

**HOW THE GRINCH TAUGHT ENGLISH: IMPROVING COMMUNICATIVE SKILLS IN
PRIMARY SCHOOL STUDENTS WITH DR. SEUSS'S BOOKS**

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BACHELOR'S DEGREE ON SPANISH AND ENGLISH

BOGOTÁ D.C

2024

ACKNOWLEDGMENTS

To my mom, for always supporting me, and pushing me to be a better person and a better teacher.

To my late uncle, who I know would be proud of me and would, without a doubt, call me a nerd for finishing my degree.

To Pablo and Luna, for being the greatest cats, peer reviewers, proofreaders, and co-authors a person could ever wish for.

To my girlfriend, for always listening to my complaints and being with me at every step of the way.

And lastly, to my friends. For always having my back and a joke, whether good or bad, to ease those stressful days.

Abstract

This study explores the impact a pedagogical proposal based on Dr. Seuss's work has on the development of communicative skills in a third-then-fourth grade EFL classroom. The qualitative paradigm employed for this research, in conjunction with the children's literature approach, showed the collective and individual improvement of the students' speaking, listening and writing skills after utilizing Dr. Seuss's books in class. The results indicate the importance of facilitating a comfortable environment for the students to practice their use of English, which can be achieved by using materials that encourage, motivate and interest the students to enjoy the class and participate in it. This research highlights the importance of exploring the value of Dr. Seuss's books in an EFL setting and how they can inspire the students to become more involved in their learning process.

Keywords: Dr. Seuss, Children's Literature, Motivation, Boredom, EFL, Listening, Speaking, Writing.

Resumen

Este estudio explora el impacto que una propuesta pedagógica basada en las obras de Dr. Seuss tiene en el desarrollo de las habilidades comunicativas de un aula de inglés como lengua extranjera (EFL) de tercero, luego cuarto, de primaria. El paradigma cualitativo empleado para esta investigación, en conjunto con el enfoque en la literatura infantil, demostró mejoras tanto colectivas como individuales de las habilidades orales, escritura y escucha de los estudiantes, después de utilizar los libros de Dr. Seuss en clase. Los resultados indican la importancia de fomentar un ambiente cómodo para que los estudiantes practiquen su uso del inglés, el cual puede ser alcanzado al utilizar materiales que incentiven, motiven e interesen a los estudiantes a participar activamente en clase. Esta investigación resalta el valor de los libros de Dr. Seuss en un contexto educativo de una lengua extranjera, y como estos pueden inspirar a los estudiantes a comprometerse más en su proceso de aprendizaje.

Palabras clave: Dr. Seuss, Literatura infantil, Motivación, Aburrimiento, EFL, Escucha, Habla, Escritura.

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Problem statement

Context

Local Context

Suba is Bogotá's eleventh locality. It is divided into twelve UPZ's or Units of Zonal Planning. The El Rincón UPZ is where the Gonzalo Arango school is located. This UPZ is the biggest in the locality, extending 715 acres out of the 5417 total of Suba (Mauricio & Mejia, 2013).

The surrounding area of the school is mainly commercial, having different types of businesses ranging from restaurants, repair shops, clothing shops, etc. Additionally, this area is close to the students' residences because the results from a characterization survey showed how walking and riding bicycles are the most common means of transportation within the group of students.

The School

Gonzalo Arango IED school is one of the twenty-seven public schools in the Suba locality. The school hours are divided into morning and afternoon classes. Both classes have their corresponding principal in charge, and teachers; no teacher has courses in both schedules. The school is divided into two sections: one section is for primary school, and the other is for middle and high school students. The main building, where most of the student population is, has different spaces for developing the students' learning process such as a library, where students can access literary material whenever they have recess and primary school students can attend activities led by the librarian. Additionally, the students have a computer science classroom, which is a valuable tool for developing technological abilities and implementing these technologies in other classes.

The pedagogical model the school promotes is based on developing socio-affective competences. As the Educational Institutional Project, PEI for its initials in Spanish, states, the vision of the school is to “Be recognized as an institution of quality due to their advocacy for human development through a socio-affective perspective, with the use of assertive communication to educate human beings who are builders of their selves and agents of change of their social environments” (Colegio Gonzalo Arango, 2020). This approach aims to educate students not only in the subjects proposed by the Ministry of Education but also as people who understand their surroundings and can formulate solutions for social situations they encounter at any point in their lives.

The Group

The 303 group from the Gonzalo Arango school is composed of thirty-four students who are between the ages of seven and ten and are residents of Suba. The group is very active in class and are eager to answer questions and show their work. In the English class, they show interest in the topics and are very quick to use the language in activities after the explanation. Nevertheless, the group can get bored easily if the activities or materials are repetitive or are not interesting enough for them.

During the observation period, the students showed disinterest and lack of attention during the English classes. After speaking with some students and the teacher about the students' background with the subject, it was revealed that this was their first experience with a proper English class at school. Throughout the sessions observed, students appeared lost at times due to the difficulty of the material and the overuse of certain visual aids. For example, a video of the human body was used four times in a single class. These factors combined to create a monotonous class environment, causing students to become bored and disconnected.

Problem Statement

The Colombian general education law 115 from 1994, in its 21st article, states the specific objectives primary education should pursue. The twelfth objective proposes that students in primary school need to acquire conversational and reading skills for at least one foreign language (L.115, 1994, art 21). And the Basic Learning Rights (DBA for its initials in Spanish) propose different milestones for each grade of primary school. Some of these milestones are the comprehension of short texts, the creation of short descriptive texts, and the formulation of opinions with a simple structure (Ministerio de Educación Nacional, 2015). This set of abilities and legislation is a path for students and teachers to follow to obtain satisfactory results in a foreign language learning process and other mandatory subjects. Overall, the guidelines proposed for the English classes in public schools, are centered around the development of communicative skills.

Using participant observations in a third-grade classroom, more specifically with the 303 group from the Gonzalo Arango school, it was possible to see how there are obstacles when it comes to developing the English class. Firstly, even though the classroom had technological resources such as a computer and a TV, there was no Wi-Fi connection. In hindsight, having a tv and a computer is an advantage in the class, because it provides a new way of developing the classes, and even without internet, the teacher can use a USB drive to store visual material to use in the classroom. However, the lack of internet connection implies that the materials for class will only be the ones saved on the USB, without the possibility to use any other material during the class. For example, during one of the first observations, the teacher presented a video about parts of the boy, this video was played four times. The first two times, the students were paying attention and actively repeating the narration from the video, but eventually when it was replayed for a third and fourth time, the group became uninterested in the class. They began to talk and do anything to pass the time and avoid boredom. There is not a concrete

definition of what boredom is, but Georg Breidenstein defines this feeling in his article *The Meaning of Boredom in School Lessons* (2007) as follows:

[Boredom] is an experience that observes and makes time explicit because the connections to the situation begin to loosen, and the search for objects of interest starts to refer to itself. Boredom signifies the individual's retreat out of the situation as well as the situation's falling away into irrelevance. (p.104).

Breidenstein brings a clearer understanding of what students perceive when they start to feel bored in class. And, in the English class setting, this can become a recurrent issue with primary students, who need to be constantly active and stimulated.

Additionally, the teacher in charge of the 303-group mentioned how, although she teaches every subject, she is not well-versed teaching English, in addition to the students not having an English class during second grade. These factors pose a set of difficulties for the students during the English classes. On the one hand, there is the lack of background in English, which is going to affect the students' vocabulary and their abilities to develop any activity in the class due to the dearth of English classes during their previous school year. And on the other, the lack of preparation the teacher must develop English lessons is going to affect the students' abilities because, as mentioned by the teacher as well, the lessons are based on the topics from a book. Which can dwindle the students' practical use of the language during class.

The primary objective of this project is to develop a potential solution to address the issues present in the English class for the 303 group at Gonzalo Arango School. This research focuses on the use of authentic materials to help students become more familiar with the language and to encourage them to view the learning of English as fun and interesting, rather than just a mandatory school subject. The materials chosen are Dr. Seuss's books, selected for

their popularity among children, the attractiveness of their illustrations, and their simple and rhythmic writing style. Focusing on literature to teach English opens new avenues for approaching the subject because it allows students to engage in a more open-ended and expressive learning experience, rather than being confined to a formal and restrictive structure for the language.

Even though Colombia has proposed a set of laws and guidelines for adequately developing a comprehensive educational system in which a foreign language has a crucial role in the formation of students, the practice of these guidelines needs to be revised, as they do not take into consideration how some teachers in primary school are tasked with teaching an English class without having the adequate preparation for it, which makes them focus on out of context and dated material, which does not bring a new outlook on the learning process or is linked to the students' current contexts. Dr. Seuss's books bring a sense of authenticity to the classroom as they have been part of the childhood of most English speakers, in addition to having topics that can be discussed and are relatable to the students, no matter when these books are used due to the timeless nature literature has, especially children's literature, as well as the core topics used in Dr Seuss's books.

Rationale

The current project uses Dr. Seuss's literary works as a pedagogical tool to develop communicative skills in third-grade students from the Gonzalo Arango school. The reasoning behind the research is based on the importance of the early development of communicative skills, which the Congress and the Ministry of Education established in the general education law and the Basic Learning Rights for primary school.

Dr. Seuss's books are widely known in English-speaking countries for their writing style and easy-to-read pace. These books have been a household name since the 1940s, when

Horton Hatches an Egg became one of many best sellers. Some of the factors behind the popularity of Dr. Seuss's books are shown in an article titled *Four Life Lessons I Learned from Reading Dr. Seuss books*:

A big reason for this success is probably because his books are fun to read, with their rhyming phrases, made-up words, and quirky illustrations. However, they've continued to be popular because teachers, librarians, and parents all agree his books teach important life lessons. (Harrison, 2018a)

This idea of having fun while reading and learning essential lessons drew many people toward Dr. Seuss's work. Besides promoting reading among young students, these books are a helpful tool for young language learners to get involved with authentic material in their learning processes.

Furthermore, communicative skills are a key concept in an EFL classroom, as these skills are the most important to develop in primary school. This is because they serve as the foundation for the more complex development of a foreign language later. The milestones outlined in the Basic Learning Rights (2015) state that students need to be able to express opinions and descriptions in English based on short texts and their own knowledge. By using children's books, classes can become a space where students discover new aspects of the language they are learning, as well as new topics of discussion that are relevant to their lives, such as environmental care, discovering new things, and facing challenges in life.

Research question

What is the impact that the use of Dr. Seuss's books in a third-grade classroom has on the development of English communicative skills and the students' enjoyment in the process?

General hypothesis

Using Dr. Seuss's books will help the third-grade students develop their communicative skills as they will be actively involved in listening, writing and speaking about the themes and language topics from these books.

Objectives

Main Objective

To determine the impact that the use of Dr. Seuss's books has on the development of communication skills in third-grade students through the implementation of a pedagogical proposal that aims to explore linguistically the various characteristics from the books and engage the students in the learning process.

Specific objectives

- To choose a catalogue of Dr. Seuss's books that will comprehend the students' linguistic needs, considering their knowledge of the author and their curiosity
- To research and understand the importance of using children's literature in a primary EFL learning context.
- To develop a plan for a pedagogical intervention that will entail the class subjects, the Dr. Seuss books and their topics, and the aims proposed for the improvement of communicative skills.
- To develop the students' communicative skills by using multimedia resources surrounding Dr. Seuss books, as a way to develop an EFL learning process centered around engaging, literary materials.
- To analyze the results obtained from the pedagogical intervention and determine if the materials and activities improved the students' skills and practical use of English.

Conceptual framework

Literature Review

State of the Art

Considering the previous proposals for the research, a literature review was done to give a theoretical background to the claims made and a basis for developing the methodology proposed. This review contains eight papers in which the authors study and explore the importance of the development of communicative skills by teacher-student interaction in the classroom, the development of spoken skills through educational games and their effect on speaking anxiety, rhyming as an educational tool, the popularity and usefulness of Dr. Seuss's books in an EFL setting; considering how the current project is based around these books, it is important to see how other authors used them. In addition to how boredom affects the students. And finally, the role of authentic language to motivate students to learn English.

Communicative skills and student-teacher interactions

Bujar Sahiti, a master's degree student, wrote a thesis titled *Classroom Interaction and Its Impact on Developing Student Communication Skills* (2020). This project aimed to highlight the importance of utilizing language in classroom interactions, as it is a key aspect of second language learning. The study was conducted at the Dëshmorët e Vitisë School, located in Vitia, Kosovo.

The participants included 4th and 9th-grade students, as well as a group of English teachers from the school. These teachers taught in both lower and higher grades. The study involved observing these participants and administering questionnaires to explore various aspects related to classroom interaction. Topics addressed in the questionnaires included the importance of interaction in the classroom, how teachers promote such interactions, the level of student engagement, and the role of motivation in the learning process. These questions

allowed the researcher to gather valuable perspectives on the role of interaction in second language classrooms. The results of this project revealed agreement between students and teachers on the importance of interaction in the English classroom. Elements such as technology, in-class games, feedback during sessions, and a student-centered classroom were identified as contributing factors in helping students improve their communicative skills. For example, in response to questions about feedback, the author highlighted differing perspectives between 4th and 9th-grade students. When asked whether positive feedback helped improve their interaction and language learning, 80% of 4th-grade students agreed that it was beneficial. However, 90% of 9th-grade students disagreed, indicating they did not see positive feedback as advantageous in the second language classroom. Conversely, when the students were asked about the importance of negative feedback in the learning process, the responses shifted. Only 50% of 4th-grade students agreed with the importance of negative feedback, while the percentage of agreement among 9th-grade students rose to 70%.

