

A Life Museum Project to Foster Productive Skills and Personal Identity Exploration

An Action Research Presented to obtain the Bachelor's Degree In Spanish and English.

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Abstract

This action research explores the impact of the Multimodal Approach in fostering Productive Skills and the exploration of Personal Identity among eleventh-grade EFL students at Colegio La Merced I.E.D. Framed within the Project-Based Learning (PBL) methodology, the study involves the creation of a Life Museum, integrating linguistic, visual, and audial Modes of Communication to promote language development as well as exploration of Personal Identity. The results show that the Multimodal Approach is effective in fostering students' Productive Skills and exploration of Personal Identity. Thus, this research concludes that combining the Multimodal Approach with PBL offers valuable tools for developing language proficiency in EFL learners.

Keywords: Productive Skills, Personal Identity, Multimodal Approach, Multimodal Compositions, Project-Based Learning.

Resumen

Esta investigación-acción explora el impacto del Enfoque Multimodal en el fomento de las Habilidades Productivas y la exploración de la Identidad Personal en estudiantes de undécimo grado de inglés como lengua extranjera en el Colegio La Merced I.E.D. Enmarcado en la metodología del Aprendizaje Basado en Proyectos (ABP), el estudio incluye la creación de un Museo de Vida, integrando Modos de Comunicación lingüísticos, visuales y auditivos para apoyar el desarrollo del lenguaje y la exploración de la Identidad Personal en una lengua extranjera. Los resultados muestran que el Enfoque Multimodal no solo mejoró las Habilidades Productivas de los estudiantes, sino que también promovió la exploración de la Identidad Personal. Esta investigación concluye que la combinación del Enfoque Multimodal y el ABP ofrece herramientas para desarrollar habilidades del lenguaje en los estudiantes de inglés como lengua extranjera.

Palabras clave: Habilidades Productivas, Identidad Personal, Enfoque Multimodal, Composición Multimodal, Aprendizaje Basado en Proyectos.

Dedicatory

To my dear great aunt, Matilde Castang.

You have been a constant presence in my life, offering unconditional support and always believing in me, even when I doubted myself. Your encouragement has guided me through every step of my academic and professional journey, and your care for my well-being has been a source of strength.

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Chapter I: Contextualization

This section contains general information about the school where this research was conducted and the characterization of the population who participated in it. It includes important aspects such as the cognitive, socio-affective, cultural, and linguistic concepts linked to the investigation. Additionally, it has the statement of the problem that allowed the research question to be formulated, the objectives, and its rationale.

Local Context

Colegio La Merced I.E.D is an all-female school in Puente Aranda's district. This area is well known for being an industrial zone, where there are several companies related to manufacturing and processing plastics, textiles, chemicals, metalworking, food industries, among others. In this way, the surrounding social stratum of this place belongs predominantly to the low-middle and middle class.

Institutional Context

The institution currently offers four educational levels: preschool, elementary, secondary, and middle vocational for students from tenth and eleventh grade. The middle vocational has three programs named *Ingenieria*, *Gestión de Proyectos*, and *Comercio* in alliance with Servicio Nacional de Aprendizaje (SENA). Regarding the schedule, the school has two shifts: morning and afternoon, but since 2023 it has been changing to a full-day schedule.

Their institutional horizon is denominated "Pensamiento y Acción para la Transformación Social" (Colegio La Merced I.E.D., 2018, p. 1). According to the institutional document, the *Proyecto Educativo Institucional* (PEI) is defined around four fundamental pillars of education: *to be, to do, to know, and to live in the community*, which makes possible the construction and strengthening of the life project of the students. In this way, the mission focuses on continuing to be a reference for superior academic performance,

comprehensive education, and the high social commitment of its graduates at the district and national levels. The vision is committed from its PEI to the development of generations with critical, creative, and proactive thinking. In a few words, it aims to contribute to the construction of the students' life projects and the transformation of Colombian society.

The current document *Desarrollo Curricular 2020-2025, Área de Humanidades Idioma Extranjero Inglés* (Colegio La Merced I.E.D, 2020, p. 2), suggests that the main pedagogical model is constructivism, which implies the formation of people as active subjects, capable of making decisions and value judgments. It also involves the active participation of teachers and students through interaction. The model axis is *learning by doing*, in which the teacher is a facilitator who contributes to the development of student's abilities and thinking skills.

Lastly, the school follows the principles of the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* “which describes the scale of performance levels achieved by the student of a foreign language” (Ministerio de Educación, 2006, p. 6) for all the population of the institution. Therefore, each grade should follow the respective levels according to the document being *B1 Pre-intermediate*, for students of eighth to eleventh grade.

Population

The population consists of 29 students of course 1102 from the morning shift. They belong to the *Ingenieria* middle vocational program, and they are between 14 to 17 years old. Through the characterization survey (**see annex 1**) and the non-participant observation applied during the first and second semesters of 2023, it was possible to recognize the group's socioeconomic, cognitive, linguistic, and socio-affective terms which are important to understand the student's learning process.

In this way, it was noted that due to changes at the school to a full-day schedule assigning homework was not allowed anymore; then, tasks and activities were to be done during class time. About the group behavior, students showed minimal engagement in the English class, classroom interactions between students and the teacher were primarily in Spanish, and most students preferred to work independently, avoiding teamwork activities. This group frequently loses focus in the class, with students engaging in off-task behaviors, instead of participating in the assigned activities. Lastly, the school counseling reported that some students of the group struggle with challenges regarding mental health, such as depression and anxiety, resulting in occasional absences or a lack of class participation.

As for their demographic and socioeconomic characteristics, 93 % of the students are from Bogotá, 3% from Barranquilla, and 4% are from Caracas, Venezuela. The predominant districts where they live in Bogotá are Kennedy with 46%, followed by Bosa with 19 %, and Engativá with 8%, meaning that some arrive by walking, public transportation, or scholar buses. In addition, as this research seeks to explore different Modes of Communication including digital resources, it is important to mention that 14 % of the students do not have digital resources in their homes, such as computers, TVs, cellphones, or tablets. Thus, the students are mostly from the low and middle classes.

Regarding multimodal texts, 96% of the course is interested in including material in the English class, such as graphic novels, musical videos, posters, digital presentations, etc. Concerning personal identity 93 % of them want to include their interests and hobbies in the English class. Also, 94 % of the course are interested in a space in the English class to explore their Personal Identities.

Finally, in connection with the English class, 86% of the class considers it extremely important to learn English for their future; thereby, 96 % of the course is interested in learning English as a foreign language. In the matter of language skills that are the most

difficult for them, 42 % of the group answered speaking, 32 % writing, 13 % listening, and 13% reading. Likewise, 55 % of the students are unsatisfied with their ability to communicate orally in English. In response to the question about how they feel they learn the best; the dominant answers were by doing and by seeing.

Diagnostic

To know the strengths and difficulties in the four language skills listening, reading, writing, and speaking, a diagnostic test was applied (**see annex 2**), which allowed to explore in detail several aspects regarding language skills. The test was divided into four sections: section 1 – reading, with a short reading about a college student talking about his free time activities; section 2 – listening, students listened to a group of friends talking about their plans for the weekend; section 3 – writing, in which they had a given situation about individuals facing identity problems, in this section they had to write a paragraph giving their opinions on each situation and a piece of advice; and section 4 - speaking, consisted of telling general information about themselves using a childhood and a recent picture of themselves to make comparisons and contrasts about their Personal Identity.

Regarding the results analyzed in the field note (**see annex 2**), in the reading and listening section, it was evident that most of the students did not have problems with the reading section and the challenges predominantly emerged when it came to the true or false questions that also required a deeper level of inferential thinking. Indicating that they are generally good at reading comprehension activities, but they have some struggles in inferential reading. Along with the listening section, the majority had difficulties in answering questions involving gap-filling, as some of them, despite understanding the words, students had spelling and orthographical problems. In addition, some of them left the space blank or only wrote a few words of the whole sentence decreasing the overall average quality of their responses.

As for the writing section, the aim was to observe whether the students of 1102 were able to produce coherent and cohesive sentences considering aspects of the language to make them readable. Nonetheless, the results showed that in general there are issues with the use of grammatical tenses, spelling, and punctuation. Most of them struggled with the part of giving advice, some of them only gave their opinions on the dilemma, but they did not give the piece of advice for the situation. Likewise, when socializing the diagnostic activity some students mentioned that they chose to not answer this section because they did not know or could not write an answer in English even though they understood what they were being asked in the test. This showed that generally they are not used to producing texts in English without the help of a translator, the teacher, or any other kind of help.

Concerning the speaking section, it was noticed that they struggled to structure sentences as they only used short answers and not full sentences, even though some of them answered in Spanish or did not answer at all. Thus, it was noticed that they did not have enough vocabulary to give proper answers, some of them asked the meaning of the question in Spanish or how to say certain words; thus, a common answer by the students was that they understood the questions, but they did not know how to answer them in English. In terms of language, it was noticed that they have issues with grammatical topics, especially about the use of past and perfect tenses to talk about past experiences. Lastly, pronunciation and fluency were difficult to analyze as they gave short answers or did not answer the questions properly.

Statement of the Problem

According to the documents of the institution mentioned above, the institution follows the suggested levels by *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* aligned with the Common European Framework of Reference for Languages (CEFR) in which eleventh-grade students are expected to hold a *B1 Pre- Intermediate* level proficiency

in English. Following the above, the results of the diagnostic test showed that most of the students have low abilities in productive language skills (speaking and writing). As stated in, the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006), a B1 level involves the ability to speak and express themselves about topics of interest, such as personal life, family, hobbies, experiences, dreams, and ambitions. In addition, for their writing skills, they should be able to write clear and coherent texts about topics that are familiar to them or in which they have a personal interest. However, most of the class has difficulty communicating and writing effectively in English, thus the students did not reach the level proposed by the CEFR.

In that way, students at Colegio La Merced I.E.D. find it difficult to participate in tasks that require them to produce spoken or written content in English. This difficulty is largely due to the lack of practice opportunities within the school curriculum, as it has a strong emphasis on receptive skills, especially reading comprehension activities to achieve satisfactory results in the *Pruebas Saber 11*. This implies that opportunities are missed to foster oral and writing production skills in the classroom. Consequently, there is a need to improve the productive skills of eleventh-grader students since they are not meeting the B1 proficiency standards for speaking and writing as outlined in the CEFR.

Following the above, according to the *Derechos Básicos de Aprendizaje: Inglés*, (2016), eleventh graders should be able to exchange opinions about personal, school, or social situations and interests naturally and coherently, which was not shown in the population of this research. Many students struggle to express information about themselves even in Spanish, facing difficulties in exploring and talking about their identity. In addition, some students claim that they lack opportunities for self-expression and exploration of Personal Identity in their classes, which can lead to a lack of motivation and disinterest in their learning process. As Piccolo (2017) expresses, teenagers seek a sense of belonging in

what they learn., which is to say that they are well disposed to connect their learning process to their personality and lives by talking and expressing their feelings and thoughts.

In short, by engaging EFL learners in activities that require the use of the Multimodal Approach, they have opportunities to foster their Productive Skills and express their Personal Identities, interests, and perspectives through various Modes of Communication such as visuals, audio, and text. This research pursues to describe the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration through Project Based Learning, considering that identity is not only an influential aspect of language learning but also an essential element in fostering a meaningful and authentic language learning experience.

Rationale

This research aims to describe the impact of a Project Based Learning (PBL) oriented toward the creation of a Life Museum, not only to foster Productive Skills and Personal Identity exploration, but also to foster students' sense of self, confidence, and motivation through meaningful guided activities to a final project using a Multimodal Approach. Thus, considering what is established in the Plan Nacional de Bilinguismo (2006), focusing on fostering English language proficiency by improving the quality of English language teaching in Colombia, there is a need to improve the Productive Skills of the eleventh graders at Colegio La Merced I.E.D. However, the school is currently focused on reinforcing reading comprehension activities only, this implies that opportunities are missed to implement oral and writing activities in the classroom that may contribute to the enhancement of Productive Skills.

In this way, fostering Productive Skills, namely speaking and writing, is crucial for effective communication and language acquisition. First, Larsen-Freeman (2011), highlights the value of authentic communication in language learning, claiming the need to develop

Productive Skills in EFL students as it helps them to express themselves effectively in authentic situations. Second, the importance of Productive Skills is also related to academic and professional success in the globalized society of the 21st Century. In the matter-of-fact Swales & Feak (2012) argue that strong Writing and Speaking Skills are essential for academic and professional success. For eleventh-grade students, the ability to communicate fluently and coherently in a foreign language makes it possible for them to have meaningful conversations, share ideas, participate actively, and produce content in the EFL classroom, whether in the form of speech or text. These skills not only promote language proficiency but also contribute to overall personal, academic, and professional development.

Moreover, the Multimodal Approach involves combining different Modes of Communication to create meaning, as Cope & Kalantzis (2009) point out. In this way, numerous studies highlight the benefits of multimodal approaches in language learning. For instance, a study by Sakulprasertsri (2020) shows that incorporating multimodal texts strengthened students' language skills and supported their ability to apply their knowledge and skills in an authentic context. Meaning that the use of multimodal texts in EFL classrooms can provide a creative and engaging way for learners to practice productive skills. Also, by incorporating visuals, audio, and text, teachers can address the needs of diverse learners and make sure that all students can understand and participate in the lessons.

Furthermore, as to Personal Identity the American Psychological Association states that “adolescence is the first time when individuals have the cognitive capacity to consciously sort through who they are and what makes them unique” (2002, p. 16). Thus, it is a critical period for identity development and exploration, as teenagers are often seeking to establish their self-perception, explore their interests, and build their personality. Then, schools should incorporate opportunities for self-expression and identity exploration in the EFL classroom while teachers support teenagers in this process. Likewise, delving into the impact of the

Multimodal Approach to explore personal identity can lead to enhance engagement and motivation in language learning, as Wang (2022) discusses how learners prefer using multimodal resources to express their identities because they find it engaging and a new way to express themselves.

In brief, using different Modes of Communication, such as images, sound, and text, EFL learners can develop their abilities to express themselves in a variety of ways and contexts. Then, this action research aims to go beyond language structures by enhancing productive skills in EFL learners and the exploration of their Personal Identities through the Multimodal Approach as it contributes to an engaging learning experience. This approach allows students to integrate their communicative knowledge with their personal experiences, fostering deeper self-awareness and a stronger sense of identity, while also improving their ability to communicate effectively across different media.

