

The English Class as a Tool for Peace and Reconciliation with Colombian Fauna and Flora

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Appreciations

First to the love of My life, my dear Jheimy, for sharing with me her life and the intentions to get a better world. To my mother, Alcira, who believes in me in any plan and prays for me every day. To Sebastián, my advisor, who guided me in this process with love and patience. And finally, to my dear students and my university for the opportunities.

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Abstract

The present work is developed as a proposal in search of a direct articulation between the teaching of English and an alternative for the search of peace and reconciliation with the Colombian fauna and flora. The project was developed with twenty-eight (28) third-then-fourth graders belonging to the Prado Veraniego institution in the city of Bogotá. The initial observation identified deficiencies in the use of basic written structures and little critical awareness related to fauna and flora. In response, a pedagogical proposal was designed based on Task-based learning (TBL) covering the areas of environmental habitats, fauna and flora, endangered animals and plants, and solutions; articulating the work in a multimodal album, using text and drawing, in which students reflected on environmental content and issues through the writing of simple productions. Data analysis showed improvement in the written production of EFL and, in the motivation and perception of environmental awareness. Finally, it was possible to conclude that the use of multimodal elements helps improve written output, leading students not only to improve their communication skills, but also to improve their environmental social relationships by recognizing them.

Keywords: Environmental Awareness, Peace and reconciliation, fauna and flora, multimodal text, Task-based learning, writing skills

Resumen

El presente trabajo se desarrolla como una propuesta en busca de una articulación directa entre la enseñanza del inglés y una alternativa para la búsqueda de paz y reconciliación con la fauna y flora colombiana. El proyecto fue desarrollado con veintiocho (28) alumnos de tercer grado pertenecientes a la institución Prado Veraniego en la ciudad de Bogotá. La observación inicial identificó deficiencias en el uso de estructuras escritas básicas y poca conciencia crítica relacionada con la fauna y la flora. En respuesta, se diseñó una propuesta pedagógica basada

en el aprendizaje basado en tareas (TBL) abarcando las áreas de hábitats ambientales, fauna y flora, animales y plantas en peligro de extinción, y soluciones; articulando el trabajo en un álbum multimodal, utilizando texto y dibujo, en el que los estudiantes reflexionaron sobre contenidos y temas ambientales a través de la escritura de producciones sencillas. El análisis de los datos mostró una mejora en la producción escrita del EFL y, en la motivación y percepción de la conciencia ambiental. Finalmente, fue posible concluir que el uso de elementos multimodales ayuda a mejorar la producción escrita, llevando a los estudiantes no solo a mejorar sus habilidades de comunicación, sino también a mejorar sus relaciones sociales ambientales al reconocerlas.

Palabras clave: Conciencia ambiental, Paz y reconciliación, Fauna y flora, texto multimodal, Aprendizaje basado en tareas, habilidades de escritura.

The Problem

This research is focused on making a real and meaningful connection between the teaching of English as a foreign language and the promotion of environmental practices for the well-being of the various actors in the environment. To this end, a pedagogical intervention exploring issues associated with ecosystems, fauna, flora, their characteristics and challenges was developed and implemented for students from the Prado Veraniego school (grade 403, for practical purposes of this research) to be immersed in an academic space that allows them to strengthen communicative skills of the language while providing knowledge about the environment and fostering critical thinking strategies.

This chapter provides information on the local and institutional context, a characterization of the population under study and a diagnosis of their knowledge of the English language and the environment. In addition, this section establishes the foundations of research aiming to identify gaps between the linguistic component and the environmental axis. Finally, the objectives of this research are set in order to generate a road map that guides the process to be developed in favor of both the linguistic component and the ecological reconciliation.

Context

Prado Veraniego IED School is a Colombian public-official institution in locality 11 of Bogotá, Suba. It has two locations; A and B. Location A is mainly focused on basic secondary and middle education - although it also includes fifth grade- and location B presents its activity in preschool and primary education from zero to fourth grade. For practical purposes of this research, the context of location B will be reviewed.

Location B is in the Prado Veraniego neighborhood, which gives its name to the institution. The school is situated in an urban area characterized by high commerce and residential activity, including workshops, small businesses and community services. Likewise, the infrastructure of the institution is composed of two towers built next to each other that have two main floors. Inside, at the entrance, it shows on its right side a multi-purpose classroom, a hallway that leads to the institution's court. Next to it, there are some classrooms, a storage room, the teachers' room, the guidance office and the special educator's office. However, the institution does not have an internal or external green area. For this reason, there is no direct contact with natural elements, so that students and teachers resort to secondary processes such as growing plants in flowerpots to be taken care of by the students themselves.

Moreover, the institution, in its structural and administrative dimension, as previously mentioned, is presented directly of a district character and of a public nature, providing education from zero to fourth grade in the morning and afternoon shifts focused on a type A calendar with an academic face-to-face modality. In relation to the Institutional Educational Project (IEP), the institution focuses its mission on social responsibility. To this end it proposes the training of "people committed to their human development, people who continue their academic training, who experience their values and lead positive processes of social change to enable harmonious coexistence" (2018, p. 13, own translation). Furthermore, this is also supported by its vision which states that the institution "generates and strengthens cognitive and social processes in the educational community, oriented towards the training of competent human beings through quality communication that allows them

to appropriate values for healthy social coexistence" (p. 14, own translation). These approaches underpin the student profile and the philosophy of the school, which is based on the institutional values present in the IEP such as: Justice, tolerance, responsibility, honesty, love, identity, respect, and identity, with the intention of forming critical, leading, dialogic students who are committed to knowledge and society. In addition, its mission and vision align with this project as they seek to work towards social responsibility and the training of critical and political subjects who develop the same set of values that are necessary for the environmental peace and reconciliation that this project poses.

Characterization

The participants of this research belong to group 403 of the afternoon session. The group has a total of twenty-eight (28) students and their ages range between 8 and 10 years old. This population is located around the institution, mainly living in Prado Veraniego (19 students), Ciudad Jardín (2 students), CRAN Foundation (1 student), Villa María (1 student) and San José del Prado (1 student). Generally, they perceive the neighborhood as a positive place, frequently visiting parks for sport and recreation, although a small minority expressed concerns regarding safety in the area.

The students have formed an excellent relationship among them. Despite being in tables of pairs, they usually dialogue with each other with the intention of helping or explaining some topic. An example of this is their willingness to share work elements such as colors, glue, scissors, among others; or likewise, the shared knowledge as in the case of students who do not use proper expressions like "may I go to the bathroom, please", who are assisted by their peers.

Similarly, the student-teacher relationship works in good terms, where the

teacher is seen as a guide that provides a series of inputs for knowledge construction, but it is the students who work directly on it. The students see in the teacher a source of authority to follow rules and commands but above this, they maintain a relationship based on respect and affection since the children always greet the teacher either formally or even with hugs.

On the other hand, their families are mainly around mother, father and siblings, although two of them live only with their mom or dad respectively. This family nucleus ranges from two (2) members per family to eight (8). These family members are in charge of the students' academic responsibility and their support, most of them attend the school daily to drop the students off or even when required by the teacher.

As for their interests they mostly mention sharing with family/friends, playing and drawing as their favorite activities, but they are also interested in activities like football, cycling, dancing, crafts, reading and homework. Their interests also include films, where the Disney and Superheroes categories predominate. As for the academic aspect, they show a diverse interest, with predominance of areas such as mathematics, English, Spanish and the arts. Regarding their relationship with the English class, most of them show responsiveness, although aspects like reading are not very common in their process since only five (5) students have read some text in English -mainly stories-, while in Spanish they mostly comment on the taste for reading, especially of stories and comics. However, they present a greater approach through music and films where at least ten (students) comment on having done some of these activities in English, and there are even those who have an approach to the language thanks to a close family member.

Diagnosis

The diagnostic test (annex 1) was presented in two central axes. Firstly, a test focusing on knowledge of fauna and flora and secondly a test focusing on knowledge of English. It was also applied at two different times because of its length. In addition, it is important to clarify that the diagnosis was initially made with the 303 group in 2024. Therefore, the structure, development and analysis of each diagnostic test are discussed in greater depth next.

At first, a diagnostic test in Spanish was developed in relation to fauna and flora, with a brief series of characterization questions to review the students' ability to understand and answer basic questions about who they are, such as "How old are you? Where were you born? What is your neighborhood? What is your favorite activity?", and a total of five (5) development points: 1. What do you understand about fauna and flora? 2. Do you think it is important to preserve wildlife? 3. What's your favorite animal? Why? 4. Do you have pets? If yes, what kind of pet is it and what is its name? 5. Draw a Colombian landscape you would like to discover (include animals that seem surprising).

It is relevant to mention that this environmental axis arises as a response to the problems detected in the observation and characterization phase, where a marked absence of relations between the students of Prado Veraniego school and the natural environment was evident. Given this vacuum, the theme of fauna and flora was selected to territorialize learning. Studying local species allows connecting students' urban reality with the biodiversity of the country, transforming an abstract concept into a close and meaningful experience.

This choice is not isolated as it responds to the mandates of Colombian

education policy. Article 5 (para. 10) of Law 115 of 1994 (the General Education Law) states as one of the primary purposes of the school system “the acquisition of an awareness for the conservation, protection and improvement of the environment, quality of life, rational use of natural resources [...] within an ecological culture“ (Ministry of National Education, 1994, p. 2, own translation).

Thus, the articulation of fauna and flora in the pedagogical proposal operationalizes this legal mandate. By using nature wealth as the axis for the development of tasks in a foreign language, the disinterest found in the diagnosis is mitigated, and linguistic development and training in ecological and citizen awareness are simultaneously promoted.

For the development of this study, a prudent time of one (1) hour has been taken in which a total of twenty-four (24) students participated, giving the following results:

1. In the first development point there is a total of nineteen responses in which fauna and flora are defined, finding a common element in most answers where the term “set” (“*conjunto*”) is used (e.g. set of animals or set of plants) for the definition of terms. On the other hand, two students defined only fauna correctly, one flora, one confused fauna with flora, and one did not define them. This showed the students’ ability to recapitulate previous concepts that were presented in specific areas, since the teacher in charge noted that the joint term had been learned in biology class.
2. The second question, about preservation of wildlife, showed a “yes” tendency, but justified in two stances. On the one hand, a variety of values are shown in relation to the environment and its protection; and on the other hand, there is a

need for environmental care as a producer of life essential for human existence.

Moreover, some responses even suggested strategies such as avoiding deforestation or avoiding hunting, which shows interest among the students in these subjects since the question did not require justification. Finally, three (3) students did not answer.

3. Regarding favorite animals, there is a trend mainly towards domestic animals with most of them noticing that their favorite animals were dogs, cats, or hamsters. However, some also included an interest in rabbits, tigers, pandas, and birds.
4. At this point it is possible to identify that most students have or have had an animal as a pet; mainly dogs and cats, although some also mention hamsters, fish and chickens. Four (4) students affirm they don't have a pet, although some share their wish to have one. Likewise, one (1) does not respond.
5. Finally, a request was made to draw a landscape of interest where the vast majority drew a landscape that included mountains, a farm, or a river. Only one (1) student drew the beach.
6. Here, common knowledge can be established towards one type of environment (the farm); however, it should be clarified that their response may have been biased in relation to a billboard made in previous classes which was placed on one of the walls with an image of the farm.

From the analysis above it is relevant to conclude in this first diagnosis that students present a conceptual approach about fauna and flora, their values and care. However, the approach is mainly focused on domestic fauna and familiar flora.

In a second stage, the basis has been taken from the Basic Learning Rights, the Ministerio de Educación Nacional (2016) advises that students are asked to "answer, orally or in writing, simple questions about short descriptive texts alluding to familiar and class topics"

(p, 20, own translation). Or "exchange ideas and simple opinions with colleagues and teachers, following models or through images (p. 20, own translation). These Basic Learning Rights are based on the Common European Framework of Reference (CEFR) which places the various levels on a series of standards. In the case of this research, the level of work is taken as A1 because it is the point at which the student can interact in a simple way knows how to ask and answer questions about himself, about where he lives, about the people he meets and about the things he has; makes simple assertions in areas of immediate need or relating to very everyday subjects and knows how to respond to such questions when they are put to him. Instead of relying directly on a very limited, rehearsed and lexically organized repertoire of phrases used in specific situations (Ministerio de Educación, 2002, p. 36, own translation).

In order to complete these parameters, the diagnosis has been formulated from the following questions: 1. "Write three words in English that you know"; 2. "Relate the image to the corresponding color in both languages"; 3. "Write under each number its name in English"; 4. "What are they talking about in the following dialogue?" (see details below) 5. "Write three words that describe you. Remember to do it in English". For the development of this study, a prudent time of one (1) hour has been taken, in which a total of twenty-four (24) students participated, and the following results have been obtained:

At this point the students have all answered three familiar words in English, where the dominant categories in the vocabulary have been colors, animals, food and school elements. There are a few errors in the spelling of words. Here are some examples: cafi (coffee), gac (NA), blnk (black), perzil (pencil), casr (cars), aple (apple), penzil (pencil), tibi (TV), chickec (chicken). However, it shows a wide range of vocabulary that also includes months, pronouns, among others.

Regarding the question about colors, the students demonstrate a complete knowledge of the colors in English relative to their Spanish equivalent and its graphic element. Only one

does not follow the instructions given. The student joins the English term with the Spanish one but does not join the figure of its color.

In the third point twenty-two (22) out of twenty-four students have answered, evidence as a common result of knowledge of the numbers one (1) to ten (10). However, some errors are presented in their correct writing. These errors mostly show accuracy in oral production but the mistake of writing following the phonetics under the logic of Spanish.

The fourth point presents a picture taken from the Basic Learning Rights document, with the following dialogue:

A: Mauro, do you watch TV every day? B: Yes, I watch TV 2 hours every day.

A: Rosita, how about you?

C: I don't watch TV. I don't like it.

For the students it was possible to identify the central theme of the dialogue through isolated words such as "TV, watch or like"; however, it was not possible to determine complete answers to the meaning of the complete discussion. Two students did not respond.

Finally, in the fifth point, students described themselves with various adjectives, among which "intelligent", "good person" or "friendly". However, the writing of these terms was not correct and, instead, terms such as "inteliguen", "gucperson" "amicabli" have been used.

With this, it is possible to conclude that students have some prior knowledge of vocabulary in relation to objects, colors, numbers and adjectives, but their written production is flawed since they seem not to have command of the basics of English spelling.

Statement of the Problem

Prado Veraniego School, following the guidelines and standards set by the Ministry of National Education, provides that fourth-grade students must have a transition in their English level from A1 to A2.1, which basic standards call "Basic I". At this level, students are expected to grasp the main idea of short and simple messages, understand short and simple texts with familiar vocabulary, describe in simple terms aspects of their daily life, their environment and their

immediate needs, write simple words and phrases about familiar topics (name, age, family, objects) and complete short sentences with basic personal information, among others.

However, although some of them were mostly met, as could be recorded in the observation sessions, skills such as writing were not at all so. The language diagnosis did not clearly reflect the ability of students to write isolated words or simple phrases in most cases, showing a series of knowledge that, though internalized in the students, is not externalized in the written production in a consistent way.

On the other hand, although the institution makes a strong reference to environmental philosophy and values, these have been isolated in practice. As mentioned earlier, the school's limited infrastructure does not present a green area that allows students to approach nature, and its components and practices are reduced to the care of some plants within the institution. Checking the institutional document, it states that the English humanities area will aim at "develop communicative skills in foreign language (English) to communicate information, ideas and concepts necessary for cognitive and social performance, through a variety of activities that bring students closer to English and their culture."(p. 124, own translation) However, the observation practices recorded (field diary 3) show a more grammatical and isolated development of social, cultural or common interest issues.

Consequently, there is a clear disconnection between official documents and strategies and real practice in the classroom. In terms of linguistic skills, the students have just internalized isolated words and expressions, but they struggle to externalize them in writing production, which is currently influenced by Spanish phonetics. Additionally, there is a lack of exposure to meaningful and real-world context, as intended by the educational guidelines of the state and the school. For instance, regarding environmental awareness, the diagnosis suggested that the students displayed only a general and localized understanding of fauna and flora, being limited and without a real exposure to Colombian diversity through language. This conceptual gap regarding their immediate ecological reality directly mirrors their linguistic

fragmentation: because the students lack a structured, real-world semantic field to express themselves, their written output during the diagnosis was reduced to phonetic approximations heavily influenced by their native language. This demonstrates that the absence of a critical environmental discourse in their learning process deprives them of the cognitive and contextual framework needed to construct meaningful written communication.

In that order, this represents an educational gap regarding the use of non-contextualized grammar and does not allow the students to develop critical thinking and environmental awareness about their territory. The main issue lies in a fragmented learning process where writing is considered as an obstacle and environmental awareness is not more than an empty theory, depriving the students of the opportunity to connect their learning process with real world matters. Therefore, this project proposes a pedagogical strategy that integrates Task-based learning and the creation of multimodal texts seeking to close the gap between writing production and real knowledge, using Colombian fauna and flora as vehicles for peace and reconciliation with both the environment and communicative competence.

This evident break between educational purposes and the classroom reality constitutes a pedagogical issue where English is a mechanical exercise without a communicative essence. Not allowing the cooperative working between language and reality results as an obstacle for the students' knowledge, making the grammar and theory look empty and without any sense. To close that gap, this project proposes a strategy based on TBL and multimodal text to teach English while it allows the students to recognize and learn about their environment and context, looking for peace and reconciliation.

Rationale

This research arises from the interest to enmesh education and its processes with the daily life of the Colombian environmental context, —this necessity is considering that Colombia is one of the most biodiverse countries in the world; however, this natural wealth faces constant threats that demand environmental awareness from the earliest stages of schooling— seeking

mainly a recognition and appropriation of the territory and its species, while simultaneously fulfilling the standards set by the Ministry of National Education (MEN) for English learning in third and fourth grades. This is initially motivated by the students' high level of interest and curiosity—as revealed by the characterization questionnaire—toward life in the environment, animals and plants, even when their current understanding is largely limited to familiar contexts, such as domestic animals. Thus, this work is meaningful as it provides a purposeful approach to a topic that is not only socially relevant but also highly engaging for children, serving as a powerful intrinsic motivator for their learning process.