These findings demonstrate how students value different types of feedback in the classroom, though their preferences vary by age group. The results highlight the differing perspectives on the types of interaction that influence the learning process and classroom environment. In addition, this project proposes an important aspect to develop in the current intervention, which is the interaction between students and the teacher in the EFL setting, because to develop communication, there must be communicative spaces for the students to practice and interact with each other using the target language.

Reading out loud as a tool to develop language skills

Téllez Moreno conducted a documentary review titled *Desarrollo de habilidades del lenguaje a través de la lectura en voz alta: revisión documental* (2022), as part of her undergraduate thesis at the Universidad Pedagógica Nacional. The study aimed to determine

the impact of reading aloud as a didactic strategy for developing language skills in elementary school children. This review included sixteen academic publications and research projects written between 2015 and 2022. The findings from this project emphasized the dual role of reading aloud as a tool for collective reading and social interaction, which fosters the integral development of children through language.

This literary recollection followed a qualitative documentary review approach, analyzing research that focused on reading aloud practices and their relationship to language skill development. The analysis process organized and categorized the information, using matrixes to identify connections between theoretical concepts and observed practices. The key findings demonstrated that reading aloud enriches teaching and learning processes, enhancing skills such as phonological awareness, listening, and reading comprehension. Furthermore, it emphasized the value of interactive reading as a collective exercise that encourages dialogue and social connection while supporting cognitive and linguistic growth in students.

This state of the art, although focused on improving language skills in Spanish, offers a valuable insight into the importance of promoting reading aloud in language classes, in the case of this project it is the English class. It highlights the benefits of this practice in enhancing students' linguistic abilities, such as phonological awareness, fluency, aural comprehension and confidence while speaking. In addition to that, it also fosters social skills and connections among peers. By creating a collaborative and interactive environment, reading aloud not only strengthens students' academic performance but also promotes positive interpersonal relationships, improving classroom dynamics and cultivating a sense of community. These impacts show the potential of reading aloud as a holistic teaching strategy that bridges language learning with social development.

Using rhymes in the EFL classroom

Dr. Arif Ahmen Al Ahdal (2020), professor from Quassim University in Saudi Arabia wrote the article titled *Teaching Preparatory School Students in KSA Through Rhymes: An Experimental Study* (2020), in which he proposes the idea of using rhyming in the classroom as a didactic tool for the improvement of the students' learning processes, despite the lack of research done in Saudi Arabia about the importance of the use of rhyming and nursery rhymes with young learners of a foreign language such as English.

The research had a quasi-experimental design, with a sample of thirty students at preparatory school. It unfolded through the implementation of pre-task-post-task surveys, in which the researchers would contrast information from before the development of the instruments and from after their development. The project was divided into three phases: Pre-treatment, in which the students are introduced to rhymes, new vocabulary and are surveyed on their progress; The Implementation phase, which consisted of using music videos, different rhymes from *Mother Goose Rhymes*; and lastly, the post-treatment phase was the recollection of information from the surveys done pre and post tasks. The results obtained from this research showed how the students are more likely to become interested in learning the language if the lesson have tasks that center around rhyming and memorizing through rhyming because the students perceived these activities as beneficial when speaking in English in class, because they could use this newly found vocabulary in conversations practices as well as real world situations in which they needed to communicate in English.

For the current research, the work of Al Ahdal provides an important link between the English classes, music, and nursery rhymes, which are key to engage with young students as well as create environments in which the students can actively participate by using their interest

in nursery rhymes and the interest the group has for learning English with these types of rhymes.

Rhymes in the Colombian EFL Classroom

July Andrea Arévalo and Angie Paola Cortes (2019), graduates of Universidad Pedagógica Nacional, wrote *The Use of Nursery Rhymes to Enhance the Seven Domains of Early Childhood Development in an EFL Classroom*, where they proposed a pedagogical intervention centered around nursery rhymes for first-grade English learners. The population and strategies were chosen because students at this age, between six and eight years old, tend to learn faster and engage more with the language. Additionally, the need to teach English in a meaningful way led the researchers to focus on the seven domains of early childhood development, which “are considered indicators of the child’s ability to succeed in the school environment” (Arévalo and Cortes, 2019, p. 7). Therefore, it was essential to design activities that supported both academic and personal development.

The intervention was divided into three cycles, and each cycle divided into different lesson plans that would work for the time they had. The names of the cycles were *What’s around me*, *I’m alive* and *I like... I don’t like*. These three cycles were formed by two lesson plans each with topics such as hygiene, vocabulary of food, animals, etc. Each lesson had a nursery rhyme in the form of a video which would be the center of the lesson, to capture the interest of the students and work on the topic for the class. This research showed how after using nursery rhymes, the students became more participant in class, casting aside their shyness and finding an interactive way to learn new vocabulary and having fun in class.

This project brings to the current research the possibility of understanding the role of rhyming, or nursery rhymes in the case of Arévalo and Cortes’s research, in teaching EFL classes to primary school students, and how these rhymes will play a role in the attention,

motivation and positive response from the kids. It is also worth noting that these types of nursery rhymes correlate with Dr. Seuss's books due to the musicality they have and how visually appealing they are for children.

Using Dr. Seuss's books in an EFL setting

Benjamin David Tuškan's master's thesis titled *Dr. Seuss with Very Young Learners* (2020) proposes the importance of using Dr. Seuss's books in kindergarten classes of English in Croatia. The author highlighted important aspects from these books such as the illustrations, the vocabulary, and the writing style, which were important factors to teach an English class where the students are interested in the literary material.

Tuškan provided points to develop English lessons with small children. These points consider the attention span of the children by making the activities brief, with backup plans that can solve any situation during the lesson. Additionally, the activities must have a variety of simple sub-tasks, with not too many words to make the lessons simpler, and a central theme in the class to help the students follow the activities more easily. Regarding the use of Dr. Seuss's books, Tuškan mentioned the importance of having time to prepare the students to read the book, having lessons on topics present in the materials. This thesis highlighted the importance these books have in a diverse learning environment, where language is explored not just with literature, but with handcrafted activities, which can improve the student's attention in class, making the process more significant for them.

Tuškan's project sheds light on the importance of using picture books in lessons with young students, to catch their attention, and promote participation of the students. In addition to this, the benefits of Dr. Seuss's books are also engaging for the students, due to the illustrations and writing style. For the current research, this is an important factor when using Dr. Seuss's work in EFL classes with third graders.

Popularity of Dr. Seuss in education

Jana Hegerová wrote a thesis titled *Popularity of Dr. Seuss and the Use of His Books in Language Classes* (2020) in which is shown how Theodor Seuss Geisel, also known as Dr. Seuss, became an important name in children's literature. The author gives a historical rundown of his role as a writer, the impact of his work amongst young readers and how his works have had an influence on the educational setting. Additionally, the author developed a set of lesson plans centered around Dr. Seuss books. This project used different books from Dr. Seuss's catalogue to develop a variety of activities based on them, which resulted in the students being more attentive because the books got an emotional reaction out of them, laughter for some, for instance. The results showed students who were engaged and active in class

Heregová's thesis provides a valuable insight into the use of Dr. Seuss's books in educational settings for young students, who are prone to boredom and lack of interest in the material presented for the lessons. The use of these books, and how popular they are due to their different representations in other media, are going to be important to engage students with the topics and the class and promote the active participation of the children in the lesson.

Boredom in the classroom

Cristhian Dario Aguirre, master's in education, wrote his thesis about boredom in the social sciences classroom. The thesis, titled *Las fallas de la escuela tradicional: el aburrimiento escolar desde la mirada de las estudiantes del Colegio el Carmen Teresiano* (2020), explores reasons as to why students in the Carmen Teresiano school become bored during the class and proposes new views and possible methods to teach social sciences.

The methodology of the project was partly phenomenological and ethnographical, as the author was employed at the school and directly involved with the participants. The research sample consisted of thirty-two students, and the author led a focal group discussion during

class, asking questions about aspects of the school, class, and materials that the students found boring. After four discussion sessions, the students were asked to write about their experiences of boredom in school, identifying what or who caused these feelings. The students commonly pointed to older teachers whose methods were perceived as repetitive, authoritarian, and inflexible, leading to disengagement and a lack of interest in class tasks. Based on these findings, the author proposed incorporating recent history into social science lessons to promote historical memory. This approach encourages students to critically engage with historical events rather than memorizing facts, with the goal of showing how history, just like math and language, can be applied to their everyday lives.

This research, although based on the social sciences class, provides the current project with a description of boredom in the classroom, specifically within the Colombian setting, which is beneficial when tackling this issue in the English classroom. And even though there is an age gap between the students from Aguirre's thesis and the students from the current research, the issues regarding the methods in which the subject is taught are issues that will come up at any point of the students' academic life in any of the subjects.

Motivation of students through authentic materials

In his master's thesis, *American Films to Enhance Motivation for EFL Learning at School* (2015), Jose Antonio Tasso Moreno examines how using authentic materials, particularly American films, can motivate students and improve their English skills. The research, which involved a mixed-method approach, focused on two groups of 5th and 6th graders. Tasso Moreno integrated tasks based on scenes from movies into the existing curriculum and conducted both pre-test and post-test surveys to measure the students' progress. Initially, the classes relied on traditional methods like the whiteboard and photocopies, which didn't fully engage the students. For the 5th graders, however, encountering English for the first time

sparked initial excitement due to the novelty. To measure their motivation, the researcher also explored their personal experiences with learning English, the impact of family and peers, and any anxiety related to language learning.

The findings showed that, during the pre-test phase, students were generally unmotivated, often depending on technology to complete tasks instead of applying what they had learned in class. While students acknowledged the value of using films in the target language, they were initially reluctant to use them in class, which posed a challenge. However, after incorporating films into the lessons, the students' motivation increased, and by the end of the study, they had made noticeable progress in their language skills. One significant outcome was their incidental learning of language structures through familiar movie scenes, even though they hadn't fully grasped the grammatical rules behind them. This study provided valuable insights into how films can be effectively used in EFL classrooms, particularly for beginners, by offering an engaging and meaningful learning experience.

Conceptual Framework

Boredom

Boredom is one of the leading causes for a student to disconnect from class, and lack of interest in learning a foreign language. Boredom has been defined as "a state of mental weariness and dissatisfaction produced by lack of interest or activity" (Blacksnake et al., 1990, as cited in Kroes, 2005). With this definition, it is evident that students may feel dissatisfaction toward a class when it fails to capture their attention, such as when the methodology focuses solely on transmitting information rather than promoting active participation from students in learning. Vogel-Walcutt et al. (2012, as cited in Weinerman and Kenner 2016), also propose that "boredom can result in either heightened or suppressed arousal depending upon the individual and the specific situation." (p.19) This implies that the methodology or topic from the

class does not stimulate the student's curiosity or motivation to participate, which leads to a lack of interest from the student in the class.

Boredom can appear at any point in the academic activity of a student. To better understand this feeling, it is important to highlight a crucial aspect such as the lack of attention from the student. The path from the absence of attention to boredom lies in the connection the student has with the lesson or task assigned. If the link between the student and the assignment or the lesson is broken, and the student is not able to quickly reconnect, they will lose interest in the class. As Jurich (2004) suggests, "the interruption of cognitive activity, yield[s] the affectively unpleasant state of having to increase one's cognitive effort" (as cited in Gerritsen et al. 2014, p.29). In primary school, younger students tend to get distracted more easily and reconnection to the class can be harder, whether it is because of the task itself or the subject that might not be as easy to keep up with if a student is briefly distracted.

The consequences that boredom brings are detrimental for the students' academic future. At first, the grades of the students will be affected by this feeling of disinterest toward the class, and as Özerk states "Students, who are bored, cannot realize their cognitive and metacognitive potential, and thus there is a higher risk of many negative consequences, both for their academic and psychosocial development, such as low grades, school absenteeism and dropout" (2020, p. 119). Although the participants of the current research are in third grade, the feeling of boredom and lack of interest in school can start at an early age and might cascade into an unfulfilling academic life.

To avoid boredom with the tasks assigned and the lessons developed, one should take into consideration an active role from the student, using engaging material and activities that pique the curiosity of the students. For the current research, the materials chosen were Dr.

Seuss's books as they are well known among children because they are familiar with the movies based on his work.

Motivation

Motivation is a broad concept that many fields of study have sought to conceptualize. In philosophy, Aristotle proposes that motivation is derived from hunger, anguish, punishment, and pain (Soriano, 2001). In education, motivation is divided into four categories: in general terms, there are intrinsic motivation and extrinsic motivation (Tohidi & Jabbari, 2012), and, in the context of language learning, there are integrative motivation and instrumental motivation as well (Alisoy, 2023).