Research question

What is the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration through the creation of a Life Museum with eleventh-grade students from Colegio La Merced I.E.D?

Objectives

General Objective

To describe the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration through the creation of a Life Museum with eleventh-grade students from Colegio La Merced I.E.D.

Specific Objectives

1. To determine the influence of using the Multimodal Approach in fostering Productive skills in EFL students through Multimodal Compositions.

2. To promote the exploration of Personal Identity using Modes of Communication (visual, linguistic, and audial) as steps towards constructing a Life Museum.
3. To evaluate students' performance in their reflections on Productive Skills and Personal Identity exploration through a reflective journal during the elaboration of the Life Museum.

Chapter II: Theoretical Framework

This chapter reviews different international, national, and local research projects related to the use of the Multimodal Approach to foster productive skills and personal identity exploration. Secondly, it provides the theoretical constructs that support this research, namely: Productive Skills; Multimodal Approach, and Personal Identity in the EFL classroom.

State of the Art

To explore the current state of research in the field, a systematic search was conducted across various databases. This involved employing keywords and specific search terms relevant to the subject matter in databases such as Google Scholar, ResearchGate, ERIC, Clarivate Analytics Web of Science, and Scopus. The search aimed to encompass a broad spectrum of sources, including research articles and bachelor's and master's degree thesis. The following summary table categorizes findings into a local, national, and international perspective of the investigation.

Table 1

State of the Art summary list.

Document Title	Year	Scope
Transmedia storytelling to foster productive skills through multimodal compositions.	2023	Universidad Pedagógica Nacional, Bogotá, Colombia
Music videos and writing process in english as self-concept exploration and expression strategies for A2 adolescent learners at a public school.	2018	Universidad Pedagógica Nacional, Bogotá, Colombia
Multimodal texts: strengthening productive competences while addressing gender stereotypes in the EFL classroom.	2021	Universidad Pedagógica Nacional, Bogotá, Colombia
Meaning Making Process in the Creation and Analysis of Multimodal Texts After Receiving Training on Multimodality.	2020	Universidad de Antioquia, Medellín, Colombia
Creative Writers in an Online EFL Classroom through a Multimodal approach:	2022	Universidad Pedagógica Tecnológica de Colombia

an Experience to encourage Students' Writing Skill.

Reflections of Identity in Multimodal Projects Teacher Education in the Pacific.	2019	Universidad Estatal de San Diego
An analysis of students' digital multimodal text production in the EFL classroom.	2021	Benemérita Universidad Autónoma de Puebla, Puebla de Zaragoza, Mexico
International English Learners' Perspectives on Multimodal Composing and Identity Representation Via Multimodal Texts	2022	Sias University, Zhengzhou, China

Source: Own elaboration with the information obtained from the databases.

First, the bachelor's degree thesis *Transmedia storytelling to foster productive skills through multimodal compositions* by Ramírez (2023), assessed the outcomes of implementing a transmedia storytelling strategy designed to enhance Productive Skills in an EFL classroom. It highlights how multimodal compositions, when integrated into educational practices, have demonstrated enhanced language acquisition and expression. Thus, it not only validates the effectiveness of each concept individually, but also brings out the potential benefit when they are integrated.

Second, the master's degree research project *Music Videos and Writing Process in English as Self-Concept Exploration and Expression Strategies for A2 Adolescent Learners at a Public School* by Rosas (2018), explored the potential of music videos to facilitate self-concept exploration and expression in English-learning teenagers through writing activities. It provides meaningful information on how EFL learners enhance motivation with multimodal resources and how students could use their writing skills to express their thoughts, emotions, and personal experiences in English. Also, contributes to the broader understanding of how multimodal resources can be strategically incorporated into language education to support EFL learners.

Third, the bachelor's degree thesis *Multimodal Texts: strengthening productive competencies while addressing gender stereotypes in the EFL Classroom* by Bonilla & Hernández (2021), investigated the effectiveness of multimodal texts with social content and

strengthening productive competencies within a critical literacy framework for tenth graders. This paper is useful as it explores the use of multimodal texts to strengthen students' Productive Skills. It shows how multimodal texts could be used to go beyond language abilities with EFL learners, in this case, Personal Identity exploration. Hence, the results provide insights into the potential of multimodal approaches to foster a learner with greater awareness of issues beyond language, without sidelining language skills.

The next paper is the master's degree thesis *Undergraduate Students' Meaning Making Process in the Creation and Analysis of Multimodal Texts After Receiving Training on Multimodality* written by Areiza (2020), aimed to find the role of constructing multimodal texts in students' comprehension of other multimodal texts. This investigation is pertinent for the present study as it shows the skills and competencies that students develop using multimodality, and it offers insights into the effectiveness of instructional strategies and training programs focused on multimodal literacy.

The research article *Creative Writers in an Online EFL Classroom through a Multimodal approach: an Experience to encourage Students' Writing Skill* by Silva & Yepes (2022), with the main objective of exploring the impact of multimodality on creative writing in English. This research provides valuable insights into using multimodal principles to promote creative writing in the EFL context, as findings showed that students view writing not merely as a task to fulfill academic requirements but as an opportunity to express their thoughts, ideas, values, and reflections on personal experiences and contexts.

The case study *Reflections of Identity in Multimodal Projects Teacher Education in the Pacific* by Cappello (2019). The study investigated two key aspects: 1) how privileging visuals provides students with an alternative means to express curricular understandings, and 2) how the process of creating visuals mediates opportunities for learners to reflect and explore identity. The paper is relevant to the research as the findings of the study suggest that

the incorporation of visual elements as a privileged mode of expression provided students with an additional tool to convey their curricular knowledge. As well as, creating visuals served as a mediating factor in providing learners with opportunities to reflect on and explore their identities.

The document, *An Analysis of Students' Digital Multimodal Text Production in the EFL Classroom* by Cardona (2021), analyzed the semiotic elements utilized by EFL students in their production of digital multimodal texts. Findings show a symbiotic relationship between linguistic and visual modes in students' digital multimodal text production. For that reason, this investigation evidences the engagement in the language learning process after digital multimodal composing, with some students expressing newfound interest in their learning process and practice, which further emphasizes the positive impact of multimodality on student motivation and commitment.

Lastly, the international research *International English Learners' Perspectives on Multimodal Composing and Identity Representation Via Multimodal Texts* by Wang (2022). This research is a meaningful investigation due to it explores how English learners represent their identities through multimodal texts. As a result, the document analyzed and related the relationship between language learning, identity construction, and multimodal composing and representation. Thereby, this research shows that by engaging students with multimodal texts, there are opportunities to develop and demonstrate their language skills across various modes.

Overall, the research projects reviewed collectively contribute to a comprehensive understanding of the impact of multimodal approaches to language teaching. All the papers emphasize the effectiveness of multimodal strategies in fostering language development with the different modes of communication. Additionally, some of the research highlights the importance of facilitating reflection on identity, self-concept, and self-expression through the

multimodal approach. Therefore, these projects provide valuable insights into the versatile benefits of multimodal approaches, ranging from language acquisition to the exploration of Personal Identity.

Theoretical Framework

This section contains the presentation of the theoretical references and the basis to describe the impact of the Multimodal Approach in fostering Productive Skills and the exploration of Personal Identity through the implementation of a Life Museum. For this reason, it is important to conceptualize each concept separately to understand them as a complementary unit.

First, Productive Skills are addressed, which includes oral and written expression skills in the linguistic domain. Then, the Multimodal Approach is the different Modes of Communication in which students process and communicate information, such as visual, auditory, kinesthetic, etc. As a result, the Multimodal Approach attempts to address different learning styles, providing a positive environment for language learning. Lastly, the exploration of Personal Identity in this investigation involves not only learning a foreign language, but also the opportunity to explore personal narratives, self-concepts, and perceptions. All of the above through the creation of a Life Museum providing a way for the application of language skills and Personal Identity exploration in the EFL classroom.

In brief, this theoretical framework introduces the concepts of Productive Skills, the Multimodal Approach, and Personal Identity in the EFL. Together, they form a holistic framework that conceives language learning not as a mere process of language learning, but as a process in which learners can express their identities and engage meaningfully with language and their personal contexts.

Productive Skills

First, communication plays a key role in human lives as it is necessary in all spheres of life. In this way, as stated by Sreena & Ilankumaran (2018), “communication is the exchange of words and meaning through ideas, facts, feelings and actions” (p. 670). To accomplish communication, teachers often focus on the four basic skills of listening, speaking, reading, and writing when assessing EFL proficiency. According to Harmer (2007), these language skills are divided into two types – Receptive and Productive Skills – “Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is a term used for speaking and writing, skills where students actually have to produce language themselves.” (p. 265). To foster a language learning experience this research considers the Productive skills in which students must be able to actively produce and communicate in a foreign language.

Bearing the above, Productive Skills involve the active production of language considering Speaking Skills and Writing Skills. As stated by Harmer (2007), Productive Skills are the means through which learners convey their ideas and messages to others. As a result, these skills in language learning are closely related to the *output* while learning a foreign language, as it requires a higher degree of active language use, learners must generate language in real-time or through carefully constructed written texts. As well, output is defined by Swain (2000), as language production referred to as the act of creating language, whether spoken or written to communicate. Thus, in the EFL classroom, with output-based instructions, students are required to make production tasks orally and in writing.

In addition, it is important to clarify the concept of Speaking Skills and Writing Skills that are considered for this research. Firstly, the concept of Speaking Skills is defined by Chaney (1998) as the creation and communication of meaning using verbal and nonverbal

symbols. As a result, Speaking Skills require the ability of different components, as stated in Iman (2017) this includes:

Pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar; vocabulary; fluency, as the ease and speed of the flow of speech; comprehension; which requires a subject to respond to speech as well as to initiate it. (p. 94).

Likewise, the Council of Europe in the document *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001) has established Speaking Skills as the ability to communicate verbally in specific situations, environments, and contexts. In addition, these are also evaluated under language, vocabulary, pronunciation, fluency, and interaction according to the common reference levels mentioned before (*B1*). Consequently, in this investigation, Speaking Skills are perceived as a Productive Skill in which students can perform orally their ideas and thoughts, also being able to interact face-to-face, and use space and body language appropriately with their classmates and the teacher, as Speaking requires both grammatical accuracy and effective communication of ideas.

Additionally, the concept of Writing Skills stated by the Council of Europe (2001) encompasses the ability to express oneself effectively through written language. Meaning that writing is a complex skill that requires organization, coherence, and accuracy. Besides, as stated by the author Omaggio Hadley (1993), writing is a process that involves a wide range of tasks, from the basic act of putting words on paper to more complicated forms of written expression. In other words, the complex acts in writing require complicated processes involving several cognitive and metacognitive activities.

Thence, for this research Writing Skills are recognized as stated by Nunan (2005) who considers writing as a combination of physical and mental actions. Physical, as it involves translating thoughts into written form. Mental because it requires thinking ideas ways to

express them. Thus, writing is a skill that triggers multiple mental and physical processes that lead to a well-developed.

According to Nunan (2005):

- **Mental Aspect of Writing:** Before the physical act of writing begins, the writer engages in mental processes such as brainstorming, conceptualization, and organization of ideas. (p. 101)

Additionally, this process is divided into three important phases as follows:

- **Planning and Structure:** This mental activity includes outlining, deciding on the sequence of ideas, and determining how each element contributes to the overall coherence of the piece.
- **Revision and Editing:** Refining their ideas and expression to enhance clarity, coherence, and overall effectiveness.
- **Physical Aspect of Writing:** The physical aspect of writing involves the actual act of putting thoughts into a tangible form through written expression. The physical act extends beyond mere transcription; it involves choosing words, constructing sentences, and organizing paragraphs to effectively communicate the intended message. This process demands attention to grammar, syntax, and other linguistic conventions. (p. 102-109).

In short, Nunan's concept emphasizes that writing is a dynamic interplay between physical actions and mental processes: brainstorming, planning, outlining, organizing, drafting, and revising. The student's writing ability must involve both dimensions and contribute skillfully to his or her writing performance for the development of well-crafted written communication.

Moreover, based on the aforementioned concepts and as claimed by Harmer (2007), to effectively develop Productive Skills – speaking and writing – in EFL classrooms, establishing a fundamental methodological framework for teaching Productive Skills is crucial. The development of activities in this action research considers following the steps suggested by Harmer (2007) in which the teacher engages the students with a topic of interest, then a task is set guiding and demonstrating to the students what they have to do. After the information is clear, the teacher supervises the students in the development of activities in the classroom working and helping them in case of difficulties. Lastly, when the task is complete the teacher gives feedback to show students how well or wrong they have done.

Being so, speaking activities are carried out with oral presentations, class participation, and voice recordings on topics and questions related to Personal Identity. According to Nunan (2003), such tasks encourage “learners to express themselves orally and improve their ability to communicate effectively in the target language” (p. 55). Regarding Writing Skills as part of a project, activities are done with the use of a reflective writing journal and writing a script for students’ presentations in the Life Museum project. The culmination of these activities builds the Life Museum project where students showcase various aspects of their identities through Productive Skills as students are required to write descriptive texts for the exhibitions, prepare and deliver oral presentations, and engage in reflective discussions.

In summary, as the development of Productive Skills is essential for effective communication and language proficiency, this investigation seeks to enhance learners' Productive Skills through the different activities in which students, not only develop their Productive Skills, but also gain a deeper understanding of themselves.

Multimodal Approach

To start, it is necessary to consider the definition of mode which is “a socially shaped and culturally given semiotic resource for making meaning” (Kress, 2010, p. 79). Thus, the combination of various semiotic resources, including text, images, audio, and video, to convey meaning is known as Modes of Communication. As stated by Simpson (2011), the Multimodal Approach recognizes the significance of various Modes of Communication “such as language, image, sound, music, and communicative events” (p. 668). Thereby, this investigation considers the proposal by The New London Group (1996), proposing the following modes: linguistic, sound, spatial, gestural, and visual.

Multimodal texts incorporate various Modes of Communication, including linguistic (vocabulary, structure, grammar), visual (color, shapes, perspectives), audio (volume, tone, rhythm, music, sounds), gestural (movement, facial expressions, body language), and spatial (proximity, direction, position, arrangement). This combination of modes enhances the overall meaning and impact of texts.

