

**TRANSMEDIA STORYTELLING TO FOSTER PRODUCTIVE SKILLS THROUGH
MULTIMODAL COMPOSITIONS**

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**A research project presented as a requirement to obtain the bachelor's degree Licenciatura
en español y lenguas extranjeras con énfasis en inglés y francés**

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Abstract

This action research proposal emerged from the urgent need to change the teaching practices of English as a foreign language. Hence, the concepts of literacy and language production in English were approached differently, emphasizing, on one hand, multimodality understood as the various possibilities for meaning-making thanks to the different modes of representation that currently exist. On the other hand, the focus was on transmedia and digital skills that students acquired by themselves through their own experiences. Thereby, during the exploratory phase that was carried out among EFL students from 902 afternoon shift at Colegio CEDID Guillermo Cano Isaza using qualitative research instruments, it was determined that multimodality and the integration of students' prior knowledge acquired in informal settings through ICT are overlooked. Therefore, with the purpose of developing language skills, particularly, productive skills, and incorporating the aforementioned, this document displays a didactic and pedagogical proposal founded on a context-based transmedia narrative that allows students to expand it and create multimodal compositions. The study found that combining digital literacy skills, multimodal composition, and transmedia storytelling in language learning was effective to develop productive skills and vocabulary acquisition. This approach fostered a creative and collaborative environment that supported meaning-making possibilities. It also enhanced students' language learning experience by integrating their interests, preferences, informal learning strategies, and EFL learning needs, and provided opportunities for collaboration among peers. Overall, it allowed students to interact with the target language meaningfully and purposefully through different modes of communication.

Keywords: transmedia storytelling, digital literacy skills, multimodal composing, EFL classroom, action research

Résumé

Cette recherche-action découle de l'urgence de changer les méthodes d'enseignement de l'anglais comme langue étrangère. Pour ce fait, les concepts d'alphabétisation et de production langagière en anglais sont abordés différemment, en se concentrant, d'une part, sur la multimodalité comprise comme les différentes possibilités de la construction du sens grâce aux différents modes de représentation qui existent actuellement. D'une autre part, l'accent est sur les compétences transmédias et numériques acquises par les étudiants eux-mêmes au fil de leur propres expérience. Ainsi, au cours de la phase exploratoire qui a été effectuée parmi les étudiants d'anglais comme langue étrangère 902 dans l'horaire de l'après-midi au Colegio CEDID Guillermo Cano Isaza, et à l'aide d'instruments de recherche qualitatifs, il a été déterminé que les pratiques d'enseignement sont principalement traditionnelles. En effet, la multimodalité et l'intégration des connaissances antérieures des élèves acquises dans des contextes informels au moyen des TICS sont des aspects négligés. Ainsi, dans le but de développer les compétences linguistiques, en particulier les compétences productives, et d'intégrer ce qui précède, ce document présente une proposition didactique et pédagogique fondée sur un récit transmédia contextuel qui permet aux élèves de l'élargir et de créer des compositions multimodales. L'étude a révélé que la combinaison des compétences numériques, de la composition multimodale et du récit transmédia dans l'apprentissage des langues était efficace pour développer les compétences productives et l'acquisition de vocabulaire. Cette approche a favorisé un environnement créatif et collaboratif qui a soutenu les possibilités de création de sens. Elle a également amélioré l'expérience d'apprentissage des élèves en intégrant leurs intérêts, préférences, stratégies d'apprentissage informelles, et besoins en apprentissage d'anglais, en offrant des possibilités de

collaboration entre pairs. Dans l'ensemble, elle a permis aux étudiants d'interagir avec la langue cible de manière significative et intentionnelle à travers différents modes de communication.

Mots-clés : narration transmédia, compétences numériques, composition multimodale, classe d'anglais comme langue étrangère, recherche-action

1. Context and statement of the problem

This section sheds some light regarding the setting that is core to the consolidation of the research project. This stage included the examination of the institution's context, philosophy, and pedagogical principles. Additionally, since the proposal involves the use of Information and Communication Technologies (ICT) and multimodality within English as a foreign language (EFL) teaching, the researcher conducted an observation of the target group of students to inquire about their characteristics regarding EFL learning and their familiarity with ICT.

1.1 Contextualization

The school in which this study took place was Colegio CEDID Guillermo Cano Isaza IED, a public institution located in the south of Bogotá, specifically, in Ciudad Bolívar locality, Meissen neighborhood. According to the institution's PEI¹ (2016) called *Comunidad guillermista, un proyecto de vida*, and according to Manual de Convivencia² (2019), its pedagogy and philosophy focus heavily on developing students' social and personal areas, thus, it aims at collectively building and strengthening emotional, critical, reflexive, and institutional principles, such as solidarity, collaboration, and respect. Furthermore, the learning theory that the institution adheres to is constructivism and follows the four pillars of education proposed by UNESCO: learning to know, learning to do, learning to be, and learning to live together. Likewise, the institution's general teaching approaches are problem-based learning and project-

¹ Proyecto Educativo Institucional (PEI) is a document that each official school has and that consists of a framework that the institution follows to accomplish the proposed educational objectives.

² It is a component of the PEI that contains a set of principles, rules, agreements, and procedures that guide the educational community in an ideal educational environment.

based learning. Regarding the curriculum for English class, it is based on a workbook provided by the Colombian government called Way to Go (7th grade edition).

1.2 Participants' characterization

The target group is 9th grade, specifically, 902 in the afternoon shift, which is composed of 28 students, 16 girls and 12 boys, whose ages range from 13 to 17. In order to gather data regarding the participants, the researcher performed an observation of the classroom environment and found out that most students make use of their phones during EFL class to check social media, to take pictures of information displayed on the TV screen, and to use translation applications for the development of activities. Students naturally integrate ICTs into their learning process and rely on their phones to complete some activities, even when it is not officially in the curriculum. Along those lines, a survey that inquired about their personal preferences, their use of technology and social media, and English learning preferences was carried out (Annex A). Survey results showed that 35.4% of students consider they learn better by doing, 29% by explaining, and 19.3% by watching. Regarding English, students reported that their favorite activities to develop in this class were writing, listening, and speaking. Additionally, 37.9% of them prefer to develop tasks in groups and 93.1% affirmed that they get along with their classmates. Similarly, the language skills they feel more comfortable with are listening (40%) and writing (36.6%), whereas the language skill they feel more difficulty with is speaking (41.4%).

Concerning technology and social media usage, 86.2% have internet access at home and 55.2% take their phones to school. Moreover, the content they prefer to watch online are memes and videos; 44.8% of students spend around 4 and 6 hours per day using technological devices;

the social networks they use the most are TikTok and Facebook; and 58.3% of students consider that they can easily navigate and make use of technology and social networks.

Additionally, in accordance with field notes (Annex C) students display enthusiasm and engagement during class when the teacher brings multimodal and ICT supported activities or when the class's topic is discussed around their immediate context, such as the locality they live in. Likewise, the class's teacher was interviewed (Annex B) with the purpose of complementing the data collected through observations and the survey. It was confirmed that students' strength regarding language skills is writing, whereas their weakness is speaking.

1.3 Statement of the problem

This research emerges from the convergence of several components related to learning in the contemporary world such as informal learning, ICT, multimodality, digital literacy skills, and transmedia storytelling. To begin with, it is worth highlighting that the widespread use of ICT in people's lives is rapidly altering the way they access and construct knowledge. As a result, various forms of informal learning derive from ICT tools. In this matter, Jenkins (as cited in Scolari, 2018) explains that “many skills (playing, performing, navigating, etc.) are acquired by young people through their participation in the informal learning communities that surround popular culture” (p. 19). Therefore, young people are developing new literacy practices that are being dismissed in formal educational settings, for instance, sharing, searching, and collaboratively creating multimodal content online, such as fan fiction or social media posts, which allows for a more participatory approach to learning than traditional classroom settings.

In this regard, based on observations, a survey carried out inside 902 students' EFL class, and an interview with the teacher, it was evidenced that students have difficulties with speaking

and communicating in English. Additionally, they are permeated by the new media and technology; feel comfortable using these tools; multimodal learning is embedded in their everyday practices more than ever after two years of the Covid-19 pandemic; and they got used to using these tools to different extents. However, in the target group's current EFL class, these practices are barely applied to promote English learning.

Indeed, the class takes place in a specialized classroom that is equipped with ICT tools such as TV and computers with Internet access, and these are used, nevertheless, it is done on a surface level: students are not allowed to directly interact with the tools or to provide contributions to their learning processes. The wide array of tools and modalities available nowadays and in the classroom are not appropriately incorporated when it comes to creating learning experiences and developing language skills among 902 students. As a result, students might feel that there is a deep disconnection between their daily practices and the methods of learning in school (Scolari, 2018). Along these lines, through the observations and the interview, it was confirmed that students are encouraged and drawn to participate when classes include ICT to display multimodal activities and, in addition to this, it was evidenced that students feel more comfortable and perform better through writing. Moreover, the observations showed that context-related content prompts their participation and engagement, hence, it is of utmost importance for this EFL classroom to incorporate these elements into their learning process.

For these reasons, it is more than clear that addressing and blending the previously mentioned components is relevant for EFL teaching within this specific setting: it requires an updated approach that appropriately responds to the new ways of learning and constructing knowledge shaped by the spread of ICT, along with a global pandemic. To this effect, this study incorporates a transmedia story that serves two major functions: firstly, it is a way to put their

previous knowledge into practice (related to language, digital skills, and informal learning) through a multimodal approach to the English language; and secondly, it is a device that promotes students' productive skills (considering that speaking is their weakness and writing their strength), while participating and communicating through the multimodal expansion of the story.

1.4 Rationale

This research looks forward to innovating within the English teaching landscape in Colombia, since nowadays more than ever it becomes evident there is “a cultural and technological gap between today's youth and a school system that has not evolved along with society and the digital environment” (Scolari, 2018, p. 8), therefore, language teaching practices must be transformed in accordance with the new literacy, meaning-making and communication habits students develop under ICT influence. In this regard, Kress (1995, as cited in Álvarez, 2016) identified the reasons why this has occurred, permeated by the digital era: first, there has been a shift towards the dominance of visual representation of information; secondly, thanks to ICT, there are different means of representation, providing diverse forms of creating meaning; and lastly, not only multiple modes of representation converge, but also different technologies. These changes require institutions and educators to rethink their approach to incorporating these components into foreign language teaching: it cannot be reduced to traditional forms of displaying information, that is, through written and oral discourse, but it needs to be translated into new formats, e.g., visually and interactively driven, thus multimodality arises.