Intrinsic motivation is “the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn” (Ryan & Deci, 2000a, p. 70). This driving force comes from within and aligns with each person's curiosity and need to advance. In the EFL context, this motivation is evident in what students seek through learning English. Some see it as a necessity for their future; others view it as a skill for social or personal reasons. Regardless of what it is, there is always a reason to continue the learning process.

Extrinsic motivation is “the performance of an activity in order to attain some separable outcome” (Ryan & Deci, 2000b, p. 71). This type of motivation centers around external factors that guide students' behavior, such as earning a reward or avoiding punishment. External influences on a student's performance can be minimized if intrinsic motivation is strong enough to transform into extrinsic motivation. For example, if a student wants to continue learning independently, their extrinsic motivation could stem from personal goals, which are aligned with their intrinsic motivation.

The other two types of motivation are integrative and instrumental, they are linked to intrinsic motivation and differ based on what the student intends to use the language for. On the

one hand, integrative motivation is defined as “the individual effort of a person who wants to learn the target language to facilitate communication with the target language community” (Gardner, 1982, as cited in Mahendra et al., 2020, p. 56). On the other hand, instrumental motivation is the student’s desire to learn a language for the benefits it offers in a professional, economic, or academic setting (Dörnyei, 1990, as cited in Mahendra et al., 2020, p. 56). Both types of motivation are linked to an intrinsic motivation in the student to continue the learning process, as both integrative and instrumental motivations can be interpreted as learning goals within the scope of an EFL learning process.

To sum up, motivation can be understood from different viewpoints and explored in various ways, but each type of motivation is interconnected and should not be viewed as separate aspects of the concept. Extrinsic motivation can serve as an incentive for a student’s development of intrinsic motivation by highlighting their good performance in class. This can become a catalyst for the student to identify how they will use the language and to find either integrative or instrumental motivation to continue the process of learning English as a foreign language.

This concept benefits the current research by providing insight into the potential goals for the students. Not only to improve their communicative skills within the intervention’s time frame proposed for the research, but also to set long-term goals for their prospective learning process. If, at this early stage of language learning, students can envision how they might use the language in the future, they may develop intrinsic motivation to continue learning. This motivation becomes even stronger if the initial learning process aligns with their interests and is enjoyable, making the EFL learning experience more engaging and sustainable.

Phonological awareness

Third-grade students need to differentiate between phonemes when learning English, as this skill will be helpful in the development of communicative skills, which are key elements to accomplish the proposals from DBAs (MEN, 2015). For this purpose, phonological awareness is going to be an important concept to consider. Furthermore, the concept of phonological awareness is relevant for the current research because it is the basis for reading and understanding Dr. Seuss's writing style. Phonological awareness is most often defined as the conscious ability to detect and manipulate language sounds (Lieberman and Shankweiler, 1985; Wagner and Torgesen, 1987, as cited in Sodoro, et al, 2002). Focusing on the EFL environment, phonological awareness can be explored and developed with audiovisual material as it presents an authentic use of the language to the students. Therefore, students become familiar with the sound of the language and manage to link written graphemes with their phonological utterance.

Children's literacy development considers several aspects related to discerning letters and syllables, including both written and spoken forms. Phonological awareness involves identifying the size and manipulation of sound units. The size of the sound unit encompasses syllables, onset-rime units, and phonemes. The manipulation dimension regards blending sounds and making substitutions. The activities proposed to put into use these two dimensions consider the sonority of the language: reading books out loud to the children, using songs that play with sounds and formulate games that also use different sounds the students can be aware of (Yopp and Yopp, 2009). The activities give importance to new sounds and the students can start the process of being aware of new pronunciations and words.

As mentioned before, the manipulation of phonemes is a way for the students to discover new sounds present in a foreign language. Strategies used with children to foster

phonological awareness need to incorporate a broad range of oral language, consistent use of phonemes, meaningful instructions to reinforce letter-sound connections, and an emphasis on vocabulary and concept knowledge (International Literacy Association, 2020). These techniques expand students' competence in the language and strengthen mental connections between written and spoken codes. The skills developed through such pedagogical strategies can be implemented in an EFL environment, as the tasks explore new phonemes in the target language.

However, as the activities explore the phonology of a new language, there might be problems present in the process. Students who are starting to learn a foreign language might face issues learning new phonemes that are not part of their mother tongue. For this difficulty, it is important to consider how the process of "acquiring phoneme-level awareness can be challenging for some children because, in English, 44 phonemes are represented by 26 letters" (International Literacy Association, 2020, p.3). For Spanish speakers, speaking English can be challenging due to the new sounds it brings. Uribe Enciso et al (2019), presented in their research *Problematic Phonemes for Spanish-speakers' Learners of English* a set of phonemes that are either not present in Spanish, or are in the language, but are uttered in a different manner.

For example, the authors show how the phonemes /z/ and /s/ get mixed up in Spanish. Whereas an English speaker will say the word 'zoom' as /zu:m/, Spanish speakers from most variants will pronounce it as /su:m/ (p.221). Another common issue is that even though the consonant /θ/ is part of Castilian Spanish (p.224), in Latin American Spanish this phoneme is not common. Due to such rarity, it is going to be more difficult for learners to completely assimilate it without proper guidance and practice.

New phonemes, as mentioned before, can be a problem for learners as they are not used to their quality or the buccal movements required to articulate them. Nevertheless, these issues can be approached in classes focused on practicing those sounds, especially in primary school students, who are starting the process of learning a new language.

Children's literature and authentic material in EFL

Children's literature can be defined as “printed books written by authors and targeted at children, which are simple, optimistic, and action oriented rather than person oriented” (Nikolajeva, 2017, as cited in Grahm et al., 2022a, p. 11). These types of books are often colorful, image-focused, and can be found across different literary genres. In the EFL setting, children's literature provides a sense of linguistic authenticity in the classroom because the language used is real in nature; it is not focused on teaching, but on real-world use of the target language (Febrina, 2017).

As mentioned before, the benefit of using children's literature in EFL classes provides the student with an authentic use of the target language. The need for authentic material diverts from the use of textbooks in English classes because, even though these textbooks bring useful instructions and guidelines for the correct use of the language, they do not provide context or a real use of the language, which can hinder the enthusiasm of the learner to continue with the process (Grahm et al, 2022b). For that reason, the introduction of literature in the EFL setting, especially visually appealing books like Dr. Seuss's, is likely to engage the student in the class and make the learning process an enjoyable experience for them.

Additionally, the use of children's literature in learning processes can “engage young children in holistic learning experiences in which early literacy and language skills are naturally acquired and practiced” (Ho, 2000; Zhang, 2008, as cited in Lee, 2011, p.47). The idea of literature in an EFL setting does not only bring forth possibilities of authentic language, but it can

also a more comprehensive learning experience, because they can explore different aspects present in the books' narrative and develop interest for the act of reading in their personal lives.

Children's literature, aside from offering authentic language use, provides important "connections between the new information that the text provides and the readers' own background knowledge" (Moeller & Meyer, 1995a, p. 34). These connections form the foundation for a meaningful language learning process, as the books are not overly complex or unfamiliar to students. Rather, they consist of stories or genres that may already be familiar to them but are presented in a different language. Moreover, the illustrations in these books convey meanings that complement the text, allowing readers to visually follow the story without solely relying on written words (Moeller & Meyer, 1995b). For these reasons, children's literature proves highly beneficial in an EFL classroom, as it bridges the gap between the students' prior knowledge and the new language content, while also using visual aids to reinforce comprehension.

Communication skills

Communication skills are linguistic processes developed to skillfully participate in social settings (Universidad Konrad Lorenz, n.d.). Language is the basic tool for human interaction, helping individuals interpret and transform the world and relate ideas and feelings (Ministerio de Educación Nacional, 2007). Communicative skills are divided into two categories: productive skills, speaking and writing; and receptive skills, reading and listening. With productive skills, students can put into practice the knowledge acquired regarding the language (Hossain, 2015); and, with receptive skills, the individual can extract meaning from the discourse they encounter (Al-Jawi, 2010). These categories are set to distinguish the input and output processes in the classroom (Krashen, 1985). For the current research, the skills chosen as the focus for the third-grade group's classes are speaking, listening, and writing.

Speaking skills

Speaking skills are the abilities a student has for communicating with others using a target language, in this case English. These skills consider the following three categories explained by Kürüm (2016):

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Pragmatics, Social and cultural rules, and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. (p. 2)

Developing speaking skills across these areas empowers EFL students to have richer, more successful communication in English. Targeted practice and activities to improve pronunciation, grow vocabulary, discuss varying topics and contexts, and interact socially will help the students achieve the proficiency goals promoted by the basic competence standards (Ministerio de Educación Nacional, 2013). To foster this skill in students, it is important to consider strategies such as spoken activities, which can be repetition drills, conversations between students and the study of phonological pairs. These activities take into consideration the concept of phonological awareness, which is going to develop the students' ability to discern the different phonemes present in the language and then be able to produce them. This skill is key for the current research because the approach chosen focuses on it, as it is one of the most important to develop to communicate using the target language.

Listening skills

Listening skills are a key component for language learning because they provide the learner with the tools to recognize and understand phonological aspects of the target language. Tyagy (2013, as cited in Ulum, 2015) proposes five categories to understand what listening skills are: hearing, understanding, remembering, evaluating and responding. These five stages are defined as such:

hearing is the perception of sound waves; you must initially hear to listen, but you don't need to listen in order to hear, understanding means the comprehension of symbols we have seen and heard, we must examine the meaning of the stimuli we have perceived, remembering means that a person has not only received and clarified a message but has also added it to the brain's stockpile, evaluating necessitates the active listener to weigh evidence or sort fact from opinion, and specify the presence or absence of bias in a message, responding requires that the receiver completes the process by means of verbal or nonverbal feedback. (p.73)

Understanding what listening skills entail is key to developing them in the classroom, especially when the teacher proposes activities that engage various aspects of listening. As Movva and Alapi (2022) suggest, there are three stages of activities that can develop listening skills. The pre-listening stage gives students a general idea of the topic they will hear. In the while-listening stage, as students listen to the audio, they complete an activity based on it, which is crucial for the teacher to implement strategies that develop comprehension through aural means and assess students' input on the content. Finally, the post-listening stage evaluates each student's performance during the previous stage, while the teacher encourages the continued practice of aural skills both in and outside the classroom.

Writing skills

Writing skills are complex processes the student goes through to organize and create coherent paragraphs to express their ideas, as well as learn their target language in a

meaningful way (Córdoba Zúñiga et al, 2020). These skills are crucial to develop in the EFL classroom because they are a window for the student to explore new ways of expression by using the target language they are learning.

In the EFL classroom, writing skills are a difficult skill for the learners to master and it needs practice to improve. Ann Raimés (1991) proposes a writer-focused approach to writing in an ESL setting, in which the class does not center around the form used to write, but the process itself, promoting individual work, peer reviewing and drafting. These three aspects create a meaningful environment, in which the student can put forth their ideas rather than worrying about the correct grammatical rules they need to express themselves through writing.

In the case of the current research, writing skills are going to be a way for the students to connect further with Dr. Seuss's topics, in addition to helping them feel more comfortable with writing in English, and trying to express themselves and be creative when trying to make new additions to the book's stories. Raime's writer-focused approach helps the current research by providing the class with tasks that will help the student rather than stress them out. For this research, the most important aspect is not the process of writing drafts and developing a convoluted writing process, but rather introduce the students to writing in English, and develop skills to further improve their structural and grammatical understanding of the English written form.

Learning outcomes

Learning outcomes in education can be understood as the results of an educational process, how the student performs after a period of learning specific knowledge in a field of study. Stephen Adam, in his text *Introduction to Learning Outcomes* (2006) states that learning outcomes are:

Statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences (p.2)

These resulting statements can be interpreted as the application of what the student has learned and how effectively the student can use that knowledge in practical settings. In the EFL context, these outcomes are reflected in the Basic Learning Rights, where the Ministry of Education (2007) outlines how third-grade students should be able to express opinions, share ideas, and answer simple questions in English. These objectives represent the expected outcomes of the English class. In this research, learning outcomes will be analyzed and divided into two categories: retention and use.

Retention is “the ability to recall or remember things after an interval of time.” (Richards & Schmidt, 2002). This ability can be considered as the person’s language hard drive, in which they store the vocabulary, structures and phonetic aspects of a language. Retention is not a tool that can be easily maintained, it can dwindle as soon as the lesson finishes, Stephan Adam (2006) suggests that retention of a foreign language is linked to a better teaching of the language (p.44). By “better teaching” it is implied a series of methods that will interest the student and will stay in the learner’s memory for longer, and if the learner recalls the language aspects at will, they can use it at any moment they need.

The usage of the language, as defined by Richards and Schmidt (2002), is “the ways people actually speak and write”, this simple explanation brings forth the idea of the learner having active use of the foreign language they are learning. Use entails reaching for language aspects from the learner’s lexicon and using it in different educational scenarios that will need such interactions in a foreign language.

