themselves, using the phrases. Some of the girls' faces reflected insecurity at first, but as soon as they finished speaking, they received applause and smiles from their classmates, which made their expressions change. In fact, some of them showed the intention of doing it again but without so many nerves this time. In other cases, they were incited by their classmates to do it again. I found this interesting because they are not expected to learn to speak English fluently, but they are expected to begin this process friendly and naturally. This was stated by the classroom teacher in the interview:

Es importante que ellas se sientan seguras, que sientan que están aprendiendo a hablar en otra lengua y no memorizando palabras y reglas de gramática aisladas. Entonces, en resumen, considero que, organizando actividades en parejas o grupos, yendo despacio, con calma, donde las niñas con más habilidad puedan ayudar a sus compañeras. Esta colaboración fomenta el aprendizaje mutuo y la unión entre ellas. Esas cosas que son

propias de los procesos de aprendizaje. Por ejemplo, encontramos que las actividades representan una oportunidad para poner en práctica lo que se aprendió, es decir una oportunidad para hablar inglés y me parece interesante la forma en que las niñas han respondido. Claro, no hay una interacción que se dé totalmente en inglés, pero si hay una intención por usar el inglés o al menos la partecita que se aprendió en clase.

Interview question # 6

As seen in the examples, one of the most significant aspects is that TBL encourages peer learning and collective engagement, promoting an environment where communication is not only teacher-driven but student-initiated. For instance, during the oral questioning, students helped their classmates remember words, particularly numbers and basic phrases, rather than relying solely on the teacher. This dynamic illustrates how shared learning experiences reinforce understanding and break down barriers of insecurity. This support system plays a crucial role in fostering a sense of belonging and motivation within the group. At the end of the day, this may reduce pressure and boost self-assurance in spoken English.

The second relevant aspect was the use of English as a functional tool for communication, rather than as isolated vocabulary or grammar exercises. The structured progression, from listening to speaking, helped the students engage with language in a practical manner. In this case, the three moments of the lesson ensured students obtained language structures naturally. These tasks provided learners with opportunities to use the target language for authentic communication, moving beyond isolated grammar or vocabulary drills. Willis (1996) further explains that task-based learning encourages learners to engage in purposeful interaction, where language is acquired through the process of completing communicative goals.

Instead of memorizing rules, they observed and attempted to replicate the interaction shown in the video. Although initial responses lacked full sentence structure (e.g., responding with only “Billy” or “8”), students extended their vocabulary by paying attention to what was displayed and their own personal information. This might demonstrate how TBL gradually strengthens language awareness, moving learners from isolated words to full expressions in practical environments. In other words, writing their name, age, and favorite toy transformed abstract vocabulary into personalized language use.

This active application made learning more meaningful and memorable, as students connected English to their identities. When learners participate in tasks that require interaction, such as introducing themselves or sharing personal information, they begin to use English as a functional tool rather than as abstract knowledge. This aligns with the idea that language learning is most effective when embedded in social participation, echoing Lave and Wenger’s (2008) notion of situated learning.

Category #3: Willingness to Communicate and Confidence

A third objective was to enhance students’ speaking ability. Not merely to transmit a message, but for the students to participate in real communicative environments where they can feel comfortable and are willing to speak without pressure.

To address the topic of parts of the house, it was necessary to once again use visual aids as the central pillar of the lesson. I began with a warm-up designed to review questions such as “What is your name?” and “How old are you?”. Students were a little more confident, as they knew how to answer. Later, the preliminary task consisted of familiarizing themselves with the parts of the house, so images were shown along with the corresponding vocabulary, and repetition was used as a tool to improve phonological

awareness. Here, I encouraged students to relate the image with the correct word and repeat the pronunciation at least three times.

At a later stage, each student was given a sheet of paper with a sketch of a house with four rooms. Students had to draw four elements (without specifying which ones) correspond to each part of the house. The idea was for students to be creative and capture what they remembered about their own homes. Here, it was important to monitor the working groups to guide them on the names of those elements in English and to ensure that the task was completed for the result, which was to talk about their own homes.

In this sense, the final task was related to displaying children's work. In this part of the lesson students presented the house they designed, naming each part. The main purpose was to practice questions such as, "What is your favorite part to stay?" "Where in the house do you cook food?" "Where in the house do you brush your teeth?" and "Where in the house do you sleep at night?"

Teacher: Let's practice. What is your favorite place to stay?

Students: (respond several) Bedroom, living room, kitchen teacher

Teacher: Ok, where can you cook?

Student: Livingroom?

Teacher: Noo, in the...

Student: (respond several) kitchen

Teacher: Very good! You, Dana. Where do you brush your teeth?

Student: The bathroom

Teacher: Ok! Now you, Samanta. Where do you sleep at night?

Student: In the bed

Teacher: OK, good!