In this regard, the Colombian Ministry of Education acknowledges that the incorporation of ICT inside the EFL classroom has gained considerable relevance:

At the present time, competent 'readers' are required to respond to the contemporary multimedia demand that advances quickly. It is up to us to think about the exploration and exploitation of new technologies and to fulfill training needs in terms of production and textual reception in accordance with the advances of electronics and telecommunications. In the case of education in foreign languages, visual, informational, cultural, and multimedia skills are put into practice, especially when they converge in multimedia. (MEN, n.d., pp. 46-47, own translation).

MEN establishes that thanks to the expansion of ICT, thus, of multimodality, multiple communication and meaning-making practices emerge in varied forms and several possibilities of combination. Certainly, outside the classroom, students move around the Internet accessing, creating, modifying, communicating, and interacting with all kinds of texts: they are simultaneously readers and authors. That is why it is essential for EFL students to integrate the digital knowledge they have already acquired in informal contexts into their English learning process. Therefore, it is of utmost importance to give rise to multimodality to develop language skills inside the EFL classrooms to expand the possibilities for meaning-making and communication. By integrating multimodality into the EFL classroom, language teachers are able to bring a context that is familiar to students. Multimodality opens the possibility for teachers to create meaningful language learning experiences, and for students to explore within the school's formal setting the skills they learned in informal settings, as well as enhancing those skills while, simultaneously, learning a foreign language.

In this way, this study is relevant because it attempts to transform EFL classrooms practices through the use of multimodality and digital literacy skills, which converge in transmedia storytelling. This shift is aimed at, firstly, pre-service and in-service foreign language

teachers' and their perspective about developing language skills through the incorporation of ICT and multimodality into classes, and secondly, EFL learners and their view about learning English. Especially after the impact of the Covid-19 pandemic, since it forced the whole world to use ICT in educational settings and revealed both the shortcomings and the benefits of its use. The former derives from the lack of preparation of some teachers in this domain, and the latter emerges from the constant use young people give to ICTs.

In order to explore how transmedia storytelling, multimodality and ICT can impact students' productive skills, communicative abilities and meaning-making possibilities, this study aimed at creating a context-based multimodal narrative, a story that students can access through multiple formats, influence, expand and shape, both digitally and non-digitally. Introducing this narrative might bring the new affordances of multimodal communication, not only to develop language skills in an EFL classroom, but to foster participation and engage students as well.

1.5 Research question

How might using a multimodal context-based transmedia story impact the development of productive skills among 9th grade students at Guillermo Cano Isaza?

1.6 Research objectives

General

To analyze the result of implementing a pedagogical and didactic proposal to foster productive skills in an EFL classroom using context-based transmedia storytelling focused on multimodality.

Specific

- To identify how multimodal compositions and transmedia storytelling with the aid of digital literacy skills determine the development of productive skills.
- To describe the outcome of using a multimodal context-based transmedia story in the learning experience.

2. Theoretical framework and literature review

In order to address the research question, this section examines *digital literacy skills*, *multimodal composition*, and *transmedia storytelling*. Each one of these core concepts is presented from several scholars' perspectives, and further insight is provided through the exploration of its implementation in educational settings, both nationally and internationally.

2.1 Digital literacy skills

In a world where new technologies spread and pervade all life domains, it is necessary to rethink the concept of literacy. According to UNESCO (2004):

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (p. 13)

This definition acknowledges the multiple dimensions that pertain to literacy, however, it overlooks the new ensemble of skills that the digital era produces on users of ICTs. Nonetheless, UNESCO (2004) emphasizes the ever-changing property that the notion of literacy has: it is shaped by cultural and technological changes. In the past few decades, there has been a drastic transition from text to image, as well as from print to screen, all thanks to the rapid emergence of ICTs. Hence, the engagement of individuals with the vast amount of content online gives rise to a shift in the way they understand the construction of knowledge, the access to information, and

the creation and communication of messages, likewise, it challenges the concept of literacy, mainly in education.

Nowadays, educators deal with new multiple literacies developed by students' use of ICTs within diverse contexts. These new literacies "are always socially situated, plural, and multimodal and refer to an ever-flourishing array of practices, products, skills, and dispositions made possible by faster, more affordable, more connected, and more elaborated resources for making and sharing meaning" (Gee 2000; New London Group 1996; Street 1995 as cited in Ware, 2017). Some of these new literacies are information literacy, media literacy, multimodal literacy, digital literacy, ICT literacy, among others. Given the purpose of this research, the new literacy that correlates the most with this study is digital literacy. According to O'Brien and Scharber (2008), this type of literacy refers to the "socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enabled by digital tools" (p. 66-67). These practices are not meant to replace traditional notions of literacy, but to complement them.

Furthermore, Martin and Grudziecki (2006) proposed three levels that comprise digital literacy: digital competence, digital usage, and digital transformation. Digital competence refers to the knowledge, awareness, skills, and attitudes concerning ICTs. Thus, "digital literacy involves the successful usage of digital competence within life situations" (p. 256). The processes (e.g., identifying, communicating, examining, creating, interpreting, among others) that comprise digital competence are focused on the achievement of a specific task, problem, or purpose, involving digital tools and resources of any type and, additionally, are carried out in any life domain. The latter brings us to the second level, which is digital usage. This level is "the application of digital competence within specific professional or domain contexts" (p. 257).

Since every person brings her/his individual experience into the selection and development of digital competence, digital usage is determined by the specific context of the situation at hand. Finally, the third level of digital literacy is digital transformation. An individual reaches this level when she/he attains innovation and creativity and transforms her/his specific context or domain through digital usage.

Similarly, van Dijk and van Deursen (2014) presented a range of 6 skills involved in the process of exercising and developing digital literacy. These skills are classified into medium-related skills and content-related skills. The first category contains skills that pertain to the technical factor of media use and are operational skills (technical knowledge required to operate digital devices or the Internet) and formal skills (put into practice when a person browses or navigates the Internet). The second category comprises skills related to the vast amount of content found online, and are the following: information skills (identifying, selecting and analyzing information), communication skills, content creation skills (participating and contributing to expand user-generated content), and strategic skills (using digital media as a tool to attain personal goals).

Therefore, based on a skills approach, digital literacy emerges from an individual's digital skills and attitudes towards ICT. Hence, a more accurate definition of digital literacy is the blending of "awareness, practical skills, and competences necessary for users to access, understand, evaluate, communicate with others, and create digital content in a strategic and applied manner, towards the fulfillment of personal and professional goals" (Iordache et al., 2017, p. 10). Consequently, digital literacy is the ensemble of an individual's knowledge, abilities, and skills required to effectively use digital technologies to achieve specific objectives

concerning communication, content creation, and knowledge building (van Dijk & van Deursen, 2014).

Taking this into consideration, the present study focuses on the language learning process students establish and the meaning they are able to convey while using these digital skills. With this direction, the following five research projects were examined, two of them were conducted in a local context, and three were carried out abroad. Likewise, these five research projects were executed in recent years (2016, 2017, 2018, 2021).

On one hand, the first local research is Castiblanco and Martínez's (2016) mixed methods study among high school students. The objective was to explain the role smartphones have inside educational settings and how it can impact students' performance in geometry and EFL classes. The authors attempted to take advantage of the constant use students gave to these devices and the digital literacy skills implied. To obtain relevant data, researchers established a control group in which phone usage was banned. Regarding the EFL class who used smartphones, the study concluded that students had improvements regarding vocabulary acquisition and language skills development using mobile applications designed for these purposes. Learners' confidence and performance was boosted thanks to the incorporation of digital tools for EFL learning. This was the opposite of what happened in the control group, where students were not engaged and did not have considerable language skills development. Nonetheless, it is worth highlighting that digital literacy skills related to social media were not considered as a learning tool by students and the teachers-researchers did not attempt to change this perspective, the study only used applications created for learning purposes.

Alternatively, González and Mesa (2017) examined the impact of mass media such as TV shows and videogames on fourth grade students' development of English integrated language

skills through an action research project. They brought students' usage patterns of these media to a pedagogical proposal that encouraged applying digital literacy skills for learning purposes. The findings showed that students could use English in contextualized and meaningful tasks and enhance their language skills, since they were engaged and motivated by the incorporation of popular media and their digital literacy skills in formal language learning. Additionally, integrating this tool into EFL instruction positively changed students' attitudes towards learning English, which in turn helped them perform better.

On the other hand, the first foreign study is Al-Qallaf and Al-Mutairi's (2016) mixed methods study, which aimed at examining the impact of blogging on fifth grade EFL students' writing skill, promoting positive attitudes towards learning English. Additionally, they inquired about teachers' perceptions regarding social media use and digital literacy in EFL classrooms in Kuwait. Based on students' blog entries, observations made during class, and a survey, the authors determined that students considerably improved their writing skills and confidence to express their ideas in English. This was due to the integration of blogs and other digital media for classes development, since it motivated students to exploit their skills, both linguistically and digitally. They concluded that educators should profit from social media and students' digital literacy to enhance their expression in English. However, the researchers express concern about students' digital literacy skills and educators' knowledge about these skills and their development as this has implications for the effectiveness of incorporating digital tools in education.

Similarly, Chen and Lin (2018) presented a pedagogical intervention that combines mobile-assisted language learning (MALL) and task-based language teaching (TBLT) to foster EFL learning in a university class in Taiwan. The objective was to determine the impact of a technology-mediated task approach to encourage the English language use through video

recording tasks. The study concluded that most of the participants had positive attitudes towards the incorporation of smartphones and other ICT tools for English learning and considered that it helped them to put into practice L2 integrated skills, as well as digital skills. Even though most students considered the technology-mediated task interesting and favorable, some students manifested difficulty while performing tasks that involved digital literacy, thus, they recommend addressing the digital skills required for the proposed intervention in the pre-task phase.

For their part, Alakrash et al. (2021) proposed a quantitative study that examined Malaysian high school students' attitudes towards the use of social network sites (SNSs) for EFL learning, along with their digital literacy skills. The researchers conducted a survey to 200 randomly selected students with the aim of determining the correlation between these elements. The findings showed that most students prefer to use SNSs and digital tools to develop their language skills. Participants feel comfortable using SNSs and consider them as excellent tools for EFL learning. However, the authors highlighted that students need training on using these tools for learning purposes, giving importance to both structured and informal learning. Finally, Alakrash et al. suggest a major change in EFL curricula by incorporating digital technologies in instruction for both students' and teachers' training.