That being so, this investigation adopts a Multimodal Approach as the underlying framework for designing and implementing instructional activities due to the approach according to Kress (2010), emphasizes the use of multiple semiotic resources, to create rich and engaging learning experiences. As well as the Multimodal Approach in agreement with Kress & Van Leeuwen (1996), explores the social semiotic factors that influence how we generate and communicate meaning.

In addition, it is important to highlight that the Multimodal Approach is related to the elaboration of Multimodal Compositions in the classroom. Then, the definition of Multimodal Composition is considered under the concept of Cope and Kalantzis (2009), in which “multimodal compositions combine two or more modes such as written language, spoken language, visual, audio, gestural, and spatial” (p. 422). Briefly, Multimodal

Compositions are created by integrating different Modes of Communication to effectively transmit meaning. The Multimodal Approach therefore offers tools to analyze texts by dividing them into their fundamental elements and understanding how they collaborate to create meaning, providing students with various combined modes to aid their production and interpretation.

Consequently, the Multimodal Approach is integral to the design and execution of the activities aimed at developing Productive skills in the EFL classroom. This approach recognizes that communication occurs through multiple modes, however, for this investigation only linguistic, visual, and auidial are considered for fostering both Writing and Speaking skills in alignment with the research objectives. These modes work together to create and convey meaning, in this case, the creation of Multimodal Compositions to Foster Productive Skills and explore Personal Identity. Hence, the linguistic mode is referred to as the use of language to engage students in various tasks that involve writing and speaking. The visual mode involves the integration of visual elements with linguistic and auidial components to create a more comprehensive understanding of the content. Students create exhibits that include visual elements such as photographs, drawings, and diagrams alongside written descriptions. Lastly, the auidial mode works in combination with the linguistic and visual modes to enrich communication and deepen understanding encompassing all aspects of sound, speech, and music.

As a result, in the Life Museum Project, students can combine written descriptions (linguistic mode), visual elements (visual mode), audio recordings, and oral presentations (auidial mode) to provide opportunities for learners to explore and express their identities through linguistic, visual, and auidial Modes of Communication.

Personal Identity Exploration in the EFL

To understand the concept of Personal Identity and its exploration in the EFL classroom, it is necessary to address the concept of identity by itself. As stated by Gee (2001) identity is referred to the way in which individuals understand and define themselves concerning their social and cultural contexts. Additionally, along with The American Psychological Association (n.d.) identity is referred to as “an individual’s sense of self-defined by a set of physical, psychological, and interpersonal characteristics that is not wholly shared with any other person and a range of affiliations and social roles” (p. 1). In this line, individuals' identities are made and not given at birth and as claimed by Giddens (2014) identity is formed through social interactions rather than being an inherent part of our biology. Then, identity involves the complex and multidimensional nature of individuals' self-concept, surrounding various dimensions such as personal, social, cultural, and linguistic aspects.

Given the foregoing, a basic distinction is made between given and not given aspects of identity termed as *primary and secondary identities* by Giddens (2014) in which “primary identities are those formed in early life, such as gender identity or ethnicity, while secondary identities build on these and include social roles, occupations, and status positions.” (p, 277). This makes it clear that a person's identity is not static but changes and develops over time. Identities then mark similarities and differences between individuals; therefore, individuals' Personal Identity feels unique and different from others.

In this way, this investigation is focused on the notion of Personal Identity, referred to as the “own understanding of who we are as an individual” (Giddens, 2014, p. 276), meaning that Personal Identity specifically focuses on individuals' unique characteristics, experiences, and qualities that distinguish them from others, from individual self-perceptions, which shape individuals' understanding of themselves. In this sense, the exploration of Personal Identity in

this research is also linked to the idea of Self-Concept defined by Neill (2005) as the personal knowledge of who we are that “encompasses all our thoughts and feelings about ourselves physically, personally, and socially.” (2005, 2018. p 1). These perceptions come from one's sensations, experiences in life, one's own body image, memories, beliefs, etc.

Consequently, this research considers the aspects of Personal Identity previously mentioned by Giddens (2014) and Neil (2005), as aspects that are chosen and given:

- Chosen: The aspects of ourselves that we select to describe our status, traits, and abilities, such as beliefs, values, occupation, hobbies, and ideologies.
- Given: Attributes over which we have no control: age, sex, place of birth, physical characteristics, etc.

Thus, the aspects of Personal Identity explored in this research are as follows: personal background, values, beliefs, hobbies and passions, important life experiences, social relationships, and future aspirations.

Moreover, in the EFL classroom, activities are designed to explore the various aspects of Personal Identity not only to enhance linguistic skills but also to provide students with meaningful opportunities to express who they are, where they come from, and how they perceive the world around them. According to Ackerman (2018), adolescence is a period of self-exploration, including experimenting with identity, social comparison, and the development of a lasting self-concept. Hence, Personal Identity exploration occurs most quickly during early childhood and adolescence but continues to shape and change as individuals learn and discover more about themselves.

In addition, Cummins (2001) suggests that “identity-affirming activities can increase students' self-esteem and motivation, leading to greater investment in language learning” (p. 58). As a result, the development of these activities is considered as steps to be followed for the construction of a Life Museum Project for the exploration of Personal Identity. The

construction of the museum is carried out through the realization of activities dedicated to the understanding of identity and its components, as well as reflective activities for the understanding of self-perception. Thus, by participating in this project, students not only put their Productive Skills into practice but also explore and continue to build their sense of identity in a foreign language.

In summary, Personal Identity in the EFL classroom focuses on individuals' unique characteristics, interests, and experiences that influence their language learning and engagement. It involves learners' beliefs, motivations, and attitudes toward English language learning, as well as their perspectives to foster the exploration of students' Personal Identity and Productive Skills in the EFL classroom using the Multimodal Approach engaging students in the creation of Multimodal Compositions and reflective activities about the elements that make up their Personal Identity.

Chapter III: Methodological Design

To achieve the objective of this research, different elements are considered that constitute the elaboration and direction of the investigation. In this chapter, the paradigm research, the type of research, the data collection instruments, the units and categories of analysis, and the sample population are presented.

Research Paradigm

This research is set under the theories and practices of qualitative research defined by (Denzin & Lincoln, cited in Creswell, 2007) as “a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible.” (p. 36). This type of research starts with assumptions about the world and individual or group perspectives on social problems. Likewise, as stated by Creswell (2007) “qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes” (p. 37). In this line, qualitative research is an approach that emphasizes understanding and interpreting social phenomena by exploring individuals' experiences, meanings, and perspectives. It values subjective understanding and the idea that reality is socially constructed.

In the context of this study, the qualitative research paradigm allows a deep exploration of students' impact on fostering their Productive Skills and Personal Identity exploration in which according to Merriam (2009), qualitative research is focused on "how people make sense of their lives, experiences, and their structures of the world" (p. 13). Thus, the interpretive nature of qualitative research enables the researcher to understand how students perceive and explore their identities through language learning activities aligned with the broader goals of qualitative research, which aims to produce detailed, descriptive data that offer insights into the experiences of participants.

Finally, the qualitative paradigm supports the use of a variety of data collection methods that are appropriate for capturing the complexity of student experiences in this research, such as field journals, observation, surveys, and student artifacts, allowing for in-depth analysis when conducting data analysis. In conclusion, the qualitative paradigm provides a comprehensive understanding of the research problem, fosters collaboration and participation, and ensures the reliability of the research data collection and findings.

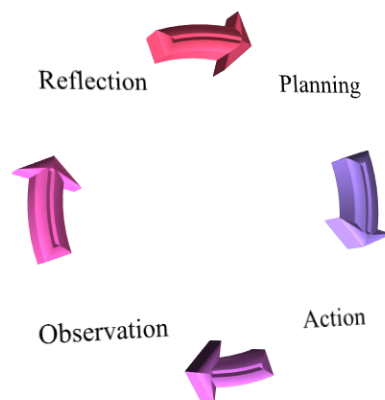
Type of Research

This study employs an action research methodology. This type of research aims “to identify problematic situations or issues considered by the participants to be worthy of investigation to bring about critically informed changes in practice” (Burns, in Cornwell, 1999, p. 5). Thus, action research seeks to identify and address practical problems or challenges within a specific context. It emphasizes the active participation of key actors, such as teachers, students, or community members in the research process, to bring positive changes and improvements in practice. In addition, action research is characterized by its dynamic nature, flexibility, adaptability, and iterative process.

As is shown in the typical representations of spirals or cycles provided by Kemmis & McTaggart (1988):

Figure 1

Action Research Spiral



Source: Adapted from Kemmis & McTaggart (1988).

In this context, the action research process involves the following steps:

1. **Planning:** in which an understanding of the problem is established, and some form of intervention and problem-solving strategy are planned. Here, identifying the problem related to language skills through the application of a diagnostic test was done. Also, activities related to Personal Identity exploration and the use of the Multimodal Approach in the EFL classroom were addressed.
2. **Action:** the interventions selected and developed are implemented and carried out, such as the didactic unit as steps to follow for the creation of the Life Museum Project.
3. **Observation:** during the implementation phase of the intervention, an analysis of the information collected is carried out in several formats. Collecting and analyzing data from the activities to observe their impact on students' language skills and Personal Identity exploration.
4. **Reflection:** in which new intervention strategies could be implemented as the cyclic process could be repeated until sufficient understanding and improvement of the solution implemented has been achieved. Here, an evaluation and reflection of the activities to adjust and to improve the process is done.

In consequence, this research belongs to action research for addressing educational challenges within the EFL classroom, particularly in the development of Productive Skills and Personal Identity exploration. The cyclical process of planning, acting, observing, and reflecting in qualitative research enables ongoing improvement and adaptation based on real-time observations and feedback.

Data Collection Instruments

Data collection instruments are tools for gathering information and evidence related to research objectives. As claimed by Creswell (2013) “qualitative data collection often involves

a variety of sources, such as interviews, observations, and documents, to provide a comprehensive understanding of the research problem” (p. 45). Therefore, the following instruments are used as crucial tools for systematically collecting data that can be analyzed to gain insights and inform decision-making or improvements in the investigation.

Observation

According to Marshall & Rossman (1989), observation is a method of collecting data by watching behaviors, events, or physical characteristics in a natural environment. In this way, this investigation uses unstructured observations defined by Cohen, Manion, & Morrison (2007) which are the ones situated in an unsystematic setting which makes it better to observe a single situation. Consequently, the present research is done under non-participant observation aimed at knowing the population and identifying the problem in the classroom to create a possible solution plan.

Field notes

The field diary or field notes as stated in Allen (2017), are written observations recorded during or immediately after participant observations in the field. Thereby, field notes could be considered a researcher's reflective journal that documents experiences, observations, and reflections during the research process. In this case, it is used as a tool to recollect relevant information in the classroom, such as the description with comments and analysis, topic of the class, objectives, number of students, etc. (see **annex 2**). Hence, field notes as a data collection method provide a rich source of data for analysis and interpretation.

Survey

Surveys are implemented to collect data for the research by asking questions related to the investigation. This method “provides a quantitative or numeric description of trends, attitudes, or opinions of a population” (Babbie, 1990 cited in Creswell, 2014, p. 29). Thus, a characterization survey is applied to the students to collect information about demographic

characteristics, socioeconomic aspects, educational background, language proficiency and perceptions, personal interests and hobbies, and other relevant contextual factors (**see annex 1**). The surveys provide valuable background information for data analysis and interpretation.

Students' artifacts

Students' products and creations are collected and analyzed as these artifacts serve as tangible evidence of each activity. In agreement with Leavy (2017), artifacts in qualitative research can “provide material culture that reflects participants' lived experiences and identities” (p. 122). These artifacts are used and analyzed to understand how students apply language skills and identity-related concepts in their work.

Audio Recordings

Audio recordings capture participants' voices, preserving the original data for later analysis and interpretation. As “audio recordings are most commonly made of interviews and focus groups, but may also be of meetings, events, and other activities to ensure that researchers do not have to rely on their power of recall or scribbled notes” (McMullin, 2021, p. 6). Audios are used in this investigation (**see annex 5**) to analyze pronunciation, coherence, use of language, and how students articulate their Personal Identities through spoken language.

Units of analysis, categories, and indicators

Bearing in mind that one of the objectives of this research is to evaluate the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration through the creation of a Life Museum with eleventh-grade students, the following table shows the relationship between the units of analysis, the categories and the indicators originated from the research objectives.

Table 2*Unit of analysis, categories, and indicators.*

<i>Unit of analysis</i>	<i>Category</i>	<i>Indicator</i>
Productive Skills	1. Fostering Speaking Skills	1. 1. Expressing aspects of Personal Identity (background, values, beliefs, passions, life experiences, relationships, and future aspirations) through audio elements in the Life Museum credit line. 1.2. Presenting ideas about Personal Identity through the oral presentation of the Life Museum with fluency, coherence, and use of language.
	2. Fostering Writing Skills	2.1 Planning, structuring, and revising the scripts related to the construction of the Life Museum. 2.2. Organizing ideas in written texts demonstrating use of language, spelling, and coherence.
	3. Use of Modes of Communication	3.1 Integrating linguistic, visual, and audial Modes of Communication in the elaboration of the Life Museum.
	4. Exploration of personal identity.	4. 1 Responding to questions in their reflective journals related to the activities of Personal Identity exploration during the elaboration of the Life Museum project.

Source: Own elaboration**Population and Sample**

As mentioned above, the population consisted of 29 students from the course 1102 of Colegio La Merced I.E.D. Nonetheless, the sample population for this research consisted of 16 students from the same course. These students were selected based on specific inclusion criteria, which ensured that the participants were representative of the general student body while meeting the requirements of the study.

Inclusion criteria consisted of having the consent form signed by a parent or legal tutor to participate, ensuring compliance with ethical standards. On the other hand, class attendance was a requirement since constant participation was crucial for the successful implementation and evaluation of the activities. Likewise, participation in the activities, students were required to actively participate in activities designed to explore Personal Identity and develop Productive Skills.

Finally, language proficiency levels were included in the inclusion criteria. This research involves students with distinct levels of English proficiency, classified as low, intermediate, and good, according to the diagnostic test conducted at the beginning of the investigation. This diversity of levels provided a better understanding of the impact of the activities on students at different stages of language development.

Ethical Considerations

It is important to consider the regulations at the time of conducting research work. In the case of this research, the personal information of the students and their family composition is handled. Therefore, for the correct management of the information used for this study, a consent form provided by Universidad Pedagógica Nacional was used (**see annex 3**) in which the parents or legal representatives of the students were asked for permission for the use of the information. Consequently, all data collected for this study is accompanied by the necessary permissions and consents, ensuring ethical compliance in the management of sensitive information.