Audio recording #4

In another lesson plan focused on following instructions in English, the activity Simon Says was carried out. The idea was that, in addition to following instructions, the students would also be able to give instructions and basic commands for their classmates to follow, thereby fostering both listening and speaking skills. The activity relied primarily on playfulness and musicality (kinesthetic) as central tools. I began by giving basic commands such as jumping, turning around, touching your knees or feet, crouching down, and raising your hands. This was intended to introduce the vocabulary of the lesson.

I noticed that the activity connected very well with the students; it was particularly important to include the movements at the same time the instruction was given. This association allowed them to understand the instruction more quickly. A relevant aspect of this is that the students did not limit themselves to simply following the command but also began to say it aloud while performing the movement. As noted in the field diary:

“The use of the kinesthetic resource was quite helpful and effective in introducing basic vocabulary. The students were interested in having to follow choreography. Each time the words were said, such as jumping or touching the knees, they were together with a clear movement along with the repetition of the words. The constant repetition seemed to help the students feel more confident in pronunciation.”

Field notes No. 4

After I gave the commands and observed that the students had understood the activity more clearly, I selected a pair of them to give commands to their classmates. For this specific part of the task, I asked the students to come to the front so they could be seen

by the entire class, which once again resulted in shy and nervous reactions. Observing this, I invited more students to come forward and perform the activity. This helped to overcome, at least partially, the barrier of insecurity in speaking, considering that they were six-year-old children. The selected students agreed on which command they would give to the rest of the class. My intervention was necessary at this point, since they had not yet fully internalized the vocabulary; however, it was sufficient to remind them of a few words for them to begin the activity.

It was observed that, although some students mispronounced certain words, their classmates still understood the instructions because they were not isolated words but accompanied by movement (which could be compared to the effectiveness of an image). It was also noted that some of them corrected the commands when they did not correspond to the movement. Interestingly, they repeated the command in English while performing the appropriate movement, which helped some of the students who seemed lost to understand more effectively. This was stated by the teacher:

Las niñas suelen disfrutar muchísimo las actividades que las hacen moverse o que tienen un componente lúdico, digamos que no es lo mismo hacerles escribir los verbos en el cuaderno que ponerlas a seguir una coreografía como tu hiciste en la clase anterior. O también juegos como "Simón dice", donde pueden saltar, girar y así. Son cosas que ellas ya conocen en español y que fácilmente transponen al inglés solamente por el ademán o señalando. También les encantan las canciones que incluyen movimientos, porque las ayuda a asociar palabras con acciones y se sienten muy involucradas en el aprendizaje. Muchas de esas actividades las hacen también en educación física, entonces se les hace más sencillo aprender que "jump" es saltar y run es correr y así con muchos otros verbos.

Interview Question #4

This evidence is extremely relevant to this section as it allows us to understand how multimodal tools can help to create spaces where students feel safe and comfortable when trying to speak the target language. The idea behind these spaces was to help students overcome their shyness and adopt an assertive attitude when learning a new language.

The main concern in this regard was to involve students in communicative environments where shyness was reduced, and English was used as much as possible. There, students felt motivated to participate in class. As evidenced in the tasks, students were interested in discovering how to say things about their own reality in English. This process can be understood through Krashen's (2008) notion of practicing a second language, which highlights that language acquisition is facilitated when anxiety is minimized and learners feel safe. A playful atmosphere reduces barriers to speaking, enabling students to acquire language more naturally.

Another aspect observed was that during the activities, the pronunciation practiced by repetition encouraged even the shiest girls to participate in the activity. Not only because it was repeated, but also because seeing what their classmates were doing influenced them to do the same. In addition, the fact that their voices were mixed with others allowed the students to pronounce words without fear or pressure.

Equally important was the intention to encourage students to develop an assertive attitude when performing various tasks using English. Given that these were very young children, it was to be expected that they would be afraid of making mistakes at any moment. In this lesson, it was very important to accompany the working groups, as the vocabulary was extensive and not all students knew how to pronounce, which meant that

some lost interest in the task. However, the use of tools (e.g. kinesthesia and images), was essential in reducing student frustration when the activity began.

Jewitt (2008) emphasizes that multimodality enriches literacy by allowing learners to construct meaning through multiple modes—visual, auditory, and kinesthetic. The use of images, gestures, and movement provided learners with alternative pathways to understand and produce language, making speaking activities more accessible. As the tasks involved inquiring about what they were familiar with, a pleasant connection was created with their process of learning to speak English. Finally, it should be noted that most of them showed interest in participating in the speaking activities, but due to time constraints, not all of them were able to do so. As a result, it was observed that the students who were unable to participate also experienced a certain level of frustration.

CHAPTER VI: CONCLUSIONS

Situated multimodal learning, as an innovative pedagogical model for teaching English in elementary school, has the potential to generate a significant impact on the development of oral communicative skills in students. This model is based on the integration of diverse modes of communication (images, videos, audios) and on the linking of content with the students' reality and experiences to foster oral language abilities. Thus, the aim of this study was to examine how contextualized multimodal learning could contribute to the development of oral communication skills in elementary school students. It was expected that linking the use of multimodal resources with students' prior and everyday knowledge would increase their confidence and active participation in class.