These studies are relevant to this research because they demonstrate the affordances of ICTs and the importance of focusing on students previously acquired digital literacy skills and applying them for EFL learning to provide students with confidence and positive attitudes regarding learning English. Nonetheless, educators should consider context and students' previous knowledge and limitations when implementing these tools inside classrooms. Moreover, this project's contribution to the revised literature is that it explored students' creativity when using ICTs they already knew, as well as the application of different tasks to

cover as many learning styles as possible involving several modes of communication and thus creating more opportunities for language learning and meaning-making among learners. In addition, digital skills functioned as a tool not only for developing these elements, but also for providing students with more confidence due to the use of familiar environments for them.

2.2 Multimodal composition

This is an era in which people are developing multiple new skills thanks to the spread of ICTs and the emergence of multimodality. Whenever people use a device to access the web, they have the possibility of developing digital skills and incorporating multiple modes that emerged from the changes in the media environment; thus, altering the traditional understanding of literacy and text. Under this massive shift regarding communications and literacy, multimodal composition arises. It embodies a renewed logic concerning the creation of texts nowadays. In this regard, Shin et al. (2021) remark that:

Multimodal composing involves more meaning-making resources than traditional language-based writing and is grounded in the concept of multimodality (...). *Multimodality* pertains to meaning-making with multiple modes (e.g., language, image, sound) and multimodal texts that include both digital and nondigital forms (e.g., videos, websites, live performances). *Mode* is a social and cultural meaning-making resource (Bezemer and Kress 2008; Kress 2010, 2014) and each mode has its own modal resources and affordances. (p. vii).

For this reason, the concept of multimodal composition can be defined as the creation of texts that engage verbal, visual, written, and other modes of meaning-making to convey a message (Pandaya, 2012). The latter is based on a multimodal understanding of literacy that

recognizes diverse text forms, presented across different media ranging from print to digital (Kress, 2009; Pahl & Rowsell, 2006; Siegel, 2006, as cited in Lenters & Winters, 2013).

Moreover, it is worth highlighting the diverse modes of representation included in multimodal compositions, according to Cope and Kalantzis (2009):

- Written Language: writing (representing meaning to another) and reading (representing meaning to oneself)—handwriting, the printed page, the screen.
- Oral Language: live or recorded speech (representing meaning to another); listening (representing meaning to oneself).
- Visual Representation: still or moving image, sculpture, craft (representing meaning to another); view, vista, scene, perspective (representing meaning to oneself).
- Audio Representation: music, ambient sounds, noises, alerts (representing meaning to another); hearing, listening (representing meaning to oneself).
- Tactile Representation: touch, smell and taste: the representation to oneself of bodily sensations and feelings or representations to others which ‘touch’ them bodily. Forms of tactile representation include kinaesthesia, physical contact, skin sensations (heat/cold, texture, pressure), grasp, manipulable objects, artifacts, cooking, eating, and aromas.
- Gestural Representation: movements of the hands and arms, expressions of the face, eye movements and gaze, demeanours of the body, gait, clothing and fashion, hair style, dance, action sequences, timing, frequency, ceremony and ritual (Scollon 2001).
- Spatial Representation: proximity, spacing, layout, interpersonal distance, territoriality, architecture/building, streetscape, cityscape, landscape. (p. 362)

Along these lines, Cope and Kalantzis (2000) propose Multimodal Design as a last mode, which represents the patterns of interconnection among the other modes. With the spread of

multiple modes, writing might appear to be losing its centrality, however, Cope and Kalantzis (2009) explain that “written language is not going away. It is just becoming more closely intertwined with the other modes, and in some respects, it is itself becoming more like them” (p. 365): writing is multimodal. In this sense, from the process of blending writing into other modes of representation, along with different media, emerges what will henceforth be referred to as multimodal composition (MC).

Furthermore, given that students interact with and experience the world outside the classroom permeated by multimodality, they naturally bring these forms of interacting with reality to their learning process. Therefore, excluding multimodality from the classroom practices and keeping the traditional linearity hinders students’ performance and possibilities of displaying creativity inside the classroom. In this respect, Kress considers that “much of what we regard as creativity happens as students move across modes” (2003, as cited in Edwards-Groves, 2010, p. 51). Similarly, Reinking also remarked that “for adolescents, literacy is multimodal, and rather than receive information from static texts, they actively create meaning dynamically across diverse media” (2002, as cited in Siegel, 2012, p. 673). For that matter, teaching practices demand the incorporation of multimodality because this creates opportunities for students to build upon abilities they acquired growing up in an era crossed by multiple modes of creating meaning (Siegel, 2012), as well as of representing knowledge and information.

Thereby, the following five studies were reviewed with the purpose of examining the diverse implementations of multimodal composing in educational settings. These were conducted in recent years (2013, 2016, 2017, 2018, 2021), two of which were carried out in Colombian contexts, the other three were conducted internationally.

The first local research paper reviewed was Rincón and Clavijo-Olarte's (2016), who applied a community-based pedagogy to create opportunities for EFL students to inquire about their immediate contexts' issues using multimodality among 10th graders from a public school in Bogotá. The authors concluded that multimodality had a fundamental role in the development of inquiry and language abilities, as well as in the creation of artifacts to display findings. This study demonstrates that new literacy forms produced by the ICT and multimodality are key to open opportunities for students to expand their meaning-making potential, which in turn provides students with confidence to perform in a foreign language.

Similarly, Jiménez and Pacheco's (2017) qualitative study presented a pedagogical intervention to foster 10th graders' English language proficiency in a public school in Bogotá through writing texts in a multimodal environment. The study concluded that multimodal writing motivates students to use the English language and increases their vocabulary and knowledge of text structure. Students used a wide range of modes to develop the workshops, drawing from their previous knowledge and experiences to create meaning through the multimodal texts. The relevance of this study lies in demonstrating the benefits of implementing multimodal composition in an EFL classroom and how it can boost students' creativity and meaning-making possibilities. Nonetheless, the effectiveness of this research project could have been increased since it lacked continuity with respect to the topics it addressed throughout its execution.

In addition, Balaman's (2018) quantitative study considered the impact of digital storytelling and multimodality in EFL learners' narrative writing skills. The participants were intermediate level English-major students in Turkey, they were divided into two classes, and these were randomly designated experimental (multimodal composing instruction) and control group (traditional writing instruction). Balaman concluded that the implementation of

multimodal instruction to create digital narratives positively impacted the participants' writing proficiency compared to the group exposed to traditional writing instruction. Moreover, the positive impact is also a result of having an authentic audience (peers and instructor), and that students focused more on the process to write the stories, since they were more engaged with the task in order to find the best way to convey meaning. Furthermore, the author advises teachers to be cautious when addressing digital modes of multimodality, given that without enough knowledge it might hinder its implementation, however, it is not specified how teachers should proceed to obtain successful results.

Subsequently, Chisholm and Trent (2013) conducted a case study incorporating digital storytelling into a high school composition course for 10th graders in the United States. To better explain the influence of multimodal composition in students' learning and meaning-making process, the authors provide a deep analysis of a case. They analyzed a student's performance, the authors concluded that she was able to expand meaning-making through the combination of modes in her story. In addition, the creation of the digital story allowed her to better understand the elements of narrative composition, as well as to be fully engaged in the task due to the authentic and personal features that the experimentation with multimodality and the topics surrounding the story provided her. Nevertheless, it is important to mention that the study does not describe its impact on a larger sample of participants, therefore, its conclusions might be limited.

Likewise, Gilliland et al. (2021) presented a study that examines the impact of a multimodal approach to instruct second year EFL teacher-training program students from Universidad de Atacama in Chile. The objective was to develop students' storytelling abilities following a problem-solution pattern. Students had to tell a story from a character's perspective

following its adventures and commenting about problematic situations in the community and upload the content to a blog. The authors concluded that including multimodality, along with real places, situations and community issues allowed the students to meaningfully engage with the task, resulting in the improvement of their writing skills in English. In addition to this, even though it is not addressed by the authors, this study makes use of some elements of Transmedia storytelling and students' previously acquired digital skills, thus this project encouraged further research on those topics in order to better understand the concepts and their potential applications in EFL secondary school classrooms.

The previous three documents reveal the relevance of incorporating multimodal composing in storytelling within educational environments, since they demonstrate the effectiveness of multimodality and stories to engage, motivate and foster meaning-making and language skills development among students. Furthermore, it is worth mentioning that these five studies focus exclusively on one group of modes, whether it is digital format or print format, but they do not bring a combination of both. In the current proposal, neither digital modes, nor print modes replaced one another, rather they were contemplated to work hand in hand to enhance students' learning experience.

2.3 Transmedia storytelling

Since nowadays ICTs are widely accessible for many people, it is necessary to rethink educational practices that are based on a context that has been deeply transformed due to the massive reach and impact ICT and multimodality have on people's daily lives. This literature review examines one of the paths that connects ICT and multimodality in one concept:

Transmedia Storytelling (TS). Scolari (2013) highlighted the blurred semantic spectrum that

holds the concept of transmedia storytelling. Terms such as cross-media, multiple platforms, hybrid media, multimodality, intermedia, among others, cross its path with TS. Nonetheless, taking Henry Jenkins and Jeff Gomez's perspectives, Scolari determined that transmedia storytelling has at least two crucial features: It is a story that unfolds through different systems of meaning (verbal, iconic, audiovisual, interactive, etc.) and media (film, comic, television, video games, theater, etc.), and in which the audience takes an active and collaborative role in the expansion process.

By the same token, according to Jenkins (2009), there are seven principles that TS follows:

1. **Spreadability vs. Drillability:** the first refers to the capacity the audience has to interact with the content circulation across multiple social networks and media. Whereas drillability means the user has not only interacted with the story, but deeply engaged with it in order to understand its complexity, thus, spending more time interacting with the story.
2. **Continuity vs. Multiplicity:** each bit of the story is a continuity of the others across multiple media and languages, therefore, for users it is worth investing time to assemble a meaningful whole view of the story. Multiplicity occurs when characters or even whole stories have alternate versions that contribute to expanding the narrative, altering continuity, but not consistency.
3. **Immersion vs. Extractability:** immersion is the possibility the audience has of entering and experiencing the story's world, while extractability is when they take elements from the story and incorporate them into their everyday life, such as gadgets, action figures and all kinds of merchandising related to the story.

4. Worldbuilding: this principle is about creating a world so compelling that the audience treats the fictional world as a real space that converges with their own reality.
5. Seriality: TS takes traditional seriality from monomedia stories and reaches another level where linearity is blurred, thus, the reader can access the story from several entry points, as a hypertext.
6. Subjectivity: TS does not privilege one perspective or voice, on the contrary, it allows for multiplicity of perspectives thanks to the expansion of timeline, dimension, and characters of the story.
7. Performance: The nature of the story requires active participation from the audience to such an extent that they can become authors, making their own contributions to the narrative.