The affirmation that environmental awareness is socially relevant is not an opinion. Integrating environmental issues into the English curriculum is a direct response to a global and local crisis: climate change. This problem has been studied by the Colombian state (Ministerio de Ambiente y Desarrollo Sostenible, 2017; IDEAM, 2021; Ministerio de Educación Nacional, 2022) in search of various alternatives to face the imminent risk that directly affects life and social areas. In addition to issues like food scarcity and spread of diseases, according to Ministerio de Ambiente y Desarrollo Sostenible (2021), this phenomenon has led to the loss of glaciers, extreme temperature increases in regions like the Amazon and the Pacific, and a critical reduction in water supplies, which in turn facilitates the spread of diseases such as malaria and dengue. In this context, the English class, being a space for the construction of critical discursivity, becomes a crucial space to foster social responsibility through an approach that provides real world content instead of strategies of non-contextualized grammar or memorization.

From the linguistic perspective, this project aims to strengthen writing production. As described in the statement of the problem, the most common issue for these students is spelling, which does not allow them to communicate or externalize their ideas effectively. This project is justified as it addresses writing through a multimodal approach, specifically the creation of a physical album. In that order, the urgency to foster environmental awareness serves as the

direct pedagogical catalyst to address these specific writing and spelling deficiencies. By introducing the critical exploration of endangered Colombian biodiversity, the project shifts the students' focus from the frustrating mechanics of spelling to the expression of authentic and important content. The environmental crisis transforms writing from an isolated linguistic hurdle into a meaningful act of territorial recognition. The use of multimodal texts allows students to use images and visual layouts that support their emerging writing, reducing the cognitive load and anxiety associated with spelling (Kress, G, 2010; Jewitt, C, 2008.). Consequently, when students are challenged to label or describe a specific Colombian species within a collaborative album, the visual scaffold of the multimodal text anchors their writing process, allowing them to overcome Spanish phonetic interference through a tangible, environmentally conscious goal. By creating a tangible product—motivated by the use of the task-based approach—the students will find a clear purpose for their writing, transitioning from isolated words to meaningful descriptions of Colombian biodiversity. This promotes discussions and critical thinking processes about environmental awareness.

In conclusion, this research is justified by the need to harmonize national public policies regarding climate change with the educational needs of new generations. It stands as a pertinent response to the gap between theory and practice, demonstrating that through Task-Based Learning and multimodal creation, students can develop the communicative competence required by national standards while simultaneously becoming active actors in the preservation of their territory and the construction of a culture of peace and reconciliation with nature.

Research question

What impact does the creation of a multimodal text have on the development of environmental awareness and writing skills to promote peace and reconciliation with Colombian fauna and flora in a fourth grader's EFL classroom at Prado Veraniego school?

Objectives

General Objective

To determine the impact that the creation of a multimodal text has on the development of writing skills and environmental awareness regarding peace and reconciliation with Colombian fauna flora in a fourth grader's EFL classroom at Prado Veraniego school.

Specific Objectives

- To observe students' receptiveness and interest regarding topics of peace and reconciliation within the English classroom.
- To identify the expansion of knowledge and the recognition of English vocabulary related to Colombian fauna and flora.
- To observe the influence and impact of multimodal strategies on students' motivation and written production.
- To analyze the quality of written production after the implementation of the classes.
- To assess the students' ability to recognize environmental problems and propose solutions through critical thinking tasks.

Literature Review and Theoretical Framework

This chapter is divided into two main sections. First, the literature review, which provides a general view of different proposals from the local (that is, the Universidad Pedagógica Nacional), to the national and international levels to get insights that support this research. This review mainly focuses on task-based learning, writing production and multimodal text as support categories. Second, there is the theoretical framework, which provides the conceptual foundations of this research focusing on four axes: Writing production as a creative process, the nature of multimodal texts, the sociocultural perspective of peace and

reconciliation as communicative functions in an EFL process, and the role of fauna and flora in a primary-school EFL syllabus as important elements of diversity. This chapter seeks to provide a solid basis for the pedagogical intervention proposed in this project and the analysis of the collected data.

Literature review

Task based learning

The following literature review establishes the state of the art regarding the four pillars of this research: Task Based Learning (TBL), writing production, multimodal text, and environmental awareness. All of them from the perspectives of different contexts.

According to Rodríguez-Bonces (2010), task-based learning is understood as the “approach by which students perform a series of significant tasks in a systematic process with the aim of achieving meaningful and real learning to promote the use of the target language for communication, focusing on meaning rather than grammar”. This view of language helps enhance students’ EFL learning as “there is less anxiety and learning is more effective if language form **perse** is not the priority”. (p. 13). This has been considered in several research studies in various contexts that allow us to understand its possibilities and results. Some examples are given below.

Initially, at the Universidad Pedagógica Nacional of Colombia, some works have taken this approach as the basis for research. One of them is the work prepared by Angy Bohórquez (2021), which aims "To describe the impact of implementing task-based learning in the EFL oral fluency of 5B grade students" (p. 11). This qualitative research was developed at Magdalena Ortega de Nariño school, following an action research approach, where audio recordings of student activities, artifacts and surveys were used as research tools.

The work was carried out in three phases: 1. The design of a pedagogical intervention consisting of three didactic units focused on the topic of "family"; 2. The creation of pre-task

activities to introduce the topic and elicit prior knowledge, main tasks focused on communicative goals, and post-task activities for review and further practice; and 3. The implementation of such units and activities in ten sessions. Once the study was completed, the review of audio recordings showing how students pronounce words, how fast or slow they spoke or even the lexical inventory that was used allowed the authors to conclude that the use of task-based learning had a positive impact on their fluency, allowing them to improve pronunciation and vocabulary, share ideas and messages or even convey meaning through gestures or paraphrasing. Another improvement was their confidence, reflected on how students produce their speech on a different tone of voice through time, being more flexible and presenting accurate ideas.

On the other hand, Muñoz, Leidy (2018) advised that the study population presents different problems related to the production of English on different skills, specially related to speaking. For that reason, the researcher developed a project that proposed a collaborative work where it was sought that, through joint experiences, students created a series of monologues that would shape basic notions about them, with the aim of developing speaking, writing and reading skills where, while fulfilling basic learning rights, they express their feelings, tastes and dislikes. This research is also presented as action research through a qualitative approach, where data collection tools such as observations, videos and interviews were used.

As for its interaction, the project is presented through three phases where initially Willis' model for pedagogical intervention was taken, following the three stages it proposes: Pre-task, where the teacher introduced vocabulary and grammatical topics and at the same time recall previous knowledge from the students; Task cycle was divided in three moments that were 1) Task, where "students prepare real-world tasks in groups. At this moment, the teacher monitors the 33 students, and the mistakes are not really important" (p. 33), 2) Planning, where students prepare the report and 3). Report, which refers to the final

presentations. The exact number of monologues or their duration is not specified; however, they were all developed under TBL principles. To the development of those monologues there were a total of four units where each one had four classes. There, it was set up with certain goals according to each component, for example, the introductory unit mainly focused on the possibility for students to describe themselves and learn how to meet others. What do you do? The unit mainly focuses on developing vocabulary related to routines. What do you like to do? Worked directly with ways to describe hobbies, and I can do so many things! Was set up to be able to express their own abilities using the verb can. The monologues that were developed taking into consideration their own interests from the students but following certain grammar topics such as verb to be or use of can express hobbies and likes or dislikes. All these reports were initially written but then as a final product they were presented in short videos where students had to express their ideas.

It was concluded that task-based learning was successful at meeting the proposed objectives, allowing a development in the communicative and cooperative skills of students, which showed advances in speaking, the use and increase of vocabulary through processes of repetition and memorization by carrying out a systematic process of monologue elaboration where the same terms were maintained that were sought to express in the final idea. Some of those upgrades were specially notice in the use of verb to be and use of gerunds where the students initially present errors such as "I like playing soccer, I like eating pizza, I like skating, I like horse but at the end the production showed better uses of grammar correcting those issues.

In the national context, Martha Romero (2015), set as her objective "To design a methodological teaching and learning model for English as a foreign language supported by tasks based on songs to generate effective learning and achieve a favorable outcome in primary school education". Thus, she proposed a strategy to work the English teaching from the use of task-based learning through songs. This project was aimed at developing skills of

listening, speaking, reading and writing through musical resources.

For its development, three main phases were carried out starting from the elaboration of student surveys in English to determine interests that served as the basis for the design of a didactic unit exploring a corpus of songs. The implementation of this unit mainly consisted of tasks where, initially, the teacher introduced different songs to present the topic and vocabulary and structures. Then, the students had to review and listen to the song in different opportunities to get familiar with it and also make some gestures to represent ideas from it and finally, different kind of activities such as questions, play roles, writings, summaries, puzzles, and drawings were developed in accordance with the grammar topic and vocabulary learnt. The students and their learning were evaluated through oral and written questionnaires where the structures learnt were used at the same time as the vocabulary from the songs.

For this work it was concluded that motivation is increased when working on tasks based on songs and creation activities. These kinds of activities allowed students to communicate general ideas and personal information with their partners, allowing students with greater difficulties to show significant progress. Furthermore, the findings suggested that the integration of musical tasks facilitates a more effective and less anxious environment for language acquisition in primary education.

On the other hand, a view from the teaching perspective is presented in relation to the task-based learning approach (TBL). Velazquez, Angela (2023), in her work entitled *English Teachers' Perceptions of Task-Based Instruction in Risaralda, Colombia*, for this purpose, the researcher turned to narrative research to collect and analyze the experiences of the teachers (12 in total). Besides, class observations, questionnaires and interviews were used as data collection instruments.

In its development, teachers were initially trained in a total of fourteen sessions, where a total of twelve teachers participated. It was developed through Task-Based Instruction to then design TBL worksheets adapted to middle and upper school grades that

were implemented in English classes. This training was provided during fourteen sessions developed between 2018 and 2019. There, data was collected through questionnaires, class observations and interviews with teachers, where a series of open-ended questions were asked to gain insights into the use of TBL, and finally the data was analyzed to identify teachers' perceptions about TBL implementation. From this, it was concluded that: 1. Participants found TBL useful in improving their professional development and the participation of their students in the English class. 2. The implementation of TBL classes was time-consuming and required design and adapt culturally sensitive materials. 3. English teachers experienced a methodological shift in their classes from a structural to a more communicative approach.

At the international level, from Ecuador, Lourdes Mindiola and Monica Vaca (2024) presented their work Task-Based Learning to enhance the writing skill of English as a foreign language in tenth-grade students. The researchers aimed to assess the impact of TBL on students' writing proficiency through a mixed-methods approach in a quasi-experimental design with a group of 30 students.

The pedagogical intervention was handled over ten sessions during a four-week period. Each session was based on activities from the TBL approach, assigning pre-task, task and post-task and the performance of students in each writing process was divided into *organization*, where the main ideas were raised supporting details, concluding sentence, and transition words; *content*, associated with the evaluation of relevance to the message, key ideas from text and idea development; and finally, *language use*, where grammatical features, vocabulary items and presence of language errors were evaluated. The results showed a significant improvement in writing skills, as the students' average scores rose from 5.20 on the pre-test to 7.77 on the post-test. TBL proved effective in helping students strengthen their vocabulary, organize their thoughts more logically, and reduce grammatical errors.

The literary review about TBL suggests that this approach is highly effective to

improve communicative skills in diverse educational contexts. The studies reviewed not only show that the approach increases oral fluency and writing production, but it also helps to decrease anxiety in the students by prioritizing meaning over grammatical perfection. Furthermore, TBL encourages a more motivating and authentic learning environment, allowing the students to make significant progress in expressing personal ideas and specific knowledge.

Multimodal text

Initially, Geraldine Gonzales (2021) aimed "To promote eleventh graders' Initial Intercultural Communicative Competence by implementing a set of activities based on multimodal texts with cultural content in the EFL classroom." (p 13). To this end, this research focuses on an innovative pedagogical and didactic proposal of a qualitative nature.

Thus, this project developed a series of phases focused on initially developing lesson plans to be applied in 18 sessions meeting 3 cycles in total: 1) Think Outside the Box, 2) There Is No Accounting for Taste (s), and 3) A Matter of Opinion. There, the students completed a series of activities that included the use of native reading materials, videos and audios, such as infographics, blogs and YouTube videos. These materials and sources allowed the student to find more real perspectives about Colombian and American cultures while requesting the student to integrate visual, textual and auditory information to build meaning

Finally, this project concluded with the creation of multimodal products, such as digital murals and interactive blogs where the students were allowed to generate more relevant knowledge and widely develop communicative skills. For example, on the proposal "A matter of opinion" the students were able to communicate in a critical way a comparison between the Colombian educational system and the American one, using the language and vocabulary learnt during the multimodal exercise.

The pedagogical intervention was structured into three phases developed over ten

sessions. This study was based on a hands-on approach where the students made a transition from being readers to creators. Initially, they studied the characteristics of picture books; secondly, they designed their own characters and settings; and finally, they developed their own bilingual picture books about animals and descriptions.

In conclusion, this project allowed the use of multimodal texts and their production as a strategy for improving students' communication skills, proving that the use of different elements such as images and descriptions help to create meaningful meaning. It was reflected through the activities done during the intervention, where the students passed, for example, from not using adjectives to using them to describe the personalities and appearance of their characters in structured texts.

In the national context, Henao, Edwin (2015) presents his work *From Reading Lyrics to the Creation of Multimodal Texts: Reading the Word and the World with Young Learners from a Public High School in Colombia*. which focuses its efforts on showing a classroom experience in a Colombian public secondary school where young students participate in the creation of multimodal texts to promote literacy along with cultural and intercultural awareness from letters of songs in English. To do this, this research is based on project-based learning using mainly biographical narrative, observations and interviews as methods and techniques of information collection.

The intervention was conducted for an entire academic year, and the following phases were developed: 1. Students chose songs to analyze their lyrics under given themes. 2. The students wrote stories, poems or essays based on letters, considering the local culture and context. 3. Students created multimodal texts based on their writings and song lyrics. 4. Some of the multimodal texts were broadcast on local and regional television. 5. The multimodal texts transmitted were used as alternative teaching materials for reading and writing activities in English classes. The core of multimodality was in the production of video clips, where the students integrated the song's lyrics, their writings, drawings and other

multimodal elements taken from their environments.

From this, it was possible to conclude that the use of multimodal texts allowed meaningful learning which broke the barriers of the classroom taking as didactic material for future teaching. For example, during the creation of the video clips, initially the students were most focused on translating but with the advances they were able to create original pieces of writing for the final product. In addition, these contents were practical in the real world, allowing students to establish critical positions because they were transmitted through the local channels.

At the international level, Abdelnaby Romine et al (2023) presented an investigation entitled *Linking Science and Literacy Through Multimodal Text Sets: Student Perspectives*, where they sought to present students' perceptions of understanding and engagement with STEAM multimodal text. The research addressed the problem of the increasing complexity of scientific texts in middle school, which often creates a barrier for students leading to a lack of engagement and difficulty. For this project, they used a mixed method design where they collected both quantitative and qualitative data resulting from the use of techniques and tools such as exit questionnaires and argumentation surveys.

For its development, this study was handled during an entire academic year and was structured into three main phases: 1. exploration, where the students get immersed into different materials about scientific phenomena that activate prior knowledge and build an initial mental mode of the topics; 2. Implementation, where teachers have taken part in a program of STEAM multimode text development and use it to implement it in their classes. 3. Argumentation and synthesis These results were analyzed through tests and analysis of variance.

From this, it was concluded that the use of this type of multimodal text increases the interest of students in participating in scientific literacy practices. For example, the students' perception about scientific texts changed because after the study they considered those texts

relevant and important instead of boring and difficult as the beginning. The findings revealed that students felt more confident and capable of understanding difficult concepts when they could rely on multiple modes of representation. Furthermore, it was found that this approach not only improved their conceptual understanding but also fostered a higher level of engagement, as students perceived the multimodal sets as more accessible and relevant than traditional curriculum.

In general conclusion, the studies presented below show that the integration of multimodal texts in the EFL class not only helps to get linguistic competences such as writing or vocabulary but also helps to link the academic content with the students' reality. In addition, those studies also show how multimodality can assist the role in the class to decrease other aspects such as anxiety while increasing motivation in the classroom.

Writing skills

Initially, Morales, Erika (2021) proposes *Creating Pop-up books: a strategy focused on English process writing skills of sixth graders*. In this work we will discuss "To design a virtual didactic material focused on Writing Skills through the creation of an indigenous legend pop-up book for EFL sixth grade students in the IED Domingo Faustino Sarmiento"(p.6). The study addressed the problem that writing is often perceived by students as one of the most complex and tedious skills to develop, frequently leading to a lack of engagement and mechanical production without a clear communicative purpose. To address that, this research uses a writing process approach involving crafts and the search for cultural development to the extent of learning English. For the collection of information, questionnaires, surveys, field diaries and artifacts were used.

As for the intervention, it was developed in four subjects which were: English lessons, Pre-writing, Writing, and Re-writing. Similarly, writing exploration activities and correction strategies were developed. The English lessons stage reinforced grammar structures

(like the verb to be and simple present) through interactive games. Then, in the Prewriting stage, the students explored the legend of El Dorado and its indigenous culture, brainstorming their first ideas and sketches. During the Writing stage, they began articulating their sentences through "Story Writing Plans," creating the first 3D mechanisms for their pop-up books. Finally, in the Re-writing stage, they refined their linguistic structures, polished their drawings, and finalized their interactive books

Finally, from this project it was concluded that from the diagnosis writing is considered one of the most complex skills to develop; however, the development of activities like pop-books increased motivation and interest. For example, the students moved from writing isolated words or broken phrases to constructing complex sentences such as "The cacique covers his body with gold dust" or "The people throw gold to the lagoon." when initially it was not possible. In that order, this study demonstrated that by treating writing as a meaningful, multimodal process, students not only improved their coherence and cohesion but also developed a sense of ownership over their cultural and linguistic learning.