Chapter IV: Pedagogical Intervention

This chapter outlines the pedagogical intervention and its instructional design. Thus, the activities are framed in the principles of a Multimodal Approach mediated by Project-Based Learning to enhance Productive Skills and Personal Identity exploration. In this way, students explore various Modes of Communication, express their unique identities, and develop their language proficiency in an authentic and meaningful way.

Pedagogical Approach: Project-Based Learning

According to Blank & Harwell (1997), Project-Based Learning (PBL) is a model in which students design, implement, and assess projects that have practical uses outside of the classroom. Likewise, it is seen as a “work strategy that facilitates the insertion of the school in life, allowing personal development, the acquisition of knowledge and the formation of participative and autonomous individuals”. (Rodríguez, 2001, p.17 in García Vera, 2009, p. 87). In this sense, from the educational perspective, a project can be defined as a learning strategy through the implementation of a series of actions, interactions, and resources.

Along these lines, it is necessary to follow the three-phase process stated by Katz (1992), that ensures the elaboration of the project:

- **Phase 1 - Getting Started:** The teacher selects the Life Museum project topic, taking into consideration their interests and the student's previous or current knowledge and experiences. In this initial phase, the teacher provides a foundation of understanding for the entire group, ensuring that all students are aware of the project's objectives and relevance. This involves introducing the concept of the Life Museum, discussing its significance, and outlining the expectations and goals for the project.
- **Phase 2 – A Project in Progress:** The teacher facilitates discussions and provides guidance to help students explore their Personal Identities and how they can be expressed through various Modes of Communication. These inquiries and interactions

form the basis for planning and developing the individual and group project. Students begin to brainstorm, draft, and create the artifacts for their Life Museum exhibits.

- **Phase 3 – Concluding Project:** Completion of the individual and group work, and to summarize what has been learned, students here share with classmates their experiences. This phase culminates in a Life Museum exhibition, where students share their projects with classmates, teachers, and visitors. They present their experiences and the personal stories behind their exhibitions, reflecting on what they have learned throughout the process.

Furthermore, as noted by Jumaat (2017), constructivism emphasizes learner-centered knowledge creation. Then, PBL is aligned with the constructivist theory, emphasizing active engagement, and the construction of knowledge through meaningful experiences. Therefore, implementing PBL in EFL classrooms provides benefits such as real-world learning contexts, projects focused on relevant topics, and projects involving tools, tasks, or processes used in real-life situations.

Considering the above, the classroom is viewed as a dynamic and interactive space where students actively participate in the learning process. The classroom environment is designed to promote creativity and exploration. The teacher acts as a facilitator, guiding students in exploring the project topic - Personal Identity, supporting their use of different Modes of Communication and Productive Skills, and providing necessary support and feedback.

Likewise, particularly within PBL, the students' role in this pedagogical intervention is that of active participants in their own learning. According to Barron and Darling-Hammond (2008), PBL "places students in active roles where they must take responsibility for their learning and apply their knowledge to solve real-world problems" (p. 16). Meaning students are encouraged to take ownership of their learning process and to explore their

identities through the creation of Multimodal Compositions and reflecting on how their identities are expressed through the chosen Modes of Communication -linguistic, visual, and audial- by the creation of the Life Museum project.

Finally, the evaluation in this pedagogical intervention is based on formative assessments according to PBL methodology. Bender (2012) points out that "evaluation in PBL should include both process and product assessments, allowing students to receive feedback " (p. 95). This evaluation method encourages students to reflect on their learning, identify areas for improvement, and take responsibility for their own educational process. Thus, the formative evaluation focuses on the process of realization of the project, including the delivery of each activity step-by-step for the construction of the Life Museum, and the integration of the Modes of Communication for the Multimodal Composition. Then, rubrics are employed to set clear expectations and criteria for both the development and outcome of the final product. Evaluation criteria include the integration of Modes of Communication in the creation of the Multimodal Compositions, the use of language for Productive Skills, their reflections on their Personal Identity exploration, and the learning process in English.

Hence, this action research integrates a PBL approach into an EFL classroom through the creation of a Life Museum to foster Productive Skills and Personal Identity exploration in eleventh-grade students by incorporating the different terms of Personal Identity, such as background, passions, social relationships, significant experiences, future aspirations, etc., into the Life Museum. Students are expected to develop their linguistic, visual, and audial communication skills as well as gain a better understanding of their own identities.

Vision of Learning

The pedagogical intervention in this action research study is rooted in PBL, which emphasizes learning through the completion of a project that engages students in the application of knowledge and skills in authentic contexts. Likewise, in the context of the

Multimodal Approach, learning is viewed as a dynamic process where students engage in creating Multimodal Compositions to express their understanding and experiences. Thereby, as noted by Kress & van Leeuwen (2001), using the Multimodal Approach is a way of constructing meaning and knowledge about themselves and the world around them.

Vision of Language

In the PBL framework, language is understood as a tool for communication and meaning making in real contexts. Also, language from the Multimodal Approach recognizes that language is not limited to verbal communication, but encompasses various modes, such as visual, gestural, aural, and spatial (Kress & van Leeuwen, 2001. p. 67). In this way, language is viewed as a tool for creating meaning and expressing oneself as learners are encouraged to explore and employ various Modes of Communication to convey their ideas, thoughts, and feelings. Thus, in this pedagogical intervention, the Multimodal Approach is used to expand the understanding of language beyond its verbal aspects, encompassing visual, linguistic, and aural Modes of Communication, recognizing that language is multimodal and that students can express themselves and communicate meaning in a variety of ways.

Cycles of intervention

The didactic unit is structured in three cycles of 12 sessions, each designed to guide students through a progressive exploration of Personal Identity and the enhancement of Productive skills using the phases of PBL and the use of the Multimodal Approach. It consists of a series of activities, in which students not only foster their Productive Skills, but also work on self-awareness and reflection, culminating eventually in the creation and presentation of the Life Museum.

Cycle 1: Identity Insights

In this initial stage, the main objective is to introduce concepts. Students are introduced to the concept of Personal Identity through activities that encourage self-reflection and exploration. The first lesson consists of exploring their own identities by creating self-identity collages by selecting and arranging various materials that represent different aspects of their identities. Following the Personal Identity exploration, to understand the aspects of Personal Identity, the given and not given aspects of their identities are explained by creating mind maps that allow students to visually organize and connect different facets of their identities. Also, students delve deeper into the process of self-discovery through the creation of self-portraits in which the self-concept is elaborated in which students illustrate themselves as they see them. Lastly, for each lesson, students are asked to keep a journal in which they write weekly reflections on their learning process.

Cycle 2: Communication Craft - The Exploration

In this cycle, students begin to integrate multimodal elements into their projects. For this, most of the lessons are focused on using the linguistic Mode of Communication, where students write their scripts for the Life Museum project by planning and writing the outline and writing scripts considering comments and corrections. By planning and structuring their scripts, students enhance their ability to convey complex ideas and narratives effectively. The next lesson involves the incorporation of visual and audial elements into the students' Multimodal Compositions. Then students are guided to create their visual compositions and how to create credit lines which contain the following information: title of the artwork, author, medium, description of the artwork, and a QR code that links to the audio students recorded based on the scripts.

Cycle 3: Showcasing Self - The Exhibition

The final cycle culminates in the presentation of the Life Museum projects to express and reflect on personal identities through a Museum Exhibition using Multimodal Compositions. Students exhibit their projects in a classroom setting, allowing them to showcase their work and receive feedback from classmates and the teacher. In the concluding lesson, students reflect on their learning journey and the impact of the Multimodal Approach on their Personal Identity exploration and Productive Skills. Finally, they complete peer assessments receiving constructive feedback from their peers and teacher to conclude with the realization of self-assessments.

Academic Program

The academic program is presented in Table 3:

Table 3

Academic program

Cycle	Learning objective	Activities	Key elements
Identity Insights	To identify aspects of Personal Identity through a self-identity collage.	1. Students use various materials to create an identity collage. 1.1. Students answer the reflective questions in their journals	-Introduction to Personal Identity.
	To understand the aspects of identity as given and not given concepts.	2. Creating an identity mind map identifying and categorizing aspects of identity as given or not given. 2.1 Students answer the reflective questions in their journals	-Aspects of identity. -Given and not given aspects of identity. -Mind mapping.
	To understand and explore different aspects of Personal Identity and Self-Concept through the creation of self-portraits.	3. After the theoretical explanations, students create self-portraits for the exploration of self-concept. 3.1. Students answer the reflective questions in their journals.	-Self-Concept. -Creation of self-portraits.

Communication Craft: The Exploration	To understand the concept of Multimodal Communication.	4. Students create a multimodal composition according to the theme given by the teacher in which they must convey that message in a presentation. 4.1. Students answer the reflective questions in their journals	-Modes of Communication
	To identify connections between Modes of Communication and Persona Identity narratives.	5. Students research and discuss in groups real-life examples where Modes of Communication influence the expression of identity. For example, favorite music genres, fashion expressions, social media posts, etc. 5.1. Students answer the reflective questions in their journals	-Connection between Personal Identity and Modes of Communication.
	-To understand the linguistic Mode of Communication through planning and structuring a written text by creating a detailed outline.	6. Understanding the linguistic mode of communication and cohesive devices. 7. Writing an outline for the script for the Life Museum project based on the mind map of activity #2. 7.1. Writing an outline for the script for the Life Museum project. 7.2. Writing the first draft of the script for the Life Museum project. 7.3. Writing and revising the draft for the script for the Life Museum project. 7.4. Sending the final version of the script. 7.5. Students answer the reflective questions in their journals	-Linguistic Mode of Communication. -Cohesive devices in texts. -Outline, drafting, and scripting.
	To understand the visual Mode of Communication through the creation of a visual composition.	8. Students elaborate a visual composition for the museum exhibition considering the elements of the visual mode of communication concerning life storytelling	-Visual Mode of Communication. -Visual storytelling.

		8.1. Students answer the reflective questions in their journals	
	To understand the audial Mode of Communication to enhance storytelling and convey Personal Identity.	9. Students record an audio recording following the previously developed script for the museum exhibit following the elements of the audial mode of communication concerning storytelling. 9.1. Students answer the reflective questions in their journals	-Audial Mode of Communication. -Audios and storytelling.
	To integrate different Modes of Communication (written, visual, audial) to create a Multimodal Composition.	10. Students integrate the separated compositions into a multimodal composition through the creation of a credit line with a QR code with the audio material and the description of the artwork.	- Artifact creation. -Multimodal representation of identity. -Credit lines.
Showcasing Self: The Exhibition	To explore Personal Identity and foster Productive Skills through the presentation of the Life Museum.	11. Students present their multimodal compositions in the Life Museum by orally presenting the piece to classmates and teachers. 11.1. Peer assessment in which the student evaluates a classmate following the given rubric.	-Life Museum project. -Feedback/Peer-assessment.
	To reflect on the impact of Modes of communication on Personal Identity exploration and Productive Skills enhancement through the Life Museum project.	12. Students discuss and reflect on how different modes of communication influenced their self-expression in the project and the enhancement of communicative skills. 12.1. Students answer the reflective questions in their journals. 12.2. Self-assessment following the given rubric.	-Reflection on the use of Mode of Communication in Personal Identity exploration and Productive Skills. -Self-assessment. -Final feedback from the teacher on the Life Museum project.

Source: Own elaboration

Lesson planning

The lesson planning model used in this didactic unit is structured ensuring that each lesson builds on the previous one and contributes to the overall objectives of the project. Each lesson plan includes objectives, learning objectives, materials needed, an introduction to the topic and procedure of the lesson, and assessment criteria. The activities in this didactic unit are designed to be diverse and engaging, promoting active learning and student participation. Activities include creating self-identity collages, developing mind maps, drafting scripts, integrating visual and audial elements, and presenting projects in a museum-style exhibition. These activities not only enhance students' Productive Skills but also foster self-reflection which are essential for Personal Identity exploration.

Following a lesson planning model is presented in Table 4:

Table 4

Lesson planning model: Identity Portraits.

Date	March 20 th 2024	Grade	1102
Topic/Activity	Self-concept through self-identity portraits	Lesson Length	60 minutes
Objective	<ul style="list-style-type: none"> To explore and reflect upon different aspects of Personal Identity and Self-Concept through the creation of self-portraits. 		
Learning Objectives:	<ul style="list-style-type: none"> To understand the Self-Concept. 		
Material	<ul style="list-style-type: none"> Sheet of paper. Pencils, erasers, and sharpeners. Mirrors or phone cameras. 		
Introduction: Driving question: Who am I? 1. The self-concept theory and how it is divided is explained by the teacher.			10'
Self-Identity Portraits 1. The teacher explains what a self-portrait is. 2. Students will use a mirror or their camera phone and a piece of sheet.			50'

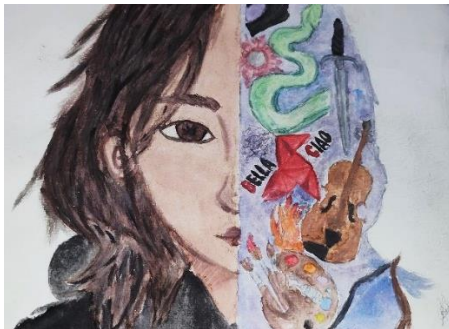
3. Folding the sheet in half vertically, each student will draw only half of their face based on what they see in the reflection.
4. Once the drawing of half of the face is complete. The other half of the face will be completed with symbols related to each student's identity.
5. Students can use the mental map made in the previous lesson as a guide.
6. Students answer the questions given by the teacher on their reflective journal.

Reflective Journal:

Students reflect on their self-portraits in their reflective journals answering the following questions:

- What does your self-portrait reveal about your self-concept/perception?
- How did creating this self-portrait impact your understanding of your personal identity?

Students' artifacts:



Assessment:

- Students will write a short reflection on their self-portrait and the process of creating it.

Source: Own elaboration

Chapter V: Data Analysis

This chapter analyzes the data from the pedagogical intervention. It includes the research's strengths and addresses the limitations encountered during the research process. In addition, the data analysis is organized by indicators within each category, providing detailed information on whether the research objectives were successfully achieved. Thus, this chapter aims to offer a clear understanding of the effectiveness and impact of the implemented activities in fostering Productive Skills and the Exploration of Personal Identity among the participants.