Therefore, TS is an ever-growing story that crosses multiple media and means of communication, entertained and expanded by its readers, who are turned into content creators or authors. Thus, it is also a story that fosters what Jenkins et al. (2006) called a *participatory culture*. According to this communications expert, a participatory culture is:

(...) a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. A participatory culture is also one in which members believe their contributions matter and feel some degree of social connection with one another (...) (p. 3).

Consequently, the tenets that comprise TS provide several possibilities to apply it in educational contexts because they focus on features that traditional education lacks, but that students are demanding as a result of the information and digital era we live in today. For

instance, posting online, navigating, device usage, image editing, playing, appropriating, networking, and creating content, among others, are some of the abilities that students learn outside formal institutions, all of which are considered informal learning strategies (Scolari, 2018). The above is what Scolari called *transmedia skills*, meaning that thanks to the new relationships people have with media, they develop such abilities which are a great advantage for learning in any area, including language learning, therefore, they should not be overlooked.

In view of the preceding, five research projects were examined to review transmedia tools and transmedia storytelling use. Four of which are situated in the Colombian context, particularly, in Bogotá. The remaining study was designed and applied abroad. All of them were conducted in recent years (2019, 2020, 2021), and the target population was high school students.

On one hand, Farigua and Tirado's (2020) action research aimed at exploring transmedia materials in 8th graders' English writing skills and motivation development. They integrated and adapted ICT tools into education based on the information consumption patterns learners have nowadays. They brought a social media format into EFL authentic materials to promote collaborative free writing. The authors concluded that using transmedia materials is an effective way to engage students and to teach a foreign language, integrating the learners' context. This bachelor's thesis is relevant because it demonstrates the plausibility of using transmedia materials in a Colombian classroom with limited access to ICT.

On the other hand, Peralta (2021) carried out a study to examine the impact of using transmedia storytelling to improve reading comprehension levels. The project had three stages: the first was introducing the ICT and checking previous knowledge about it, the second was using transmedia storytelling through classic fairy tales, in which students extended, modified

and created new stories, and the last stage was for giving feedback and wrapping-up. The author concluded that the use of transmedia storytelling boosted students' participation and reading comprehension based on the expansion and modification of the transmedia story the author presented in class. However, this study was not carried out in an EFL context, but in a native language classroom, thus, revealed lack of implementation of transmedia storytelling in EFL classrooms.

For their part, Rodrigues and Bidarra (2019) created a tailored digital transmedia story with which students could interact with and expand called Connecting Cat. It was designed for 10th grade students and was implemented in Portugal and Greece to teach English as a second language (ESL). The study integrated situated language learning along with transmedia storytelling to create an immersive learning experience. The objective was to develop L2 communication and transmedia skills. The researchers concluded that transmedia storytelling is a potential tool to promote ESL learning, since it is suitable to improve students' linguistic performance and engagement and allows them to be creative while using the target language. Nonetheless, it is important to note that transmedia experiences are time-consuming and require giving special attention to students' sociocultural context, previous knowledge, academic needs and preferences, thus implementing it is a challenging task.

Alternatively, Cercado and Delgado's (2020) master thesis proposed a pedagogical intervention to enhance students' English grammar and lexicon using Transmedia Storytelling. This qualitative study was carried out with 6th graders from two schools in Bogotá, one public and one private. Students' artifacts functioned as a diagnosis and were the main source for a subsequent analysis of their abilities regarding ICT use and foreign language skills. The authors concluded that the implementation of transmedia storytelling had a significant and positive

impact on students' performance in transmedia skills, English as a foreign language and ICT use. In addition, transmedia storytelling promoted participation, collaborative work, and motivated students equally in both schools, demonstrating that this is a tool that intrinsically engages students and facilitates learning. Moreover, it should be noted that this study was directly impacted by the COVID-19 pandemic, however, the nature of transmedia storytelling allowed the researchers to continue without major changes, indicating the adaptability of this approach.

Lastly, Bettín (2021) designed a pedagogical proposal based on transmedia storytelling to improve 8th grade students' linguistic competence. The study was conducted in a Spanish as a second language class in the United States. The study concluded that the implementation of the proposal focused on a Virtual Learning Object and transmedia storytelling positively and significantly impacted students' linguistic competence in L2. This is due to collaborative work, the incorporation of technology, interactive activities, creative potential, and transmedia experience. Likewise, the project was carried out in an ideal setting, where students had the technological tools and skills to navigate the transmedia story. The results transcended the research's objectives, boosting students' confidence when communicating in a second language, engaging them with new cultures, and improving their performance in L2 and technological skills.

Thereby, it is worth mentioning that the reviewed studies' relevance lies in demonstrating how the use of transmedia in education brings favorable results in a wide array of areas, such as motivational, cultural, participative, cognitive, linguistic, and technological skills. Additionally, this tool fosters collaborative work and connects learners' context with content, thus, creating meaningful learning. Regarding the current study's contribution to the existing literature, it focused on students' efforts to convey meaning and emphasizes communication. Similarly, this

project's transmedia proposal offered a high level of personalization through the integration of students' interests, the target language, ICT tools frequently used by students, and an integrated approach to language skills, designed to cover students' needs as much as possible.

Finally, it is noteworthy that the research projects by Rodrigues and Bidarra (2019), Cercado and Delgado (2020), and Bettín (2021) shared the most similarities with this academic work. These studies inspired further investigation on literature to explore the potential impact that comes from the exploration of previously acquired digital literacy skills in foreign language learning, how multimodality can be used to create a more engaging learning environment for EFL students, and how the integration of transmedia storytelling can shape language learning by providing interactive learning experiences.

3. Research design

3.1 Research paradigm

The present project was approached following a qualitative methodology, which included data collection methods such as observation, an interview, a survey, student artifacts, and institutional documents in order to obtain multiple perspectives to analyze the target population and its context. In this regard, Ravitch and Carl (2015) state that “Qualitative research attempts to understand individuals, groups, and phenomena in their natural settings in ways that are contextualized and reflect the meaning that people make out of their own experiences” (p. 36). Hence qualitative research enables the description, understanding, interpretation and analysis of the teaching and learning practices inside the EFL classroom taking into consideration its particular context.

Furthermore, this kind of research is suitable for an education-centered project because it does not restrict the exploration and analysis to a unique perspective. It rather allows the researcher a myriad of possibilities that facilitate solving the research question and contributes to having a trustworthy research design. Thus, the flexibility this research method provides is a crucial characteristic when obtaining meaningful results and tackling difficulties and problems that arise in diverse and unpredictable settings such as EFL classrooms.

3.2 Type of research

In order to address the implementation of a context-based transmedia storytelling to foster multimodal composition in an EFL classroom, this project followed an Action Research approach, specifically, the integrated action design under the individual teacher research

(Ferrance, 2000). This practice allows the student teacher-researcher to implement an approach or practice with the aim of solving an issue in classroom settings (Kalmbach & Carr, 2010). Thereby, this type of research strives to improve educational practices and comprehends a cyclic process. There are different models regarding the action research cycle, but according to Clark et al. (2020), most models contain these components: “Plan a change; take action to enact the change; observe the process and consequences of the change; reflect on the process and consequences; act, observe, & reflect again and so on.” (p. 11). Thus, the first step is to diagnose the problem and determine the purpose of the action research approach; the second step is to design the intervention to address the issue, which includes procedures, the data required and data collection instruments; the next step is to act on the target context, considering the plan; the final step is to assess the scope of the intervention and reflect upon the obtained results (Cohen et al., 2017). Additionally, an action research approach might integrate a quasi-experimental design that serves to improve internal validity. Hence, this research project included a pre and post-test design, more specifically, a one group pre-test-post-test design, as proposed by Shadish et al. (2002), in which the whole group was tested twice, without a control group. The test was administered within a short period of time and the post-test was slightly changed to reduce threats to validity.

3.3 Data collection instruments and procedures

The data collected pre-implementation was descriptive and both primary (observation, survey, and interview) and secondary data (PEI, Manual de Convivencia and English curriculum). Thus, the researcher identified the most important elements of the school context such as participant’s characteristics, class development, school and classroom environment and

teacher's practices. Likewise, it was critical to determine the specific students' behaviors regarding peer interaction, teacher-student interaction, EFL learning and story preferences, ICT and technology use, and the English level they display. The aforementioned was achieved through observations, a survey to students, an interview to the teacher, and the examination of institutional documents such as PEI, Manual de Convivencia, and English class curriculum. It is important to mention that the survey was piloted twice with two people of similar ages to the participants in order to refine the instrument and ensure adequate quality data was collected. Similarly, the institutional documents were examined with the purpose of gathering valuable information concerning the school's pedagogy and philosophy, and about the EFL class configuration, elements that are key to design the pedagogical and didactic proposal. Simultaneously, a literature review was conducted in order to gather data about previous applications of transmedia storytelling, digital literacy skills, and multimodal composition in different classroom settings, along with other theoretical elements that can support the answer to the research question.

Similarly, to gain a better insight of the research question and the selected approach, the instruments for data collection during the implementation were note-taking on a field diary throughout the observation process, a pre (Annex E) and post-test (Annex F), the examination of students' artifacts produced throughout the sessions, and the final task. In this sense, "Observation and fieldnotes is an important qualitative method because it allows for the researcher to see and record firsthand the activities in which research participants are engaged in the context(s) in which these activities happen" (Ravitch & Carl, 2015, p. 164). Observation allows the researcher to examine students' natural setting, besides, fieldnotes are exploratory and can be reviewed over time, this is beneficial for carrying out a reflective and interpretative

process that supports the data analysis. Moreover, the collected fieldnotes for this study blended descriptive, inferential and evaluative observations about the EFL classroom context. In addition to this, a questionnaire approach was used to test students' language level, and the subsequent impact of the implementation, with the aid of multimodality. The test mixed open-ended questions and multiple-choice questions in order to gather a wider range of data. Lastly, students' artifacts revealed their comprehension, understanding and level of engagement concerning the proposal.

Furthermore, a data triangulation process provided validity and assisted in achieving a better organization and analysis of the collected data. In this regard, Hignett and McDermott (2015) explain that triangulation "refers to the use of more than one data source, method or investigator and the convergence of these to add credibility to a study" (p. 133), this results in challenging or confirming the interpretation given to a particular or several data sets (Ravitch & Carl, 2015). In the case of this project, the triangulation was done intersecting different data sources. Finally, the data analysis followed Grounded Theory, which is a research methodology that emphasizes the generation of theory from the data collected during research (Strauss & Corbin, 1994, as cited in Cohen et al., 2017). Therefore, categories emerged from the project's objectives and the data collected in order to determine patterns and relationships among data sets that served to analyze the results of the proposal's implementation.