Regarding the first research objective, which focused on determining how multimodal resources influence student participation and confidence, the results showed that dynamic elements, such as images, audio, and kinesthetic expressions, were relevant for focusing attention and facilitating students' understanding of the foreign language. Secondly, a significant increase in student interest was observed, as all the vocabulary and learning offered were situated within knowledge from their daily lives, that is, within their immediate context. The multimodal resources successfully transformed the classes into a meaningful environment by dynamically linking with prior knowledge, moving beyond the merely written and demonstrating that multimodal resources, more than just complementary tools, are useful and engaging strategies that enrich language learning and development, promoting motivation, confidence in the classroom, and collaborative learning.

The second objective focused on describing the processes of oral participation during the various activities proposed, which were based on situated task-based learning. The results showed exponential progress in the students' oral communication skills, as they moved from using isolated words to using short sentences, demonstrating greater fluency and pronunciation despite the natural difficulties inherent in learning a second language. Furthermore, the effectiveness of oral participation in group and collaborative learning environments was evident, where mutual support reduces shyness and increases the desire to share what has been learned. This reinforces the idea of oral participation as a linguistic and social process through which knowledge is constructed.

Finally, the third objective focused on how task-based learning, combined with multimodal resources, contributes to students' readiness for communicative processes and increases their confidence in oral expression. Analysis of this objective revealed that students were more engaged when knowledge and tasks were directly and creatively linked to familiar and social contexts (through multimodal resources). The importance of the teacher's role and the appropriate selection of materials should be emphasized, as this allowed even the shyest students to actively participate in oral communication processes, strengthening their confidence and fostering linguistic, social, and emotional development. This confirms that readiness to communicate is directly linked to creating meaningful and safe environments that allow students to express themselves, share their learning, and adopt assertive attitudes toward speaking English.

Therefore, the use of multimodality situated within the context proves to be a significant pedagogical approach, fostering active participation and increasing confidence in oral communication. The results demonstrate that foreign language learning is more effective in the early grades when it is linked to students' real-world experiences, implemented through multimodal resources, and carried out in collaborative and safe environments. However, it is worth mentioning that not all expected goals were achieved. The limited availability of resources, along with the imbalance in students' prior knowledge, affected the extent of participation and the depth of exposure to oral practice. While these factors did not reduce the effectiveness of the proposed model, they highlighted the need for pedagogical approaches to be designed and adapted to the realities and conditions of the classroom.

Limitations

Although the vast majority of results were positive, it is important to acknowledge several limitations. First, the very limited time allotted for interventions (one hour per week) reduced the expected depth of oral practice and hindered the continuous observation of long-term oral skill development. Second, the school demonstrated significant limitations in providing resources and materials, which posed a challenge in developing multimodal resources and adapting them to the planned activities. It can be argued that the institution's commitment was limited to the classroom, thus restricting the scope of the approach. Furthermore, classroom conditions, such as the large number of students and the disparity in prior knowledge among them, made it difficult to provide instruction focused on individual difficulties and limited participation.

Beyond logistical and institutional factors, there are difficulties largely linked to the sociocultural context in which students learn English. For most students, English is

relegated to the classroom and is not part of their daily lives. This lack of exposure to the foreign language greatly hinders students from perceiving English as a useful communication tool, given that its daily use outside the classroom is practically nonexistent.

Finally, although most students showed significant improvement, the shyness of some continued to hinder their participation. Even though they were offered a welcoming, dynamic, and safe environment, many students refrained from speaking in class, which slowed their progress compared to their peers. This reinforces the importance of considering each student individually, according to their confidence level and personality, in order to effectively influence their oral communication development.

Implications

The results of this research reinforce the importance of linking multimodal tools with context to promote language acquisition, especially in the early grades, as this would ultimately lead to faster and more effective development of fluency, confidence, and active participation. However, other highly relevant contextual factors must be considered. First, institutional support is crucial. While the results were positive, they cannot be focused solely on classroom outcomes. This would limit the expansion and development of the second language through this approach and prevent the benefits from being extended beyond the classroom.

To maximize the benefits of multimodal strategies, institutions must provide the greatest possible access to the various resources necessary for optimal English language learning. This includes greater access to diverse information sources to train teachers in

these models so they can incorporate strategies that allow students to communicate more actively and confidently in oral communication.

Further Research

Based on the evidence and findings provided in this research, they shed light on future research. should explore the long-term impact of various task-based multimodal resources, starting with brain development, to analyze the positive and negative repercussions of prolonged exposure to these strategies. This reinforces the need for comparative studies not only in the early years but also at other educational levels to understand how age and experience can alter the process of acquiring a foreign language. Furthermore, it is important to study how these task-based multimodal tools are used in bilingual or multilingual contexts and how skills transfer between languages. Finally, greater emphasis should be placed on developing a critical analysis of institutional policies and resource allocation to achieve meaningful teaching and learning processes.

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