Data Management

This section discusses some weaknesses and strengths identified during the implementation phase of the research, along with the limitations encountered to provide a balanced perspective on the factors that influenced the research outcomes.

First, this investigation encountered several weaknesses that caused difficulties during the implementation phase. The students struggled to understand and apply concepts related to theoretical explanations of Personal Identity, the Multimodal Approach, and Writing strategies in English. Given that the primary language of instruction was English, some students found it difficult to follow what was explained, as they were used to receiving explanations in Spanish from their previous teachers. Also, the use of cell phones, translators, and artificial intelligence presented a potential risk as observations from 2023 showed that students frequently relied on technology for activities, which complicated efforts during the implementation phase to reduce the use of translators and artificial intelligence.

In addition, the research was also subject to several limitations. Time restrictions played a significant role as English classes were only three hours per week, and only one hour per week was available for the teacher in training to implement the activities, including internal and external school activities further reducing the time available for the

implementation. Also, some students faced psychological challenges that impacted their regular attendance due to medical appointments or school counseling appointments for psychosocial support during class times. Finally, there were issues related to the student population: the initial group of 37 students in 2023 decreased to 29 due to various difficulties and changes in the school to a full-time schedule, which affected the target population and the sample.

Nonetheless, despite weaknesses and limitations, the research exhibited several strengths. The students showed a high level of interest and motivation, remaining engaged throughout the process. They demonstrated a strong commitment to the Life Museum by displaying considerable creativity in their Multimodal Compositions and audio recordings. Notably, they managed to reduce the use of cell phones, successfully delivering their final presentations without relying on these devices during oral presentations; therefore, it was noticed that most of the students effectively communicated in English, discussing their compositions and how these illustrated aspects of their Personal Identity.

In summary, by examining the strengths and weaknesses of the research and the limitations that influenced the implementation process, valuable information is offered on the effectiveness of the strategies employed and their impact on meeting the research objectives such as the development of Productive Skills and the exploration of students' Personal Identity.

Data Analysis

Triangulation is the analysis technique used in this study. According to Denzin (1978), triangulation involves using “theoretical perspectives, sources of data, and methodologies to cross-verify data, thereby providing a more comprehensive understanding of the phenomenon under study” (p. 291). Likewise, Creswell (2013) further explains that triangulation is used to “corroborate evidence from different sources” (p. 251), which can be

used to shed light information on a theme or perspective. As a result, triangulation is a technique used to improve the credibility and validity of research findings by combining various data sources, methods, or perspectives. In this research, triangulation is employed to enhance the reliability and validity of the findings by combining data collection instruments with the theoretical perspective and the researcher's perspective.

Overall, considering that the objective of this research was to describe the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration through the creation of a Life Museum Project with eleventh-grade students. The categories, indicators, and findings in each of them are presented below considering the triangulation and the use of rubrics (**see annex 4**) to evaluate the students in each activity with a scale of *Below Expectations*, *Needs Improvement*, *Meets Expectations*, and *Exceeds Expectations*. As Brookhart (2013) points out, rubrics serve as "a guide for evaluating complex tasks" (p. 4), which is essential in research that involves different activities. Thus, rubrics in the pedagogical intervention provided data that helped the researcher to systematically evaluate specific aspects, thus ensuring a more balanced and credible interpretation of the data.

Category 1: Fostering Speaking Skills

This category focuses on analyzing the Speaking Skills of students as results showed during the non-participant observation, the pre-implementation phase, and the diagnostic test highlighted significant challenges in students' speaking abilities. These challenges included difficulties in the use of language, articulating thoughts, fluency, and expressing Personal Identity while speaking in English. In response, the pedagogical intervention aimed to address these issues by incorporating activities specifically designed to foster students' Speaking Skills through the Life Museum project.

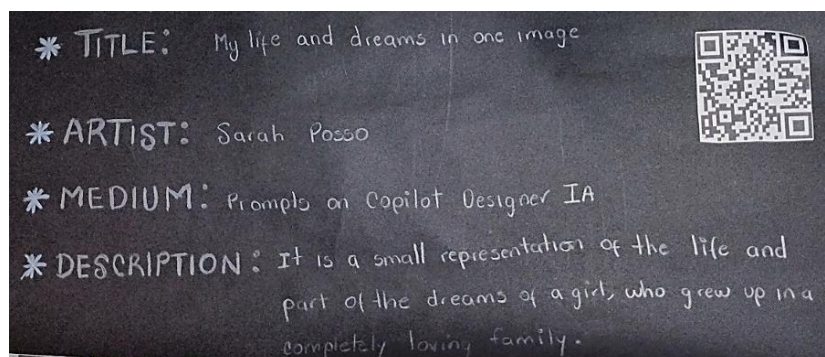
Indicator: 1.1. Expressing aspects of Personal Identity (background, values, beliefs, passions, life experiences, relationships, and future aspirations) through audio elements in the Life Museum credit line.

The focus on this indicator intended to assess how effectively students were able to express their Personal Identity using audio elements in the Life Museum. This consisted of activities related to understanding the Audial Mode of Communication and how to incorporate it into the final product. Thus, activities integrating the Audial Mode of Communication and its role in Personal Identity exploration were developed.

The main activity for this indicator was developed on May 20th, 2024, in which students explored the Audial Mode of Communication to express their Personal Identity. Thus, students recorded themselves (see **annex 5**) talking about aspects of their identity as part of their exhibits at the Life Museum. Also, they were first guided through the process of writing a credit line, including their names, the title of their visual composition, the date, the medium, and a brief description. Following this, students were introduced to recording techniques to effectively convey the message. Voice recording was done on the *Vocaroo* website: <https://vocaroo.com/> to generate QR codes that, when scanned, would lead classmates and the teacher to their audio as shown in Figure 2:

Figure 2

Student's credit line and QR code on the Life Museum exhibition, May 27th, 2024



Source: Credit line done by a student of 1102

The credit lines demonstrate students' ability to combine Modes of Communication, allowing them to express their identities in a multimodal format. The product illustrated in Figure 2 shows how the students integrated these elements, resulting in a linguistic, auditory, and visual representation of their Personal Identities.

Moreover, the analysis of the audio recordings revealed that most students were able to express relevant ideas about Personal Identity. The recordings generally conveyed the intended messages despite some issues with pronunciation and volume. These technical challenges did not significantly affect the content's relevance, as students successfully communicated ideas that reflected their Personal Identities. For instance, as shown in Audio Transcription 1, one student articulated their reflections on personal growth and the influences that shaped their identity (errors or missing words corrected between the parentheses):

Audio transcription 1.

Student's voice recording fragment, May 27th, 2024.

“To conclude I am a person to (that) see herself, reflect (reflected) in passions, family, and people who I love very much... [.]. These people and experiences that I (have) encour (encountered) every day are what have forming me (formed) me as a person to this day. I hope to be [error] continue growing and improving to become that idealization that I want to be.”

Source: Audio recording of a student of 1102, [Audio 1](#).

This extract illustrates the student's capacity to address ideas related to Personal Identity, using varied sentence structures despite some use of language and pronunciation errors, such as incorrect use of tenses and gerunds. The content of the recording aligns with the themes of exploring Personal Identity, demonstrating the student's engagement with the task.

Additionally, the results from the evaluation rubrics indicated a range of performance levels, with most students scoring between *Needs improvement* and *Meets Expectations*. Most of the audio suggests a generally positive outcome, with areas for improvement, suggesting that the mistakes made by the students can be taken as part of their learning process to continue to improve. As noted by Harmer (2007), "students need to be encouraged to take risks with language use, even if it results in errors, as this is part of the learning process" (p. 99). Then, even though students successfully conveyed Personal Identity concepts, pronunciation, fluency and use of language, issues remained.

Following the above, audio recordings revealed most students successfully included Personal Identity concepts in their audio, supporting Ushioda's (2006) notion that teachers should be oriented toward students' identities in the classroom and "engage with them as 'people' rather than as simply 'language learners'; to the extent that we encourage and create opportunities for them to 'speak as themselves'" (p. 17). Consequently, most of the students demonstrated the capacity to express different elements of their identities through audio recordings effectively and were highly motivated by the topic.

In this way, through the audio recordings, students successfully explored their Personal Identities, aligning with the project's goals. Despite facing challenges with pronunciation, language use, and technology, students were able to communicate their ideas understandably. This aligned with the theoretical perspectives, demonstrating the efficacy of using audio recordings as a tool for Personal Identity exploration.

In summary, the integration of audio elements in the Life Museum effectively enabled students to express their Personal Identity through the Audial Mode of Communication. This indicator emphasizes the importance of students expressing elements of their Personal Identity through audio recordings, with a focus on the content and message rather than linguistic accuracy. The audio recordings allowed students to reflect on personal experiences,

values, and relationships, showcasing their ability to engage with the theme of identity. Regardless of challenges with pronunciation and fluency, most students conveyed the message on aspects of their identities, the activity successfully encouraged self-expression, helping students connect their narratives with the audial component of the Life Museum aligned with the research objectives.

Indicator: 1.2. Presenting ideas about Personal Identity through the oral presentation of the Life Museum with fluency and coherence

The second indicator examines the student's ability to present their ideas about Personal Identity during the oral presentation of the Life Museum. Here students were required to articulate the concepts and narratives that underlie their presentations with an emphasis on fluency, coherence in the speech, and use of language, as observations during 2023 highlighted that many students had difficulty with Speaking Skills and oral presentations when they were in front of an audience, as well as being used to always use their cell phones or guidance to read.

For instance, for this indicator, the representative activity was the oral presentation of the Life Museum in which the use of cell phones was not allowed, forcing students to rely on their Speaking Skills rather than reading. This task required students not only to present their artifact but also to explain how it represented aspects of their Personal Identity. Through this process, students not only conveyed the meaning of their compositions but also demonstrated their ability to express ideas about their identities without technological tools or reading prompts.

Moreover, the presentations revealed that students could express their final products and their connections to Personal Identity in English. Students described their artwork and its meaning. Most presentations were clear; yet noticeable hesitations and occasional errors

affected fluency as evidenced in Audio Transcription 2, in which one student described their Life Museum artifact that represented their hobbies, likes, and future aspirations:

Audio transcription 2.

Life Museum student's oral presentation fragment, May 27th, 2024.

"So images that represent my hobbies and... [.] such as music and sports, all the things that enjoy. It also shows... [.] my future aspiration... to be professional, among others. The collage shows what is important to me."

Source: Audio from the oral presentation in the Life Museum.

As shown in Audio Transcription 2, the oral presentation demonstrated students' ability to connect their artifacts with selected aspects of their identity, using simple sentence structures and basic vocabulary. Although there were grammatical errors and pauses, with difficulties in expressing ideas and affecting comprehension, as evidenced in lines 1 and 2. Also, the rubrics used to evaluate the presentations reflected a range of performance levels, with most students scoring between *Needs Improvement* and *Meets Expectations*. This pattern reveals that while students were able to present their ideas, they struggled with fluency, coherence, and language use.

In alignment with Harmer's (2007) observation that "fluency is not just about speaking quickly but also about speaking naturally" (p. 123), the hesitations and unnatural pauses observed in the presentations indicated a lack of fluency. These interruptions often disrupted the flow of speech, suggesting that students were not yet fully comfortable with delivering oral presentations in English without reliance on notes or memorization.

Nonetheless, most students were able to maintain a logical sequence in their narratives and convey their messages, showing progress in their ability to express Personal Identity themes.

The activity also emphasized speaking without the use of cell phones or reliance on guidance, which aligns with Harmer's (2007) point that students must be encouraged to speak

without prompts to develop true fluency. By presenting their artifacts without reading from a script or using technological aids, students demonstrated an increasing ability to speak independently. This progress, while still limited by issues with fluency and coherence, suggests that with continued practice and support, students can improve their Speaking Skills to express themselves effectively in a foreign language.

All in all, there were recurring problems with fluency, coherence, and language use. However, most students succeeded in maintaining coherence, presenting their ideas in a logical sequence, and linking them effectively to the identity topic. This supports the notion that language learning is not solely about linguistic competence, but also involves the ability to convey meaning and personal expression through speech. In addition, the emphasis on speaking without the use of cell phones or reading scripts challenged students to rely solely on their Speaking Skills, fostering a more independent and natural expression.

Category 2: Fostering Writing Skills

The primary objective in this category was to strengthen the students' Writing Skills, as they demonstrated during the pre-implementation phase difficulties in writing in English. To address this, the activities were focused on the production of texts through the linguistic Mode of Communication, addressing Nunan's (2005) writing strategy, which involves planning, structuring, and revising, to convey a clear message through scriptwriting demonstrating use of language, use of words, coherence, and spelling. Given the Multimodal Approach of the research, students were encouraged to produce their work using digital media; therefore, some students produced handwritten work while some others submitted tasks digitally in Word Documents, PDFs, and CANVA presentations.

Indicator: 2.1. Planning, structuring, and revising the scripts related to the construction of the Life Museum.

This indicator reviews students' ability to effectively plan, organize, and produce a written text for the Life Museum. Activities involved students demonstrating their skills in

the planning, structuring, and revising phases of writing focused on elaborating a script that demonstrates Personal Identity concepts.

In consequence, four main activities were developed to address Nunan's (2005) writing strategies: 1) Mind mapping – March 13th, 2024; 2) Writing an outline – April 17th, 2024; 3) Drafting the script – April 29th, 2024, 4) Revision of the script – May 20th, 2024. Thus, activities consisted of planning through a mind map the concepts of Personal Identity for the script, structuring by creating an outline and understanding cohesive devices to organize the ideas, and reviewing by editing, and improving the first draft of the script for final delivery based on the feedback received.

The writing process began with the planning phase, where students were instructed to create mind maps as a form of brainstorming. The mind maps were expected to include key elements of Personal Identity, which would later be elaborated in the script. Although most students completed the task effectively, some did not deliver the mind maps, thereby missing this critical step in the writing process. Following mind mapping, students were required to create an outline for their script. The outlines were generally complete and well-structured, with most sections defined and supported by relevant details.

As shown in Figure 3, outlines served as a roadmap for the students' drafts, helping them to maintain focus and coherence in their writing:

Figure 3

Student's outline fragment, April 17th, 2024.

> Who am I? *Intro: Hello, I'm Ana, and today I'm gonna show you my "Life Museum".

• Background = I'm from Bogotá, same as my parents. My maternal grandmother is from Pasto, Huila. My family is big, I have many cousins, aunts, uncles and two great grandparents alive. I live with my mother, my father and my sister.