On the other hand, Salas Moreno, Luis Coronado and Julio Cardenas (2022) from Universidad de Cartagena, present their work *Tareas mediadas con TIC: una estrategia didáctica para el desarrollo de la expresión oral y producción escrita en inglés*. For this, qualitative research from the action research is used. The population in this study was taken from the National Pedagogical Institute, with 29 students. This project was based on a diagnosis showing writing problems. Questionnaires and interviews were also used.

This intervention was developed in three main cycles following the TBL framework: Pre-task, Task cycle, and post-task. Initially, in the Pre-task phase, the teacher introduced topics and vocabulary through digital resources on Edmodo, activating students' prior knowledge. Then, during the Task cycle, students engaged in five specific workshops (worksheets) where they moved from individual planning to drafting their ideas, using the platform's wall to interact. Finally, in the post-task phase, students reflected on their performance and refined their

linguistic structures based on teacher feedback and social interaction within the virtual environment.

Finally, the intervention was evaluated. As a conclusion, it was shown that the use of TBL for the development of written production allowed an increase in vocabulary while the intervention of the mother tongue decreased. Initially in the first phases of intervention students did drafts in Spanish to be translated later but after the intervention, the students were able to write their ideas directly in English. In addition, it was shown that production improved considerably when dealing with products centered on the interests of students.

Likewise, Maria De Alba (2021) from Mexico, presents her work *El Desarrollo de las Habilidades de Producción Oral y Escrita en la Lengua Extranjera Inglés por Medio de la Vinculación con las Artes*, where they sought to implement artistic creations with the aim of improving communicative skills. This action research was carried out with a group of secondary students, using diagnostic tests, observation sheets, and student artifacts as data collection instruments

For this purpose, its phases were developed in a total of twelve sessions, based on the creation of didactic units and sequences focused mainly on theatrical activities and creation of jingles. Its implementation was carried out from a central concept known as "cronodosificación" which refers to a strategy of content and activities dosing to ensure optimal learning. The intervention phases were divided into three main artistic blocks: Jingles and Music, Theater and Dramatization, and Visual Arts. Initially, in the Jingle phase, students wrote and recorded short songs to practice rhythm and specific vocabulary. Then, in the Theater phase, they developed scripts and performed sketches, which required a high level of written planning and oral fluency. Finally, the Visual Arts phase allowed students to create physical artifacts that served as a basis for descriptive writing tasks.

In conclusion, this investigation determined that the written production of the students gradually improved at the moment of relating it with artistic strategies, obtaining a greater

adaptation to grammatical structures and vocabulary. For instance, the study found that students were more willing to revise and edit their scripts and lyrics multiple times because they had a clear creative goal, leading to an organic improvement in their syntax. Evidence from the implementation showed that students who previously struggled with sentence structure were able to produce complex dialogues and descriptions when they were part of a theatrical or musical context.

Environmental awareness

Initially, from the National Pedagogical University of Colombia, Luis Delaney González (2023) proposes in his work Eco-Biofriendly digital magazine: promoting situated writing process skills a strategy "to describe how the use of the writing process approach might shape writing skills in EFL through the creation of an environmental awareness digital magazine" (p.2) This study addressed a lack of connection between writing tasks and the students' social reality. This action research was carried out with eighth graders at Instituto Pedagógico Nacional, using surveys, field notes, and artifacts as data collection instruments.

The study focused on improving the skills of EFL students to achieve writing a paragraph based on their environmental experiences to create a digital magazine. This intervention was conducted in three cycles carried out in 12 sessions. Initially, a prewriting stage phase, where the students brainstormed their previous knowledge and explored general environmental topics. Then, a drafting phase where the students articulated their personal experiences with nature through writing and, finally, a revising and editing phase, where students refined their linguistic structures and finalized the "Eco-Biofriendly" digital magazine.

From this research, it was concluded that the use of the writing process brought a significant development in such skill, allowing for the improvement of not only the students' ability to write, but also their confidence in it. This allowed them to share their thoughts about the real world. This study allowed the researcher to conclude that the approach focused on

writing as a process significantly improved their situated writing skills. The results showed that by treating writing as a meaningful process rather than a final product, students gained the ability to communicate environmental awareness effectively.

In the international context, Kristine Lundby (2024, from Inland Norway University of Applied Sciences, proposed “to explore how the picturebook *Like the Ocean We Rise* can be used to promote environmental awareness and critical literacy” (p.3). For this project, qualitative research was handled with fifth-grade students from Norwegian primary school, following a lesson study approach, where classroom observations and focus group interviews were used to get information.

This project was carried out through three different phases on a collaborative cycle. Initially, the design of a lesson plan focused on developing multimodal and critical literacy through a read-aloud session. Then, the implementation of the lesson plan—it is important to clarify that this implementation was applied with two different groups, refining the intervention with the second one—and, finally, the evaluation and revision of the sessions. About the activities, they were developed through an interactive read-aloud strategy implementing a dialogic reading encouraging the students to analyze visual metaphors in the illustrations and the textual message. This allowed them to pass from passive reading to a critical interpretation of the content.

Finally, the researcher concluded that the use of picture books had a positive impact on the students’ environmental awareness, enabling them to expand their understanding of climate change and reflect on their own roles in protecting the world. As an example, the result showed that during the interviews the students got a better interpretation of their roles with expressions such as “we are on a team”. In the same way the linguistic aspect showed better results where the students had to write their ideas through the album.

In summary, the state of the art reviewed across the four categories provides both a pedagogical and methodological foundation for this project, yet it also highlights critical gaps

that this study aims to address. First, regarding Task-Based Learning (TBL), while foundational studies at Universidad Pedagógica Nacional (Bohórquez, 2021; Muñoz, 2018) demonstrate its efficacy, their scope remains heavily weighted toward oral fluency and speaking skills. This research addresses that imbalance by operationalizing the TBL framework specifically to systematically scaffold written production, a skill frequently marginalized in primary school EFL due to its perceived complexity. Furthermore, unlike generic implementations, this project bridges TBL with multimodal text creation—specifically through the design of a local fauna and flora album—moving past the digital or platform-dependent contexts seen in recent national literature (Salas Moreno et al., 2022).

Second, while the literature on multimodality and process-based writing successfully illustrates how artistic artifacts like pop-up books (Morales, 2021) or video clips (Henao, 2015) foster student engagement, these initiatives often prioritize literary or cultural translation over immediate ecological and territorial realities. Conversely, the precedents that do integrate environmental awareness (González, 2023; Lundby, 2024) either target older populations (eighth graders) or rely on the passive, critical consumption of pre-existing international literature.

Consequently, the definitive research gap that this study fills is the lack of an integrated framework that targets fourth-grade young learners in Prado Veraniego school, utilizing TBL to transform them from passive readers into active creators of situated multimodal texts. By anchoring the writing process in the exploration of Colombia's biological diversity (fauna and flora), this project resolves the specific problem identified during the diagnostic phase: the alienation of urban students from their natural environment. Thus, these precedents contribute to this investigation not as isolated strategies, but as complementary gears. They validate that environmental themes can serve as a powerful catalyst for syntax and vocabulary acquisition, while this study builds upon them by demonstrating how structured tasks can turn primary-school English writing into a tool for environmental consciousness and territorial connection.

Theoretical framework

The following are some categories considered central for the development of this research, for this reason their understanding is fundamental to fulfill the objective of this work. Its framework is constructed as an interdisciplinary bridge that connects the cognitive process of writing with the communicative power of multimodal tools, all while being driven by a profound ethical purpose: environmental reconciliation within the English as a Foreign Language (EFL) context.

Writing production

Written production should be defined from its core concept. This can be understood, according to Schunk (1997), as the process by which "ideas are translated into printed linguistic symbols; it is creative and inspiring so that words flow effortlessly" (p. 263). In other words, this process makes it possible to shape the ideas of individuals from previous literacy processes.

This process has developed different models for its production, including the model of Hayes and Flower (1980) where the process focuses on "the generation of ideas, the organization of them and their transcription into text"(p.21). This model raises the interrelation of process from work memory, and long-term memory, where the processes of phonological and/ or semantic memory are rescued together with knowledge and production schemes. That is, "the writer creates an image of the recipient of the text, of the socio-cultural conditions in which it develops and from which it gives meaning to the text" (Flower and Hayes, 1979; Hayes and Flower, 1980; Hayes, 1996)". This model aims to generate systematic writing processes that start from a micro level of planning, through analysis, and conclude with a macro or production level. These stages are essential to this project, as they allow the student to transition from brainstorming about Colombian biodiversity to the final creation of a multimodal album.

On the other hand, from a socio-cultural process perspective, Vygotsky states in *Language and Thought* that "Writing also requires analytical action by the child. When he

speaks, it is very difficult for him to be aware of the sounds he utters and almost not aware of the mental operations he performs. When writing, you must understand the sound structure of each word, analyze it, and reproduce it in alphabetic symbols, which you must have studied and memorized beforehand." With this, it must be understood that this writing process is a structured process, which implies a systematic and progressive structure retaking the processes of short- and long-term memory formation. This systematic approach is what helps to improve motivation and interest; by breaking down writing into manageable steps, the "fear of the blank page" is reduced, and the student feels more confident expressing their identity in a foreign language.

In addition, it is possible to find multiple models of writing as the translation models, understood as the initial processes of writing in history that resulted in processes closer to transcription. Cognitive models are also used which "aims (...) to construct an abstract system that tentatively characterizes this process and the relevant operations carried out in it" (Matsuhashi, 1982, p 269). That is to say, the construction of a model which understands the mental processes which structure written production. These models support the use of strategies like process writing, where the focus shifts from the final product to the creative journey of the writer.

Finally, it is important to include the evaluation of written output in this section. To do this, writing as a process and writing as a result should be taken into consideration. According to Cassany & Graves (1987) "A comprehensive assessment of writing should therefore take into account not only the finished text, but also the sequence of actions which led to it: the preparation phase, the production phase and the editing phase"(p.12). Applying this perspective is vital for the current project, as it allows for the assessment of how students internalize concepts of peace and reconciliation through their writing. For this reason, evaluation should not only assess linguistic processes such as grammar and semantics but should also include social processes.

Multimodal Text

To understand this concept, it is important to observe its components, that is, text and multimodality. This concept is understood as the combination of two or more modes and/or elements to transmit information. As for the concept of text, Ricco (n.d) explains that Bajtin understands it "as any coherent set of signs"(p.1). Regarding multimodality, Kress and Van Leeuwen (2001) define it as:

the use of various semiotic modes in the design of a semiotic event or product, and the particular way in which these modes combine may reinforce each other ('saying the same thing in different ways'), fulfill complementary roles [...] or be hierarchically ordered, as in action films, where action is dominant and music adds an emotional touch of color, and synchronized sound a touch of realistic 'presence'. (p.2)

This allows us to understand that a multimodal text, as a product, is a type of text made up of various elements—videos, images, symbolic drawings, etc.—to convey meaning. In the EFL classroom these elements are essential because they support students' comprehension through visual and sensory input. As Carey Jewitt (2008) argues, “multimodality starts from the position that all modes, like language, have been shaped through their cultural, historical and social uses to realize meaning” (p. 246). Consequently, this implies that the students' albums are not merely decorative crafts, but purposeful communicative acts where visual and linguistic choices work together to reflect their learning process and cultural identity.

About its structure, multimodal texts involve five main semiotic systems, they are linguistic, visual, audio, gestural and spatial. To implement them properly, strategies such as “Scaffolds Multimodal Composing” are used, which consists of.... Likewise, Cope and Kalantzis (2000) advise that “students should be ‘designers’ of their own meanings by using available resources” (p. 7). This allows them to go beyond linguistic codes as a tool to produce meaning; in the words of Bezemer and Kress (2008), "meaning is made through the orchestration of multiple modes" (p. 167). In addition, motivation and interest increase in the

students by using multimodal texts since they allow them to express their knowledge through different channels that can be appealing to different senses. Additionally, according to Pahl and Rowsell (2010), “when students create multimodal artifacts, they invest their identities in the text” (p. 2), which transforms the writing act into a more personal and engaging experience.

Finally, the evaluation of this type of production is an important aspect that must be reviewed. To evaluate these texts, according to Kress (2010) “the teacher must assess ‘Semiotic Orchestration,’ which is the student's ability to coordinate different modes to achieve a communicative goal” (p. 153). It can be basically understood as the ability to evaluate the cohesion and coherence of the elements in the multimodal texts, reviewing the functional integration of the elements, meaningful design and linguistic progression.

Environmental Awareness in the English Classroom

It is not an opinion to say that environmental awareness cannot be only defined as the knowledge of ecological facts. It goes further to be understood as a transformative process based on the concepts of peace and reconciliation. According to Kant (1795)

Peace is not a state of nature - status naturalist-; the state of nature is rather warring, a state in which although hostilities have not been broken, there is the constant threat of breaking them.

Therefore, peace is something that must be «established» (p.8, own translation from Spanish)

To achieve this, peace is thus understood as part of a social agreement for the purpose of maintaining stable relations and allowing mutual coexistence within a limited space. This matches with the main philosophy of education of making man more human in order to live in society, but not only with humans but with the whole environment. As Haraway (2016) suggests, our existence “is a process of “making-with” or *sympoiesis*, where peace is found not in human isolation, but in the responsible, mutual cultivation of lives with all companion species” (P.2). Thus, environmental awareness becomes a commitment to recognize that no species—human or otherwise—exists in a vacuum.

On the other hand, reconciliation is understood as a reparation action for what has been damaged in the past. Vargas, J (2008) argues that:

La paz entre hombres que viven juntos no es un estado de naturaleza - status naturalis-; el estado de naturaleza es más bien la guerra, es decir, un estado en donde, aunque las hostilidades no hayan sido rotas, existe la constante amenaza de romperlas. Por tanto, la paz es algo que debe ser «instaurado» (p.14)

The one who reconciles puts voluntarily on his back the weight that the other one carries anyway. That means he restores equality. Thus, “reconciliation is the opposite of forgiveness, which establishes inequality. The burden of injustice is, for him who has committed it, that which he himself has carried on his back; but for him who reconciles, it is the mission given to him”. (p.119, own translation from Spanish)

In this way, peace and reconciliation are understood as a social commitment for good coexistence but without forgetting the historical memory and its past affected it to solve them. This has become a crucial element of the education process. In Colombia, this mission is rooted in the principles of "Restorative Justice" promoted by the Jurisdicción Especial para la Paz (JEP, 2020), which emphasizes that reconciliation is only possible through the acknowledgment of truth and the symbolic restoration of the social fabric. This pedagogical approach aligns with the Ministry of National Education's (MEN) guidelines on "Citizen Competencies," where the EFL class becomes a space for social thinking. By educating students in reparation, they cease to be passive observers of the conflict and become active agents capable of re-signifying historical memory, ensuring that the "burden" mentioned by Vargas (2008) is transformed into a collective commitment to non-repetition.

By learning about fauna and flora—defined as the diverse set of animals and plants essential for a territory (Agenda 21,1992; González, 2011)—students begin to recognize these living beings as subjects of rights rather than just resources. Therefore, environmental awareness in the English class is the linguistic and ethical exercise of naming, describing, and

valuing Colombian biodiversity to heal the historical disconnection between society and nature:

El que se reconcilia pone voluntariamente sobre sus espaldas el peso que el otro de todos modos lleva. Eso significa que restablece una igualdad. Con ello la reconciliación es todo lo contrario del perdón, que establece la desigualdad. El peso de la injusticia es, para quien la ha cometido, aquello que Él mismo ha cargado sobre sus espaldas; en cambio, para el que se reconcilia, es la misión que se le ha dado (p.132).

Thus, this awareness must be thought of as a situated experience. In other words, according to Ministerio de Educación Nacional (2016), students at this level should be able to "describe the characteristics of objects, persons, and animals from their immediate environment" (p. 22 own translation).

Task-based Learning

To understand this pedagogical approach, it is essential to focus on its core component: the task. This concept is understood as a goal-oriented activity where the primary focus is on meaning rather than on linguistic forms. Initially, for Willis (1996), a task is defined "as an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (p. 23). On the other hand, Ellis (2003) provides a more detailed perspective on its criteria:

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. (p. 16)

This allows us to understand that TBL is not just about completing an exercise, but about using English as a functional tool to solve a problem or create a product. This approach prioritizes the real, communicative, and collaborative use of language, where students interact to negotiate meaning, replicating authentic communication outside the classroom. In this

research, the task is the creation of the physical multimodal album, which serves as the outcome that gives purpose to the students' writing production. By focusing on the communicative goal of describing Colombian fauna and flora, the language is acquired naturally as students collaborate to complete their artifacts. To implement this effectively, the TBL framework follows three fundamental phases: 1. Pre-task: The objective is to introduce the topic and the task requirements, activating students' prior knowledge. In this research, this phase involved brainstorming sessions about local biodiversity and exploring environmental vocabulary. 2. Task Cycle: Comprising the task itself, planning, and report. Here, students work individually and collaboratively to draft their album pages. 3. Post-task: The objective is to reflect on the language used during the task. This is where linguistic accuracy is addressed through analysis and practice of the structures that emerged during the creation of the album.

Finally, evaluation in TBL shifts from traditional testing to an assessment of the outcome and the process. As Willis (1996) emphasizes: "The teacher's focus is on the students' success in completing the task, and on the language, they use to do it, rather than on the number of errors they make" (p. 54). In this sense, evaluation within TBL changes away from the punitive measurement of errors to focus on communicative efficacy and the development of learner autonomy.