3.4 Pedagogical proposal design

On the basis of primary (observation, survey, and interview) and secondary sources of data (PEI, Manual de Convivencia and English curriculum), along with the acknowledgement of methodological and didactic limitations (constant classroom and schedule changes, and reduced

access to digital tools) regarding the incorporation of ICT and multimodality inside 902 EFL classroom, this project presented an innovative proposal that aimed at introducing a shift in EFL teaching practices. It did so through the creation of a context-based transmedia storytelling and its subsequent expansion in collaboration with students, resulting in a set of multimodal compositions that comprised several bits of the story.

Furthermore, it is necessary to mention that for research purposes, this project was initially addressed to a specific group of students, therefore, it generated shortcomings related to the generalizability of the results, since it is of vital importance to consider every classroom sociocultural differences. Nonetheless, it could still be modified and adapted to other teaching settings. Alternatively, in order to reinforce transparency, trustworthiness, and guarantee confidentiality throughout the observation and implementation phases, the research project followed the appropriate procedures to gain permission from the school and students' parents or guardians according to the required guidelines, via informed consent (Annex D).

4. Pedagogical instruction

For the purpose of designing the pedagogical proposal, it is important to consider a guideline composed of internal principles regarding the institution, and external principles proposed by the researcher. This is done in an effort to personalize and optimize as much as possible the learning experience and complement it with features of multimodal composing and transmedia storytelling. Thus, the following lines define the tenets relevant to the foundations of this project and describe how these align with the school's philosophy and methodologies, as well as new ideas and practices regarding education and EFL learning.

4.1 Curricular vision

According to the institution's (2016) PEI called *Comunidad guillermista, un proyecto de vida*, the learning theory that the institution adheres to is constructivism and follows the four pillars of education proposed by UNESCO: learning to know, learning to do, learning to be and learning to live together. Consequently, the institution's mission is to contribute to people's education in academic, technical and humanistic competences, fostering autonomy and social responsibility in order to generate social harmony. Likewise, the institution's general teaching approaches are problem-based learning and project-based learning. Regarding the curriculum for English class, it is based on a workbook provided by the Colombian government called *Way to Go* (7th grade edition). In addition, the EFL curriculum focuses on four methodological approaches for this subject: pragmatic focus, semantic focus, linguistic focus, and Task-Based Learning.

The curricular vision of this project shared some aspects with the school's curriculum such as a constructivist approach to learning and knowledge and a pragmatic focus to language acquisition, in addition to this, the project emphasized the development of new learning strategies for English learning. The latter was achieved by incorporating ICTs and students' digital literacy skills into their learning process, given that, from a learner-centered perspective, "education involves drawing out the inherent capabilities of people" (Schiro, 2012, p. 6), in this case, the ones that are emerging thanks to the digital era. Therefore, the project strived to create a learning environment that provided students with opportunities to convey personal meanings that helped build knowledge and foster language acquisition. This led to the implementation of teaching materials that are relevant to students' previous informal experiences with ICTs. This was done to create a personalized learning experience that focuses on learners' needs and interests, and that enables what Jenkins et al. (2006) called participatory culture, with the purpose of changing students' notions of what can be done with ICTs.

4.2 Vision of language

This project views the ultimate goal of language as communication and meaning exchange, in such a way that EFL students can develop communicative abilities that go beyond traditional understanding of language. Under Krashen's language theory, Natural Approach, this goal is attained through activities that focus on topics that are "interesting and relevant to students and encourage them to express their ideas, opinions, desires, emotions and feelings" (Krashen & Terrell, 1998, p. 21). This is due to the imperative of reducing the affective filter which might hinder second language acquisition.

Furthermore, a complementing perspective regarding communication and meaning-making in language is that of multimodality. After the massive expansion of ICTs, “language is but one of the communicative resources through meaning is (re)made, distributed, and interpreted” (Jewitt, 2008, as cited in Early et al., 2015, p. 447). The affordances of ICTs and multimodality bring to our daily lives a considerable number of resources to communicate at all times. In this sense, to fully understand the conveyed meaning, it is necessary to consider other modes involved in communication, since multimodality focuses on the convergent “elements that play out when we make meaning and how we represent those meanings in communication” (Álvarez, 2016, p. 100). Consequently, this project acquires a pragmatic vision of language. According to Crystal (1997) pragmatics is

the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (as cited in Taguchi, 2019, p. 1)

In other words, pragmatics studies communication embedded in a socio-cultural context (Rose & Kasper, 2001), integrating not only language, but also other modes as resources for conveying meaning and communicating. Thus, a pragmatic vision of language is one that recognizes the importance of language not just as a set of grammatical rules or a means of expressing abstract ideas, but as a tool for communication and interaction in different situations, along with other modes of communication. This view of language emphasizes the practical applications of the language and the need for students to develop the skills necessary to communicate in English effectively in a variety of personal, social, cultural, and professional contexts. A pragmatic approach to language teaching recognizes the diverse needs and

motivations of English language learners and seeks to develop their language abilities in a way that is relevant and useful to their lives.

Ultimately, a pragmatic vision of language in the context of teaching English as a foreign language recognizes the vital role that language plays in enabling people to communicate, connect, and succeed in today's globalized world. Therefore, it seeks to equip learners with the skills and knowledge they need to use language and other modes of communication effectively in varied contexts.

4.3 Vision of learning

The learning theory adopted in this study was constructivism, which is followed by the institution as well, and can be defined as the process of “active construction of new knowledge based on a learner's prior experience” (Koohang et al., 2009, p. 92). This is pivotal, since this proposal relied on students' previously acquired knowledge in informal settings, mostly aided by ICT. The study looked forward to taking advantage of the learning possibilities unlocked by the digital skills students acquired in informal settings, interacting with and participating in the creation of online multimodal content through their computers and smartphones. In accordance with this, this study allowed students to draw from their digital skills to contribute to their learning process. This focus on informal learning was not meant to reject formal education, but rather to create an “exchange of experiences and actions between formal and informal learning environments” (Scolari, 2018, p, 79).

Furthermore, according to Honebein (1996), seven principles for designing constructivist learning environments can be outlined:

- Provide experience with the knowledge construction process;

- Provide experience in and appreciation for multiple perspectives;
- Embed learning in realistic and relevant contexts;
- Encourage ownership and voice in the learning process;
- Embed learning in social experience;
- Encourage the use of multiple modes of representation;
- Encourage self-awareness in the knowledge construction process (as cited in Koohang et al., 2009, p. 93).

Additionally, it is worth highlighting Bruner's contribution to constructivism and his concept of scaffolding, which refers to the process of accomplishing tasks through guidance and collaboration among peers, as well as between student and instructor (Maybin et al., 1992). Thereby, the previously described elements serve a major purpose in the collaborative construction and expansion of the story through multimodal composition.

4.4 Vision of classroom

This project places emphasis on a student-centered classroom where “students become the center of the learning process by influencing the content, activities, materials, and pace of learning” (Collins & O'Brien, 2011, p. 446). The student-centered classroom is a place where the teacher is a facilitator of learning and who thoroughly focuses on student's needs, abilities, interests, and learning styles to enhance their learning processes (Jones, 2007; Larasati, 2018). This proposal constantly complied with this view of classroom through the transmedia story, which provided numerous opportunities of personalized and collaborative learning. Furthermore, the transmedia story allowed learners to build upon prior knowledge regarding English, digital

skills, storytelling and learning experiences, which is another relevant feature of student-centered learning (Larasati, 2018).

4.5 Instructional design

The pedagogical proposal was based on task-based learning (TBL), which is a widely used approach to language teaching and is used in the school selected to implement the proposal, therefore, it is relevant for the project. According to Willis (1996), tasks “are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). This author states that “the emphasis is on understanding and conveying meanings in order to complete the task successfully. While learners are doing tasks, they are using language in a meaningful way” (p. 24). According to Willis, the procedure when implementing task-based learning should be:

1. Pre-task: introducing the topic and the task to students.
2. Task cycle: students perform the task, plan and report results or conclusions.
3. Language focus: analyzing or practicing language included in the task.

Likewise, Richards and Rodgers (2014) explain that TBL is flexible and, therefore, it “can be used creatively with different syllabus types and for different purposes” (p. 174). For this reason, in order to address the proposal’s objectives, this project blends TBL with process writing steps to create collaborative multimodal compositions. Hedgcock (2005, as cited in Brown and Lee, 2015) describes process writing as a framework that engages learners in meaningful composition, encourages stages of multiple drafts and revisions, and produces feedback continuously. Nevertheless, focusing on the process does not mean that the product is overlooked, after all, that is the ultimate goal of composition (Brown & Lee, 2015).

4.5.1 Learning Outcomes

Students will be able to:

- Describe events, people, actions, and places, both orally and in writing.
- Compare and contrast places, people, and situations, both orally and in writing.
- Compose multimodal short stories that expand the transmedia narrative presented by the teacher.

4.5.2 Roles

Teacher. The teacher is a guide and facilitator throughout students' learning process. It is the teacher's duty to implement strategies that lower the affective filter as much as possible, with the aim of enhancing students' learning process. Likewise, another teacher role is to encourage and prompt students to share their previous knowledge, propose ideas, and interact with the selected or created materials.

Students. Students are expected to collaborate and communicate with peers with the purpose of scaffolding and building knowledge together. In addition, students will bring what they already know to the class in order to strengthen learning and develop language skills. The main aim of the student's role is to be participative in their learning process and, at the same time, help their partners in the development of their communicative skills.

Materials. Materials are the cornerstone of the proposal, since firstly, they will provide comprehensible input for students to subsequently be able to produce language. Secondly, materials will be used as models for students to encourage creativity and explore other modes of

communication. Therefore, materials will enable meaningful classroom activities, and support comprehension of the transmedia story, meanwhile functioning as its primary medium.

4.5.3 Lesson planning

Based on the data collected and the proposed components, a context-based transmedia storytelling pedagogical intervention was designed and implemented among 902 students from CEDID Guillermo Cano Isaza. One element that stood out from the data was the perceived weaknesses and strengths related to language skills expressed by students through the survey and confirmed by the teacher through the interview. It was determined that writing is their strength, whereas speaking is their weakness. Therefore, these skills were addressed throughout the presentation and subsequent expansion of the transmedia narrative to students, which was comprised of two moments: *Getting up to speed* and *spreading the word*.