• Beliefs = I'm agnostic, then I don't practice any religion, but I think that are something superior to us in the universe.

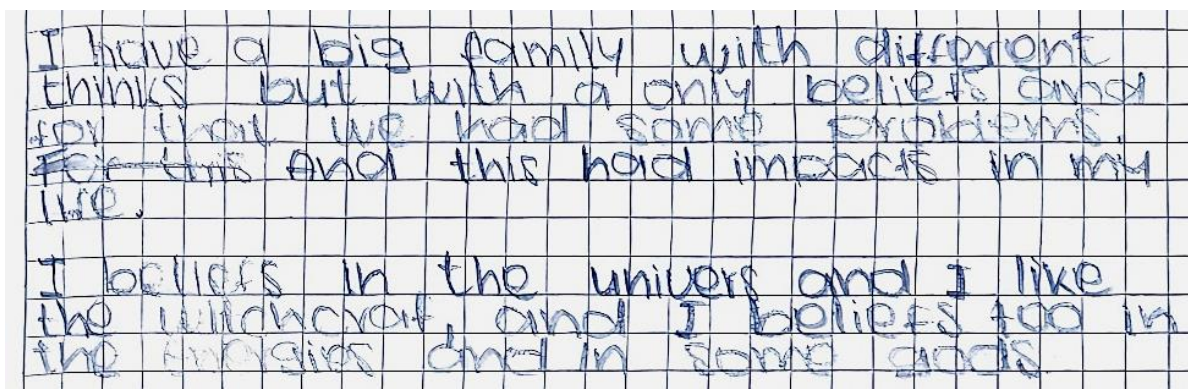
Source: Outline done by a student of 1102.

In this student's outline, the organization of ideas around aspects of Personal Identity, such as background and beliefs, demonstrates a clear structure, reflecting the initial stages of writing. The outline begins with an introductory sentence that identifies the theme of personal identity, setting the tone for the Life Museum presentation. By organizing their background, beliefs, and interests in separate sections, the student categorizes personal elements logically and coherently.

On the other hand, the drafting stage showed a good progression of ideas and writing. The drafts were generally coherent, with only some errors noted. As an example, an early draft of one student's script is shown in Figure 4:

Figure 4

Student's draft fragment, April 29th, 2024.



I have a big family with different
thinks but with a only beliefs and
for that we had some problems.
~~for this~~ and this had impacts in my
life.

I beliefs in the uniuers and I like
the witchcraft, and I beliefs too in
the energies and in some gods

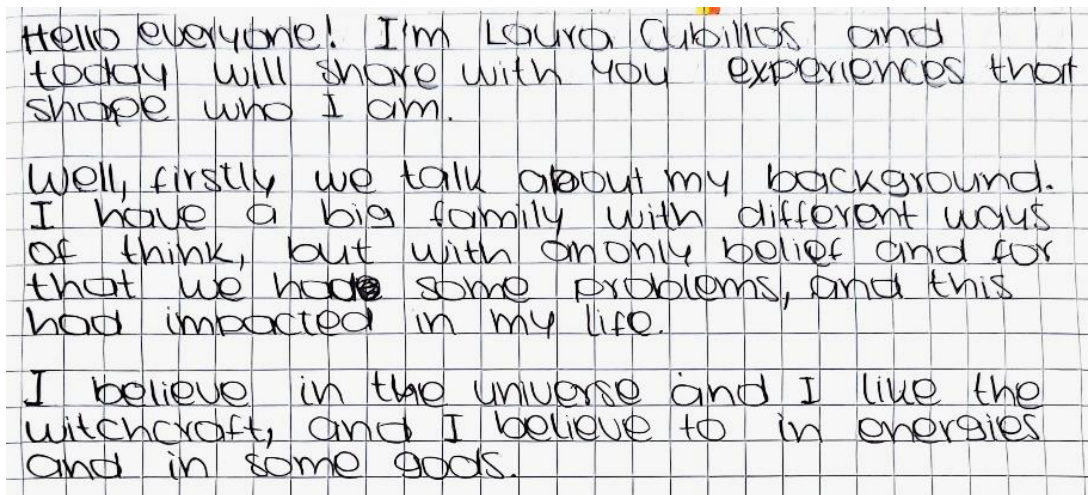
Source: Draft fragment by a student of 1102.

This student's draft reflects a meaningful attempt to express Personal Identity by discussing beliefs, and their impact on her life. However, several grammatical, spelling, and structural issues are evidenced. For instance, the phrase "with a only beliefs" should be corrected to "with only one belief". Additionally, spelling mistakes such as "univers" for "universe" and the misuse of "beliefs" for "believe" also detract from clarity

After receiving structured feedback, the student revised and corrected some mistakes, in the final version of the script as seen in Figure 5:

Figure 5

Student's final version of the script, May 30th, 2024.



Source: Final script fragment by the same student of Figure 4.

In the final version of the student's script, there are noticeable improvements in sentence structure and clarity. However, some errors remain, such as "this had impacted in my life," which should be "this had impacted my life." Additionally, "I believe to in energies and in some gods" still contains redundant prepositions ("to") that could be eliminated for better fluency. Despite these minor errors, the student's final draft is more organized and coherent, demonstrating progress in integrating personal identity and improving Writing Skills.

This illustrates that after receiving feedback on their drafts, most students made the necessary revisions to improve and correct errors. However, some errors persisted in the final scripts, indicating that even though revisions were made, there may have been gaps in the students' ability to fully implement the feedback they received or that grammar mistakes are deeply rooted. Additionally, the rubric scores further reflect these variations in performance, with most students scoring between *Needs Improvement* and *Meets Expectations*. The results suggest that while most students were able to follow the writing process and produce coherent scripts, some struggled with the initial stages of planning and revising, which affected their final outcomes.

The findings correspond with theoretical perspectives on the writing process. Nunan (2005) emphasizes that writing requires careful planning, structuring, and revising “to produce a good quality final piece of writing” (p. 101). Then, observed gaps in the students' ability to complete mind maps and fully revise their drafts highlight the challenges that learners often face in the stages of writing. Additionally, the data indicates that while most students were able to follow the structured approach to writing, there is a need for more targeted support during the planning and revising stages as the variability in scores suggests that additional instruction and practice are needed to help all students fully grasp and apply the writing strategy. This perspective aligns with Nunan's (2005) argument that writing is a complex process that must be developed through continuous practice and feedback.

In brief, the analysis of the writing process strategy, supported by theoretical insights, reveals that while students generally succeeded in planning, structuring, and revising their scripts, additional support would likely improve their writing outcomes. The intervention effectively guided students throughout the structured writing process, but targeted instructions, especially in the areas of planning and revising, could further enhance their development as writers.

Indicator: 2.2. Organizing ideas in written texts demonstrating use of language, spelling, and coherence

This indicator aimed to construct written texts that demonstrated correct language use, word choice, coherence, and spelling. The main activity involved submitting scripts revised according to the stages of the writing process mentioned above. The objective was to assess the quality of the final scripts in terms of language use, use of words, coherence, and spelling. In this line, each student submitted a final version of their script after following the stages of the writing process.

In this activity, most students demonstrated an effective use of language, and only occasional errors were observed. This suggests that students could transmit their ideas, although minor errors do occur. Regarding students' performance in spelling: some made frequent errors that affected legibility, while others spelled most words with only occasional inaccuracy. The discrepancy in spelling abilities suggests that they may need more practice and reinforcement. In terms of coherence, some writing was difficult to follow in parts, with limited use of cohesive devices, while other writing was generally comprehensible and coherent, with successful use of cohesive devices. This variation suggests that while most students were able to organize their ideas with the use of connectors, others omitted them, indicating a need for further instruction and relevance of these elements to organize ideas in texts.

The final scripts submitted by the students were mostly coherent and well-organized, with few errors. However, the persistence of some errors suggests that further practice and feedback are needed to help students achieve greater accuracy and coherence in their writing. For example, as seen in Figure 6, one student struggled mostly with spelling (errors or missing words are highlighted in red):

Figure 6

Student's final version of the script, May 30th, 2024.

I will start talking **ABOUT** my family, I come from a family with two different bloods, the Coast blood from my mom's side and the Rola blood from my dad's side, which makes my sisters and I half and half and enjoy 2 different lives. Regarding my beliefs, we believe in two very important things: energy and God, which have helped us **to** have a beautiful family business and variety of ideologies and thoughts.

But there are more things that define me, I have some things that I am passionate about, I love the world of dance and drawing since through them I can express myself just as I am. I can express my feelings and it makes me feel good about myself. Also, playing volleyball makes me keep my mind busy from always winning or being perfect when it comes to **?** or something like that, it keeps me distracted from all those problems that a teenager has and for adults they are insignificant.

Source: Final script fragment done by a student of 1102.

This artifact shows notable errors in language use, spelling, and coherence. For example, in line 2 "which makes my sisters and I" (instead of "my sisters and me") and the use of "half and half". Missing words are highlighted in red, and some spelling and punctuation errors appear as well. However, the student successfully conveys personal elements like family background, beliefs, and interests.

Furthermore, results from the rubrics indicated most students scored between *Needs Improvement* and *Exceeds Expectations*. The higher scores indicate that several students were able to demonstrate Writing Skills in terms of use of language, spelling, and coherence. However, the presence of lower scores suggests that some other students struggled with these aspects, particularly with coherence and spelling, which affected the overall readability and clarity of their scripts. Thus, the variation observed in students' performance underscores the challenges they face in mastering these skills, especially when producing longer and more complex texts, such as scripts.

Data indicates that while most students were able to apply grammatical structures effectively, there is a need for more targeted support in spelling and coherence. Hence, errors regarding spelling and coherence suggest that additional instructional time and practice are necessary to help all students reach a higher level of proficiency in these areas. This perspective aligns with Harmer's (2004) ideas about Writing Skills need to be constantly

developed and revised with a re-writing process, particularly in areas such as spelling, orthography, and coherence, which are often challenging for learners. Besides, as stated by Nunan (2005), students must be proficient in Writing Skills with “standard conventions of spelling, grammar and punctuation” (p. 109) to effectively communicate their ideas in written texts. In this line, by engaging students in regular practice and feedback, learners can improve their writing abilities and produce clear, well-structured texts.

In summary, students generally succeeded with the use of language making their texts understandable; however, there are areas where additional support is needed, particularly in spelling and reinforcement of cohesive devices. The intervention was effective in guiding students through the writing process, but further emphasis on spelling accuracy and coherence would likely improve overall writing outcomes.

Category 3: Use of Modes of Communication

The purpose of this category was to integrate various Modes of Communication (linguistic, visual, and audial) to create Multimodal Compositions for the Life Museum exhibition. This was based on the students’ surveys conducted during the characterization phase, they demonstrated a strong interest in incorporating multimodal resources into the English class, especially when aligned with topics about expressing their identities. In this way, the Multimodal Approach was opted in this research by addressing and understanding each Mode of Communication separately, and finally integrating them into composition for the museum.

Indicator: 3.1. Integrating linguistic, visual, and audial Modes of Communication in the elaboration of the Life Museum

This indicator aimed to integrate linguistic, visual, and audial Modes of Communication effectively through compositions for the Life Museum presentation. First, activities to help students understand and explore the different Modes of Communication in

their entirety were developed eventually into the three key modes: linguistic, audial, and visual. Each mode was examined individually, emphasizing its relevance to the exploration of Personal Identity. Then, students were guided on how to use the linguistic mode to write a script incorporating elements of their identity, the audial mode to record their script, and the visual mode to create visual representations, such as collages or digital art, which symbolized aspects of their identity.

In consequence, the main activity of this indicator required students to combine these three modes to convey their Personal Identity, ensuring that each mode complemented the others to produce a cohesive and impactful composition for the Life Museum exhibition developed on May 27th, 2024 (**see annex 6**). There students combined the written information from their scripts, the visual pieces they had created, and the audial elements recorded from their scripts to produce a multimedia project that reflected their Personal Identity. The final exhibition included credit lines with QR codes linked to their voice recordings, allowing classmates and teachers to access their full multimodal experience.

The scripts were generally understandable, with only minor errors that did not significantly impede comprehension. The clarity and organization of the scripts suggest that students were able to effectively communicate elements of their Personal Identity. Voice recordings were generally understandable, though some students experienced minor issues with pronunciation or volume, despite this the recordings were mostly understood. The visual compositions created by the students were appropriate and often creative, with well-organized designs that contributed to the chosen elements to represent their identities. For example, a photograph showcasing all the students' compositions highlights the range of creative approaches taken to represent elements of their Personal Identity such as passions, future aspirations, social relationships, among others:

Figure 7

Life Museum exhibition by the students of 1102, May 27th, 2024.



Source: Photograph taken by the researcher, May 27th, 2024.

The students' ability to combine linguistic, visual, and audial modes effectively reflects their understanding of these concepts and their practical application in the Life Museum. In terms of the integration of Modes of Communication, the rubrics showed that most students performed well in integrating the three modes of communication, with most students scoring above *Meets Expectations*. The high scores reflect the students' ability to integrate effectively linguistic, visual, and audial Modes of Communication. Therefore, the successful integration of modes in the students' compositions demonstrates the effectiveness of the Multimodal Approach in enhancing Productive Skills and Personal Identity exploration.

For instance, a closer look at one student's composition shown in Figure 8, which focuses on her passions and future aspirations, reveals the effectiveness of the Multimodal Approach in fostering self-expression. The design was well-organized, incorporating symbols of her interests, like music, books, movies, astronomy, and sports.

Figure 8

Student's composition for the Life Museum exhibition, May 27th, 2024.



Source: Photograph taken by the researcher, May 27th, 2024.

This artifact demonstrates how students were able to integrate linguistic, auidal, and visual modes to explore and represent key elements of their identity, supporting Kress & Van Leeuwen’s (2006) ideas that “representation requires that sign-makers choose forms for the expression of what they have in mind, forms which they see as most apt and plausible in the given context” (p. 13). Through carefully selecting and combining different Modes of Communication, students not only expressed their Personal Identity, but also adapted these modes to the specific demands of the Life Museum.

As follows, the analysis of the Life Museum compositions evidenced that students were largely successful in integrating linguistic, visual, and auidal Modes of Communication. The content in the projects was relevant and effective in conveying the students' Personal Identities. Kress & Van Leeuwen (2006) argue that “the integration of different modes is the work of an overarching code whose rules and meanings provide the multimodal text with the logic of its integration” (p. 177). In this way, multimodal compositions can serve as powerful tools for conveying meaning, often complementing or enhancing the linguistic message. Students' ability to design visual elements in alignment with their scripts demonstrates a

strong understanding of how visual and linguistic modes can work together to communicate a cohesive message.