Research Methodology

Research Approach

This study presents a qualitative approach, understood as "a methodological process that uses as tools to the words, texts, speeches, drawings, graphs and images (qualitative data) to understand social life through meanings, from a holistic view, it tries to understand the set of qualities which, when related, produce a given phenomenon" (Bejarano, 2016, p.2). This approach aims to interpret and analyze the information gathered from the final product. This is based on direct observation in the classroom. Such observation is participant, that is to say

"implies the observation accompanied by the direct participation of the observer in the daily life of the subjects(...). The main objective is to gather information from an interaction with subjects that is as non-intrusive as possible but direct and systematic" (Sanjuán, 2019, p. 11). With this observation, we seek to collect information from the study population and a more direct approach to their dynamics school and society.

Type of Research

Based on the objectives set out above, a study of the type "research - action" is proposed. Action research in education is defined by Carr and Kemmis (1986) as a "form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices" (p. 162). This approach is particularly pertinent to education as it bridges the gap between theoretical knowledge and classroom reality, allowing the teacher-researcher to intervene directly in the learning environment to solve specific pedagogical problems.

According to Burns (2010), the action - research process is characterized by a collaborative and recursive spiral of four essential stages: Planning: Identifying a problem or an area for improvement and developing a strategy for intervention. Action: Implementing the planned intervention in the specific social or educational context. Observation: Systematically documenting the effects of the action through various data collection instruments. Reflection: Critically evaluating the outcomes to determine the effectiveness of the intervention and planning future cycles. In this project, action - research is highly pertinent as it allows for a situated response to the identified climate crisis and the disconnect between English language learning and the students' social reality.

Data Collection Instruments

Data collection instruments are tools and procedures used by researchers to get information

that addresses the research questions and objectives. According to Lankshear and Knobel (2004), data collection involves "gathering information that will help you to understand what is going on in the setting you are investigating and to provide a basis for answering your research questions" (p. 172). In this research, a variety of instruments were selected and designed to achieve data triangulation. To get the classroom reality at I.E.D. Prado Veraniego and the students' progress, the following tools were employed: the field diary for recording observations; the characterization questionnaire to understand the population's context; the diagnostic test to establish a baseline of knowledge; and finally, worksheets and artifacts (the multimodal album) as tangible evidence of English writing production and environmental awareness in fourth-grade students.

Field Diary

Field diaries recollect information through observation. This instrument does not have a specific format; however, it should include information such as date, group details (grade, number of students), objective, observation (descriptive), reflection and analysis. According to Burns (1999) field diaries are "a central part of any action research project [...] They are used to record what happened during the lesson and also to record reflections, impressions and feelings about the students and the teacher's own role" (p. 85). It is also important to include research questions to have a guideline and not lose focus. All these elements together will allow us to review different categories of study and get details about the research topic that are not seen at first glance.

Throughout the study, the observation instrument was systematically completed during classroom sessions to capture a comprehensive view of the classroom (annex 3). This allowed for a nuanced analysis of the interplay between goal achievement, student emotions, and their immediate reactions to the pedagogic intervention, as well as explore students' perceptions of

peace, reconciliation, and their personal connection with nature.

Characterization Questionnaire

Arlene Fink (2003) defines the characterization questionnaire as a "systematic method for gathering information from a target population to describe, compare, or explain their knowledge, attitudes, and behavior" (p. 1). Therefore, this is an instrument that helps to get information from a group to determine different aspects and characteristics that can assist the researcher to recognize the population. This tool consists of a survey with questions related to sociodemographic details and facts with the objective of recognizing different points of view in a common area and having a clear idea of the study group, its traits, interests and needs.

In the framework of this project, the instrument was utilized to gather a sociodemographic profile of the student population (annex 4). This process enabled the collection of relevant data regarding their socioeconomic backgrounds, family structures, and immediate living environments, providing context to better understand the external factors influencing their educational experience.

Diagnostic Test

This is an instrument designed to measure the level of knowledge of a student regarding different topics and aspects. According to Hughes (2003) "the diagnostic tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place" (p. 15). To ensure this purpose is completed, the instrument must adhere to the essential requirements of language testing, such as content validity and pedagogical relevance. Alderson (2005) emphasizes that a diagnostic test should provide "a detailed picture of what the learner can and cannot do in a specific area of the language, rather than a single holistic score" (p. 11).

The instrument was structured around two primary axes: Environmental Awareness

(annex 2) and English as a Foreign Language (EFL) proficiency (annex 3). Its initial application served as a diagnostic tool to assess the students' prior knowledge in both areas and identify points of intervention. This allowed the research to establish a baseline, measuring not only their existing ecological vocabulary but also their ability to process and communicate basic and contextualized environmental concepts within the target language.

Worksheets and Classroom Tasks

Worksheets and classroom tasks are a set of primary instructional materials through which students interact with the curricular content. These instruments are designed to guide learners through specific activities, providing the necessary bases to move from initial comprehension to autonomous production. According to Tomlinson (2011) worksheets and classroom task are "anything which is used by teachers or learners to facilitate the learning of a language" and emphasizes that they should "provide the learners with opportunities to use the target language to achieve communicative purposes" (p. 2). This relevance lies in their ability to transform abstract environmental concepts into tangible linguistic exercises, allowing students to document their progress systematically.

Throughout the study, these instruments were essential to gather direct evidence of the students' writing process and their evolving understanding of biodiversity (annex 5). By completing structured tasks, such as identifying local fauna or drafting descriptions for the physical multimodal album, students engaged in a continuous cycle of drafting and reflection. This allowed for a detailed observation of how pedagogical artifacts facilitate the acquisition of environmental vocabulary and the expression of its values, providing a clear record of the students' growth throughout the pedagogic intervention.

Artifacts

As Lankshear and Knobel (2003) suggest, artifacts represent the "materialization of learning,"

acting as a bridge between the student's internal thoughts and the external world. In that sense artifacts are tangible, material products created by participants during the research process, which serve as a physical record of their ideas and learning stages. In this study, the primary artifact is the Physical Multimodal Album (annex 6). Each page of the album created by the students—which combines hand-drawn illustrations of Colombian species and ecosystems with descriptive texts in English—serves as raw data to analyze the integration of linguistic progress and environmental awareness.

Categorical Matrix

The categorical matrix is an instrument used to organize, classify, and synthesize the information collected through the different instruments. This instrument allows the researcher to group findings into specific categories that align with the research questions, facilitating a systematic comparison across different sources. According to Freeman (1998) a categorical matrix is “the process of identifying themes or patterns in the data and then organizing them into a coherent structure to make sense of the complexity of the classroom reality” (p. 99). The relevance of this matrix lies in its ability to transform a vast amount of information from field diaries, worksheets, artifacts, among others into manageable evidence that supports the study's conclusions.

Throughout the research, the categorical matrix was used to triangulate the information and identify the interaction between English language learning and environmental awareness. By following the students' responses and behaviors against the predefined categories—such as linguistic proficiency, ecological values, and perceptions of peace, the matrix provided a clear visual and conceptual framework for the analysis. This allowed for a more rigorous interpretation of how pedagogic intervention influenced the 4th-grade students' ability to name and value their environment, ensuring that the findings were consistently supported by the data

collected in the field.

First grade	Second grade	Indicators
Peace and reconciliation through environmental awareness	Knowledge of the Colombian biodiversity	Evidence knowledge about the vocabulary of different Colombian animals and plants and their environment.
		Identifies and expresses different values about environmental awareness.
	Emotional and Attitudinal relationship	Shows empathy and recognition through their actions and writing.
		Uses ownership statements and proposals to get peace and reconciliation
	socio-environmental conflict	Identify actions and threats that generate issues in the environment
		Show knowledge about the interdependence between environment and society
Writing production in multimodal text	linguistic dimension	Use structures properly and grammatical patterns of use frequently.
		Checks orthography and words you write with frequency
	Multimodal design	Write descriptions and short narratives based on a sequence of illustrations.
		Associates a drawing with its written description
	Rhetorical and communicative function	Write clear messages that express promotion of peace and reconciliation
		Write messages that look to persuade about reconciliation

Table 1 – Categorical Matrix

Analysis Procedure

The analysis of data in this study is carried out through the technique of content analysis. This is a systematic and objective research technique used to make valid conclusions by interpreting and coding textual and visual material. It focuses on the internal meanings and patterns within the data to understand the underlying phenomena. According to Krippendorff (2018), “content analysis is a research technique for making replicable and valid inferences from texts to the contexts of their use” (p. 24). This relevance lies in its capacity to transform qualitative evidence, such as student reflections and descriptions, into structured categories that reveal the evolution of their process.

The procedure for this analysis involves a rigorous cycle of organization and interpretation. It starts with the immersion in the data, followed by the "coding" process, where, according to the criteria established in the categorical matrix, specific segments of the text are identified. According to Mayring (2014), the procedure "consists of a set of techniques for the systematic analysis of texts of any kind, addressed to the communication within which the text is embedded" (p. 10).

Through this project, content analysis was applied to the different instruments collected such as the multimodal album, the classroom tasks and worksheets, filed diaries, among others, to identify how 4th-grade students re-signify the relationship between society and nature. This process enabled the identification of shifts in their discourse—from perceiving animals as mere resources to recognizing them as subjects of rights. By analyzing the linguistic and multimodal elements provided by the students, the study could pinpoint the exact moments where peace and reconciliation concepts were integrated into their English writing, ensuring that the findings are deeply rooted in the actual evidence produced during the pedagogic intervention.

To ensure qualitative validity, the data collected from field diaries, student artifacts (the multimodal albums), and diagnostic instruments will be processed through a systematic framework aligned with the research objectives. First, the coding process will follow a thematic analysis approach. Raw data will undergo open and axial coding to identify recurring patterns. These initial codes will be grouped into core categories that directly track the students' development in EFL written production (vocabulary and syntax) and their expressions of environmental awareness. Second, data triangulation will be implemented to guarantee trustworthiness. This study will contrast three main sources: 1) the teacher-researcher's participant observations, 2) the students' perspectives, and 3) the linguistic evidence found in their written artifacts. Cross-examining these sources minimizes bias and provides a holistic view of the pedagogical intervention. Finally, the interpretation phase will connect the

empirical findings with the theoretical framework. The emerged categories will be critically analyzed in light of TBL principles, multimodal literacy, and environmental education. This process aims to answer the research question by demonstrating how structured tasks and situated multimodal texts help fourth-graders at Colegio Prado Veraniego develop writing skills while connecting with their ecological territory.

Ethical Considerations - Data treatment

This research adheres to ethical standards for social science research. First, an informed consent (Annex 7) was obtained from parents or legal guardians, authorizing the participation of minors and the use of their academic work for research purposes. Second, Confidentiality and Anonymity are guaranteed; students' real names are replaced by pseudonyms to protect their identity. Creswell (2012) emphasizes that "researchers need to protect their research participants; develop trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions" (p. 23). Finally, all data is used strictly for academic purposes, following the guidelines of Law 1581 of 2012 regarding the protection of personal data in Colombia.

Pedagogical Instruction

Visions

This proposal is based on Task-based Learning, which seeks to promote meaningful and real-world knowledge. Through this approach the utility of learning is prioritized to ensure this one can be valid for a student's life. According to Nunan (2004), TBL aims to "involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 4). This ensures that the learning process is not a fragmented study of grammar, but a cohesive effort where linguistic development and environmental awareness are related.

Language Vision

For the communication processes it is essential to take language as the main pillar and this is not indifferent from the approach used for the development of this work, since according to Saussure, as quoted in Garcia B (s.f), language is "a set of necessary conventions adopted by the social body" (p 36). In the case of this research, it is presented directly as the fundamental tool for the development of communicative purposes for the acquisition and construction of knowledge and the development of critical thinking.

Language is then presented as a dual pillar for this project. On one hand, adopting a functional perspective, language is viewed as "a system for the expression of functional meaning" (Tudor, 2001, p. 57). From this view, the focus of the English class shifts from the mastery of abstract structures to "language as doing things," where students use the target language as a functional tool to achieve the specific outcome of the multimodal album.

On the other hand, language serves as the mediating point in the search for peace and reconciliation with fauna and flora. This is supported by the perspective of language as culture and ideology, which recognizes that language is "the means by which the members of a speech community perceive the world and their place in it" (Tudor, 2001, p. 69). By naming and describing Colombian biodiversity in English, students are not just learning vocabulary; they are engaging in a process of "social involvement" (Tudor, 2001, p. 65), where the language classroom becomes a space for ethical reflection and the re-signification of their relationship with the environment.

Learning Vision

The learning vision focuses on students acquiring the language consistently with the curriculum while linking it to their daily reality. In this case, the process is oriented toward a critical discussion of Colombian fauna and flora and the search for alternatives to environmental issues. According to Bulcourn and Cardozo (2015), "learning is an active

process where individuals construct or transform mental structures using prior knowledge and experiences" (p. 51). This perspective is complemented by Tudor's (2001) "ecological vision," which maintains that learning is the result of "meaningful activity in an accessible environment" (p. 36).

Under this approach, learning is not a passive accumulation of data but a process of "experiential involvement" (Tudor, 2001, p. 79). By using English to address real-world environmental problems, the classroom becomes a system where language acts as a mediator for students to develop critical awareness. Thus, learning is effective because the learner perceives the social relevance of the content, transforming linguistic acquisition into a tool for "social involvement" and the construction of personal meaning (Tudor, 2001).

Curriculum Vision

Taking as a basis the PEI of the Prado Veraniego school, a vision is established from the transversal curriculum that allows direct approach with language but that the contents are focused on teaching subjects related to natural sciences. The Institute's projects (in the PEI) are followed, which states that "The transversal projects are related to the institutional horizon and the pedagogical model, developing competences and knowledge for life, using pedagogical strategies that are articulated in the areas." (p. 8). This is aimed at developing the components of the English area, but even more important is the formation of values and knowledge for life in relation to fauna and flora.

Instructional design

The following is a description of the design of the educational proposal for the achievement of the objectives set out in this research. The whole proposal is mainly focused on the linguistic axe followed by the guiding thread of environmental awareness. This proposal was based on the basic standard proposed by the Ministry of Education (MEN). The proposal was designed

in a total of five cycles: Introduction, Environmental Habits, Fauna and flora, Endangered animals and plants, and solutions and proposals, and also 2 small cycles for midterm and closing project. It was directed in that way in order following the principle of Wills (1996) that suggests that a well-structured pedagogical intervention must have "a clear set of learning conditions" that move from holistic exposure to specific language use (p. 52). The development of the intervention was handled by didactic units done in the classes following TBL principles and generating as a result the multimodal album. This pedagogical design was handled in five cycles in a total of twenty (24) classes during a whole academic year. Next, the description of the different cycles will be presented. The table with the full contents can be found in annex 8.

Cycle 1: Introduction.

The first cycle was an introduction to learn about the students' dynamics and to review some knowledge. This cycle's objective was to establish the foundations of foreign language communication by recognizing basic vocabulary (colors, numbers, and greetings) and identifying elementary environmental habits to initiate classroom interaction. There, a total of four sessions were developed between February 18th, 2025, until March 11th, 2025. During this cycle there was not a direct relation with environmental awareness, but it was handled by grammar and linguistic elements such as color, number, pronouns and greetings. This was a direct response to the observation done previously and a way to recapitulate those elements from the previous year. For the development of the activities, most of them were handled with worksheets and slides to present the topics.

Cycle 2: Environmental Habits

The second cycle was handled under the thematic of "Environmental habits". There, four classes were developed from March 18th, 2025 until April 15th, 2025. During these classes,

it was possible to review different habits such as moorlands, coast, oceans, valleys, plains, mangroves, among others. The main objective for this cycle was to recognize the main characteristics of various ecosystems (moorlands, coasts, valleys, and plains) using the verb "to be" and personal pronouns, fostering appreciation for natural diversity. As the objective already suggests, different grammar elements were handled, according to the study plan and criteria provided by the associate professor. Those linguistic and grammatical elements were personal pronouns, verb "to be" and adjectives.

The classes were always developed under the TBL approach, following pre-task, task, and post-task processes. This cycle resulted as a direct answer to the findings of the diagnostic test, seeking to present other perspectives about environmental awareness and looking to improve writing production, especially during the creation of the multimodal album. For this cycle of intervention all the classes were handled with multimodal tools such as worksheets, slides, and videos to support the classes. In addition, every single class until the end of the intervention proposal followed a writing process that was posted in the multimodal album, using different topics and grammar aspects such as use of verb to be, pronouns, articles, among others. Finally, the role of the teacher was a guide and motivator of discussions, presenting different scenarios to generate comments and debates from the students.

Cycle 3: Fauna and Flora

The third cycle covered the topic of "fauna and flora". It took place from April 29th, 2025, to May 20th, 2025, focusing on the identification and description of wild animals, aquatic species and local plants. This cycle marked the transition from identifying general habitats to describing the specific living beings that inhabited them. The sequence was designed to integrate knowledge of Colombian diversity with more complex grammatical structures. The multimodal album acted as a pedagogical engine, transforming isolated grammar exercises

into a meaningful project that reflected a real-world purpose. During this cycle the teacher's role changed to be a mediator because he facilitated linguistic resources, particularly during the creation of the writing and drawing, where personalized feedback was provided when possible. In addition, the students assumed the role of active creators selecting different species of interest such as capybara or wax palm to develop their writing productions, and also, they present an interest to refine their own writing. For example, self-evaluation, a revision done during the process of writing, checking their own mistakes.

Developed through the Task-Based Learning (TBL) approach, the intervention utilized multimodal tools like slides and specialized worksheets to support the mastery of Wh-questions, adjectives, and prepositions of place. A key pedagogical adjustment was made in the final session by providing predefined images for the album, which allowed students to prioritize written production over drawing. This shift facilitated deeper teacher-led mediation during error correction and fostered spontaneous discussions regarding the conservation of local species such as the manatee, coffee, and cocoa plants, effectively linking linguistic development with environmental reconciliation.