The reason for incorporating both productive skills was to reduce the affective filter, as determined by the Natural Approach. In this way, students did not exclusively focus on their perceived weakness: they also had the opportunity to take advantage of their perceived strength. Moreover, other important aspects considered for the consolidation of the proposal were social media formats and tools, such as video editors and audio recording tools, as well as transmedia storytelling, which is a common manner of consuming content online and mass media. This was a response to the lack of ICTs usage in the classroom and students' patterns of ICTs use. The implementation took place over the course of 8 weeks, one session per week, one hour and a half each.

The first moment was called *Getting up to speed* and functioned as an adaptation phase for students because they had the opportunity to implicitly get acquainted with the ICT tools, the

story, the main features of transmedia storytelling, the topic, and the multimodal modes of telling a story. Given that the nature of transmedia storytelling allows for multimodality, some of the modes, media and formats used in the presentation of the story served as models for students to take into consideration when composing later in the proposal implementation. Throughout this stage, the teacher presented the needed vocabulary and required ICT navigation in an effort to enable as much comprehension of the story as possible. These elements were presented making use of social media, videos, and comic strips, since this showed to highly motivate and engage students.

Throughout the second moment, *Spreading the word*, students started their composition process in groups, they worked on productive skills, and expressed through the modes they were more familiar with, thus addressing both their perceived weakness and strengths, meanwhile creating, composing, and expanding the transmedia story. Furthermore, the assessment was both formative and summative, students' classwork and final test were considered for the latter.

Finally, it is worth mentioning that the transmedia story explored the topic of traveling since the modules 3 and 4 of the workbook *Way to Go* (7th grade edition) contemplated in the school's curriculum revolve around Colombia's characteristics and places of interest, as well as those of other countries. Below is the scope and sequence of the proposal (see a full breakdown of each lesson plan in Annex G):

Table 1

Scope and sequence

Stage	Date	Learning outcomes	Main activities
<i>Pre-test</i>	August 30th, 2022	-Examining students' language level and previous knowledge.	-Answering the test.

<i>Getting up to speed</i>	September 6th, 2022	<ul style="list-style-type: none"> -To be able to introduce yourself following a template. -To describe the main characters. -To give suggestions. 	<ul style="list-style-type: none"> -The teacher introduces herself to the class. -Students give the story's main characters physical and personality traits. -Students suggest places to visit with the characters. -Students introduce themselves.
	September 13th, 2022	<ul style="list-style-type: none"> -To recognize adjectives for people and places. -To use the appropriate adjectives to describe people and places. -To use comparative adjectives. 	<ul style="list-style-type: none"> -Picture description. -Vocabulary building through matching activity. -Presenting the story's main characters. -Introducing comparative adjectives. -Comparing the characters.
	September 20th, 2022	<ul style="list-style-type: none"> -To use the appropriate adjectives to describe people and places. -To use comparative adjectives. -To summarize a short story using modes such as images, audio, etc. 	<ul style="list-style-type: none"> -Organizing jumbled sentences about comparisons. -Vocabulary building through matching activity. -Presenting the story's plot and first episode: Abi and Tony go to Paris. -Summarizing the episode through multimodal compositions.
<i>Spreading the word</i>	October 7th, 2022	<ul style="list-style-type: none"> -To recognize comparatives and superlatives. -To use the appropriate adjectives to describe animals and places. -To use comparative and superlative adjectives. -To relate the story from a point of view different from the characters'. 	<ul style="list-style-type: none"> -Introducing superlative adjectives. -Presenting the story's second episode: Abi and Tony go to the Amazon rainforest. -Expanding the transmedia story with the creation of a creature and an alternate short story. -Creating an ending for the episode.
	October 18th, 2022	<ul style="list-style-type: none"> -To use the appropriate language to describe events, people and places. -To use superlative and comparative adjectives. -To formulate a conflict for the story. 	<ul style="list-style-type: none"> -Students find the mistakes in some sentences that include the target language form (comparatives and superlatives). -Comparing the creatures students created during the previous session. -Presenting the story's third episode: Abi and Tony go worldwide. -Creating a conflict for the episode each group has. -Dramatizing the episode, along with the extension students created.
	October 25th, 2022	<ul style="list-style-type: none"> -To use the appropriate language to narrate a story. -To design a multimodal text that presents the story. 	<ul style="list-style-type: none"> -Students write a script for their multimodal compositions containing the last episode of the story: Abi and Tony come to Colombia.

		-To use the appropriate language to give opinions.	-Creating a teaser for the story through a multimodal composition. -Closing the implementation.
<i>Post-test</i>	November 1st, 2022	-Examining students' language level and current knowledge.	-Answering the test.

5. Data analysis and findings

This chapter presents the procedures followed to analyze the data collected during the implementation of the pedagogical and didactic proposal. Thus, the subsequent lines provide an overview of the method determined to conduct the analysis and its steps. Additionally, the categories and subcategories of analysis are presented and thoroughly described.

The approach selected to conduct the data analysis was Grounded Theory (GT). This is a qualitative analysis method that involves using structured and adaptable guidelines to gather, organize and analyze qualitative data to generate theories that are founded in and supported by the data (Charmaz, 2006). Therefore, “the concepts out of which the theory is constructed are derived from data collected during the research process and not chosen prior to beginning the research” (Corbin & Strauss, 2015, p. 35). In addition to this, the analysis and the data collection are cyclical processes in which the researcher reiteratively examines data and refines the analysis.

In accordance with GT, the data collection procedures provided the research with rich and varied data. As mentioned in Chapter 3, the instruments used to gather data were a pre and a post-test, observations documented in a field diary, and students’ artifacts, which were gathered through pictures, videos, and audio recordings. The tests’ results were transcribed and organized into spreadsheets, and the frequency of the answers from each set of questions that examined a specific language skill was subsequently arranged into graphs (Annex H). Regarding the field diary, this instrument was digital and was filled right after finishing each session during the participant-observation phase. Moreover, the artifacts were collected throughout the implementation, and along with the previous instruments, they were stored in folders

corresponding to the session (Annex I). These tools allowed the researcher to explore different perspectives of students' behaviors and attitudes towards the proposal, resulting in the development of thorough explanations about its impact (Corbin & Strauss, 2015).

As specified by Corbin and Strauss (1990), after the data collection and organization, the next fundamental step in the data analysis process is coding which “means naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data” (Charmaz, 2006, p. 43). The purpose of coding for the researcher is to begin analytic interpretations of collected raw data and turning them into concepts or codes, these are based on the researcher's interpretation of the meaning implied in the participants' words or behaviors (Corbin & Strauss, 2015). Therefore, codes emerge by means of the researcher's definitions and descriptions of what he or she identifies in the data (Charmaz, 2006). Furthermore, according to Corbin and Strauss (1990), there are three basic stages of coding in GT: open coding, axial coding, and selective coding.

Firstly, open coding intends to interpretatively and carefully examine the collected data and assign them a label that conceptually represents a specific piece of data. Subsequently, conceptually similar data are organized jointly to build categories and subcategories. By applying this first process the researcher opens the possibility to overcome subjectivity and bias concerning the data. Secondly, axial coding aims at establishing relationships between categories and subcategories, resulting in further development of these through constant comparisons the researcher makes between data. This stage is all about questioning and scrutinizing the collected data. Finally, selective coding pertains to the creation of a core category that explains and summarizes all the other categories. Thus, this category represents the main thesis of the phenomenon under study (Corbin & Strauss, 1990).

Consequently, following the coding principles of GT, data were dissected into excerpts to form initial codes. In order to do this, each dataset resulting from the data collection instruments was revised several times, classified and labelled with the aid of an online tool called Notion³. This tool allowed the researcher to manage the data and code it accordingly. Thereafter, by identifying patterns and themes among data, categories and subcategories emerged. Additionally, these were refined in view of their relationship with the research question and the research's objectives. The coding process resulted in a defined set of categories and subcategories that represent the impact of the project's implementation and thus are introduced in the next section.

5.1 Categories and subcategories of analysis

Considering that the aim of this research project was to examine the possible impacts the implementation of a multimodal context-based transmedia story with the assistance of digital skills could have on 9th grade students' development of productive skills in English, the following table displays the relationship among the research question and objectives and the categories and subcategories that originated from the interpretation and analysis of the emerging codes.

Table 2

Categories and subcategories of analysis

Research question and general objective	Research Objectives	Category	Subcategories
How might using a multimodal context-based transmedia story impact the development of productive skills	To identify how multimodal compositions and transmedia storytelling with the aid of digital literacy skills	Productive skills development	Writing skill development
			Speaking skill development

³ It is a flexible and free online workspace that provides multiple notetaking and organization formats for projects of any kind.

among 9th grade students at Guillermo Cano Isaza?	determine the development of productive skills		Integration of productive skills through multimodal compositions
			Vocabulary acquisition
To analyze the result of implementing a pedagogical and didactic proposal to foster productive skills in an EFL classroom using context-based transmedia storytelling focused on multimodality	To describe the outcome of using a multimodal context-based transmedia story in the learning experience	Learning experience customization	Transmedia storytelling learning
			Meaning-making through multimodality
			Use of digital literacy skills
			Collaborative learning
			Motivation and engagement

5.2 Category 1: Productive skills development

The first category is directly related to the research question and the first specific objective, which addresses the main purpose of this study: the impact of the pedagogical intervention on students' productive skills. It is worth remembering that the focus on these skills originated from the data collected through the first cycle of observations pre-implementation, a survey to students and interview to the teacher. Through these instruments it was determined that students had difficulties with speaking in English while, on the contrary, they felt more comfortable with writing. Therefore, the study was focused on both skills with the aim of taking advantage of students' writing skills to reduce the affective filter and work on their speaking abilities. These skills are part of the four macro skills in language learning: listening, reading, speaking and writing. The latter are known as productive skills because they involve generating language output whether by means of the written mode or the oral mode.

Moreover, since the approach integrated multimodality into the pedagogical and didactic proposal, productive skills were not only contemplated as separate modes, but also as an ensemble delivered by means of multimodal compositions and digital skills that students had

previously acquired. This means that productive skills were developed through a combination of modes, including audio, visual, and digital and print media, as this approach recognizes that language learning is not only about mastering macro skills, but also about using distinct modes of communication to that end. Consequently, the data that supports this category was collected through students' artifacts and the pre-test and post-test, which are composed of audio and video recordings, field notes, along with images of students' written productions. Additionally, to explore the development of productive skills, vocabulary acquisition was taken as another indicator of the impact of the proposal. This is because for foreign language learners to be able to produce language, their vocabulary needs to reach productive knowledge (González-Fernández & Schmitt, 2017). As a result of the aforementioned, the following four subcategories emerged.