The learning outcomes for this research will serve as the basis for understanding the students' development throughout the pedagogical intervention. The evolution of the students' confidence in speaking, writing, and their understanding of audio-based activities, along with the research objectives and the connection between the data analyzed in light of those objectives, will be used to determine whether the research outcomes align with the desired results.

Methodological framework

Research paradigm

The chosen paradigm for the development of this research is the qualitative paradigm. This approach to research promotes a more in-depth understanding of the problem at hand, which, in the case of the current research, is the way of improving communication skills in third-grade students.

Patton (1990) states that "Qualitative research uses the natural setting as the source of data. The researcher attempts to observe, describe, and interpret settings as they are, maintaining [...] an 'empathic neutrality'" (p.55, as cited in Hoepfl, 1997, p.49). Patton brings into conversation the source of the data recollected through this paradigm, as well as the importance of not controlling the environment and rather being part of it, without changing the normal flow of the place that is being observed. However, for the approach used in the current research, it is needed to make a change in the observed group, because the main goal of this project is to improve the students' language learning process.

The qualitative research paradigm is mainly used in social sciences such as sociology, anthropology, and education (Bhandari, 2020). This type of research benefits these fields by providing a more in-depth look at the situation studied and the viewpoints of the people who are part of the context in which the issue takes place. Additionally, it involves the subject of research in the development of the project. They can provide valuable information from their experiences,

and help the researcher create tools that will be best suited for the group and the context of the research.

For this project, qualitative research is important as it provides a bigger picture on the class's context and the needs of the students, whether they need different materials and methods to develop their classes properly. These aspects, obtained by conducting participant observation, are key for creating a profound understanding of the situation and context, and it can lead the researcher to find ways to improve the circumstances in which the students are involved.

Type of research

The type of research used for this project is Action-Research. The reason for this choice lies on the importance of understanding the real contexts of the population selected for the study; in this case, the context is the processes students from primary school go through when they are learning a foreign language in their schools.

In the Colombian context, action research has become an important research methodology in education, due to the insight it provides on the contexts lived by the subjects of the study. One of the most well-known researchers who deepened our understanding of action research is Orlando Fals Borda (1989), who proposed action research as a tool for the meticulous search for knowledge, as it is a process for the progressive evolution towards a partial and total societal and cultural transformation, with concise objectives (p. 213, as cited in Ortiz & Borjas, 2008, p. 618). Additionally, Rapport (1970) states that "action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework." (p.499). This type of research is used to get data around a social issue and to provide a solution to said problem. In education, this research method is even more important

due to its impact on current and future learning processes from a specific group of students — third-grade students in the case of the current project.

Action research, as proposed by Sagor (2000), has seven stages: Selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking further informed action. Following Toelle et al. (2022) we could explain each stage as follows:

- **Select a Focus:** This first stage of Action Research, as the name implies, is the stage where the researcher will find the topic which will be addressed in their¹ research. The focus is chosen, as is the case for the current research, after a period of participant observation, in which the researcher is part of the class environment and can determine which factors affect the development of the process, which will become the focus of the research.
- **Clarify Theories:** The next step focuses on reviewing theories that will best apply to the research focus context. For this step, the researcher begins to gather information related to the focus of the research, reviewing what other authors have done in regards of language teaching, as is the case for this research, and determining if those works can be useful in the context and with the population of the new research.
- **Identify the Research Questions.** After choosing the appropriate theory to address the issue for the project, it is essential to formulate a research question,

¹ The possessive pronoun “their” in this section will be used as the gender-neutral singular pronoun, which will replace the noun “researcher” to avoid unnecessary repetition, and to address singular students from now on. The same will happen with “they” and “them” respectively.

which will drive the research forward and help the researcher prepare the tools for collecting data, analysis, and the action that will be taken after the analysis.

- **Collect Data:** This phase is based on the creation of tools to recollect data. The development of said tools depends on the paradigm chosen for the research. Both qualitative and quantitative paradigms have a set of data recollection tools.
- **Analyze Data:** In the analysis stage, the researcher compares the data gathered and the theories chosen. This stage of the research shows if the data gathered by the researcher reveals discrepancies between the theories used, the data obtained at the beginning of the project, and the data obtained at the end. Moreover, this analysis stage is where the teacher in formation sees the outcomes of the project's intervention and determines if there is more to do afterwards.
- **Report Results:** The report result stage is where the research results are shared with the people involved in the project, the organization backing the research, the institution that allowed the researcher to conduct the project with a group of students, and the teachers who were part of the research. The purpose of action research is to help and try to solve social issues. Therefore, in that line, the results will be shared with the people it will affect.
- **Take Informed action:** The last stage of action research is using the results to improve the chosen situation at the beginning of the project. This stage is another intervention by the researcher in which they will use the product of the analysis in the context of the students. For the project at hand, this last part of the action research methodology is where it is seen if the intervention succeeded in improving the students' learning process, and if it can be developed in different contexts.

Data collection instruments

Considering the research question proposed. The data collection instruments offered for the project's development are diagnostic tests, field notes, and didactic sequences. These instruments will help understand in a better way the contexts of the 303 students from the Gonzalo Arango school and will, paired with the action research method used for the project, lead to a more in-depth understanding of the EFL course, as well as a final proposal of a didactic sequence that will help the students improve their English learning process.

Student Artifacts

Student artifacts are products created by students that reflect their learning processes, achievements, and understanding of a subject. These artifacts include various forms such as writing samples, presentations, projects, and other productions that show the students' engagement and understanding of the class topics (Bailey, K. M. 2005). These products became important for this research because this was the tool used to determine the students' grasp of the topics and aspects from the books.

Diagnostic tests

Diagnostic tests are tools used to measure students' knowledge about a subject. This kind of test gives the researcher an idea of where the students are when compared to other students' results. Or in the case of the current project, where the students are in relation to curricular guidelines and basic learning rights (DBA). And as a first instrument, it will open the panorama of what aspects are helping the students develop communicative skills in English, pinpointing the obstacles they face and keeping them from developing the abovementioned skills.

There are different perspectives on what a diagnostic test is. For Jang and Wagner (2014), a diagnostic test "aims at pointing to a learner's strengths and weaknesses based on

both assessment and instruction, which is followed by using the information obtained to help the student's learning" (as cited in Kazemi and Tavassoli, 2020, p.3). As proposed by the authors, a diagnostic test is a tool not just to see which are the weaknesses and strengths of a student but also a tool that will help formulate a path towards improving the student's weaknesses and helping them have a better learning process with a foreign language, which is the case of this project.

For the current research, the diagnostic focused on basic vocabulary a third-grade student should have. The simplistic nature of this diagnostic stemmed from the lack of English classes in second grade and the classes they had at the beginning of third grade. Additionally, the test had a section regarding Dr. Seuss's-based movies, to see which of the three they knew and what aspects about these movies they could recall and comment on. (Annex 1)

Field notes

Field notes are an instrument with which the researcher will write down the development of the classes they observe during the problem identification stage, considering factors such as the group, the classroom, and other relevant aspects of the environment. Additionally, the field journal is a valuable tool for researchers while developing the pedagogical proposal, in this case, the pedagogical intervention, because it will help them understand how the students receive the activities.

According to Tenzek (2017), field notes "served as a means of detailing needed contextual information which helped to understand clearly the context in which social situations occurred in this research" (as cited in Korsah et al, 2022, p.3). Thus, field notes are a way for researchers to keep track of the information and developments of the class, to use them in the analysis of data later. For the current research, the way the field notes are being taken is through a class assessment. After each class, the researcher fills out a section at the end of the

lesson plan detailing the aspects that worked for the class, which aspects did not work, what can be improved for the next lessons, and time management, as well as specific notes regarding the student's production, discourse, performance and participation. These aspects are taken into consideration as they are important for understanding how the lesson was developed with the students, as well as to help improve the next lesson plans for this pedagogical intervention. (Annex 2)

Observation

Observation, according to Berg (2004), "is an empirical research method for generating accounts of first-hand, real-world naturalistic events to gain insight into their defining characteristics, and contextual and time-sensitive qualities." (as cited in Katz-Buonincontro et al, 2020, p. 2). And, for the case of qualitative research, it is an important tool to gather data in a natural setting, regarding an issue present in a classroom. Observation is not a singular tool, it has different variations depending on the research paradigm it is used in. For the purpose of the current research, the type of observation used was *Participant observation*.

Participant observation

Participant observation is a tool used by researchers to gather first-hand information around a topic they are interested in knowing more about, and it works as "a procedure to explore the nature of the research issues when preparing for studies that use more conventional methods as the main instruments of investigation." (Vestbro, 2005, p.41). For this reason, participant observation is a key instrument for academic research, it gives a background on the current situation that is going to be studied, and it is the base for the instruments that will be used in the development of the research.

This type of observation does not come without some steps to develop. The four main steps proposed by Howell (1972) are the following:

- Establishing a rapport
- Immersing oneself in the field
- Recording data
- Consolidating information gathered

These steps are key for comprehensive observation and for a better process of creating the instruments used in the development of the research.

For the current research, this type of observation helped the project as it showed the current English level of the class, which was low due to this year being their first one having an English class and due to the repetitiveness of the materials used during their classes –such as videos– or the lack of context provided by their textbook, which in turn was the only axis of the course. The data recorded consisted of field notes describing the dynamics inside the classroom, the role of the students in the classes, the use of the materials for each class, and how the language was approached by the teacher. The information gathered resulted into the development of a pedagogical intervention based on important English topics accompanied by Dr. Seuss's books, to promote a more engaging environment for the third-grade group.

Ethical Issues

During the characterization and in the duration of the pedagogical intervention, the students' parents had to sign a consent form (see annex 3) in which they allowed the researcher to gather non-personal data from the kids. Out of the thirty-four students in the group, thirty-two brought back a signed form, the other two students were not given consent to participate due to a fear of misuse of the kid's personal information, even though it was stated by the researcher that there is not going to be any pictures taken or recollection of any specific personal information. Therefore, the sample for the research will be thirty-two students.

Intervention proposal

The pedagogical intervention is based on a set of classes planned around the discovery of a new Dr. Seuss book for each class, accompanied by its respective language topics and discussion around the themes used for the books. This intervention took place between June 2023 and 2024.

For this proposal, the pedagogical focus chosen was the language-based approach to teaching literature. This approach offers a fresh perspective on the use of literature, as Carter and Long (1991) explain: the text "becomes an interesting piece of work to be analysed as the approach allows students to go one step further in analysing its content which includes manipulation, transformation, experimentation and dissection" (as cited in Dhillon & Mogan, 2014, p. 66). This perspective provides new possibilities for developing classes based on literary works. For this project, Dr. Seuss's books were selected as the primary material because they offer engaging topics that encourage students to transform, interpret, analyze, and dissect their content in unique ways. The goal is to provide a more inclusive and meaningful learning experience. By focusing on students' goals and interests, the sessions are designed to equip learners with the tools they need to develop a personalized learning process tailored to their individual needs and curiosity.

Considering the pedagogical focus used for this intervention proposal, it is essential to define the concepts of Student, Teaching, and Language in light of the aforementioned focus and Ian Tudor's book, *The Dynamics of the Language Classroom* (2001). Regarding students, Tudor (2001) emphasizes that they should be willing to participate and find relevance in the knowledge they are being taught (p. 11). This perspective arises from recognizing the individual characteristics of each student, such as their personalities, prior experiences, and existing knowledge, and how these factors influence their engagement with the learning process. In the

context of this research, this perspective is particularly valuable because it redefines the student's role. Students are no longer passive recipients but active participants who engage with the materials, developing the capacity to analyze and transform content, as Carter and Long propose.

For the concept of teaching, Tudor (2001) describes it as an open process, open to changes and shaped by the classroom environment and the social interactions between students and teachers. Moreover, teaching must account for the realities of the language classroom, which often involve diverse goals and conceptions of the language learning process. For this reason, teaching should be a holistic practice that embraces these differences and goals, fostering an inclusive learning environment for all language learners. This contrasts with the traditional, rigidly structured class development, which assumes that a single method can effectively teach language to everyone. In this research, adopting Tudor's perspective on teaching was essential, as Dr. Seuss's books present themes that cannot be approached in just one way, nor can the language topics be understood uniformly. This approach requires input from all participants in the classroom, using these themes and topics in ways that develop their skills in the language creatively and realistically.

Lastly, language is not merely a collection of structures, rules, and formalities. Rather, it is a dynamic system, a functional tool, a medium for self-expression, and a vehicle for culture and ideology (Tudor, 2001). Viewing language as more than just a system of structures highlights its communicative purpose, the essential need to share ideas and connect people. This definition of language given by Tudor, focused on communication and meaning is particularly relevant to this project, which focuses on creating a student-centered classroom environment. Here, the intervention prioritizes students' production and interpretation of material, encouraging them to use language as a means to convey their thoughts. Through their

engagement with the themes of Dr. Seuss's books, students are asked to draw connections between the texts' themes and their own opinions and experiences, fostering both linguistic and personal growth.