Cycle 4: Endangered Animals and Plants

The fourth cycle was handled under the thematic of “Endangered species and environmental issues”; in there, four classes were developed from September 2nd, 2025, until September 23rd, 2025. During these classes, it was possible to review different concepts such as extinction, natural disasters (volcanoes, tsunamis, earthquakes), and human-made environmental issues like deforestation and hunting. The main objective for this cycle was to define and discuss global environmental problems, employing specific grammatical structures according to the studies plan and criteria provided by the associate professor. Those linguistic and grammar elements were parts of the house, prepositions of place, time, and direction, and

articles (a, an, the).

During the interventions, the classes were always developed under the TBL approach, following pre-task, task, and post-task processes. This cycle sought to deepen environmental awareness by identifying the causes of biodiversity loss and looking to improve writing production through more complex sentence structures. For this cycle of intervention, all the classes were handled with multimodal tools such as slides, videos, and AI-generated stories to support the lessons. In addition, every single class continued the writing process that was posted in the multimodal album, such as activities about filling the gap to describe actions to take care in emergency situations using prepositions. There, students integrated new vocabulary with the grammar points discussed. Finally, the role of the teacher was a guide and facilitator, presenting scenarios to generate debates regarding human responsibility and reconciliation with nature.

Cycle 5: Solutions

The fifth cycle was centered on the thematic of “Solutions and Environmental Awareness,” and it was developed in four sessions conducted between September 30th and October 21st, 2025. The purpose of this stage was to empower students to propose sustainable habits and practical solutions to global issues such as climate change and pollution, using the Simple Present tense (including likes and dislikes) and numbers from 20 to 50 as the linguistic foundation. These grammatical elements were fundamentally relevant to the environmental axis: the Simple Present allowed students to describe their current routines and express real commitments (e.g., “I turn off the light”), while the structures for likes and dislikes facilitated critical stances toward harmful practices like hunting. Additionally, mastering numbers was essential for students to quantify environmental impact and resources saved within their conservation proposals.

During the cycle, multimodal tools such as visual semantic fields and dictionaries served as scaffolding for written production, such as the final production that was a proposal about recycling. Throughout this process, the teacher acted as a guide who fostered collective dialogue and the construction of situated knowledge, effectively linking English language learning with ethical responsibility and a reconciliation with nature.

Lastly, the final project consisted of a collective action proposal titled the "Recycling Project" which served as the culminating artifact of the intervention. The project consisted in the creation of collaborative teams with creative names using articles, the development of written action plans to address environmental issues, and the presentation of these proposals to the class. It integrated all the linguistic components studied throughout the cycles, such as colors, numbers, prepositions, and the simple present tense, allowing students to apply these tools to practical conservation strategies like waste management and resource protection. By design, the final project aimed to consolidate every previous topic by transforming isolated grammar points into a cohesive communicative tool. It required students to move from identifying basic vocabulary to constructing complex and compound sentences that expressed environmental values and solutions.

Data Analysis and Findings

This chapter presents the results after the analysis of the information collected through the instruments used during the observation and intervention stages. Having completed the stages previously detailed in the methodological framework, the focus now shifts to the systematic processing of the data collected through the research instruments.

In accordance with the established research design, the gathered information is analyzed through the lens of the categorical matrix. This analysis is presented sequentially, moving through each category and its respective subcategories to contrast the classroom reality with the

theoretical foundations of the study. Consequently, this section provides an integrated view of the students' written production and their development of environmental awareness, illustrating the outcomes of the pedagogical proposal as observed throughout the intervention.

Category 1: Peace and reconciliation through environmental awareness

This primary category is essentially situated within the environmental awareness axis as a strategic pathway to foster peace and reconciliation with the environment through the English as a Foreign Language (EFL) classroom. Conceptually, this category moves beyond the traditional linguistic scope of the subject, positioning language learning as a transformative tool for ethical and territorial reflection. In this framework, peace is understood not merely as the absence of human conflict, but as a harmonious and responsible reconnection with the natural world and its inhabitants.

The relevance of this approach lies in the recognition of nature as a vital space for coexistence. As Sauvé (2005) states: "The environment is not only the 'resource' that we manage or the 'problem' that we solve; it is the place of life, the territory of belonging, where we must learn to weave relationships of peace and responsibility" (p. 11). Consequently, the EFL class becomes a pedagogical scenario where students reconstruct their perceptions of the territory, transitioning from a utilitarian view of nature toward a sense of stewardship and reconciliation with Colombian fauna and flora. In addition, the objective of this category is to examine how pedagogical intervention facilitates this shift in students' awareness and communicative purposes. To provide a structured analysis of these findings, the category is divided into three specific subcategories: Knowledge of Colombian Biodiversity, Emotional and Attitudinal Relationship, and Socio-Environmental Conflict.

Subcategory 1: Knowledge of the Colombian biodiversity

This category is based on the importance of vocabulary in EFL class to address any grammar topic and develop writing production during the learning process. This is mainly based on the

principle that vocabulary can be the entrance to a speech community. As Hyland (2003) advises “linguistic patterns are more than just ways of arranging words; they are the primary means by which we construct our social worlds and our places within them” (p. 27). In that way, the students, by getting this kind of vocabulary and knowledge, become aware participants about environmental speech. In order to achieve this analysis, the multimodal album, the diagnosis text and field diaries were reviewed.

To establish a baseline for the development of environmental awareness, it is essential to first address the initial diagnostic results regarding the students' relationship with nature. At this stage, the findings revealed that the students' familiarity with fauna and flora was strictly limited to common environments and domestic contexts. Their conceptualization of the natural world lacked a specific connection to the local territory or the ecological complexity of their country.

The initial data showed that the students' primary connection to nature was rooted in "the farm" or common household pets. As evidenced in the diagnostic instruments, 18 out of 24 students identified domestic and common animals as their primary and favorite reference points for nature. When asked what their favorite animal was and why, the answers reflected a strong emotional bond with domestic species as seen in table 2:

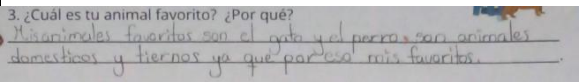
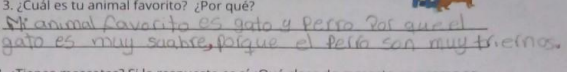
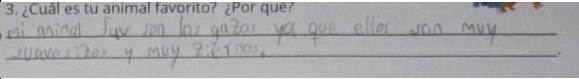
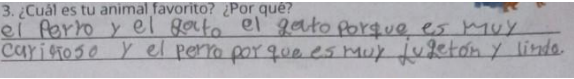
p1 	p4 
p5 	p10 

Table 2: Responses on favorite animals in the diagnostic

It is important to point out that although the characterization questionnaire included open-ended questions about fauna and flora in general terms, these did not function as activators for a territorialized lexicon about this topic. The students limited their responses to generic or domestic references, which shows that at this diagnostic stage, local biodiversity was not part of their immediate discourse repertoire. However, as it will be explained in the diagnosis test and field diaries and subsequent workshops, this trend is significantly reversed after the intervention, where the emergence of endemic species arises as a direct response to pedagogical mediation.

After the diagnosis test, session by session the multimodal album collected evidence about the main topics developed during the classes. There, a significant transition was observed from the vocabulary of the animals to the recognition of the main species such as the common interest in capybaras and different ecosystems and habitats using different words to express ideas about them. As a sample of it, participants 10 (P10) and P15, in the development of an activity about moorlands, wrote “The paramos are...”, even when the initial concept addressed during the session was “moorland”. They directly related to the word “paramo” due to its writing and pronunciation tied to Spanish.

Also, the students showed a bigger spectrum about habitats, beyond just farms. This shift is supported by the field diary, which notes that “students were deeply interested in characteristics of paramos”, leading to a “local discussion about the rationing of water that we live in nowadays and how this is the consequence of bad management of resources”(Field diary, lesson 6, 2025). In addition, it was also observed that “students recognized different animals and plants and their characteristics by mention them advising the importance of rivers and coast” (Field diary, lesson 7, 2025)

This shows that vocabulary related to Colombian biodiversity serves as a bridge for

students to recognize local fauna and flora not just as abstract concepts, but as vital components of the ecosystems that sustain their own lives and territories. According to Halliday (1978), “language arises in the context of social relations, and is an inseparable part thereof; it is the principal route by which life models are transmitted” (p. 23), which supports the logics of environmental awareness, understanding that “the development of ecological identity depends on the language of experience; when students name the species of their own territory, they are not just practicing vocabulary, they are mapping their own connection to the biosphere” (Thomashow, 1996, p. 82). In this sense, the transition from the technical term moorland to the experiential concept of páramo allows learning English not to be an accumulation of isolated data, but a process of meaning of its own environmental and territorial crisis.

This recognition of Colombian fauna and flora also emerged as a fundamental pillar in the development of the environmental lexicon. It can be reviewed in table 3, the albums of P4 and P12, students explicitly identified the Orchid and the Wax palm, recognizing them not only as mere plants but as patriotic symbols. It is supported on the observation class where “the students with the major teacher discussed that previously they already review in history class the patriotic symbols and their importance for our society” (Field diary, lesson 12,2025).

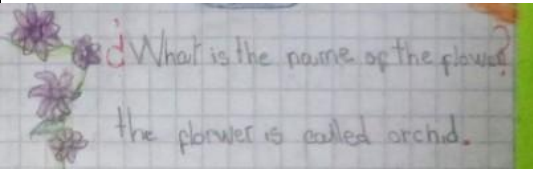
P12 	P4 
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Table 3: Lexicon about patriotic symbols

The field diary reinforces this progression, noting that students were "interested in the

vocabulary of the topic and to learn more vocabulary, asking questions and sharing knowledge about plants such as coffee or cocoa."(Field diary, lesson 12, 2025) This active inquiry confirms that students began to value local flora as part of their identity and heritage.

Finally, the writing production shows that knowledge of Colombian biodiversity facilitates the expression of a value of admiration and wonder towards nature. The recurring use of adjectives like "marvellous", "beautiful" and "colorful" in the albums of P13 and P14 to describe local wildlife indicates a positive value perception and connection, as observed in table 4:

 P13	 P14
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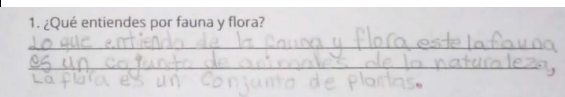
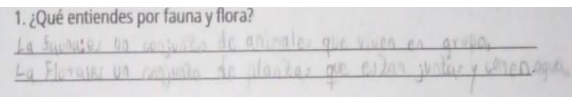
Table 4: Values and perceptions about Colombian fauna and flora

This thematic motivation led "even students who do not usually participate to intervene without fear of making mistakes." (Field diary, lesson 15, 2025). This process illustrates how acquiring specific vocabulary about the local environment is the first step toward ethical responsibility. According to Bowers (2001) "the language of the classroom is the primary vehicle for introducing students to the cultural patterns that will either reinforce or transform their relationship with the natural world" (p. 142). By getting the names and characteristics of Colombian species, students do not just expand their lexicon, but they construct a framework of values that allows them to recognize and protect their territory.

Subcategory 2: Emotional and Attitudinal relationship

The individuality about emotions and attitudes results relevant to understanding the relationship with the environment considering that the process of EFL classes goes further than just the acquisition of linguistic structures. Sauv   (2005) argues that environmental education must go beyond cognitive knowledge to foster a "reflexive and critical" relationship with the world, where emotions serve as the foundation for developing a sense of responsibility. As she states, this process involves the development of an "effective and ethical relationship with the 'oikos'—one's own home" (p. 18), which is essential for students to transition from identifying vocabulary to expressing an active commitment toward their surroundings. By prioritizing these guidelines, the student becomes an informed participant who not only master's the language but also internalizes an ethical stance, using English as a tool to propose solutions for coexistence and the protection of Colombian biodiversity. Therefore, in this category, language production is observed through two pedagogical axes: the capacity to show empathy and recognition through actions and writing, and the ability to use ownership statements and proposals to reach peace and reconciliation.

In the initial stage, following the diagnosis test, it was possible to evidence that the students handle descriptive and functional definitions about fauna and flora. As it is reflected in table5, in their writing, fauna was identified as the “set of animals of the world” and flora as the “set of plants”. These definitions suggest that, while students possessed a foundational understanding of biological functions, their perspective was primarily global and abstract.

P4 	P5 
---	--

P10	P13
1. ¿Qué entiendes por fauna y flora? lo que yo entiendo que es una flora es donde hay plantas como flores y árboles	1. ¿Qué entiendes por fauna y flora? lo que yo entiendo que la fauna es de animales lo que yo entiendo que la flora es de flores.

Table 5: Definitions about fauna and flora

After this initial review, the intervention sessions were developed showing deeper empathy and recognition about fauna and flora from the students. This trend is deepened in classroom interaction; as recorded in the field diary, “the use of material known as the Ice age film allowed them to recognize other extinct animals such as the mammoth, the toothed tiger, among others, and, by their own initiative, they made mention of the dodo or the megalodon.” (Field diary, lesson 15, 2025), which suggests that their interest stems from an emotional bond with beings they find fascinating or "tender". This affective response is reflected in the writing of P10's album when describing the Brachiosaurus as "cute" (as reflected in table 6), and it is pedagogically consolidated when students express in plenary that being endangered means "to be homeless" or "to be in danger of disappearing" (Field diary, lesson 19, 2025), granting a human and vulnerable quality to nature.

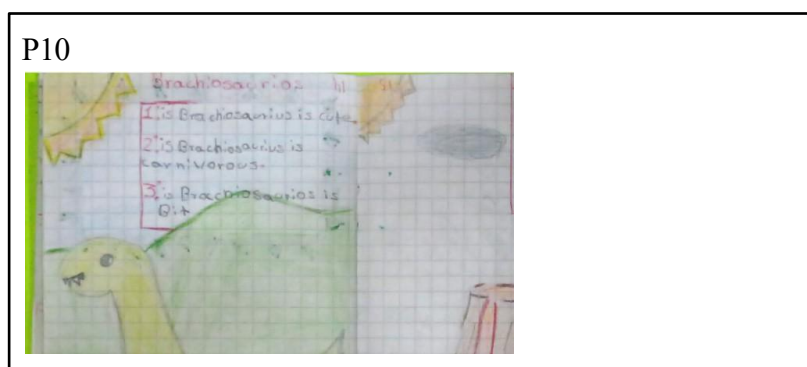


Table 6: Recognition from values

This transition suggests that the students are not merely learning vocabulary but also developing a profound sense of empathy that manifests in their descriptive choices and classroom participation. As Norton (2013) advises, “language learning is not just the

acquisition of a set of rules, but a struggle for identity and a way of relating to the world” (p. 4). In this sense, by assigning human-like vulnerabilities to nature, such as being ‘homeless’, students use their writing and actions to recognize the environment as a living subject worthy of protection, effectively investing their growing English proficiency in the construction of a more empathetic and reconciliatory worldview.

Regarding the use of ownership statements’ axis, that is, using language as a way to promote direct responsibility about the issues, the transition from the individual to the collective is observed in both artifacts and class reflections. While in P13’s album and P12’s album, as observed in table 7, the students reflect on the recognition of the paramos, a deeper emotional and attitudinal relationship is evidenced in their specific linguistic choices. As seen in multimodal album, a student illustrates a *frailejon* and explicitly writes, "The paramo is very important because it produces the water" ,while P13 describes the páramo by stating: "The paramo are some of the largest in the world, since they are where the rain, the wind and the sun come in, they are fantastic!" These samples demonstrate that students are not merely identifying a landscape; they are using ownership statements and proposals to link the ecosystem's health to their own survival.

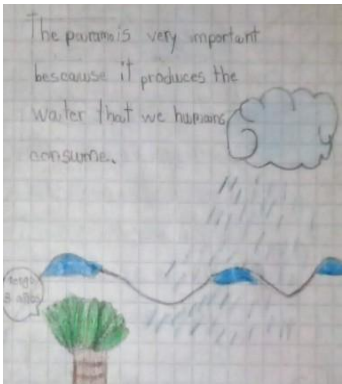
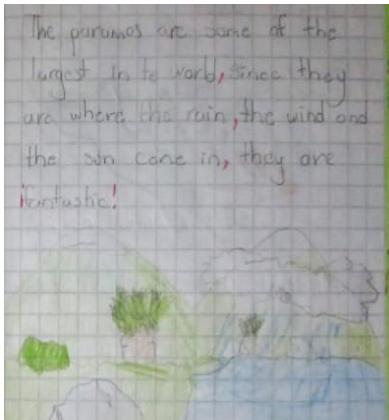
P12	P13
	

Table 7: Use of vocabulary to describe the environment

In addition, in the field diary, it is observed that the students begin to situate their environmental actions in their urban context, “Some of those contributions were: ‘We turn off the light, I close the water (clarify about tap), my father walks to the house’ among others”. (Fiel diary, lesson 21, 2025). Thus, this allowed the students to recognize that environmental preservation does not depend solely on inhabiting rural or natural spaces, but is a civic commitment that is exercised from the everyday life of the city. This collective recognition functions as a bridge toward reconciliation; as Lederach (1997) suggests, peace is found in the “ownership of our common spaces and the shared responsibility for the world we inhabit” (p. 27). By using ownership statements to describe their urban contributions, students are not just saving resources; they are reclaiming their role in a social and environmental fabric that seeks to heal the relationship between the city and the natural landscape. This appropriation translates into an identity of “protective agent that is manifested in the use of action verbs collected in class such as recycle, save, protect and clean” (Field diary, Lesson 20, 2025), integrating conservation as an extension of their daily personal values.

Finally, the ability to envision reconciliation and coexistence is manifested when the student uses English to propose solutions and define their ethical role. The closing of the cycle shows how students manage to take their writing from a descriptive level to a transformative one, where the English language becomes a vehicle for civic and ethical commitment. According to the field diary:

[the] class allowed to make a recognition of the evolution in writing production of the students, especially in the closing activity that allowed to see how some students managed to take their writing beyond simple sentences and created compound sentences such as ‘A superhero is a person who protects the earth, grows plants and does not wastes (waste) water. I am a superhero when (I) turn off (the)light’ (Field diary, lesson 22, 2025).