5.2.1 Subcategory 1: Writing skill development

The development of writing skills was one of the main objectives of this study and it was addressed through a wide range of activities, given that “changes in the definitions of literacy have forced educators to re-define writing and writing instruction in a way that incorporates multimodality into the writing instruction” (Balaman, 2018, p. 203). Consequently, writing teaching and practice were accomplished through a wide range of multimodal tasks, comprised by guided tasks with material provided by the teacher, along with independent drawing and writing tasks, and descriptive and narrative writing. These tasks were addressed with the aid of the transmedia story which provided learners with a purpose for writing. This complies with Nation's (2009) affirmation about the emphasis throughout the writing process: it should be on having a purpose for writing and conveying a message. The main goal of writing should be to effectively communicate a message to the reader, and it is important for the writer to keep the

audience in mind during the writing process. For this reason, students had the role of both authors and readers from the very beginning of the implementation and were able to create different kinds of texts with the purpose of complementing and expanding the story presented by the teacher-researcher.

To begin with, it is important to note that the first writing tasks were done in the pre-test, where students had to tell a story based on three sequential pictures (Question 9) and then reply to a WhatsApp message from someone who wanted to visit Colombia (Question 10). The overall results of these tasks were that few students were able to tell a story in the first task, hence their answers did not achieve the goal of writing a short story, as evidenced in Figures 1, 2 and 3. Regarding the second writing task, even fewer students provided relevant replies that accomplished the goal of the task and answered the message, only 10 students out of 27 were *able to attain this objective. Moreover, most students described each picture separately in question 9, in addition to this, they expressed lack of vocabulary, thus some of them conveyed meaning using Spanish, an illustration of this can be seen in Figure 3.*

Figure 1

Student Artifact (Pre-test, August 30th, 2022)

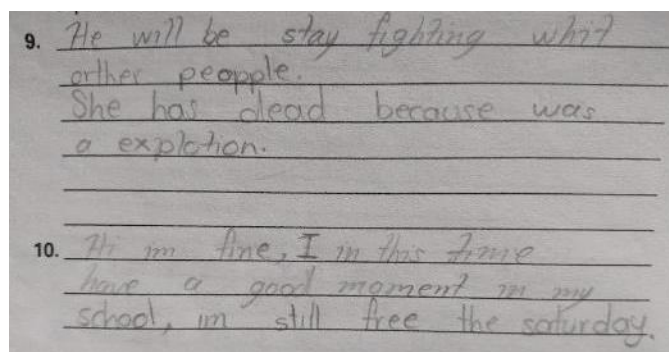


Figure 2

Student Artifact (Pre-test, August 30th, 2022)

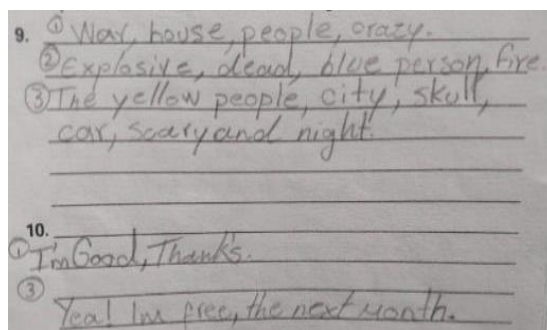
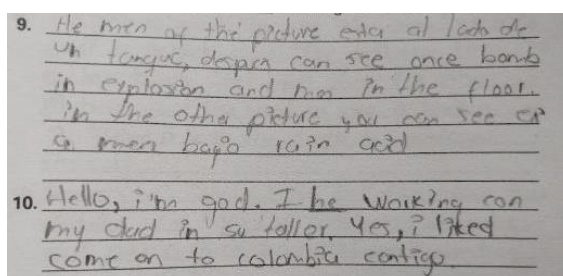


Figure 3

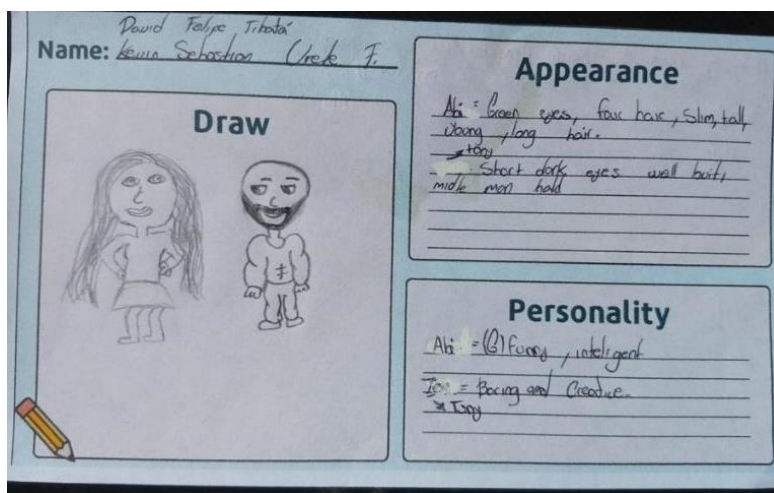
Student Artifact (Pre-test, August 30th, 2022)



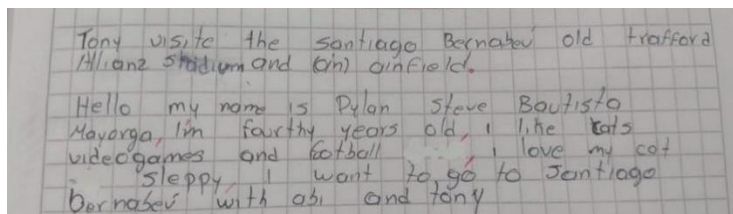
Concerning the guided writing tasks, these were carried out in the first part of the implementation, called *Getting up to speed*. These activities provided students with vocabulary, structures and input necessary for the subsequent composition of texts. In the first activity, students had to draw how they imagined the main two characters of the story and write a short description of their appearance and their personality. Most students wrote isolated adjectives, without further descriptions (see Figure 4). The second guided writing task consisted of completing a short text that functioned as students' introduction. They had to complete the template with their hobbies and personal interests. Most students completed the activity successfully and stated that they felt confident with the task (see Figure 5). These activities promoted a good attitude from students regarding writing tasks. However, data showed that students had deficiencies regarding sentence creation and general vocabulary.

Figure 4

Student Artifact (Lesson 1, September 6th, 2022)

**Figure 5**

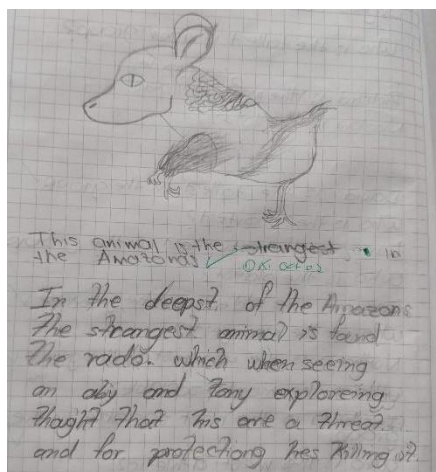
Student Artifact (Lesson 1, September 6th, 2022)



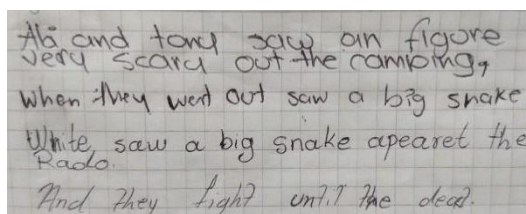
Furthermore, more independent writing activities were conducted as the story was developed in the *Spreading the word* phase. Some of these activities included the creation of short stories that expanded into one of the episodes or the overall story, as shown in Figures 6 and 7. Data demonstrated that throughout these activities students successfully created full texts to tell a story, and the fact that they could express their creativity and collaborate with their classmates encouraged the development of writing skills, as supported by the following field note excerpt and student artifacts: “I evidenced that most students were motivated by the creation of a creature and a story, the fact that they can express their creativity and do a less controlled activity engages them” (Field note, lesson 4, October 7th, 2022).

Figure 6

Student Artifact (Lesson 4, October 7th, 2022)

**Figure 7**

Student Artifact (Lesson 4, October 7th, 2022)



During a subsequent activity, students were asked to create an episode in which Abi and Tony, the two main characters, visited our city. Thereby, another significant feature that promoted students' writing skills was the addition of students' experiences in Bogotá. They were able to relate common occurrences in places that were frequented by them and activities that they enjoyed. The following artifacts are an example of how students were able to deliver texts with clearer narrative structure which in turn helped them to better express their ideas and experiences in writing:

Figure 8

Student Artifacts (Lesson 6, October 25th, 2022)

These are some of the places we want to take Ali and Tom:
 El Chorro de Quevedo
 Centro Mayor
 Mirabastura
 Tunal
 Paraiso
 Maresate
 El Cerro de Guadalupe
 Vista Hermosa

In the chorro of Quevedo Ali and Tom they had a good time, they drank chicha, they met and had fun.

In Mirabastura they rode in many games they entered the castle of terror and it scared them, they saw the lightning.

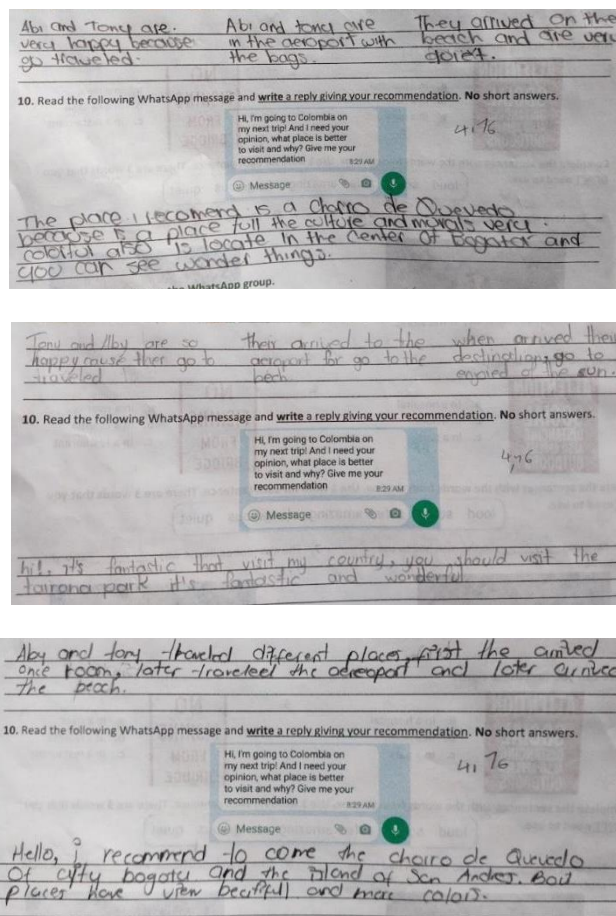
In the major center they went to see an action movie and they were good at it in 3d and they got scared.