The design of each instructional cycle, along with its associated reading materials, was grounded in the initial observational phase of the research. The first cycle aimed to introduce students to English, as they had not received any English instruction in the previous school year. For this reason, it was essential to begin with familiar characters and stories, providing an accessible entry point to the language. The second cycle introduced a higher level of challenge; at this stage, students engaged in a sequence of tasks and workshops that required increased writing and speaking in the target language. This progression built on previous lessons and narratives, allowing students to apply and expand their skills. Finally, the third cycle created an open forum for speaking, emphasizing this critical skill for language learners. Students were encouraged to express their opinions on book themes, engage in creative writing, and complete tasks that invited them to explore and articulate their perspectives on various topics

Didactic sequence

A didactic sequence is defined by Soler Pardo et al. (2013) as "a group of learning activities set in a specific order that considers the student's progress." This approach, proposed by the Geneva School (Izabel & Joaquim Dolz-Mestre, 2019), offers a structured progression of learning processes through a series of activities designed to put into practice the elements students are acquiring. The authors explain that a sequence commences with an initial production, allowing educators to assess the learners' existing knowledge and abilities. Thereafter, a series of workshops ensues, meticulously organized, and supported by appropriate materials for each session. These workshops provide targeted instruction, practice, and reinforcement of the targeted concepts or skills. Finally, the sequence culminates in a final

production, enabling students to synthesize and demonstrate their mastery of the learned material. With clearly defined objectives, schedules, and an organized flow of activities, a didactic sequence facilitates systematic and progressive learning experience tailored to the students' needs.

This tool was essential for developing the current pedagogical intervention, which consisted of a series of didactic sequences based on various Dr. Seuss' books. Each sequence incorporated specific tasks and objectives designed to introduce students to engaging new materials that simultaneously fostered communicative skills in the target language. This blend of academically relevant and engaging content formed the foundation of both the intervention and the research itself. For this project, the pedagogical intervention was divided into three different cycles:

- **Sensitization cycle:** This first cycle worked as an introduction to Dr. Seuss's books with two of the most popular ones, *The Lorax* and *Horton Hears a Who*. The students began listening to a narration and watching a short movie adaptation of the books for the class. These activities focused on aural comprehension to encourage students to be familiar with the sonority of the language because it would help them develop listening skills in English. The videos were followed by a set of questions regarding the characters, parts of the plot and the students' thoughts on the material.
- **Exploring the language:** This second cycle was formed by using more books, as they were connected to the grammar topics for each class. This stage consisted of workshops and production activities that encouraged the student to be more active in the class, to put into practice what they learned in class, and use their previous knowledge, which was an important part of the process.

Nevertheless, these activities also had moments of speaking production, such as the “At the market” activity, in which the students created a stand where they talked about the food they liked. Complementarily, there were smaller activities where the students asked and answered questions using WH words.

- **Speaking our minds:** This third cycle focuses on spoken production, as the books that are part of this set of sessions have a musicality that can help students practice their speaking skills and their phonological awareness, which are the main concepts for the current research. This cycle inspires the students to talk more about themselves and what they want in life. The first sessions consisted of reviewing topics and spoken practice with tongue twisters, in which they became more conscious about how they read and pronounce words and sentences. Moreover, the focus of this cycle on speaking helped students develop the last activity for the book *Oh! The Places You'll Go*, which was a ‘job fair’, where they had to present their dream jobs, and talk about what they want for their futures.

The following table presents the intervention plan, outlining the skills, objectives, and books used to explore various language content in each class. This information is followed by the socio-cultural implications of each class, as Dr. Seuss’s books often revolve around a central theme that drives the story. Additionally, each class includes a specific activity that considers the objectives, language, and socio-cultural content discussed.

Cycle	Book	Skills	Objectives	Language content	Sociocultural content	Activities
Cycle 1: Introduction and sensitization	The Lorax	Reading	Read and recognize the sequence connectors	Sequence connectors (And, After, Before, While, previously)	Presenting and connecting ideas regarding nature and its protection	Development of a workshop and discussion about nature and the importance of taking care of it.

		Writing	Use the sequence connectors accordingly			
	Horton Hears a Who	Listening	Listen and identify the WH questions present in the short film <i>Horton Hears a Who</i>	Wh Questions	Communicating aspects students liked about a movie with their peers	Talking about the story by asking questions
Cycle 2: Exploring the language	Horton Hears a Who	Writing	Write questions about the film using WH words	Wh Questions	Communicating aspects students liked about a movie with their peers	
		Speaking	Ask the previously written questions to their peers about the movie (characters, what they liked, what they did not like)			
	Green Eggs and Ham	Listening	Listen and follow the story of the book <i>Green Eggs and Ham</i> , narrated in a video, highlighting the foods mentioned in the book.	Likes and Dislikes	Talking about the food the students like and dislike, sharing experiences with the class and teacher about the reasons why they like or dislike that food.	
		Speaking	Present the food each person enjoys most in a market activity, where each student "sells" the food they like			
	How The Grinch Stole Christmas	Listening	Listen to the reading of the book <i>How the Grinch Stole Christmas</i> .	Present Continuous	Mentioning activities they enjoy doing day to day.	

			Recognize the present continuous tense			
		Speaking	Speak about the actions the Grinch did in present continuous form, taking into account verbs such as steal, sneak, lie, etc.			
REVIEW CLASS	Green Eggs and Ham	Speaking	Ask questions about the contents of the book, as well as talking about Saint Patrick's Day	Wh Questions	Asking and answering questions about <i>Green Eggs and Ham</i> as well as aspects of Saint Patrick's Day's folklore.	Asking questions about the book.
						Retelling by memory parts of the book
Cycle 3: Speaking our minds	Oh, Say Can You Say?	Listening	Listen to a narration of the book <i>Oh Say Can You Say?</i> Especially focusing on certain phonemes and how the narrator reads each tongue twister	Phonemes: /W/, /SH/, /CH/, /θ/	Reading tongue twisters to develop phonological awareness and understanding of English sounds.	Tongue twister reading
		Speaking	Read out loud a set of tongue twisters from <i>Oh Say Can You Say?</i> As a practice to develop phonological awareness and distinction, as well as practicing the articulation of some English sounds			Practice of exaggerated pronunciation
	The Cat in the Hat	Reading	Read how sequence connectors help the flow of the story	Sequence connectors (And, Because, But)	Use of verbs to describe the actions we do	Poem creation and reading using rhymes
		Speaking	By speaking and acting in front of the class, students can speak in			Creation of a new event, expansion of the

			English freely, without feeling judged.			book's story by the students
One Fish, Two Fish, Red Fish, Blue Fish	Listening	Listen to the narration of the book and pay close attention to the different nouns and adjectives used in the story, and how these categories help the narrative and convey the message of diversity.	Nouns and adjectives	Diversity, different contexts, variety, acceptance	Locating differences among the group	
	Speaking	Describe people we know by using nouns regarding their jobs, our pets and ourselves. Describe ourselves and others with kind adjectives.			Personal description activities	
Oh, The Places You'll Go!	Listening and speaking	Listen to a narration of the book <i>Oh, The Places You'll Go!</i> made by each student, being able to pay attention to each other's voices.	"Want to" modal verb	Boredom, Life project, Aspirations	Letter to future self	
	Writing	Write using the future with will and the previously seen nouns as predictions for each student's future.				
	Speaking	Read out loud the predictions written about each person's hopes and dreams, using the structure of future with Will and nouns.				

[Table 1. Pedagogical intervention plan]

Data analysis

Procedure

Data analysis in qualitative research is the process of understanding, interpreting, and reflecting on the data gathered throughout the research, even contrasting earlier findings with the results at the end of the intervention (Creswell, 2014). The process used in the current research is based on Hernández-Sampieri (2014), who divides data coding into two levels: the first level helps the researcher create categories of analysis, and the second level refines the data in each category and contrasts them to find links and common themes (p. 426). The first level of analysis, as proposed by Hernández-Sampieri, involves formulating a category matrix, which organizes the data obtained. The second level of analysis in this research involves codifying the data and identifying connections between the categories and student artifacts to understand and interpret the findings from the data analysis. The process of analyzing the data is closely related to the second level of analysis from Hernandez-Sampieri because to be able to obtain links between the categories, the researcher has to go through every piece of collected data and analyze it in the scope of the objectives proposed and the sub-categories proposed in the matrix.

Categories for the Analysis

The categories chosen for the data analysis are first the student role, which focuses on the actions and behaviors students demonstrated in class during the project and includes aspects such as boredom, motivation and feedback about the books; second, communicative skills such as listening, writing, and speaking, as these were the language focus of the project and the reason for selecting Dr. Seuss's books; and, finally, learning outcomes, which are divided into retention, or the students' ability to recall language after a lesson, and use, which refers to the recall and application of previously learned language.

Category	Sub-category		Questions	Data recollection tools
Student role: the role of the student is the way the student interacted and behaved during class time. (Freire, 1968; Vygotsky, 1978)	Boredom	Attention	How were the students doing during the class? were they active? were they not? what contributed to their behavior in class?	Field notes
		Dissatisfaction		
		Distraction		
	Motivation	Willingness	Which aspects of the classes motivated the students?	
		Participation	Did the students get distracted during the classes? What caused it?	
		Effort		
Communicative skills: Communication skills are linguistic processes developed to skillfully participate in social settings (Universidad Konrad Lorenz, n.d.)	Speaking	Confidence	How did speaking skills improve in class?	Field notes, workshops and videos
		Fluency		
		Pronunciation and phonological awareness		
	Listening	Global comprehension	Did the students develop their listening skills during the intervention?	
		Detailed comprehension		
	Writing	Transition between ideas	Did the students' writing skills improve? How was it determined?	
Use of class structures				
Coherence				
Learning outcomes: Learning outcomes describe what learners should know, be able to do, and value as a result of integrating knowledge, skills, and attitudes learned throughout the course. They are stated in measurable terms. (Denise & Jane, 2016)	Retention		Did the students keep the knowledge seen in class? How was it shown?	Field notes and workshops
	Use		How did the students use the language learned in class? Did they use it?	

[Table 2. Category matrix]

Student Role

The role of the student can be defined as the attitudes the student has in the classroom. Paulo Freire (1968) proposes two roles for the student: a passive role, in which the student is only given information to fill their “empty mind”, and an active role, which intends for a student who is critical, who is involved in their context and wants to know more to improve and help others. Lev Vygotsky (1978) proposed the student as a co-constructor of knowledge, because the interactions amongst peers and teachers would be beneficial for the creation of knowledge. Both perspectives on the student’s role in the classroom view them as an active part of the learning process, and especially in a foreign language environment.

Additionally, in the context of this project, this category encompasses the last three specific objectives: developing an intervention aimed at improving students’ communicative skills using engaging materials and evaluating whether improvements occurred by analyzing the intervention’s results. These objectives form the foundation of this category because of their emphasis on enhancing students’ abilities. However, it is crucial to note that progress cannot be achieved without student interest and engagement. The role of the student was a key aspect of analysis, as passive participation during the intervention would have made it impossible to observe or measure any meaningful improvement in their skills.

The data collected throughout the development of this project showed an improvement in the students’ attitudes toward the class, as well as their willingness to participate in it and do the workshops proposed. During the observation stage, it was possible to note how the students were not active participants in the class, and their attention was not focused on the topics at hand. However, as time went on, and the classes used different materials, the students became more interested in participating in class.

This category was divided into two sub-categories: boredom, and how it affected the students during the development of the project; and motivation, dealing with how this concept helped improve the students' attitudes and willingness to do more in class. These categories arose from the initial observation phase, in which it was possible to see how the students did not show willingness to be present in the class, this was amplified by the use monotonous materials. Nevertheless, as the interventions progressed, the students became more active in the classroom and participated more frequently, asked questions and took the reins of their process. This is directly linked to one of the specific objectives from this research, which is to use Dr. Seuss's work as engaging material for primary school students who are starting to learn English and promote an active role in them.

Boredom

Throughout the pedagogical implementation, the students' attitudes toward the class were closely observed. Initially, they showed little interest in participating and struggled to reconnect with the material, leading to a greater cognitive effort (Jurich, 2004). Boredom was a common theme throughout the project. During the observation phase, it became apparent that the repetitive use of a video caused students to distance further from the class, with their already limited participation dwindling as the video was replayed without any guidance, a moment for feedback or autonomous activity.

The video is repeated several times, the first is for the students to get the vocabulary, the second to move with the video, and the subsequent times to show the pronunciation

[Observation #2, April 19th, 2023. Field notes]

While it is important to foster students' ability to understand sounds in English, this cannot be achieved simply by replaying a video multiple times. There must be guidance from the teacher, as well as opportunities for students to ask questions or represent, in their own

way, what they have heard. This helps them truly comprehend and retain the vocabulary learned in class.

During the development of the first Dr. Seuss oriented classes, the students, although interested in the book, were not excited about the class itself, as they were not engaged or wanted to be active in it. This was possible to determine because in the development of a workshop based on *Horton Hears a Who* some students answered this workshop by choosing the answers at random, rather than putting an effort into the process (see annex 4). Nevertheless, this behavior can be attributed to different factors, not just unwillingness on the student's part.