This construction of identity as "environmental superheroes" in their writings, added to

the narratives of climate emergency where the family is visualized protecting itself from storms or fires (Album, P26, p. 5), shows that the project has allowed them to move from affective recognition to environmental citizen action. The students eventually understood that peace with the environment is achieved through coexistence and respect for the fauna and flora of the national territory.

However, it is important to acknowledge that this emotional and attitudinal shift did not manifest equally in all learners. While the majority of the fourth graders transitioned toward empathetic and collective stances, a few students demonstrated a persistent disconnection, maintaining a purely instrumental or mechanical view of the language without internalizing an ethical commitment to the environment. For example, P9 and P17 produced writing that, although grammatically acceptable, lacked affective markers, adjectives of admiration, or ownership statements; their text remained limited to repetitive, rote structures such as "The plant is green" or "The animal eats". According to the field diary, this lack of significant attitudinal progress was closely correlated with a "low tolerance for reflective tasks and a tendency to prioritize immediate task completion" (Field diary, lesson 20, 2025). This variance underscores that while environmental themes are a powerful catalyst for emotional literacy, a real public-school setting involves diverse subjective realities where some students require prolonged exposure and different pedagogical scaffolding to move past a passive stance and embrace their role as active protective agents.

Subcategory 3: socio-environmental conflict

This category mainly focuses on the importance the students found in understanding the relationship between society and environment. According to Sauv   (2005), this interdependence is central to environmental education, as it seeks to reconstruct the "network of relationships between people, their society, and the environment" (p. 11). This perspective

is crucial since identifying environmental threats is not merely a linguistic exercise, but a way to recognize that "the environment is not 'outside' of us but is the very web of our social and biological existence" (p. 13). By analyzing socio-environmental conflicts and relationships in English, students develop the critical awareness necessary to transition from passive vocabulary recognition to an active understanding of how human actions directly impact collectivity. To review those aspects, the category has been set up following two axes. First, the ability to identify actions and threats that generate issues in the environment; and second, the capacity to show knowledge about that interdependence between society and environment.

Initially, through the application of the diagnosis test it was possible to evidence that the recognition about interdependence between society and environment is located at an initial stage, mainly focused on a functional vision and human well-being. It is also related to the identification of actions and threats. The students recognized how lack of preservation puts human life at risk, linking the importance of flora to oxygen supply (P13, P20, P22), and fauna is valued mostly under domestic company logic or as a food source (P18, P20).

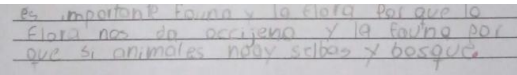
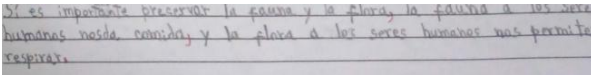
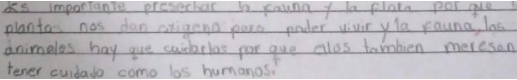
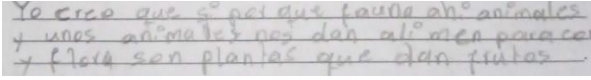
P13 	P20 
P22 	P18 

Table 8: Importance of fauna and flora

This initial perception reflects what Sauvé (2005) puts forth about the need to rebuild the network of relationships. Far from being a conceptual deficit, the students' associations of preservation with "keeping animals and plants alive" (P15) and the fact that "they give us life" (P14) represent a significant ethical and empathetic foundation. While these insights do

not yet engage with complex socio-environmental conflicts, their conviction that without nature “there would be no jungles or forests” (P13) or that animals “deserve to be cared for like humans” (P22) establishes an ethical basis for transitioning from passive recognition to active understanding of territorial interdependence.

Regarding the identification of actions and threats that generate issues in the environment, students progressed from a basic recognition of nature to a critical visualization of environmental hazards. Evidence from the pedagogical intervention shows that learners can identify specific threats and their impact on the community. For instance, as shown in table 9, P7 and P6, students documented a high-risk situation stating: "The Family is running from the Fire," while P14 identified a volcanic threat noting: "Volcano is orange and black. Volcano is strange."

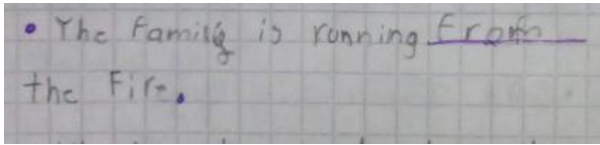
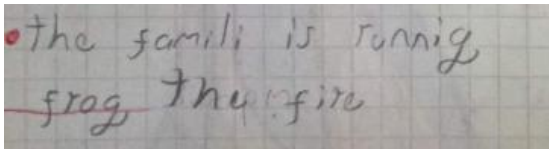
P7 	P14 
P6 	

Table 9: actions and threats that generate issues in the environment

This ability to name and categorize threats in a foreign language aligns with Tudor (2001) functional perspective, where language is understood as "a system for the expression of functional meaning" (p. 57). This is reinforced by observations, where students internalized the

concept of "endangered" not just as a word, but as a socio-environmental crisis, associating it with "being homeless, being in danger of disappearing, or having contaminated environments" (Field diary, lesson 20, 2025). Furthermore, students were able to pick out specific risk-related vocabulary such as "hunt" and "risk" (Field diary, lesson Plan 19, 2025), showing that they can identify human actions as the primary source of environmental threats.

In addition, the relationship of interdependence is shown through the recognition of the service that fauna and flora provide to the human spirit and balance. In P14, as seen in table 10, when describing the savannah, the student notes: "The savannah can be very hot especially during the day," but complements it with the presence of "beautiful" and "green" elements, suggesting an awareness of how environmental characteristics dictate human comfort and aesthetic value.

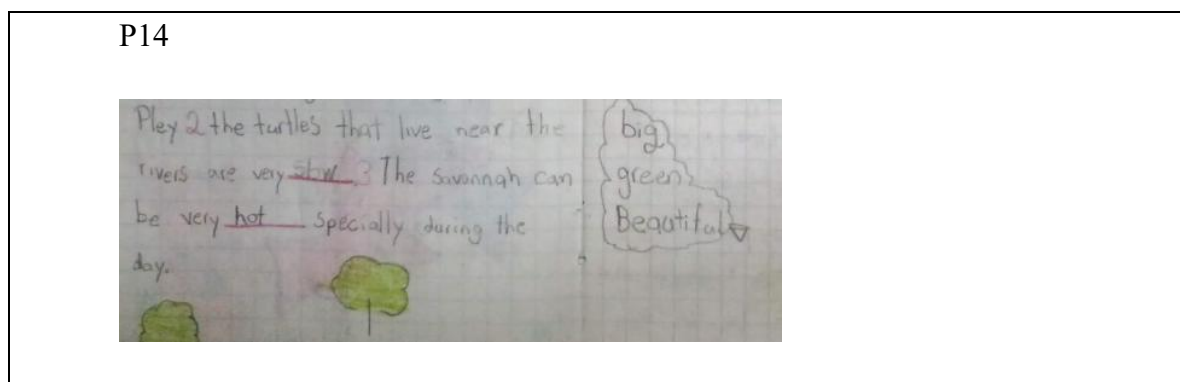


Table 10: Interdependency

This sense of interdependence evolved into a collective ethical reflection; as recorded after the interventions, many students agreed that environmental destruction was negative because it "destroyed the environment and home of animals and plants and humans." (Field diary, lesson 19, 2025) This highlights that the environment is no longer seen as something external, but as the very web of human existence. A key moment of "global citizenship" was captured in class, when a student challenged the idea that conservation is only for rural areas, noting that "we all have to do that kind of thing, not only people from the countryside." (Field diary, lesson 21, 2025) This transition from seeing nature as a resource to seeing it as a vital

partner is what Tudor (2001) describes as "social involvement" (p. 65) through language. By using English to justify the importance of these sites, the students are not merely translating words; they are acknowledging that their social reality is based on the preservation of this specific Colombian diversity.

Now, examining this subcategory within a realistic classroom framework requires addressing the nuances of slow progression, as the ability to grasp socio-environmental interdependencies presented significant conceptual barriers for some learners. While a vast majority developed a critical perspective on human impact, a small group of students struggled to move past a strictly utilitarian view of nature. For example, P18 and P20 demonstrated in their final outputs and tasks that their understanding of fauna and flora remained anchored to primitive and functional benefits, such as viewing animals solely as a food supply or plants merely as providers of oxygen, without showing signs of systemic or ecological awareness. The field diary indicated that this limitation was heavily visible during group tasks, where these "students often got distracted coloring the drawings instead of completing the written descriptions, or became visibly frustrated when they could not find a literal, word-for-word translation from Spanish for sentences that connected human actions with nature" (Field diary, lesson 21, 2025). Rather than weakening the study's conclusions, these instances of limited progression highlight that parsing socio-environmental conflicts in an EFL setting is a multi-layered cognitive process, demonstrating that some students require more explicit, differentiated task scaffolding to unlearn deeply rooted utilitarian paradigms.

In conclusion, the socio-environmental conflict subcategory shows that the English classroom can serve as a space for ethical re-signification when language is treated as a mediator for critical awareness. The progression from basic identification of threats to the articulation of complex ecological dependencies proves that a task-based approach allows students to internalize the fragile network of relationships between society and nature.

Category 2: Writing production in multimodal text

This second category focuses on the development of writing as an integrated process within the creation of multimodal artifacts, where the construction of meaning transcends the purely alphabetic. As Kress and van Leeuwen (2001) argue, communication is a multimodal process where various semiotic modes—such as the visual and the verbal—interact to form a cohesive whole (p. 1). Within the English as a Foreign Language (EFL) classroom, writing production is redefined not as an isolated linguistic exercise, but as a semiotic practice that converges with visual, spatial, and gestural elements to convey complex ideas (New London Group, 1996). In this framework, the student acts as a "designer of meanings," navigating the interplay between text and image to articulate their understanding of the world.

The relevance of this approach lies in the recognition that contemporary communication is inherently pluralistic. As Kress (2010) argues: "The world of communication is changing from the dominance of writing to the dominance of the image... this shift requires a new understanding of how meaning is composed across different modes" (p. 27). Consequently, the writing process in this study is analyzed as a deliberate orchestration of resources where students use English to label, describe, and narrate, supported by the affordances of multimodal formats like pop-up books or albums. The objective of this category is to examine how the integration of these diverse modes enhances the students' expressive capacity and their ability to organize thoughts in a foreign language. To provide a structured analysis of these findings, the category is divided into three specific second-order categories: Linguistic Dimension, Multimodal Design, and Rhetorical and Communicative Function.

Subcategory 1: linguistic dimension

This category seeks to review the accuracy of linguistic elements like structures or spelling in the students' written production. According to Richards (2006), the development of linguistic competence in a task-based environment implies that "learners must not only possess

knowledge of the language but also the ability to use that knowledge in the performance of communicative tasks" (p. 13). This perspective emphasizes the student's ability to monitor their own writing, that is, checking spelling and grammar. It is a crucial step in what he calls the "noticing" process, where they transition from a focus on meaning to a focus on form. As Richards suggests, this internal feedback allows the learner to treat language as a system where "accuracy and fluency are not seen as opposing goals, but as complementary dimensions of communicative competence" (p. 14). Consequently, for the students, the linguistic dimension becomes the structural foundation that supports their multimodal expressions. To develop it, this category implies reviewing proper structures and grammar patterns during the writing production and the ability to check orthography and words in a self-evaluation process. To achieve this analysis, the diagnosis test, the multimodal album and the field diaries are reviewed.

In order to contextualize the evolution of language competence in this study, it is appropriate to revisit the findings of the initial diagnosis. At this stage, it was evident that the students had an elementary linguistic repertoire focused on categories such as numbers, colors and words reviewed before. This diagnosis not only identified their previous knowledge but marked the beginning of the structural monitoring process. As an example of this initial state, when asked to identify known words, the following answers were obtained:

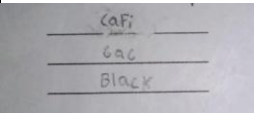
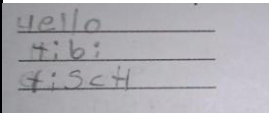
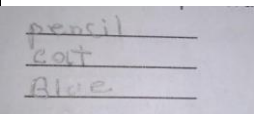
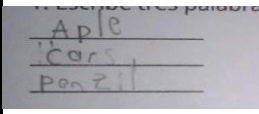
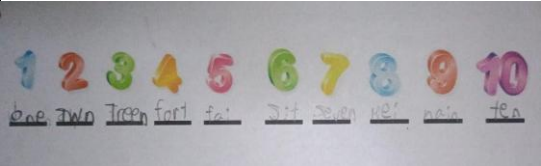
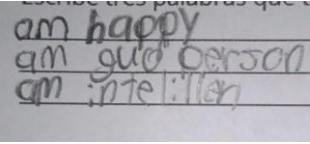
P1 	P2 
P10 	P15 

Table 11: Initial writing of known vocabulary

As observed in table 12, the students' writing production is mainly based in the use of isolated words such as nouns and adjectives related to their educational context. These samples evidence a phonetic approximation—Cafi (coffe), aple (apple), and ponzil (pencil), fai (five), hei (eight), and nain (nine). There, the students, even when recognizing the phonetic structure of these words, still rely on the mother tongue phonetic rules to write them. According to Odlin (1989), this phenomenon occurs because "transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p. 27). In this sense, the students are using their Spanish phonetic and orthographic knowledge as a bridge to produce English. This is further evidenced in terms like "inteliyen" (intelligent), where the Spanish "y" and "j" phonetic rules are applied to achieve the English sound. This suggests that the students' linguistic repertoire is currently based in familiar and everyday objects, representing a baseline of functional vocabulary. Rather than a limitation, this localized recognition serves as the essential foundation from which to expand their linguistic reach toward new thematic domains, such as the ecological and territorial topics proposed in this research.

In the same way, it was possible to review some influences from Spanish phonetics as it is shown in the table 13 where the influences of Spanish is reflected in the writing production of numbers such as five (fai) six (sit) or even the use of articles from Spanish in the answer "I dont like el purple"

P6  1 2 3 4 5 6 7 8 9 10 one two tree four fai six seven net nain ten	P8  am happy am gud person am inteliyen
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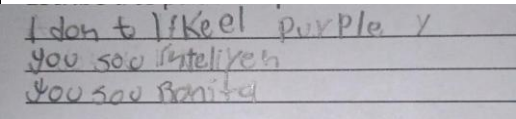
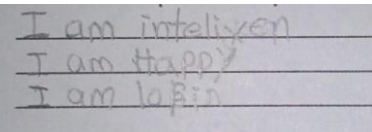
P12	P17
	

Table 12: Initial use of writing structures

The errors identified in the students' initial writing production served as the pedagogical foundation for designing subsequent classroom activities and the primary research artifact: the Multimodal Album. In there, it was possible to evidence the use of structures and grammatical patterns where the students were able to transition from the use of isolated words to the construction of more complex ideas. For example, P14 wrote:

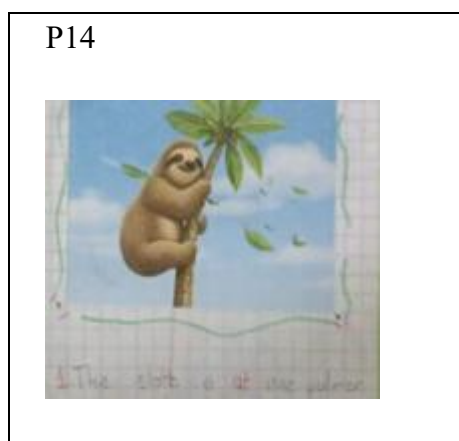


Table 13: Grammatical pattern to describe environment

This sample shows a transition from isolated writing to functional grammar. From a structural perspective, the student successfully identifies the need for a linking verb (is) and a preposition of place (at) to locate the animal within its habitat. There, the syntactic skeleton of the sentence remains intact. This signals that the student has moved beyond naming isolated objects to constructing propositions. The use of "is at" indicates an attempt to categorize and locate, showing that the student is prioritizing the communicative task of description over absolute formal accuracy. It has a relation with the proposal of Richards (2006), who points out that "apprentices must not only possess knowledge of the language but also the ability to use this knowledge in performing communicative tasks" (p. 13). It is possible to notice how

students are now using structures such as verb to be and prepositions to elaborate the sentences even if they are not totally right.

In contrast to this grammatical transition, a closer review of the pedagogical intervention reveals that linguistic progress was non-linear and uneven across the group. While students like P14 managed to construct functional propositions, a small segment of the class exhibited a persistent reliance on their initial interlanguage strategies, failing to internalize basic syntactic structures. For instance, in the final stages of the Multimodal Album, P1 and P10 did not transition to the expected Subject-Verb-Object pattern; instead, their written productions continued to feature isolated vocabulary or severe phonetic interference from Spanish, such as writing "Estoy sleep" or "mi animal es un jaguar" without any linking verbs or descriptors. The field diary confirms that during the self-evaluation and "noticing" phases, these learners rarely monitored their writing independently; instead of using the word bank or structural guides provided in the TBL units, "they tended to copy directly from their peers' notebooks or repeatedly asked the teacher for the literal spelling of basic words" (Field diary, lesson 22, 2025). This lack of linguistic advancement underscores that the transition from a focus on meaning to a focus on form does not occur simultaneously for all young learners, indicating that some students require prolonged, explicit graphical scaffolding to break away from first-language phonetic transfer.

Subcategory 2: Multimodal design and creativity

The understanding and reviewing of multimodal aspects become important to determine the relationship that the students establish with the writing process. According to Kress (2010), multimodality is the use of "several semiotic modes in the design of a semiotic product or event" (p. 28). In this sense, in its development, the students are engaging in a process where "meaning is made through the orchestration of different resources" (p. 79), allowing that the

visual production supports the linguistic expression, but not just for a translation of the image but for the extra meaning that the image sets up. In this category the multimodal spectrum is reviewed following two principles as was done in previous categories. Initially it is based on the ability to write descriptions and short narratives based on a sequence of illustrations; and then in the capacity to associate a drawing with its written description.