In conclusion, the Life Museum project provided students with an opportunity to explore and represent their Personal Identity through the integration of linguistic, visual, and auidial Modes of Communication. Also, data showed that students made intentional choices to ensure that their representations resonated with the messages they intended to convey, revealing a deeper engagement with both their Personal Identity and the multimodal elements used allowing them to create more meaningful and complex representations of themselves.

Category 4: Exploration of Personal Identity

The category was intended to provide a space for students to explore and express elements of their Personal Identity, such as their background, values, beliefs, passions, life experiences, social relationships, and future aspirations. This category aims to deepen students' self-awareness by enabling them to incorporate these elements into their Museum of Life project. Ultimately, it was intended to encourage reflection through a reflective journal in which they answered questions at the end of each activity.

Indicator: 4.1. Responding to questions in their reflective journals related to the activities of Personal Identity exploration during the elaboration of the Life Museum project.

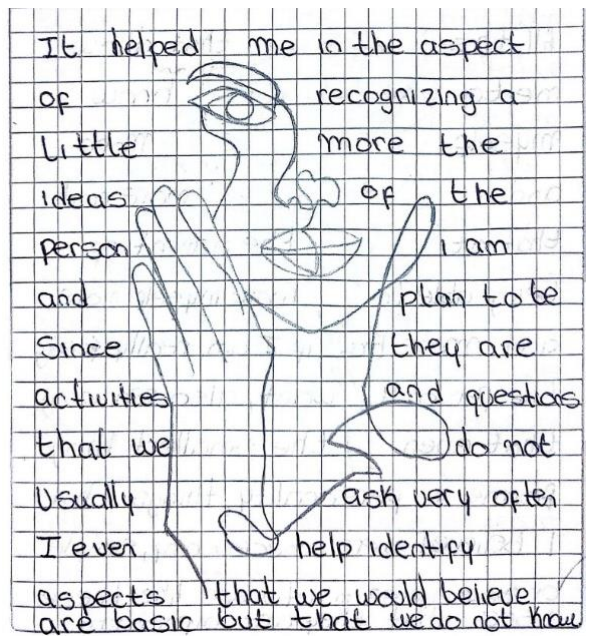
This indicator evaluates students' reflections related to the different activities during the elaboration of the Life Museum on their reflective journal linked to the aspects of Personal Identity exploration. For this reason, these journals were maintained throughout the Life Museum activities and served as a space for students to introspect and articulate their thoughts. The objective was to assess the depth of self-reflection and the extent to which students could connect the activities to their understanding of Personal Identity.

In this line, the key activity was the development of reflective journals for students to document their thoughts and responses at the end of each activity. These journals served as a

reflective space for students to express their understanding of each activity related to the creation of the Life Museum. Each journal entry was divided into weekly sections with at least two reflective questions, encouraging students to think critically about their learning experiences and how they connected to their Personal Identity exploration. For example, as seen in Figure 9, students were asked to reflect on how mind mapping helped them understand their identity:

Figure 9

Student's answer to the question: "How did creating the mind map help you understand your personal identity", March 13th, 2024.



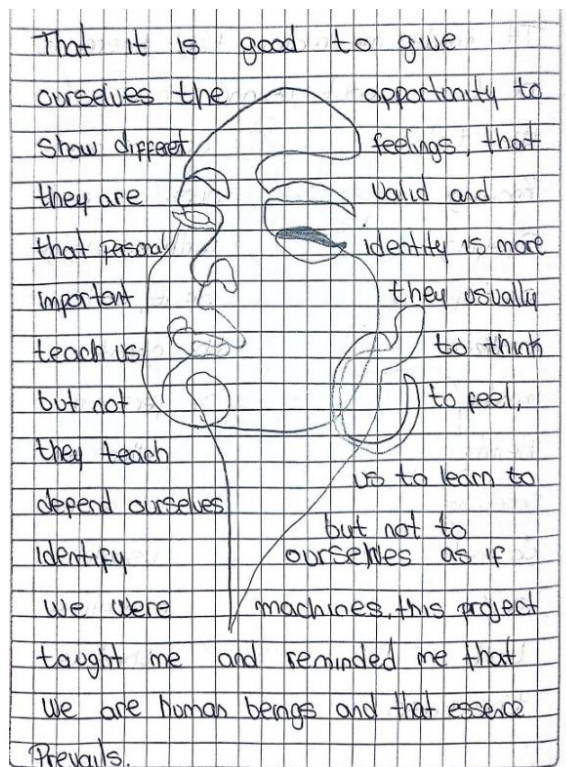
Source: Student's answer in her reflective journal, March 13th, 2024.

Thus, questions in the journal guided them to consider how the different activities were steps to be followed for the elaboration of the Life Museum linked to the Multimodal Approach, which also intended to encourage reflection and point out the purpose behind each activity toward Personal Identity Exploration. This reflective process not only deepened their understanding of Personal Identity but also allowed them to analyze their progress in applying the Productive Skills fostered through multimodal activities.

Likewise, results from the rubrics indicated a score performance between *Meets Expectations* and *Exceeds Expectations*, indicating that students effectively used the reflective journal as a space to explore and reflect thoughts articulated with their identity and learning process responding to most questions in their reflective journals with adequate reflection as seen in Figure 10:

Figure 10

Student's answer to the question: "What did learn through this project?", May 27th, 2024.



Source: Student's answer in her reflective journal, May 27th, 2024.

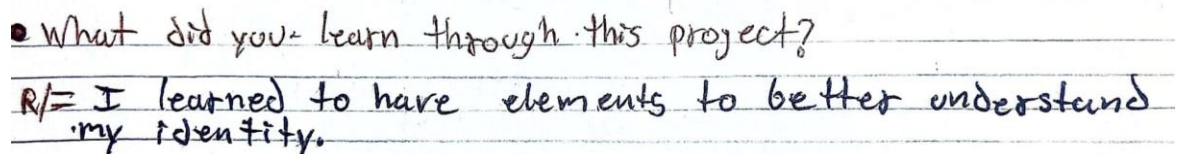
This evidences how some students responded to the questions thoughtfully and reflectively. The student reflects on the importance of Personal Identity and emotional expression, emphasizing that identity is not about logical thinking but about feeling and learning to defend one's individuality. The phrase in line 12 "this project taught me and reminded me that we are human beings, and that essence prevails" underscores the transformative nature of the experience since "reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its

relationships with and connections to other experiences and ideas” (Rodgers. 2002. p. 845). Thus, the students' responses demonstrate an adequate reflective capacity.

However, lower scores in *Needs Improvement* suggest either minimal engagement with the activity or a lack of depth reflection. These students may have found it challenging to connect with the reflective process, resulting in more superficial responses. As shown in Figure 11, entries showed a basic engagement with the questions, providing clear but somewhat surface-level responses:

Figure 11

Student's answer to the question: "What did learn through this project?", May 27th, 2024.



● What did you learn through this project?
R/= I learned to have elements to better understand my identity.

Source: Student's answer in her reflective journal, May 27th, 2024.

The response of this student requires more elaboration, as it lacks detail about the specific aspects of identity explored.

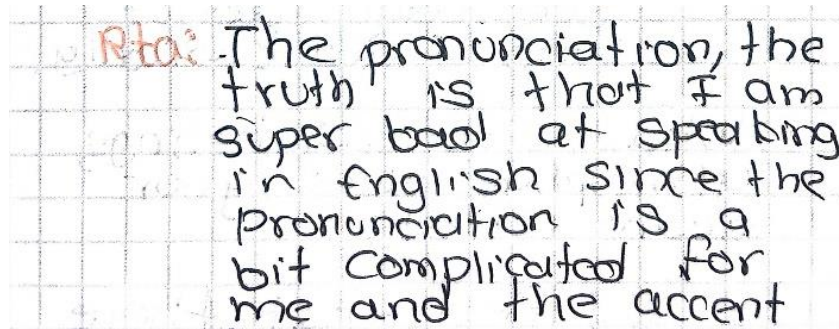
The variability in the depth of students' reflections suggests different levels of comfort and familiarity with reflective practices. While some students excelled in using their journals as a tool for exploration and personal reflection in their learning processes, others had difficulty going beyond basic responses. This difference could be attributed to several factors, including the language, the fact that they had to answer the questions in English and the level of prior experience with reflective writing.

Lastly, as Harmer (2004) emphasizes, “journals offer students the opportunity to think about how they are learning” (p. 126), the reflective journals served as a critical tool for understanding students' progress in both the construction of the Life Museum and the exploration of their Personal Identity. In addition, students' reflections helped to identify areas of growth, challenges, and successes in their development. For instance, Figure 12

points out that there were also questions focused on the difficulties the students may have encountered in the process:

Figure 12

Student's answer to the questions: "What challenges did you have with audio? How did you overcome them?", May 8th, 2024?



Source: Student's answer in her reflective journal, May 08^h, 2024.

In this way, the journals became a tool for their learning and exploration processes, highlighting how the combination of personal identity exploration and the Multimodal Approach fostered deeper engagement and skill development, allowing students to self-assess their progress.

In brief, the use of reflective journals proved to be a valuable tool for guiding students through the process of learning and exploration through the elaboration of the Life Museum while fostering Productive Skills within the Multimodal Approach encouraging students to engage with each activity and its connection to the final project. The journals provided a structured space for self-reflection and growth. The varying depth of students' responses highlighted both successes and challenges, as many students demonstrated deep reflection, while others had difficulty fully engaging in the reflective process. Nevertheless, the journals allowed students to self-assess their progress, identify challenges, and articulate the relationship between their Personal Identity and their learning experiences.

In conclusion, despite facing challenges such as time constraints, class attendance barriers, and students' reliance on technology, pronunciation, fluency, and language use, the

overall results demonstrate that the intervention was effective, as students were still able to convey meaningful ideas about their Personal Identity, indicating progress in both self-expression and language proficiency. Likewise, the integration of linguistic, visual, and audial Modes of Communication allowed students to express their identities in a multimodal format. Finally, the use of reflective journals further enhanced their understanding of the activities, although some struggled with deep self-reflection. In this way, the research successfully met its objectives, offering insights into the development of Productive Skills and Personal Identity exploration in the EFL classroom.

Results Summary

This section presents a summary of the results from the four categories in the research: 1) Fostering Speaking Skills; 2) Fostering Writing Skills; 3) Use of Modes of Communication, and 4) Exploration of Personal Identity. Each category aimed to foster Productive Skills while encouraging Personal Identity exploration through the Life Museum project.

First, in Speaking Skills, most students could express ideas about their Personal Identity in a foreign language, though challenges like pronunciation, fluency, and grammar errors impacted coherence. However, most students met expectations, improving linguistic proficiency remains necessary.

Second, regarding Writing Skills, students generally organized their ideas using grammar with minimal errors. However, issues such as spelling mistakes and failure to apply writing strategies affected some results. Although progress in writing was evident, gaps in language proficiency persisted.

In terms of Modes of Communication, students successfully integrated linguistic, visual, and audial elements into their projects, reflecting a strong understanding of the Multimodal Approach. However, some students faced challenges with technology or sound integration, but these did not detract significantly from the overall quality of their work. These issues highlight the need for further practice in combining different Modes of Communication while maintaining language proficiency.

Finally, the exploration of Personal Identity was a key aspect of the Life Museum project, and the students' works demonstrated a strong engagement with this process. Nevertheless, a few students produced more surface-level reflections, potentially due to difficulty in insights articulation or lack of engagement with reflective practices.

In conclusion, the results of the four categories reveal a generally positive outcome in terms of fostering Productive Skills and encouraging Personal Identity exploration through the Multimodal Approach. However, language proficiency challenges, particularly related to pronunciation, use of language, and coherence, were present across the categories.

Chapter VI: Conclusions

The purpose of this chapter is to present the conclusions from the research on the impact of the Multimodal Approach in fostering Productive Skills and exploring Personal Identity through the creation of a Life Museum with eleventh-grade students from Colegio La Merced I.E.D.

The general objective of this study was to describe the impact of the Multimodal Approach in fostering Productive Skills and Personal Identity exploration. Based on the results, the Multimodal Approach positively impacted students' ability to produce written and spoken texts in English. The integration of the Modes of Communication encouraged students to think creatively and express their ideas successfully. The multimodal compositions and the Life Museum allowed students to practice and improve their written and oral skills in a meaningful context.

In terms of determining the influence of the Multimodal Approach in fostering Productive Skills through Multimodal Compositions, most of the students were able to produce understandable products that reflected an improvement in language. The use of multimodal elements, such as images and audio recordings, allowed students to present their ideas in a variety of ways, thus improving Productive Skills. However, the study also revealed some aspects that still require teachers' attention and further intervention in terms of language proficiency. Although, in general, students were able to convey their ideas, problems with language use, sentence structure, and pronunciation were still evident, which affected the clarity of their oral and written production. This suggests that, although the Multimodal Approach was effective in fostering Productive Skills, there is still a need for more targeted instruction and practice in specific areas of language use.

Regarding promoting the exploration of Personal Identity using different Modes of Communication as steps toward building the Life Museum, the results suggest that the

Multimodal Approach provided a tool for students to engage with the concept of Personal Identity and self-exploration. Students' use of linguistic, visual, and audial modes in the Life Museum project was particularly effective in helping them express their identities. The inclusion of QR codes linked to audio recordings, for example, allowed students to present their thoughts in a creative, multimodal format. Visual compositions complemented these auditory elements, making the museum not only a linguistic project but also a personal and creative effort that eventually portrayed their own lives. Many students were able to effectively articulate their Personal Identities, indicating that the multimodal assignments helped them engage more deeply with the subject matter. However, the research also found limitations in the creation of the compositions for each mode of communication separately, with errors in script writing, problems in speech and audio recordings, and visual creations. This suggests that, although the Multimodal Approach successfully fostered the exploration of Personal Identity, additional support in the linguistic aspect and management of digital tools for the educational environment is required.

Finally, to evaluate students' performance on their Productive Skills and Personal Identity reflections during the elaboration of the Life Museum, most students successfully demonstrated their Productive Skills and reflected on their Personal Identities through the tasks assigned in the project. On the other hand, negative aspects of performance were observed, especially concerning language proficiency and the depth of reflections done by the students in their reflective journals. As noted earlier, pronunciation, use of language, fluency, and coherence mistakes remained in both oral and written outputs. Moreover, while some students engaged deeply with the reflective process, others produced responses that were more superficial, suggesting difficulties with reflective writing in a foreign language.