This outcome can be the result of several other factors such as lack of knowledge of the topic, lack of confidence in their own abilities or lack of trust with the researcher developing the classes. It could have been a matter of interest and how they became bored with the class and work. These factors could have influenced the students' performance in this workshop and the class. Even in later sessions this same issue persisted, though not as frequently. For instance, a later workshop on *How the Grinch Stole Christmas* evinces how more students became engaged in the activities proposed.

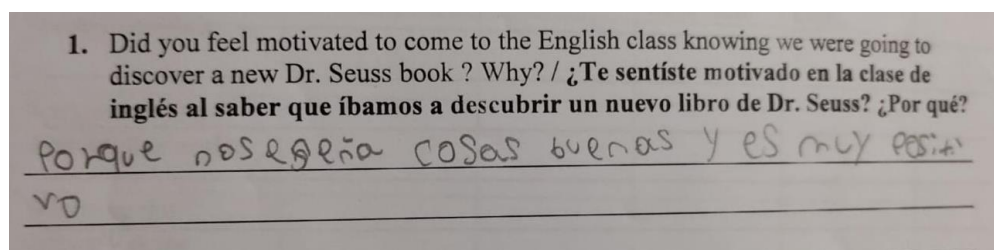
Nevertheless, the attitudes of the students changed as time went on, they began putting an effort into improving and being active during class when the activities enticed them to talk. For example, in the earlier stages of the implementation, the students were highly committed to an activity based on *Green Eggs and Ham* where they had to make a food stand and talk about their products to their peers. This activity, although challenging for them, helped them get more comfortable with trying to speak in English.

The students recalled the vocabulary regarding the food they wanted to sell. They listed most of the objects without any issue. And they liked showing off their work to the class.

[Market activity, October 10th, 2023. Field notes]

This practical activity, where the students had to stand up and move around, showed how they tend to feel like an active part of the class, and not just someone who is receiving information much like the idea of a banking education in which the students mind is only filled with contextless information, but rather provide an environment in which the student feels included, and therefore is comfortable and interested in talking and providing ideas to the class. This interest can be attributed to the authenticity of the materials, because as Gilmore (2007) states “authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language” (p.82). This exploration of the language could be a factor in the students’ enjoyment of the classes and further curiosity. But this is not the only factor that contributed to the learners’ motivation to the class.

Additionally, the books presented novel and entertaining ways of learning English as some students said in the last survey:



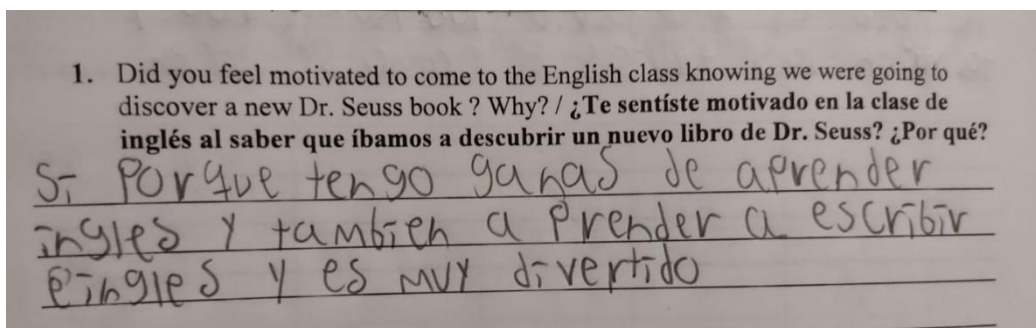
[Image 1. Final survey, Student A, June 3rd, 2024]

This answer from Student A showed how the books not only were useful for learning something new, but they brought positive feelings to them, which is helpful for students if they are not feeling well that day, for instance; it can cheer them up and, possibly, connect with the class. This aligns with what Kantaridou et al (2022) proposed by stressing the importance of a positive learning environment in which the students feel satisfied and enjoy the class they are in, to improve their class relations and therefore their learning process.

Motivation

Motivation was a debated category because it can be said that if a person is not motivated, they are bored. And if they are not bored, they are motivated. However, motivation is more nuanced, as it requires more than not being bored. Motivation is an external and internal drive to continue learning with a purpose (Tohidi & Jabbari, 2012; Alisoy, 2023). Being motivated requires a set of goals proposed by the student or having external input that will push them to seek more information than the one provided in class.

The students showed interest in the classes and the books, as expressed by themselves in the last survey. The main reason they had for learning English was how fun it was for them.

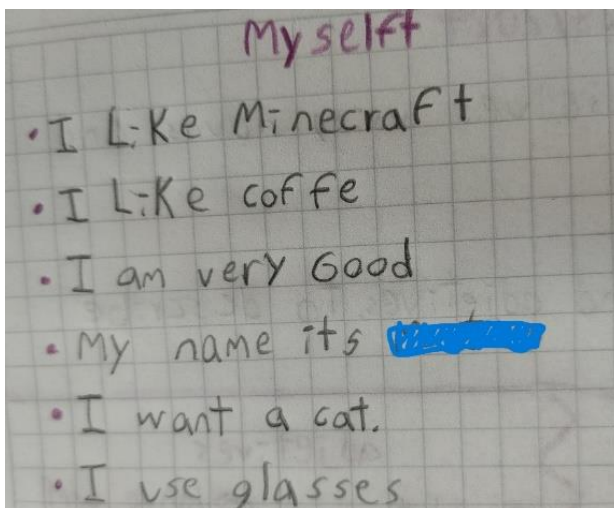


[Image 2. Final survey, Student B, June 3rd, 2024]

This student in their answer showed the will they have to continue with the process because they see English and the process of learning how to write in this language as an enjoyable endeavor and something they want to continue doing in their future.

This shows how the students needed a fun environment and materials for the class to be effective. Enjoying the materials and the lesson is going to help students not be afraid of speaking or writing in English. This was also seen in the effort they put into developing the class's tasks, and the retention of vocabulary and its use in later classes, which can be seen in

the following example of a workshop on *One Fish, Two Fish, Red Fish, Blue Fish*, in which they talked about the things that make them unique:



[Image 3. One fish, Two fish, Red fish, Blue Fish class, Student C, May 28th, 2024]

Even though it is a very simple structure, the effort made by Student C shows not just how they did what was needed for the class, which was to describe themselves physically, but also how they brought up what they liked and wanted.

This category was a crucial area to develop because, while students may perform well in the classroom, if they don't find a purpose for this new knowledge outside of it, their potential could be lost. However, when students identify an objective involving English, or any other subject, they become motivated to gain more knowledge and master a skill that involves that specialized knowledge, having found a reason to start this process at school. This analysis indicates that this group is beginning to find such a purpose in learning a new language.

Communicative Skills

The Ministry of Education (2007) affirms that language is a tool for people to interact and interpret the world around them and express their ideas and feelings. These skills were key for

this research because they are the most important to develop in a primary school EFL setting and they were the main focus of our work with Dr. Seuss's books.

The objective of this category was to determine how the classes helped students improve their communicative skills. However, analyzing such a broad concept is a challenging task. To make it more manageable, the concept was divided into two productive skills, speaking and writing, and one receptive skill directly linked to speaking, which is listening. Since the focus of this research is literary works, one question might arise: why was reading not explored? This decision was influenced by the choice of books. Although Dr. Seuss's works are inherently reading resources, the goal was to explore their rhythmical, creative, and graphic qualities to enhance the target skills and encourage students to actively participate in class. Nevertheless, reading played a crucial role throughout the intervention. While the focus was on improving speaking and writing, reading supported this process by allowing students to review and refine their written products and by serving as a tool to fuel their creativity as they reflected on what they had already written. Similarly, reading was vital for the development of speaking skills, as it provided students with the vocabulary and structures needed for oral production. In this sense, reading functioned as a foundational tool for gathering linguistic resources, reinforcing the improvement of both productive skills.

For this reason, reading was incorporated into every cycle of the pedagogical intervention and played a significant role in supporting the development of the target skills. However, while reading was consistently present throughout the process, it was not a primary focus in the cycles, as the emphasis remained on improving students' written and spoken communication.

Throughout the project, the students initially appeared shy and reserved during classes, largely due to a lack of confidence in using the target language. While some of this shyness and

hesitation remained by the end of the project, the students still made noticeable efforts to express themselves and share their ideas in English. This growing confidence can be attributed to their newfound motivation to continue learning the language and developing their skills. This intrinsic motivation not only encouraged them to complete classroom activities but also inspired them to go beyond the tasks by seeking out new vocabulary to use in their work.

Speaking

Speaking was a key skill to develop in this intervention for two main reasons: first, the basic learning rights proposed by the Ministry of Education (2015) require third and fourth graders to express simple opinions and answer questions in English; second, the school has an emphasis on communication. The analysis focused on three core concepts: confidence while speaking, fluency, and phonological awareness, which also informed the evaluation of listening skills. Although developing spoken English was challenging and many students initially lacked confidence, their pre-existing knowledge, particularly of food-related vocabulary, provided a strong foundation. By connecting new vocabulary with what they already knew, students were able to build on their speaking abilities, laying the groundwork for future language development.

As mentioned before, one of the main aspects that drove the analysis for this category was confidence. Confidence is necessary when someone is communicating orally, because “speaking is judged as a tough and arduous skill. In speaking, we face other people, and they are looking at us by making eye contact. It stimulates our brain with the feeling of adrenaline.” (Sumanto et al, 2023, p.2). The pressure of speaking in public, especially in a foreign language, is stressful for a student. Nevertheless, when the environment of the classroom provides comfort, the student will be more open to speak, taking the risk to make mistakes because, as Beebe (1983) states “high-risk-takers are more successful second-language speakers because their willingness to make mistakes encourages them to communicate in a more effective

manner” (as cited in Al-Obaydi, 2020, p.352). The idea of promoting spoken interventions from the students, stemmed from the need for them to communicate, since at this early stage of school, students are very energetic, and they want to share every aspect of their life, so including spaces in the English class where they can speak freely, of course promoting the use of the target language, is beneficial for their learning process.

This idea of opening spaces for discussion was developed in a class based on *Green Eggs and Ham*, in which the students were open to sharing experiences of their lives around food. This openness to talk developed into a discussion between the students and the teacher in which these food-related experiences were the core of the lesson.

In the lesson from October 5th, 2023, centered around *Green Eggs and Ham*, the students were asked about which foods they liked and which they disliked, and why they disliked those certain foods. Some students began to talk about their experiences with new foods, some said how they tried mushrooms and did not like them, some others ate fish and did not like it, etc., but then, after trying it for a second time, they changed their opinion. The series of interventions evolved into a dialogue amongst students and the teacher about food and how *Green Eggs and Ham* represented those experiences of refusing to try something new but liking it once you give it a chance.

An interesting occurrence in this session was the students’ use of a basic type of codeswitching, where they, while intervening in Spanish, switched to English to say words regarding food such as “cheese”, “mushrooms”, “fish” and “vegetables”. This is an important improvement from their initial state of apathy and shyness toward using English because the goal in this stage of the intervention was not to perfect their spoken skills, but to provide a space where they could use their preexisting knowledge of the language and speak without any fear, taking the risk to speak in a new language. As Wu (2009) states, “The more efficient and

comfortable the place, the more flowing the time will be for creating opportunities for innovative teaching strategies and interactions.” (p.162). This is crucial for this research because students should feel comfortable participating and actively engaging in class to develop their English skills.

The second aspect observed to assess the improvement of the students in their speaking skills was fluency, which can be defined as not just the speed in which the speaker talks, but the ability to communicate naturally at a normal speed (Linder, 1986, as cited in Rodríguez Chapetón, 2018). This idea of fluency was explored specifically in a class based on the book *Oh Say, Can you Say?* where students had to read some of the tongue twisters that compose this book. In this class the students struggled to keep a consistent cadence and had long pauses between each word when they read the tongue twister. In the next example Student D read the tongue twister titled *But Never Give your Daddy a Walrus*, and it is possible to see where they had issues during the exercise:

A walrus with w...hisk...ers is not a good pet. And a wal...rus which w...hisp...ers is worse even... yet. When a wal...rus lisps w...hispers th...rough t...ough, r...ough wet w...hiskers, your poor daddy's ear [repeating “poor daddy’s eat” twice] will get blispers and bliskers.

[*Oh Say, Can You Say?* April 2nd, 2024. Video of Student D]

While reading this tongue twister about a pet walrus, this student made certain pauses in the process of reading, which can be taken as the student gathering their thoughts to continue reading properly or to find the way to pronounce the next word. In fact, when discussing phonological awareness, we will examine closely some of the pronunciation challenges these texts posed to the students. This set of pauses showed certain issues with cadence in English, although it is expected when reading tongue twisters because that is their purpose.

The students from this group showed these same issues while reading their own products or trying to speak in English by themselves. Nevertheless, during this session, as the students kept practicing reading the tongue twisters, they began to improve on their fluency and became phonologically conscious, correcting themselves if they made a mistake reading a word or helping others if they had any issue, which is an important advancement in their learning process.