Initially, the diagnosis test shows that the students are in a process of visual literacy where the image acts as a connection of meaning to the limitations of code written in a foreign language. When assessing the ability to associate drawings with descriptions and produce short texts, an initial semiotic production is observed where the student uses visual resources to make sense of what he or she cannot yet fully express in English. An example of it is this sample by P7, who answered the request of describing the speech in the image:

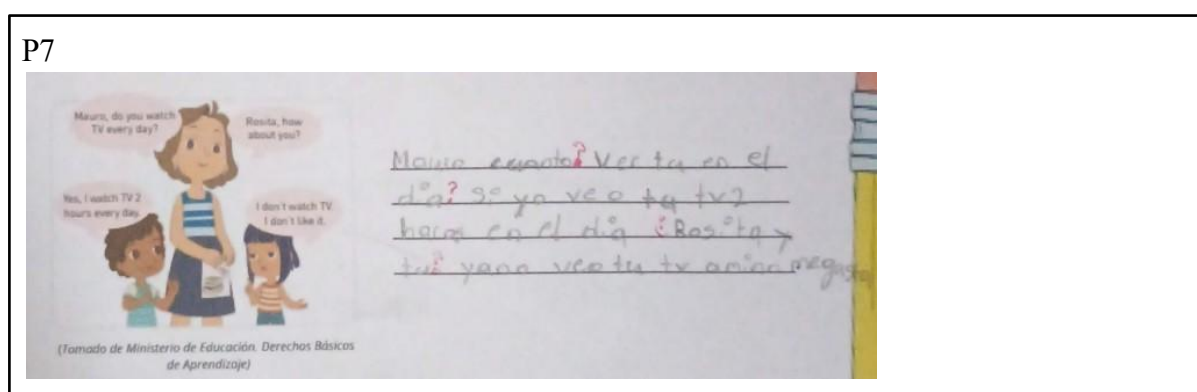


Table 14: Linguistic proficiency from multimodal design

In this sample, the student demonstrates how multimodal design acts as a strategic bridge when linguistic proficiency in a target language is still emerging. According to Kress (2010), this "orchestration of different resources allows (the student) to overcome linguistic limitations by integrating spatial, visual, and symbolic elements to construct meaning" (p79). The student here evokes the mental image of daily routines to ground their identity within the text, proving that creativity in language learning lies in the ability to assemble different mental and visual images to elaborate a coherent speech despite constraints.

In the process to associate drawings and images with their written descriptions, the multimodal albums show that the students use the images as a tool to fix the meaning of words and prevent the English message from being misinterpreted. According to Jewitt (2008), learning is a multimodal process where "different modes offer different potentials for meaning construction" (p. 241). This process was evidenced in Lesson 15, where the use of visual references such as the film *Ice Age* allowed students to recognize and name extinct animals (mammoths, dodos) on their own initiative, even before mastering the technical vocabulary. For example, in Album P13, the student links the image of a mammoth with the sentence: "He is extinguished."



Table 15: Multimodal meaning

Here, drawing is not decorative; it is the resource that allows the student to mobilize the concept of "extinction" before even mastering the spelling accuracy of the term. Likewise, in Album P7, the association between the drawing of a panel and the phrase "The beel live in panel" shows that, although the writing presents phonetic interferences, the image guarantees that the biological relationship (animal-habitat) has been understood and successfully communicated. Field diaries and multimodal albums highlight that, by drawing species, students not only illustrate but associate complex concepts like "extinction" with tangible realities (being homeless or disappearing), validating the image as the first step towards conceptual

understanding.

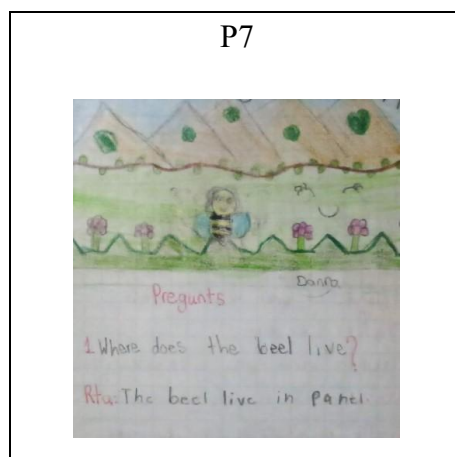


Table 16: Supported meaning

As for writing descriptions based on illustrations, there is evidence of a transition to what Unsworth (2001) calls "visual literacies", where the student must negotiate meanings between alphabet and graphical representation. This process begins with a semiotic decoding where the image serves as an anchor for unknown vocabulary; for instance, when encountering the story *Sara and the Whispering Woods*, "the students were able to deduce the meaning of terms like "trash" or "litter" by directly identifying the debris illustrated on the forest path" (field diary, lesson 17, 2025).

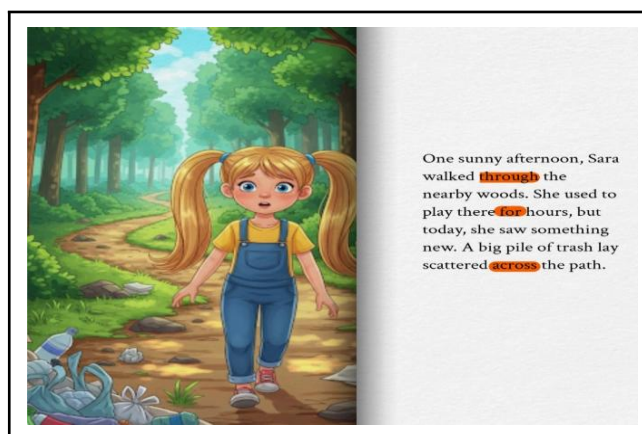


Table 17: *Sara and the Whispering Woods*

Besides, "the use of image-supported short stories allowed students, despite difficulties in text visibility or extension, to grasp the message about environmental issues" (field diary,

lesson 17, 2025). This interaction highlights how the visual resource clarifies the word: when asked about "piles of waste," the students could immediately associate the term with "basura" thanks to the visual evidence.

This negotiation is particularly visible in the albums by P10 and P12, as shown in table 19, where the arrangement of the image guides the sentence structure: descriptions such as "The Brachiosaurus is carnivorous" or "Dinosaurs is green" show that the written content is directly subordinate to the chromatic and morphological decisions made during drawing.

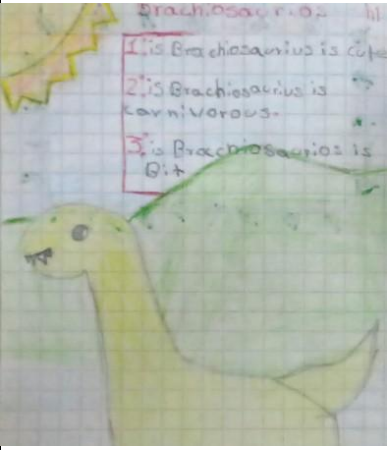
P10	P12
	

Table 18: Image and text relationship

In the same way, the field diary shows that this negotiation is active: by recording “phrases like ‘I like jaguars’ or ‘We don’t like to kill animals’, the students not only describe what they see, but recontextualize the information to fulfill a communicative function of denunciation” (Field diary, lesson 20, 2025). The arrangement of the image in the album guides the structure of the sentence, allowing written production to be consistent with an ethical stance towards the fauna.

Despite these creative shifts, a comprehensive look at the classroom dynamics reveals

that the integration of multimodal resources was not equally successful for all participants. While most students used drawings and stickers as a strategic bridge to express environmental awareness, a small group failed to establish a meaningful connection between the visual mode and the linguistic code, treating the artistic design as an isolated, decorative activity. For instance, P1 and P17 spent most of the session time making elaborate, colorful drawings of animals, but when it came to the writing component, they left the spaces completely blank or merely copied random, disconnected words like "blue" or "run" from the board. The field diary indicates that for these learners, "the image did not serve as a semiotic anchor for conceptual understanding or vocabulary expansion; instead, they perceived the task strictly as a traditional drawing lesson, showing visual resistance to interacting with the English text" (Field diary, lesson 20, 2025). This variance demonstrates that the transition toward visual literacy is highly subjective, suggesting that some students require more explicit teacher intervention to prevent the visual mode from becoming a source of cognitive distraction rather than a mediator for linguistic production.

The implementation of multimodal albums in the English classroom suggests that the image does not operate as a subsidiary element, but as an articulating axis of critical thinking and communicative competence. The evidence gathered shows that by allowing for a smooth negotiation between visual semiotic resources and the alphabetic code in training, students manage to transcend the barrier of technical vocabulary to express complex concepts and ethical postures.

Subcategory 3: Rhetorical and communicative function

The communicative function, as a tool to achieve a specific goal, is essential to understand how students transition from linguistic production to the proposal of actions. According to Halliday (1978), language is "a product of the social process and its functions are defined by

what the speaker can do with it in a given context” (p. 135). In this sense, students are not just producing text but are engaging in a functional act where "the speaker is using language as a means of his own intrusion into the speech event" (p. 112) to express their own attitudes and evaluations. This allows the multimodal text to transcend descriptive productions, turning the linguistic and visual choices into tools for persuasion and social transformation. Here, the communicative function is evaluated through two specific pillars: initially, the ability to write clear messages that, for instance, describe Colombian nature or express the promotion of peace and reconciliation; and subsequently, the capacity to write messages that seek to persuade the audience about the importance of reconciliation.

In the initial diagnosis, students used English primarily to talk about themselves and their surroundings, something that Halliday (1978) calls the "personal function". At this level, they are still not trying to convince others or actively promote peace but are focused on recognizing their reality. For example, in P14's diagnostic, the student says: "I am like Bogotá and Transmilenio", using places in his city to explain who he is. Although it is a simple phrase, it shows that he identifies with his territory, which is the first step to build coexistence. Other cases, such as in P9 ("I am happy inteliyen"), indicate that they can only express personal emotions, which, according to Gee (2014), shows that "language functions as an 'identity kit' that allows individuals to act and be recognized as members of specific social groups or contexts" (p. 52); at that point, the children were learning to describe their world, which would serve them later to defend it and take an ethical stance.

After this initial revision, the first axis about writing clear messages that express promotion of peace and reconciliation is initially manifested through an ethic of care towards living beings. In P5's album the student mentions:

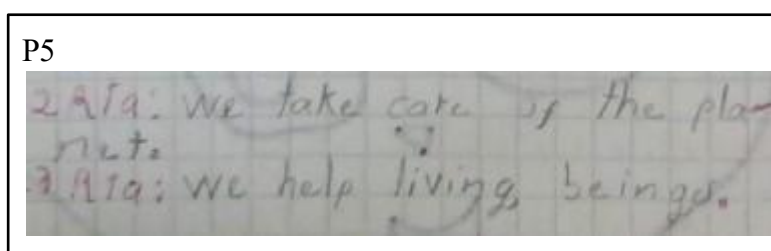


Table 19: Promotion from writing

“We take care of the planet... we help living beings”. This affirmation goes further from just a description to position himself in a function of social responsibility. This ethical stance is reinforced by what is recorded in the field diary, where it is observed that students, by employing the simple present, manage to place their actions in a context of citizen consciousness: “the students generated sentences such as ‘We turn off the light’ or ‘I close the water’, and in group discussions emphasized that plant care is a collective task for all of us, not just those who live in the countryside” (Field diary, lesson 21, 2025). As noted by Halliday (1978), language is a "potential of meaning" that allows the speaker to interact with his environment; here, the student proposes a collective action of protection, laying the foundations for a harmonious coexistence with his territory.

Regarding the second axis, it seeks to persuade about the importance of preservation. The students employ vulnerability narratives to generate empathy. For example, in table 15 Proposal 1 and 2, the students reflect on actions:

Proposal 1	Proposal 2
	

Table 20: Proposals from the students

The proposal 1 announces actions such as: “the earth feels like us it must remain clean” and “they bought a new black garbage can for the kitchen”. Proposal 2 advises: “The red bin is important to take care the world and the environment”. With those sentences, the students appeal to arguments and feelings to promote the protection of the world. The origin of this persuasive intention is registered in the field diary, where “students rescued protective values by recognizing the negative impact of hunting and habitat destruction” (Field diary, lesson 15, 2025). This emphasizes that, despite initial grammatical limitations, their opinions were laden with criticism of human actions leading to extinction as seen in proposal 3:

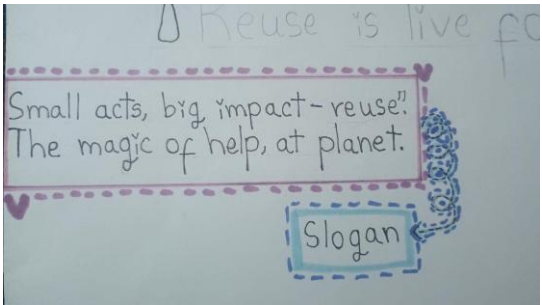
Proposal 3


Table 21: Proposals from the students

These structures demonstrate that the communicative intention possesses an ethical value where "language is the main channel through which life models are transmitted" (Halliday, 1978).

Despite these persuasive stages, a critical examination of the classroom interactions reveals that the transition from a purely personal language function to an active, rhetorical stance was not achieved by all learners. While many students formulated written arguments to promote territorial care, a few participants remained passive observers, demonstrating a clear detachment from the persuasive purpose of the tasks. For instance, during the creation of the final proposals, P9 and P17 showed an absence of rhetorical intention; their written contributions did not offer any solutions or appeals for conservation, remaining limited to copying single, non-action words from the dictionary and board like "bin" or "action". The field diary records that when prompted in small groups to share how they could convince others to protect local fauna, these “students exhibited a lack of verbal or non-verbal engagement, often looking away, remaining silent, or stating in Spanish that they just wanted to finish the text quickly to hand it in” (Field diary, lesson 22, 2025). This variance highlights that utilizing a foreign language as a tool for social transformation is a highly demanding communicative shift, showing that some young learners require extended emotional and conversational accompaniment before they can project their own agency into a collective ethical discourse.

Conclusions

The first major contribution of this research to the educational field is the validation of local biodiversity as a high-impact pedagogical axis for the English as a Foreign Language (EFL) classroom. This study suggests that when the curriculum shifts from generic, globalized vocabulary (such as domestic pets or farm animals) to a localized and territorialized lexicon (focusing on Colombian endemic species and ecosystems like the paramos), the language becomes a tool for environmental agency rather than just a set of abstract grammatical rules.

By naming their own territory, the students transition from being passive learners of a foreign language to becoming informed participants in environmental discourse. This

contributes to the field by proposing a model of territorialized EFL, where linguistic competence is developed through the recognition of the students' natural heritage. Consequently, the classroom is transformed into a space of ecological literacy where English serves to construct a framework of values, admiration, and ethical responsibility, proving that learning a second language can be a path toward the protection and reconciliation of the student's own biological and social reality.

Besides, this proposal establishes a cross-curricular model where English transcends its technical function to become a vehicle for citizenship education. The study suggests that, by integrating written production with themes of peace and biodiversity, national linguistic standards can be met while simultaneously sensitizing students to their territorial reality. The fundamental contribution is the creation of a pedagogical space where the student does not merely acquire grammatical structures but utilizes the language to reconstruct their relationship with the environment, shifting from a passive stance to one of ethical care and social responsibility. The intervention plan met the objective of integrating writing with peace and biodiversity, ensuring that students move from passive grammar learning to an ethical commitment to their territory. This connection allowed English to be a real tool of citizenship, where children reconstructed their relationship with the environment in a meaningful way

Regarding the receptiveness and interest, this work provides evidence of how by addressing narratives of peace and environmental reconciliation, students develop genuine interest in the message, which allows them to engage beyond academic obligation, enabling even those with lower proficiency levels to participate actively. The contribution here is the transformation of the classroom into a stage for inclusive dialogue, where communicative intent and the value of the message become more important than the perfection of grammar. In that way, the objective of observing student receptiveness was achieved by showing that peace and

reconciliation issues encourage active participation even at low levels of sufficiency. This transformed the classroom into an inclusive dialogue space where communicative intent and message value prevailed over accuracy.

Another central contribution of this study is the expansion of vocabulary and knowledge. Moving away from traditional approaches that rely on generic, non-contextualized vocabulary, this proposal is rooted in local fauna and flora. This territorialization of language empowers students to name their own reality in English. Consequently, the intervention ensured that vocabulary ceases to be a rote-memorized list and becomes a vital tool for recognition, identity, and the appropriation of Colombian biodiversity, bringing forth genuine and contextualized expansion of knowledge.

Regarding the introduction of multimodal strategies such as albums, imagery, and visual resources, the specific contribution lies in suggesting that the combination of different modes of representation facilitates the expression of complex concepts and affective states, such as awe or empathy for nature. The objective of observing the multimodal impact was achieved by showing that the use of albums and visual resources reduced frustration and facilitated the expression of complex concepts.

As for written production, the study points out that the quality of text should not be measured solely by orthography or syntax, but by its capacity to transmit life models. The pedagogical contribution is the evidence that students successfully transition toward more complex linguistic structures to articulate intentions of preservation and respect. Thus, English is validated as a channel for transmitting values, where the act of writing becomes a genuine commitment to protecting life and recognizing the vulnerability of the "other." To sum up, the objective was achieved by analyzing written production from a functional and ethical perspective, where quality was measured by the ability to transmit knowledge beyond syntax.

It was found that, even within their beginner proficiency and room for improvement, students employed more complex linguistic structures to articulate preservation intentions, validating English as a channel for social engagement and respect for life.