In conclusion, the research evidenced that the Multimodal Approach had a positive impact on fostering Productive Skills and provided opportunities for Personal Identity

exploration among eleventh-grade students at Colegio La Merced I.E.D. The Life Museum project offered students opportunities to express themselves and explore their identities through multimodal tasks that integrated oral expression, writing, visual composition, and audio recording. Likewise, while most of the students improved their Productive Skills and successfully participated in the reflective process, the study also revealed areas where further work is still required, particularly in terms of language proficiency. In consequence, the investigation achieved its objectives and demonstrated that the Multimodal Approach is an effective strategy for enhancing both language learning and personal exploration, but further pedagogical support may be needed to address individual differences in language proficiency.

Recommendations

Recommendations can be made for future research and practical classroom interventions aimed at refining the Multimodal Approach for fostering Productive Skills and Personal Identity exploration, as well as addressing the challenges observed in this project:

1. One of the key recommendations is to provide more intervention time for teachers in training. Shorter intervention periods may not allow teachers to fully develop and implement the activities due to external and internal situations at the schools.
2. The findings of this study suggest that students were highly motivated by the opportunity to explore and talk about themselves in English. Further research should explore how identity-based topics impact students' motivation and engagement in EFL learning.
3. Replicating this study in various educational settings with students of different ages, proficiency levels, and sociocultural backgrounds could help determine the adaptability and effectiveness of the Multimodal Approach across diverse learning environments. Comparing results from these different contexts could yield valuable data on how the approach might be tailored for specific needs.

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Annexes

Annex 1: Characterization Survey

1.1 Characterization survey applied in 2023-1.

Encuesta de Caracterización

La presente encuesta tiene como objetivo recopilar información básica para realizar una caracterización de la población estudiantil que formará parte de un proyecto de investigación de la *Licenciatura en Español e Inglés* de la Universidad Pedagógica Nacional. De este modo, esta encuesta no tiene ninguna intención más allá de recopilar datos. Por favor, responde con sinceridad:

1. Nombre: _____
2. Edad: _____
3. Lugar de nacimiento: _____
4. ¿En qué barrio de Bogotá vives actualmente?: _____
5. Marca con una X a qué estrato social perteneces:
 1 2 3 4 +
6. Marca con una X las personas con las que vives:
 Padre Madre Hermano/a(s) Abuelo/a(s) Tío/a(s) Primo/a(s)
 Otro ¿Cuál? _____
7. De las opciones anteriores ¿Quién tiene el papel de acudiente/responsable legal?:

8. Marca con una X los servicios públicos con los que cuentas en tu hogar:
 Agua Gas natural Electricidad Internet Teléfono
9. Marca con una X los medios electrónicos/digitales con los que cuentas en tu hogar:
 Computador Celular Televisor DVD Cámara Tablet
10. Marca con una X qué medio de transporte utilizas para llegar al colegio:
 Ruta escolar Bus SITP/Transmilenio Bicicleta Carro Moto A pie
 Otro ¿Cuál?: _____
11. ¿Al graduarte del colegio te gustaría estudiar una carrera profesional?
 Sí No No sé
12. Si la respuesta anterior fue afirmativa ¿En cuál de las siguientes áreas del conocimiento te gustaría estudiar?
 Ciencias Fisicomatemáticas y de las Ingenierías Ciencias Biológicas, Químicas y de la Salud

Ciencias Sociales

Humanidades y Artes.

Otra ¿Cuál?: _____

13. De las siguientes opciones ¿De qué manera consideras que aprendes mejor?:

Viendo Escuchando Haciendo Escribiendo Explicando

Otra ¿Cuál?: _____

14. De las siguientes habilidades del inglés ¿Cuál consideras que se te facilita más?

Reading/Leer Listening/Escuchar Speaking/Hablar Writing/Escribir

15. De las siguientes habilidades del inglés ¿Cuál consideras que se te dificulta más?

Reading/Leer Listening/Escuchar Speaking/Hablar Writing/Escribir

16. ¿Qué tan interesada estás en aprender inglés como lengua extranjera?

Sin interés	De poco interés	Moderadamente interesada	Interesada	Muy interesada
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17. ¿Qué tan importante crees que es aprender inglés para tu futuro?

Sin importancia	De poca importancia	Moderadamente importante	Importante	Muy importante
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18. ¿Qué tan satisfecha te sientes con tu capacidad de comunicarte oralmente en inglés?

Muy insatisfecha	Insatisfecha	Ni satisfecha, ni insatisfecha	Satisfecha	Muy satisfecha
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19. ¿Te gustaría tener más oportunidades de incluir tus gustos e intereses personales en la clase de inglés?

Sí No Tal vez

20. ¿Te interesa incorporar vídeos, podcasts, comics, diferentes tipos de textos, música, presentaciones, etc., a tu experiencia en el aprendizaje del inglés?

Sí No Tal vez

I'm almost 19 years old, and I finished my first year of university. I'm currently on holiday, and I have a lot of free time. Having free time is nice, but the problem is that when you are a student, you never have money. And when you have a lot of free time, but you don't have much money, it can get boring.

Every morning I go to the gym, and I read in the afternoons. But I still have a lot of free time. Going to the gym takes me about two hours, including the road time and the post-gym shower. And I usually read for one hour. Another activity that I do is watch documentaries. I study history, and I love historical documentaries. I learn a lot from them. I watch documentaries for one and a half hours four or five times a week.

But those activities are a small part of my day. When I'm not at the gym or reading, I get bored, and I often play video games for hours. I enjoy playing video games, but I don't think it's a productive activity. When I play for a long time, I feel bad. I'd like to find more productive activities to do, but it isn't easy. I live in a small town, and there aren't many things to do.

What do you do with your free time? - A1 Reading test - Test-English. Retrieved from <https://test-english.com/reading/a1/what-do-you-do-with-free-time/>

Questions:

1. Choose the correct option according to the reading:

He...

- a) is working.
- b) is 18 years old.
- c) is not a student.

He...

- a) doesn't have free time.
- b) is traveling.
- c) doesn't have money.

He...

- a) is very happy because he has a lot of free time.
- b) is not happy because he doesn't have any free time.
- c) is sometimes bored.

2. Select if the sentences are TRUE or FALSE. If the sentence is FALSE, correct it with the information given in the reading.

- a) Every day, he reads for two hours: TRUE/ FALSE.

- b) He doesn't think playing video games is productive: TRUE/ FALSE.

- c) He wants to find a job: TRUE/FALSE

Section 2: Listening (15 minutes)

Weekend Plans

You will listen to five people talking about their plans for the weekend. Listen and answer the following questions:

1. Choose the correct option matching the sentence with the speaker:

Which speaker is going to study this weekend?

- a) Jason
- b) Fred
- c) Sandra
- d) Susan
- e) Graham

Which speaker is going to visit his/her family?

- a) Jason
- b) Fred
- c) Sandra
- d) Susan
- e) Graham

Which speaker hopes to rest this weekend?

- a) Jason
- b) Fred
- c) Sandra
- d) Susan
- e) Graham

2. Fill in the white space with the information you listened to in the audio:

- a) *Sandra*: My friend Monica called me last week. She lives in Spain, _____ she is coming to London.
- b) *Susan*: I had a busy week at work, and _____. I really want to get outside and do some exercise.
- c) *Fred*: Well, I really need to study. I have to finish _____ and I only started it two days ago!

Section 3: Writing (20 minutes)

You will read two situations about some people facing an identity problem.

1. After reading, **write a paragraph** describing your opinion for **each situation**.
2. Then, **write a piece of advice** for that person.

Consider answering the following questions for writing your paragraph:

- What do you think about that situation?
- Have you experienced something similar?
- What suggestions do you have for that person?
- How should that person handle that situation?
- What would you do in that situation?

Dilemma #1:

Maya is a 17-year-old student who wants to study Arts at the National University. She comes from a family of doctors and engineers who want her to study a more "stable" career. Maya loves music and

2. Now, in each square you are going to paste the pictures of yourself that correspond to each title:

Childhood Picture	Recent Picture

2.2 Diagnostic test field note

Field note #2	Place: Classroom	Date: September 1st – 2023
	Time: 120 minutes	Number of students: 32
	Observer:	Course: 1002
	Topic: <i>Diagnostic test</i>	Objective(s): 1. To know students' strengths and difficulties in the four language skills (reading, writing, listening, and speaking).
<p>Description: The students were told that they would be taking a diagnostic test and what each part of the test consisted of. They were also told that it had no intention beyond gathering information about their level in the language, so they would not be evaluated.</p> <ul style="list-style-type: none"> - The test was divided into four sections related to the topic of personal identity: reading, listening, writing, and speaking. Being writing and speaking the most important ones for the investigation. - The reading comprehension was a short reading about a college student talking about his free time activities. Students here had questions with multiple choice and true or false questions. In this section, most of the students struggled with inferential reading questions. 		<p>Comments: The students said they were not used to doing listening activities, which has caused them to lose practice in this skill.</p> <p>There is evidence of problems in reading comprehension, regarding inferential reading.</p> <p>There are grammar and vocabulary problems that prevent the students from being able to write paragraphs. There are evident problems of constructing sentences, vocabulary, spelling, and orthographic mistakes. Therefore, they prefer to write short sentences and some of them did not write anything at all.</p> <p>Dilemma #2: <small>Liam is a 15-year-old student who is very active on social media. He has a lot of followers and is known for his funny online personality. However, in real life, Liam is introverted and deals with self-esteem problems. He is wondering how to connect his online personality with his online personality.</small></p> <p><i>I think to Liam scary about the real life, and he don't think more to the social media, I think about everything teenagers in Rankinville, life this situation, he should talk more with him family and he meet for he talk more in public</i></p>

- The listening section was an audio in which students listened to a group of friends talking about their plans for the weekend. This section also had multiple-choice questions and the other part with questions about filling in the blank spaces with the information from the audio. Here they had more difficulty with the second part about filling in the blanks.

- For the writing section they had a given situation about individuals facing identity problems. They had to write a paragraph giving their opinions on each situation and a piece of advice. Students in this section had evident problems while structuring a paragraph. Also, they had issues with the part of giving advice as they said that they did not know how to give advice in English because of vocabulary or that the situations were too difficult for them to think about pieces of advice even in Spanish.

- The speaking consisted of giving information about themselves using a childhood and a recent picture of themselves. The questions were about their personal information, childhood information, recent information, and reflecting questions about situations in their lives that may have shaped their identities.

What would you do in that situation?

Dilemma #1:

Maya is a 17-year-old student who wants to study Arts at the National University. She comes from a family of doctors and engineers who want her to study a more "stable" career. Maya loves music and wants to follow her passion, but she also wants to make her family proud. She must decide between following her dreams or making her family happy.

Is a complicate situation, I think she decide following her dreams not the dreams her family. She wants and loves the Art and it's should happy. Well, is a passionate and she is should happy and her family should happiness for the. It's a decide only of she and should following her dreams and make happy.

Problems with sentence structuring make it difficult to read what the students were trying to write.

Maya is a 17-year-old student who wants to study Arts at the National University. She comes from a family of doctors and engineers who want her to study a more "stable" career. Maya loves music and wants to follow her passion, but she also wants to make her family proud. She must decide between following her dreams or making her family happy.

I think that is most important following her dreams because it's the life of Maya, she has to look for her own happiness, not than of other people.

I haven't experienced similar but I think that my family supports me in what I think.

Regarding the part of giving advice, language was not the only problem, since the say that in Spanish they could not find anything to advise either.

What would you do in that situation?

Dilemma #1:

Maya is a 17-year-old student who wants to study Arts at the National University. She comes from a family of doctors and engineers who want her to study a more "stable" career. Maya loves music and wants to follow her passion, but she also wants to make her family proud. She must decide between following her dreams or making her family happy.


In that situation she haven't speak or family and wants to follow her passion for music and arts.

In the speaking section, grammar problems were evidenced, especially when talking about past experiences and recurring errors with the verb to be. In addition, there were confusions with gerunds and infinitives. In general, they have a lack of vocabulary to be able to answer since they said they understood the question but did not know how to answer in English. The questions on identity were also difficult to answer, both because of problems with grammar and vocabulary, and because some of them found the questions difficult to understand even in Spanish, saying that they had never thought of such questions about their identities.

There are students with strong family problems, some do not like to talk about it. These problems have affected them in their personalities, some of them continue to have problems that make them have apparent problems of depression, anxiety, and low self-esteem. Besides, some of them don't remember their childhood or they get emotional talking about it.

Annex 3: Consent Form

Treatment of personal data and minors' data authorization

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, 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 personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² 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: quejasyreclamos@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: _____

¹ 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.

² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelan el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013).

Annex 4: Evaluation Rubrics

Rubrics to evaluate each category and its indicators.

PDF Link: [Evaluation rubrics.pdf](#)

Evaluation Rubrics

Category 1. Fostering Speaking Skills

1.1. Expressing aspects of Personal Identity (background, values, beliefs, passions, life experiences, relationships, and future aspirations) through audio elements in the Life Museum credit line.

1.2. Presenting ideas about identity through the oral presentation of the Life Museum with fluency, coherence, and use of language.

Criteria	Below expectations	Needs improvement	Meets Expectations	Exceeds Expectations
Content in the audio (voice recording)	Provides limited or irrelevant information about personal identity in the voice recording.	Presents minimal ideas about personal identity. Voice recording is not understandable.	Presents mostly relevant ideas about personal identity in the voice recording.	Presents highly relevant and insightful ideas about personal identity in the voice recording.
Oral presentation (Life Museum)	Ideas about personal identity are not understandable, and information is irrelevant.	Ideas about personal identity are limited clarity, with some relevant information.	Ideas about personal identity are understandable, with relevant information.	Presents ideas about identity understandably with relevant and engaging information.
Fluency	Speaks slowly and haltingly, with frequent pauses and restarts affecting communication.	Noticeable hesitations and some unnatural pauses affect fluency.	Speaks with reasonable fluency, with occasional pauses for thought.	Speaks smoothly with little hesitation; natural pauses are used effectively

Annex 5: Voice Recordings

Students' audio in MP3 format

Link: [Voice Recordings](#)

Annex 6: Life Museum compositions

Students' artifacts in the Life Museum exhibition:

Link: [Life Museum](#)