As previously mentioned, phonological awareness was a key concept in analyzing both speaking and listening skills, as it refers to the ability to detect and manipulate language sounds (Liberman & Shankweiler, 1985; Wagner & Torgesen, 1987, as cited in Sodoro et al., 2002). This skill helped the students develop self-correction processes as the sessions progressed. They became confident enough to read tongue twisters, even when they made mistakes. In one such exercise, reading again the tongue twister *But Never Give Your Daddy a Walrus*, we can take as an example Student E's pronunciation. The student mispronounced some words that were new to them:

A wal...rus [pronounced as /'walru:s/] with whiskers is not a good pet [pronounced /pit/]. And a... walrus which whispers [pronounced /wɪʃpərz/] is worse... even [pronounced /ɛvən/] yet [pronounced /jit/]. When a walrus lisps [pronounced /lip/] whispers [pronounced /ʃɪpəs/] through [the pronunciation was unintelligible] tough [pronounced /tu/] rough [pronounced /ru/] wet [pronounced /wɪt/] whiskers [pronounced /wɪʃpərz/], your poor daddy's ear... will get [pronounced dʒɪt] blispers [pronounced /'bɪlspərz/] and bliskers [pronounced as /'bɪlskərz/].

[*Oh Say, Can You Say?* April 2nd, 2024. Video of Student E]

Student E struggled with new pronunciations in words like “walrus”, “whispers”, “whiskers”, “yet” and other words that were not very common for them, and this exercise proved

challenging for the students for different reasons. The main one being the difficult nature of a tongue twister, a type of text made to be complex to read, which had an added layer of complexity with it being in English. Nevertheless, the entire group, as the class continued, showed slight improvements in pronunciation with some words. This improvement can be attributed to the students being very inquisitive about the proper pronunciation, and the teacher in formation pointing out the mistakes and helping the student correct those mistakes by comparing the English phoneme with a Spanish approximation. That relation between Spanish and English helped the group understand the new phonemes and use them when they spoke or read out loud.

As mentioned earlier, students became more receptive to new phonemes by initially using Spanish-sounding approximations, which helped them internalize these sounds for future use. This internalization process was evident after the tongue twister class: before speaking, students would ask how to pronounce unfamiliar words, sometimes writing them down and repeating them silently, while others requested the teacher-in-training to repeat the word for better sonority recognition.

To further reinforce new phonemes, in a particular class the new phonemes were /ʃ/ and /tʃ/, hand movements were introduced to differentiate them. For the /tʃ/ phoneme, students used a karate chop motion to represent its dry sound, as in /'tɪtʃər/, while a wave motion symbolized the softer /ʃ/ sound, as in /ʃɜrt/. Following this exercise, students began using these hand motions before reading words with "CH" or "SH," which helped them correct pronunciation from /'tɪtʃər/ to /'tɪʃər/ for "teacher" and from /tʃɜrt/ to /ʃɜrt/ for "short." These advancements are significant for this project and for their skill development, reflecting a careful process of learning and practicing new abilities to distinguish between sounds.

Listening

In this project, the aim was to develop students' listening skills by using narrations of Dr. Seuss's books and asking comprehension questions. This approach, though simple, is essential to fostering receptive skills, especially in the context of learning a foreign language like English. Listening, in turn, had a significant impact on the students' speaking abilities. Throughout the intervention, it became evident that, as the students listened to the book narrations, they grew more confident in speaking. This aligns with Tyangy's (2013, as cited in Ulum, 2015) assertion that listening is not just the act of perceiving sound, but involves processing the information heard, remembering it, and applying it when speaking.

During the observation stage before the implementation, it became clear that the students struggled with both understanding and using the phonemes they heard in the videos played by their teacher. They also had difficulty recalling the vocabulary they had learned when it came the time to apply it in practice. For instance, during the observation stage, when the head teacher showed a video about body parts, the students were asked to point to each part and say its name in English. This exercise was repeated several times, and the students successfully named the body parts while pointing at them. The repetition drill aimed to help the students retain the vocabulary for a later written task. However, when the time came to complete the written activity, many students were unable to do so because they could not remember the vocabulary from the video and mispronounced the words they had previously repeated correctly. For example, with the word *hair* /hɛr/, the students initially pronounced it correctly during the video, but when the written activity began, they started saying /hɑɪr/, influenced by the word's spelling. This phonological issue can be attributed to various factors, such as lack of attention, boredom in class, or other influences that affected the students' ability to retain vocabulary and use it at will.

Their aural skills were analyzed in connection with speaking skills, as these required students to be more attuned to the sounds of the language in order to replicate them in class activities. Phonetic awareness involves more than just accurate pronunciation; it encompasses the ability to identify, modify, and manipulate phonemes (Yopp & Yopp, 2009). Reflecting on the lesson based on *Oh Say, Can You Say?* It is important to highlight how the students approached the material with enthusiasm, viewing it as a fresh and exciting challenge despite facing difficulties with unfamiliar pronunciations. For example, in this session, aside from Student E's experience, many students struggled to pronounce the word walrus /'wɔ:lɹəs/. Videos from the class showed Students F and G pronouncing it as /'walru:s/, mirroring Student E's mistake by following the written form. However, after additional practice by listening to the narration of the tongue twister, the students were able to replicate the sounds from the problematic words and, though not every time, use them when they read the tongue twisters.

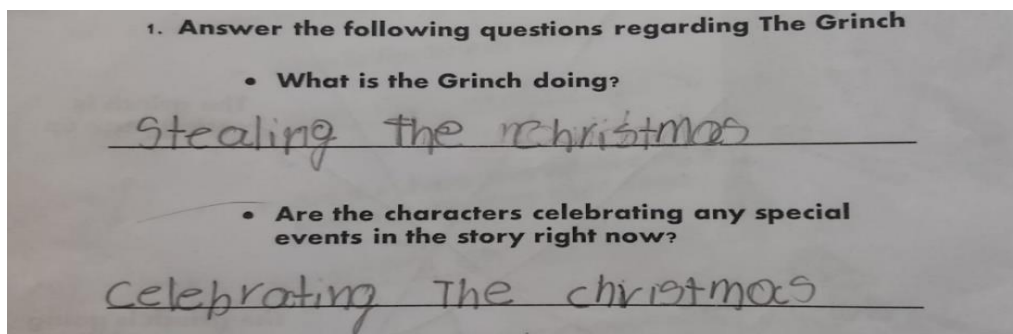
This phonological improvement was not limited to sessions specifically focused on pronunciation. During the lesson on *The Cat in the Hat*, for example, a student spontaneously repeated the verb "sit" and the noun "box," mirroring how these words were used in the book. Though these examples are small, they signify the beginning of an aural recognition process, where students listen to words, internalize them, and recall them for later use. This process can be further nurtured in lessons that utilize materials that spark the students' curiosity and enjoyment.

Writing

Writing skills throughout the entire intervention were addressed as a way for students to create and organize their ideas in coherent paragraphs that would help them express their thoughts, as well as learn their target language in a more meaningful way (Córdoba Zúñiga et al, 2020). The focus for these skills in the research was the progression from writing basic

sentences to longer and more complex texts. For the analysis, the concepts taken into consideration were transition between ideas, their use of structures seen in class, either from the book or the class's topic, and coherence in their writing.

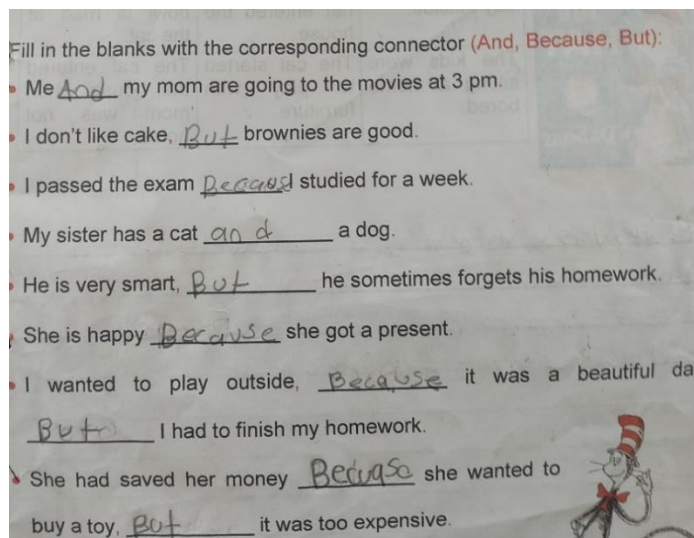
Some of the first writing exercises done by the students involved writing simple sentences regarding aspects from the books used in class and the grammar topic in course, which at the time was the present continuous tense. An important aspect to note was how quickly the students understood the gerund of verbs, easily modifying different verbs during the class. The main task was a workshop on the book *How the Grinch Stole Christmas*. The students had to make a simple sentence describing the Grinch's actions in the book by using present continuous. In the next example, it is possible to see how Student G used the new verb seen in class, which was steal/stealing, into their description of what the Grinch was doing in the book.



[Image 4. *How the Grinch Stole Christmas* workshop, October 23rd, 2024. Student G]

These two sentences written by Student G showed how they understood and used the correct gerund form for the verbs “steal and “celebrate”. Although there are aspects of this sentence that are missing such as the subject of the sentence and the auxiliary verb, the student was able to comprehend the structure and the placement of the suffix ING to use the verbal tense and convey the current ongoing actions of the Grinch in the story.

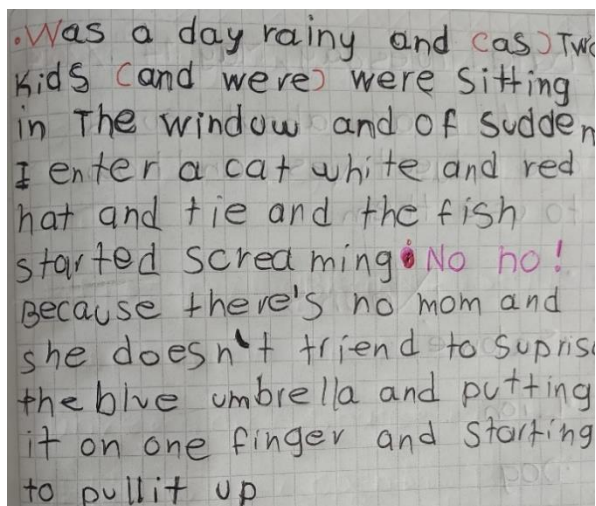
Moreover, the development of the students' writing skills was shown in later classes about the book *The Cat in The Hat*, in which the main activity was to propose a new adventure for the Cat and the two children, who were the main characters of this story. As preparation for this main task, the students had to use sequence connectors in a fill-in-the-blank exercise to practice the use of these words, to later use it in their complete texts.



[Image 5. *The Cat in The Hat* connectors workshop, May 15th, 2024. Student H]

This workshop showed the students' ease for using the connectors in a specific context. This student was able to determine if the sentences were a conjunction, a disjunction or a consequence to use the correct connector to finish the sentence. This can also be traced to what was stated before, about how the students were able to recall important pieces of content in classes months apart, because this topic of sequence connectors was developed at an earlier stage of the intervention. For this reason, having this student recall what was seen before, learn the use of the three main connectors from the class, and use it correctly in this exercise, shows important development in their retention skills and use of these skills in written activities.

The connectors workshop led directly to the creative exercise, which was more challenging for the students because it was a more open-ended task. They had to come up with ideas and write them down to create a new scene for the characters in *The Cat in the Hat*. Student G produced an impressive written exercise, both in terms of skill and content.



[Image 6. *The Cat in The Hat* workshop, May 15th, 2024. Student I]

Student H's text highlighted several aspects of their writing process that are worth noting. First, the learner made corrections that were appropriate for the exercise, as seen in the words placed between parentheses. This correction process is encouraged at their school to avoid using liquid paper. The student self-corrected and continued writing, demonstrating a clear understanding of the structures needed to compose a short text. Their ability to correct mistakes and keep writing reflects a strong grasp of the material.

Secondly, the students developed a process of correction, and connection between ideas. Student H used the gerund form of the verbs in the text to portray the actions happening in their scene, which demonstrates their understanding of the gerunds and their use in a narrative. Additionally, the students sequenced their ideas by using connectors, which showed a

comprehensive understanding of the topics from several classes, and how they could use it in this specific task.

In conclusion, this intervention utilizing Dr. Seuss's books formed a dynamic environment for students to develop their communicative skills in speaking, listening, and writing. Through a combination of literary engagement, phonological exercises, and creative language use, students gained confidence and showed tangible progress in their language abilities. By adapting the materials to foster discussion, and build phonetic awareness, the project successfully encouraged students to overcome their initial hesitations and actively participate in English. This not only provided a foundation for their linguistic growth but also supported their intrinsic motivation to explore language beyond the classroom. The structured yet flexible approach demonstrated the potential of children's literature as a tool for meaningful, integrated language learning, inspiring both individual and collective advancement among the students.