Finally, the proposal contributes an approach of applied critical thinking. The work suggests that students can identify real socio-environmental conflicts and propose collective solutions through a foreign language when provided guidance and context. Here, the students recognize themselves as an actor with the capacity for agency, showing that language learning can empower the necessary skills to foster a harmonious and responsible coexistence with the territory they inhabit. The objective of evaluating critical thinking showed that students identified real socio-environmental conflicts and proposed collective solutions in English.

Related to the limitations, the implementation of this pedagogical model faced significant structural challenges that conditioned the initial scope of the proposal. First, the lack of green areas and biodiverse spaces within the school did not allow for direct sensory contact with nature, forcing environmental sensitization to rely exclusively on mediated representations. This physical barrier added to technical deficiencies in classroom resources, particularly the poor visibility of the video projector (videobeam), which diminished the effectiveness of the multimodal strategy by making it difficult for students to perceive details.

Furthermore, logistical factors such as the limited weekly class time and the marked variety in students' English proficiency levels represented a major obstacle for written production. These variables required curricular adjustments, where complex grammatical structures were simplified to prevent student frustration. Consequently, the analysis of the written artifacts focused more on the coherence of the message and the value of communication rather than precision, prioritizing the inclusion of students with lower proficiency levels to ensure they remain engaged with the project's themes.

For future research, it is highly recommended to explore the possibility of engaging students directly with environmental settings beyond the classroom. Facilitating visits to botanical gardens, local parks, or ecological reserves would allow for an "in-situ" learning experience, where students can apply the target vocabulary while interacting with the actual territory. Such experiential learning would bring classroom theory into real-world environmental agency, deepening the emotional connection with the subject.

Additionally, this proposal serves as a foundation for expanding toward other communicative skills beyond writing. Future studies should investigate how topics of peace and biodiversity can be used to foster orality and listening comprehension. For instance, implementing debates, storytelling sessions, or oral presentations about socio-environmental conflicts would allow students to develop fluency and spontaneous communication. This holistic approach would ensure that English is not only a vehicle for written reflection but a tool for active, verbal dialogue in the construction of a sustainable and peaceful society.

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Annexes

Annex 1 - Diagnosis test about fauna and flora.



**Prueba diagnóstica Colegio
Prado Veraniero I.E.D
Grado tercero**



¡Hola! Espero estés bien. Te cuento que la siguiente prueba busca conocer diferentes perspectivas sobre la fauna y la flora. Está prueba **no** tiene como objetivo evaluar sino que busca conocer diversos puntos de vista en los que podamos trabajar a futuro.

Siéntete libre de responder. 😊

¿Cuántos años tienes?: _____

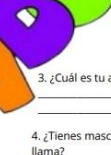
¿Dónde naciste?: _____

¿En qué barrio vives?: _____

¿Cuál es tu actividad favorita? (ej.: leer, jugar, ver tv, etc.): _____

1. ¿Qué entiendes por fauna y flora?

2. ¿Crees que es importante preservar la fauna y la flora?



Prueba diagnóstica Colegio
Prado Veranigo I.E.D
Grado tercero



3. ¿Cuál es tu animal favorito? ¿Por qué?

4. ¿Tienes mascotas? Si la respuesta es sí ¿Qué clase de mascota es y como se llama?

5. Dibuja un paisaje colombiano que te gustaría descubrir (incluye animales que te parezcan sorprendentes).



¡Felicidades!
Terminaste.



Annex 2 - Diagnosis test about English.

Prueba diagnóstica Colegio Prado Veraniego I.E.D Grado tercero

¡Hola! Espero estés bien. Te cuento que la siguiente prueba busca conocer tus conocimientos y habilidades en relación al inglés. Esta prueba **no** tiene como objetivo evaluar sino que busca conocer diversos puntos elementos y aspectos en los que podamos trabajar a futuro.

Siéntete libre de responder. 😊

1. Escribe tres palabras en inglés que conozcas.

2. Relaciona la imagen al color correspondiente en ambos idiomas.

Yellow		Rojo
Red		Amarillo
Black		Negro
Blue		Rosado
Green		Azul
Pink		Verde

Prueba diagnóstica Colegio Prado Veraniego I.E.D Grado tercero

3. Escribe bajo cada numero su nombre en inglés.

1 2 3 4 5 6 7 8 9 10

4. ¿Sobre que tema se esta hablando en el siguiente dialogo?



Escribe tres palabras que te describan. Recuerda hacerlo en inglés.

Congratulations!

Annex 3 - Field Diary

++ +	What objectives could we meet? What worked well?	For this session it was possible to review vocabulary used in the previous sessions, making it possible to observe that students remember many words that allow for describing objects such as number adjectives and colors. In the majority of cases, they even remembered particular animals such as <u>condors</u> or <u>capybara</u> .
	What objectives could we not meet? What didn't work?	NA
	How was my time management?	Time management was not fully completed; the final activity was unfinished but not altered by any external factor other than an administrative task due to the teacher's return to class
	What was the students' general response?	From the outset, the interests of the students came to the fore. <u>in the early discussions many commented on whether we were going to continue the project</u>, commented that despite working guides on the subject <u>they wanted to continue developing their album</u> and receiving a negative response at least for that class many regretted but it was also clear that from the next class we would resume the album. Already in the development of the class the students initially performed the pretest with which <u>they felt safe in most cases since they commented on things as if they were things that they already knew or could interpret</u>. They All achieved appropriate and full development independently. In regard to the development of the worksheet, they were initially interested in looking for words which they did not know, which would allow them to develop the worksheet in its vast majority. In the same way their curiosity was always constant looking for help from colleagues or the teacher for its resolution.
	How has this lesson contributed to my research?	This class demonstrates that on the one hand <u>there is already an appropriation of key concepts and words such as fauna and flora or some values about their protection</u> . It was also possible to <u>confirm the interest in the subject and language to carry out its development since</u> , as mentioned above, the students continue to <u>show interest in continuing the project</u> .
	Conclusion	Although this class was the gear to recap the project, the sensations they leave are very interesting. Students show motivation and progress in knowledge appropriation. Their writing, which is the central skill of this investigation, is not a limitation as the students generate

Annex 4 - Characterization questionnaire

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Licenciatura en español e inglés

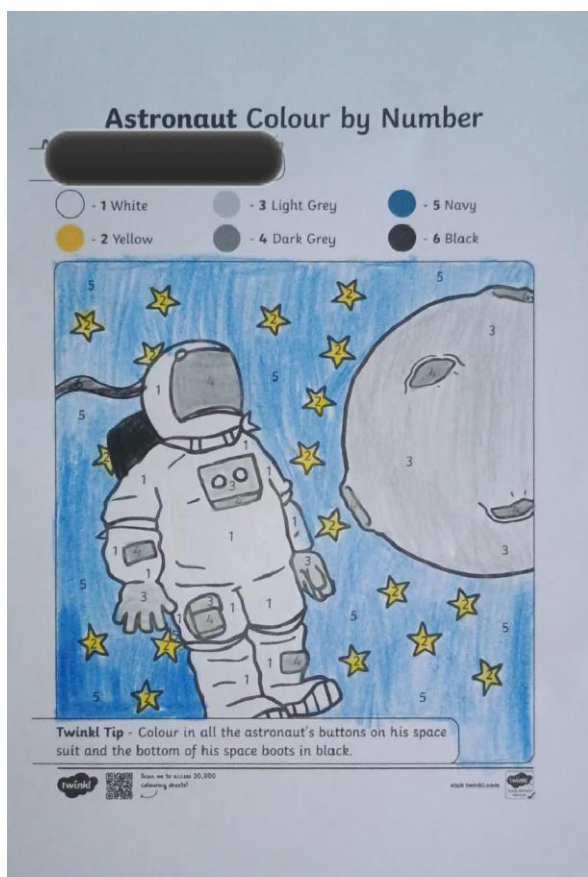
Encuesta sociodemográfica

La presente encuesta es de carácter anónimo y busca la recolección de información para caracterizar a la población objeto de estudio.

¿Cuántos años tienes?	ya tengo 9 años
¿Cuándo es tu cumpleaños?	mi cumpleaños es el 9 de octubre
¿Cuántas personas viven contigo?	yo vivo con dos personas más
¿En qué medio llegas a la escuela? (ej. Caminando, bicicleta, ruta, carro, moto, etc.)	yo voy en bici y también a veces caminando
¿En qué barrio vives?	yo vivo en plaza
¿Cómo te sientes en tu barrio?	feliz de tener vecinos y poder conocer nuevos lugares
¿vas al parque de tu barrio? Si así es, ¿Qué es lo que más te gusta?	si voy al parque de mi barrio y si me gusta ir
¿Cuáles son tus pasatiempos favoritos?	mis pasatiempos favoritos son los juegos de mesa
¿Te gusta leer libros, cuentos o historias en español? ¿Cuáles?	yo leído 10 libros y todavía me gustan
¿Has leído algún texto en inglés? Si la respuesta es sí menciona un ejemplo.	he leído gir

¿Ves películas o escuchas música en inglés? Si la respuesta es sí da un ejemplo	si escuchas música en inglés y mi ejemplo es CHAMA HCE Wlap
¿Cuál es tu película favorita?	mi película favorita es la historia del posifico 1 y 2
¿Cuál es tu materia favorita? ¿por qué?	la inglés porque podré ser una persona que se la con las cosas y personas
¿Te gusta el inglés? sí o no ¿por qué?	si me gusta el inglés porque podré ir a cualquier universidad
¿Algún miembro de tu familia habla inglés? ¿Quién?	No

Annex 5 - Worksheets and class work



Annex 6 - Artifacts







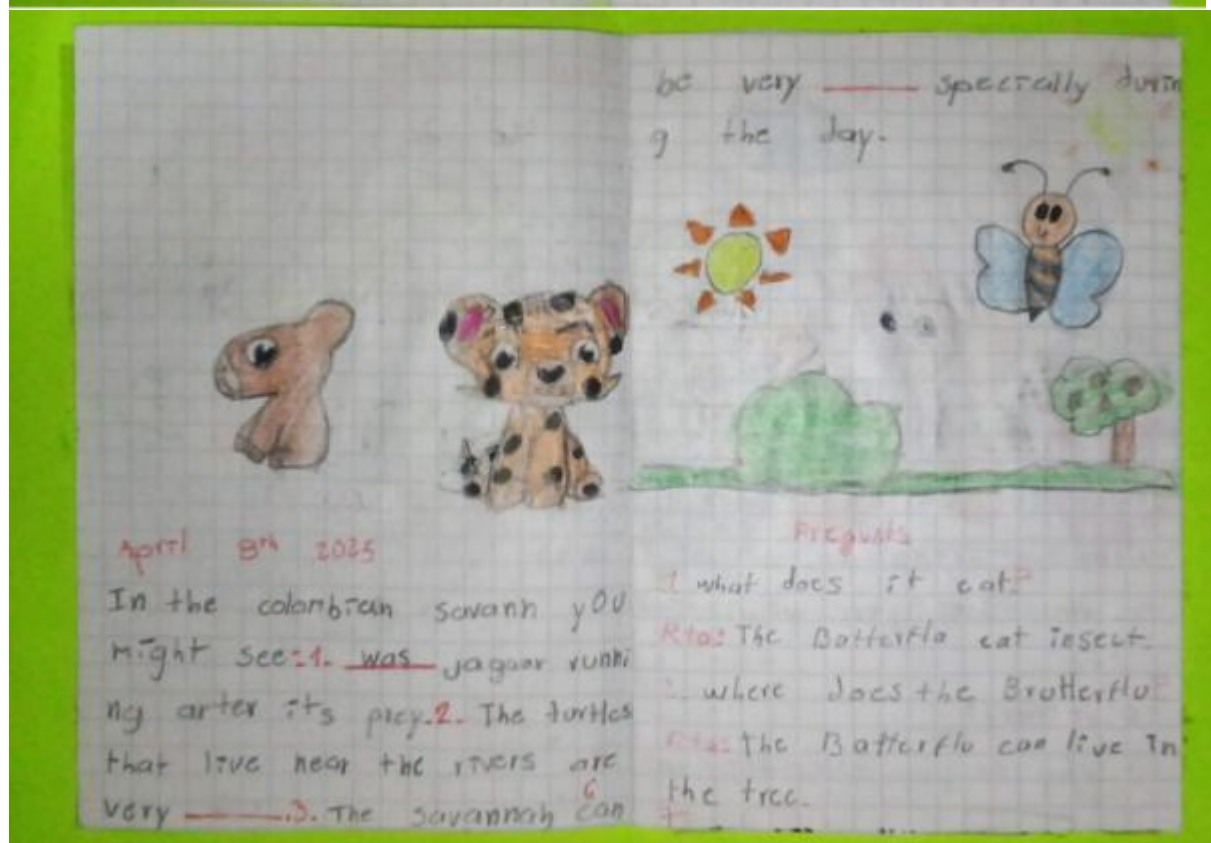
usando at on in esq), be
adonde esta su animal en
ingles.

The jaguar live The in jungle

9



10





Devarrollo

Loce: p...
alm...
en el mundo para...
animales...
que...
la...
mandos.

Devarrollo

1. We are stop.
2. We take care of the plants.
3. We help living beings.
4. We share water.

Devarrollo



the coast

yes I want to Cartagena with
the...
should stay in a hotel near
the beach. The weather was
nice. The weather was

sun and hot.



In the...
you right...
2 the turtles that live near
the river are very...
the... can be...

3

4

but especially during the day

April 22-2-25



• adaraz • tranquilo • bonito

Annex 7 - Ethical Considerations - Data treatment

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	Resolución 767 de 18 de junio 2018		
FORD09GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

_____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales³, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles⁴ y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

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

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

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

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

FIRMA _____

Nombre: _____

Identificación: _____

³ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

⁴ Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	Resolución 767 de 18 de junio 2018		
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AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

_____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales³, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles⁴ y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasyrreclamos@pedagogica.edu.co.

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

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

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Annex 8 - Instructional design

Cycle 1: Introduction				
Objective	To establish the foundations of foreign language communication by recognizing basic vocabulary (colors, numbers, and greetings) and identifying elementary environmental habits to initiate classroom interaction.			
Session	Date	Topic	Objective	Grammatical elements
1	02/25/2025	Colors	Recognize the group to work on their peculiarities and skills as both people and with language-related aspects	Colors
2	03/04/2025	Numbers	To determine previous knowledge about numbers and animals and the main issues at the moment to write.	Numbers
3	03/11/2025	Pronouns greetings	To improve the writing production creating short sentences including personal pronouns and greetings.	Pronouns greetings
Cycle 2 Environmental Habits				
Objective	To describe the main characteristics of various ecosystems (moorlands, coasts, valleys, and plains) using the verb "to be" and personal pronouns, fostering appreciation for natural diversity.			
Session	Date	Topic	Objective	Grammar elements
1	03/18/2025	Moorland and coast (place near ocean)	To describe the characteristics of paramo and coast, including related vocabulary, and promote appreciation of these ecosystems.	Personal pronouns and use of verb to be (could be talk about professions)
2	03/25/2025	Coast and ocean	To describe the characteristics of coast and ocean, including related vocabulary, and promote appreciation of these ecosystems.	Personal pronouns and use of verb to be
3	04/01/2025	Valley and plains	To compare plains and valleys with other environments, identify characteristic animals and understand the adaptations of life in these ecosystems.	Personal pronouns and use of verb to be + adjectives
4	04/15/2025	Mangroves and rainforest	Comparing plains and rainforest with other environments, identify characteristic animals and understand the adaptations of life in these ecosystems.	Adjectives - verb to be
Cycle 3 Fauna and flora				
Objective	Identify and classify representative species of Colombian fauna and flora using descriptive grammatical structures to highlight the importance of biodiversity in ecological balance.			
Session	Date	Topic	Objective	Grammatical elements

1	04/22/2025	Introduction to Fauna and Flora	To classify and name animals and plants and recognize their importance in ecosystems.	Wh questions
2	04/29/2025	Wild Animals	To identify common wild animals, describe their habitats and learn about their distinctive features and compare them with those of humans.	Wh questions - parts of the face
4	5/20/2025	Plants and Flowers	To identify parts of plants and flowers, understand their function and appreciate the diversity of flora.	Prepositions
3	5/13/2025	Aquatic Animals	To identify aquatic animals and understand their adaptation to life in the water.	Parts of the body- wh questions
RECAP	08/26/2025			
Cycle 4 Endangered Animals and Plants (issues and causes)				
Objective	To analyze the physical characteristics and behaviors of different animal groups (wild, domestic, and aquatic) through the use of qualifying adjectives and simple connectors in English.			
Session	0	Topic	Objective	Grammatical elements
1	09/02/2025	Introduction to Extinction and environmental issues	To define the concepts of "endangered" and "extinct" and understand the importance of biodiversity.	Prepositions
2	09/09/2025	Environmental issues and natural disasters	To identify environmental issues and natural disasters, investigate their causes and raise awareness of protection.	Prepositions
3	09/16/2025	Artificial issues	To identify artificial issues, understand their causes and promote protection from them.	Articles (the, a, an)
2	09/23/2025	Endangered animals and plants	To analyze the main causes of extinction (pollution, deforestation, climate change, hunting, habitat loss) and promote reflection on human responsibility.	Articles (the, a, an) - food
Cycle 5 Solutions				
Objective	To define and discuss global environmental issues such as climate change and pollution, employing the simple present tense to propose sustainable habits and solutions within the school environment.			
Session		Topic	Objective	Grammatical elements
1	09/30/2025	Introduction to Environmental Problems	To identify and define global environmental problems such as pollution, climate change, global warming and promote environmental awareness.	Likes and dislikes (introduction simple present)
2	10/07/2025	Pollution	To understand the different types of pollution (air, water, land), its causes and consequences, and promote sustainable habits.	Likes and dislikes - simple present

3	10/14/2025	Recycling and Conservation	To promote the practice of "3 R" (reduce, reuse, recycle), understand the importance of saving water and energy, and encourage resource conservation.	Numbers 20-50
4	10/21/2025	Solutions and Action	To develop a personal and group action plan to protect the environment, present projects and celebrate Earth Day.	Numbers 20-50