Learning Outcomes

The learning outcomes for this research are the objectives proposed during the pre-project stage, more specifically the last specific objective which aimed to see if the analysis of data showed tangible results on the improvement of the student's communicative skills. This analysis goes in line with Adam's (2006) proposals of what learning outcomes are, which by his definition are the explicit results regarding knowledge, skills, abilities and understanding of a foreign language, shown by a student after their learning process. In this research the category of learning outcomes is divided into retention and use.

Moreover, this concept emerged from the final specific objective, which focused on determining whether the materials used in the intervention contributed to improving the students' communicative skills. The concept of learning outcomes is essential for evaluating this improvement, as these skills are not confined to a single moment but are expected to develop

and be applied consistently throughout the intervention. Students must not only remember the vocabulary but also demonstrate their ability to use it effectively in various contexts, whether speaking or writing.

For this reason, the intervention emphasized activities that supported long-term retention and practical application of language skills. This involved creating opportunities for students to engage in meaningful, repeated use of vocabulary and structures from Dr. Seuss's books in real-world scenarios. And by doing so, the project aimed to ensure that improvements in communicative skills were not only measurable but also sustainable, equipping students with tools they could carry forward beyond the classroom.

Retention in this group of students was demonstrated by their ability to recall vocabulary and structures from previous classes after a certain time, as proposed by Richards and Schmidt (2002) in the *Dictionary of Language Teaching and Applied Linguistics*. This concept became significant in the data analysis due to the improvement observed in students' ability to remember vocabulary and details from the books used in class.

The development of this skill was evident throughout the entire intervention. From the early stages, students displayed signs of retention. For example, during a class based on *Horton Hears a Who*, which focused on WH-questions, the students became familiar with question words such as "what," "when," "how," and "where." They understood how to use these words to form questions and gather specific information. However, when applying these skills in a practical activity, many students struggled to recall what had been taught in that class.

The second ELO could not be met because the students were not able to formulate questions.

This might have happened because of their lack of attention, as well as my own lack of attention engagement.

[*Horton Hears a Who* class, September 10th, 2023. Field notes]

This excerpt from the field notes taken during that class revealed that, in practice, the students did not retain the information about WH-questions initially. However, in the third cycle of the intervention, which took place almost five months later, the students demonstrated improved retention. After watching the narration of that cycle's books, they were able to recall the structure and use of WH-questions, successfully answering and asking questions using those words during class discussions. Regarding the later part of the excerpt, it was also important to mention how the teacher in formation's skills to retain the students' attention was not appropriate to maintain the students engaged in class, which was a contributing factor to the students' lack of attention. Nevertheless, this ability to obtain the students' interest in the topic was improved by understanding what helps them regain attention and having pauses throughout the session, to give the group some time to rest before continuing.

Moreover, the students showed notable improvement recalling plot details and characters from the books used in class. Although not fully in English, the students managed to say the title and some vocabulary related to the lesson's language topic. The following extract from a field diary shows how the students were able to recall aspects of the books after some time had passed between the first and second cycle:

The main objective achieved was to see if the students remembered anything about last year's classes, in this case, what stuck the most were the books used. Whether it was because they already knew the stories or they were interested in them, the students could recall the books and parts of the plot.

[Review Class, March 4th, 2024, Field Notes]

In this class, as mentioned in the field notes, the students showed retention skills for these aspects of the book, which could be the result of factors such as enjoyment of the classes or motivation to learn the language through these interventions.

The retention of vocabulary and plot points from the books was apparent during a review session, centered around *Green Eggs and Ham*. For this review class, the students were asked about aspects such as characters, events, or the grammar topic used previously with this same book. At first, the group of students did not participate, and seemed confused with the question but as they got to think and talk amongst themselves and mention aspects of this specific book, they got the idea of the task and started to talk about what they remembered. For instance, Student E mentioned the vehicles showed in the book, where Sam-I-am offered the curiously colored food to the man who refused every time. Student E at first mentioned this vocabulary in Spanish, but after being asked to repeat their intervention in English, they did it without any problem.

Usage, according to Richards and Schmidt (2002), refers to the ways in which learners use the language, whether spoken or written, in a specific situation. In this pedagogical intervention, it became evident that this usage was not spontaneous but needed to be triggered or activated. In this case, the activators were Dr. Seuss's books and the students' own interventions in class. For example, during the lesson based on *One Fish, Two Fish, Red Fish, Blue Fish*, the students became more engaged and participated actively after feeling included in the lesson.

We were able to achieve the objectives regarding the learning of nouns and adjectives. The students already knew some, but they did not know the name of the category. What worked was the use of their examples and their own experiences; these examples helped the students to create new sentences by themselves.

[*One Fish, Two Fish, Red Fish, Blue Fish* class, May 13th, 2024. Field Notes]

This class demonstrated that one of the most important aspects of teaching is to include the students, either by providing examples or encouraging them to speak about the topic. These interventions not only show a general improvement in their communicative skills but also reflect their sense of belonging and feeling seen in the classroom. This aligns with Wu's (2009) proposal for a comfortable classroom environment, where students are motivated to find new ways to participate and engage in the process of learning a new language.

Considering how this project influenced how the students view the on the process of learning a language, it was important to envision short- and long-term impacts from the intervention. The short-term impacts of this research lay on the enjoyment the students found in the English class, which is going to play a role in the students' current EFL learning process. The feeling of comfort while developing their skills in English was one of the most important aspects the group of students acquired. They learned that English should not be a demanding nor scary task, but it is a process that will bring joy and new useful knowledge for them.

The long-term impacts from this research can be taken from two perspectives: the students' and the teacher's perspective. From the students' perspective, the long-term impacts can be attributed to enjoying the class and having an intrinsic motivation to continue with their learning process and take the reins of it. From the teacher's perspective, this research brought up new ways to develop the class, to engage students and promote a more enjoyable environment to learn a new language.

Throughout the data analysis, improvements in the students' skills became evident, though the progress varied among individuals. It was encouraging to see different levels of advancement, ranging from simple code-switching using familiar words to the structuring of short texts on various topics covered in class. Moreover, one of the most significant

developments was the students' active role in the classroom. They became more engaged, with more eagerness to contribute and ask questions during lessons. Despite ongoing difficulties with pronunciation, they showed willingness to practice speaking more and took risks, knowing that making mistakes is part of the learning process. Additionally, this analysis proposed the possible future of a post-intervention environment in the English class and the role the student took on in the development of their EFL learning process.

Conclusions

This project highlighted the importance of creating an environment where students feel comfortable and engaged while learning a foreign language like English. This is especially true when the materials used are aligned with the students' interests. In this case, the materials that captured the students' attention and supported their language learning process were Dr. Seuss's books. These literary works provided a sense of authenticity to the language because they were not designed to teach English to non-native speakers, but to serve as easy-to-read books for children developing their communication skills. Additionally, the books' fun and colorful illustrations sparked the students' interest, adding another layer of significance because the class is not just appealing to the educational curiosity of the students, but also to something they enjoy such as *The Grinch* and *The Lorax's* characters.

The student role seemed to change in this intervention. Students became more willing to speak up, share their ideas, and be part of the class environment. Although boredom was still present, an inevitable feeling in any classroom, it was less prominent during the intervention. Students found different aspects of the class interesting, whether it was speaking in class, participating in an activity, or simply listening to the books' narrations. Each person found something engaging and chose to listen and participate further. This interest motivated some

students to continue the learning process. In the exit questionnaires, several pupils expressed that they wanted to keep learning because it was fun or because the class taught them new things. These motivators were crucial for the project, as they can drive students to further their language knowledge.

When it comes to communicative skills, the group improved significantly. Each person, to some extent, enhanced their writing, listening, and speaking abilities. Some became more open to speaking, asking questions about vocabulary or seeking explanations, often using a mix of Spanish and new English vocabulary to convey their messages. Others expressed themselves through writing; even if they didn't speak in class, they demonstrated their understanding through written activities and were eager to ask for new vocabulary to use. Lastly, most students were able to follow the narrations and share their opinions about the stories, which demonstrated how Dr. Seuss's books could effectively enhance students' communicative skills. It also empowered the students to express themselves freely in the language they are learning, be it English or any other language they wish to pursue in the future.

Additionally, the learning outcomes were a key component to recognize the improvements made by the students, who, in the timeframe of the intervention, became more receptive of the new vocabulary and its use. They started to remember more language, to remember the phonemes and use them whenever it was needed, which shows how the use of multimedia resources based on Dr. Seuss's books did help students improve their communicative skills, their retention skills and their use of the language. This last concept could be seen in their products, both written and spoken, which show their use of the language in a practical setting.

To conclude, this research demonstrated how meaningful children's literature can be in an EFL setting, specifically Dr. Seuss's books. These books introduced new and engaging ideas for starting an EFL learning process, particularly for young learners. Their age and the familiar nature of the characters provided a relatable and captivating element to the class, which was important for improving the learners' language skills. In response to the research question, the impact of these books was evident in the shift in students' perspectives. Initially apathetic and disinterested, they became more participative, engaged, and enthusiastic about the class as time went by. This change in perception and behavior can be attributed to the use of these books, as students grew interested in the class through their exposure to the stories. This enjoyment became intertwined with the process of learning English, making the development of speaking, listening, and writing skills more enjoyable and fun for the students.

Limitations

The primary limitation of this project was time. Students had only two hours per week scheduled for English class, and this was often further reduced due to school events, delays from prior classes, field trips, dance rehearsals, sports events, and similar activities. These factors frequently cut class time short, postponed sessions, and ultimately impacted the planned intervention schedule.

In terms of the intervention, the process would have benefited from more creative writing and guided reading activities. Even though the intervention proved useful, it would have benefited to develop spaces where the students were able to write freely as they did in the *Cat in The Hat* class, because that exercise showed the interest from the students to write more in English, therefore, a more detailed exploration of that skill would have been important.

Finally, the spoken activities helped the students become more comfortable with that skill. However, the use of guided reading activities would have helped the students to internalize

new phonemes in a better way, not just with the free speaking tasks and listening to the narration of the books, which helped, but practicing reading out loud with excerpts containing new vocabulary and especially containing vocabulary that could be troublesome to pronounce.

Recommendations

If this research is to be conducted in a different context, it is important to take into consideration the need for more physical materials because the students would be more receptive to the information if there were resources they could have in their hands. For example, printed pages from the books (or, if possible, individual copies) or handcrafting and manual tasks. Additionally, it is important to obtain more time for intervening, because as the lessons and the books become more challenging, the students might need more time for in-class practice and interaction with the teacher to answer questions, solve doubts and ask for corrections.

For a better projection of the intervention, there need to be a particular goal, and the researcher needs to obtain a broader understanding of the group, which can be divided into two important aspects: The first one is having “checkpoints”, where the researcher is able to determine how effective the classes have been. These checkpoints can be developed through spoken activities, where the students use the knowledge they acquired throughout each cycle in the intervention, where the researcher can take notes of each intervention. The second aspect is having a final product, whether it is a creative writing project, a public reading or a play based on a book chosen communally in which the students can explore their skills with the language outside of the classroom and in a more expressive and free manner.

Additionally, if a new researcher decided to adopt a quantitative paradigm in the analysis of data, they would need to evaluate the fill-in-the-blank answers as either correct or incorrect and analyze the resulting numerical data. Furthermore, if the creative writing activities were still

included, the new researcher could design a rubric to assess the use of specific language features (e.g. logical connectors, verb tenses, vehicles, food vocabulary, etc.) at different stages of the intervention. This comparative process would allow the researcher to generate numerical data by tracking the frequency and accuracy of specific vocabulary and language features throughout the intervention.

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Annexes

Annex 1: Diagnostic test



El grinch



El lorax

Horton y los
quién

- ¿Cuál fue la que más te gustó? ¿Por qué?

- De las siguientes palabras en inglés, ¿cuáles conoces? escribe la traducción de las que reconozcas

Horse _____

Shoulder _____

Airplane _____

Neck _____

Annex 2: Field notes format

LESSON ASSESSMENT	
What objectives could we meet? What worked well?	
What objectives could we not meet? What didn't work?	
How was my time management?	
What was the students' general response?	
How has this lesson contributed to my research?	
To sum up, what should I keep doing?	
To sum up, what can I work on?	

Annex 3: Consent form given to the students.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

_____ Ciudad y fecha _____, identificado con C.C. C.E. No. _____ expedida en _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos 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.

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

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

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

FIRMA

Nombre: _____

Identificación: _____

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 revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 4: Horton based workshop

WH questions workshop

1. Conecta las WH words con el enunciado para completar una pregunta

What _____ Do you play football?
 When _____ Did you learn English?
 Who _____ Is your favorite superhero?
 Where _____ Is your name?
 How _____ Is your birthday?

2. Responde las preguntas escogiendo una de las opciones de respuesta

Who is your mom?

A. My dad is tall **C.** My brother is 20 years old
 B. My mom is Helena D. My mom is lovely

What is your favorite color?

A. The hospital is blue **C.** I live in a green house
B. I sleep at 8 pm **D.** I like Red

Where do you live?

A. I live in Suba C. My house is big
 B. My school is in Bosa **D.** I play in the park

What is your favorite animal?

A. Lettuce C. Carrot
 B. Red **D.** Dog