Today Ali and Tom traveled at the chorro de quevedo this place is aubicate in the center of Bogota. ~~There~~ there is chicha, and mazalo, guarapo, and we found wonderful places and so much culture. After we bought a magic brauni, in the beginning we were relaxing but ~~the~~ later they were high. In the night went at la gordis and ate hamburguers so big and delicious with chicha. At the next day we ate off the breakfast changua.

Alternatively, in the post-test, the answers to the writing questions were more relevant compared to the pre-test. Most students were able to create a short story, delivered more complete answers, demonstrated better use of English, and most importantly, provided more cohesive texts. In accordance with Halliday and Hasan (1976), “where the interpretation of any item in the discourse requires making reference to some other item in the discourse, there is cohesion” (p.11). To this end, most students used words such as “because”, “when”, “also”, sequence connectors, among others, compared to the pre-test, where these words were barely used or were incorrectly employed. The last means that their ability to create appropriate associations between ideas improved. Along these lines, it is evident that the answers for question 10 were more cohesive and thorough, most students better addressed the WhatsApp message, providing relevant answers to the task and including adjectives that they learned throughout the implementation to describe the places they were recommending (refer to Figure 9 to see examples of both questions). Thus, higher levels of cohesion and language knowledge demonstrate that at the end of the pedagogical implementation students had enhanced their abilities to convey meaning through the written mode.

Figure 9

Student Artifacts (Post-test, November 1st, 2022)



In conclusion, this subcategory shows students' progress regarding their knowledge and use of English through writing. The incorporation of a transmedia story allowed them to display their creativity and confidence to produce cohesive written texts:

They could create more complete sentences and even a short story, thanks to the empowerment TS gives to the audience, and the engagement of stories. Some of them let loose their creativity and came up with alternate stories, precisely, this is what TS is about (Field note, lesson 4, October 7th, 2022).

5.2.2 Subcategory 2: Speaking skill development

Speaking skills were another key element in the main objective of this study. Given that this skill was found to be students' weakness and main area of focus, as per the interview with the teacher:

Hace falta que los chicos hablen en inglés, por eso estos ejercicios de conversación para que de alguna manera ellos pongan en práctica el lenguaje, y lo que investigan. Para que no sea solamente hablar por hablar, sino que tenga que ver con una información precisa, con un contexto. (Teacher interview, 2022)

Hence, speaking practice was done with the purpose of describing events that were part of the transmedia story, which provided students with an appropriate context to work on this skill. It was accomplished in most cases with the aid of the writing skills; thus, the inclusion of both productive skills was positive for reducing students' affective filter when producing oral texts. This approach is defined by Christison (2022) as guided output; this author states that "teaching speaking in classroom contexts should include features of both comprehensible input and guided output, as both are crucial in creating a solid foundation for the development of speaking skills" (p. 258). Consequently, the writing tasks and the content presented by the teacher-researcher functioned as comprehensible input and models that students would subsequently follow when creating their own productions. The procedure for generating guided output involved two main steps: firstly, the creation of scripts, and secondly, the execution of said scripts through audio and video recordings. Moreover, this skill was developed through different tasks such as picture description, relating experiences and events, and content creation tasks with the aim of expanding the story.

The first speaking tasks students performed were included in the pre-test. Students had to orally describe a picture and relate past experiences by means of a WhatsApp audio. Through this instrument it was confirmed that even though students' answers were relevant in relation to the task objective, they were unable to produce long sentences that sufficiently responded to the task. Likewise, the vocabulary and sentence structure students presented were limited and lacked variety. As a result, the meaning some students tried to convey was difficult to understand and sometimes completely incomprehensible, as revealed by the answers transcriptions in Figure 10:

Figure 10

Student Artifacts (Pre-test, August 30th, 2022)

11 (Speaking)	12 (Speaking)
The invitation is go to island natural, so beauty like a paradise	I went the vacation a Santa Marta I like y recommendation good to the visitation
It has a wonderful view and it's very sun and it's pretty and it's ---	I have gone to the -- and it's very hot and very cool it went very --- because he had a fantastic time
What see in this image is a beautiful sandbeach(?) a beautiful --- mountains	I have traveled to San Andres it is a b---- place with a b---- with of the sea and I loved the food
Colors fantastic, living sweet place to live	I went Bogotá and Villavicencio and Biotá
A beautiful landscape	Cartegena is ---- a very beautiful city
The paradise is wonderful and pacifical with the sea and the mountains	I traveled to Cunday, this place is beauty and pacific because it's countryside
It is sunny with more natural, looks like an island for vacations familiar	I traveled a Agua de Dios is a place calm and full the natural with a river beautiful perfect for share
The beaches is nice with mountains long	NA

Note. For question 11, students had to orally describe a picture of a Caribbean landscape. For question 12, they had to orally relate past travel experiences (see questions in Annex E and F).

Regarding the implementation, since students manifested difficulties with speaking, the proposal did not focus directly on this skill in the first two sessions. Instead, it was introduced during the third session when the students had a better understanding of the story and could contribute more effectively to the development of the transmedia narrative. Throughout this lesson, learners showcased input comprehension by creating a summary video using TikTok video editing tools (see an example in footnote⁴). They were given creative freedom to apply

⁴ [K's group.mp4](#) (Student artifact, lesson 3, September 20th, 2022)

their abilities with this editing tool, and despite a few shortcomings regarding the digital tools necessary for the video creation, data showed that most students successfully summarized the episode of the story through the oral mode. Some students even went further and created a short story in first person about their experience in Paris, as if they were one of the characters. This task not only enabled the learners to use the vocabulary they had learned in previous sessions, but also promoted confidence and engagement with regard to their speaking skills.

Conversely, a different speaking task in which students were required to perform the dialogues they created for the main characters did not have the same impact, considering that the difference resided in the format of the content learners had to create. Whereas the previous activity implied the creation of a video and students could adopt any point of view, this task was limited to the characters' point of view and did not have as many multimodal features as the previous activity. Even though students completed the task, their speech and intended meaning were comparatively more challenging to comprehend this time around. An example of this fact is presented in Figure 11 (listen to audio in footnote⁵):

Figure 11

Student Artifact (Lesson 5, October 18th, 2022)



*If it is not possible to access this or subsequent links, please contact me through avramirez@upn.edu.co

⁵ [Group 4.ogg](#) (Student artifact, lesson 5, October 18th, 2022)

By contrast, the final assignment produced satisfactory results regarding students' speaking abilities. Since learners had the opportunity to create a whole episode, they had more agency in this activity: they could include any location, adopt any viewpoint, use any video editing tool and develop the story in accordance with their preferences. As a result, students incorporated the characters in their day-to-day life. They were able to express themselves orally and talk about familiar contexts and situations for them (see video in footnote⁶). Other students were encouraged by the story and described some of the most visited places in Bogotá, including themselves in the narrative or the characters in their personal experiences (refer to another example in the footnote⁷). Therefore, data revealed that the specific combination of multimodality, digital skills, and transmedia storytelling provide EFL learners with features that have the potential to support their speaking skills development.

Moreover, the post-test results partially support this phenomenon, as the speaking skills assessment once again lacked the incorporation of multimodal properties, which may have led to some participants' disinterest in the task. Nonetheless, despite this outcome, a few students were able to produce more lengthy and clearer sentences; thus, resulting in clearer and more effective oral communication. It was evident that these learners drew on the vocabulary and language structures that had been covered during the pedagogical implementation, which helped them to enhance their utterances. This contrast is shown in the following figure which contains an excerpt of the post-test transcription of the same participants' answers:

Figure 12

Student Artifacts (Post-test, November 1st, 2022)

⁶ [DG.mp4](#) (Student artifact, students' episode, October 26th, 2022).

⁷ [HK.mp4](#) (Student artifact, students' episode, October 26th, 2022)

11 (Speaking)	12 (Speaking)
is very beautiful is very hot	I traveled to Santa Marta very hot, very delicious food and sea beautiful in the beach
the landscape looks warm, it's very interesting, it is hot, very relaxing	I traveled to Medellin
NA	NA
NA	NA
It's very beautiful, is peaceful it looks relaxing and it looks very interesante	I traveled from Cartagena
The place is extraordinary, the mountains and green and very very big. The houses is... have much colors. And the sea is more... more beautiful. Thank you	I traveled to Cunday with my family. This place is hot and very much beautiful
This place is perfect for traveled because is quiet also the beautiful, this place too are full of nature and are relaxing.	This place call Agua de Dios, and are very wonderful, this place are full of nature, why see beautiful also this place is a quiet
In the picture I see mountain, a lake with houses and an island in the middle	I went to Boyacá were is was very cold, but is better place in the Colombia

Note. For question 11, students had to orally describe a picture of a Caribbean landscape. For question 12, they had to orally relate past travel experiences (see questions in Annex E and F).

Finally, it is worth highlighting that another drawback was the number of students that answered the speaking section in the post-test, since it was considerably lower than in the pre-test. During the pre-test, they appeared to be more motivated and engaged in the speaking task than during the post-test. This could be attributed to the fact that the post-test took place in the final weeks of the academic year and at an atypical schedule that did not correspond to the EFL class, causing frustration and lack of motivation among students who simply wanted to finish their classes.

In conclusion, while some students struggled to express themselves orally or successfully participate during the post-test, this does not necessarily mean that the pedagogical approach did not have a positive impact, since it successfully offered students a suitable context to start developing their speaking skill. The results demonstrate that the multimodal approach and the context-based transmedia narrative enabled the students to use their vocabulary more confidently in the earlier stage of the proposal, which subsequently helped them to convey meaning more effectively through the oral mode.

5.2.3 Subcategory 3: Integration of productive skills through multimodal composition

This subcategory addresses how the combination of the three core concepts in the project enabled students to converge both productive skills into multimodal compositions. These types of compositions entail different resources through which students could communicate meaning using a variety of modes, such as visual, aural, written, and kinesthetic, to enhance their productive skills development. Students creatively combined and manipulated these resources so that their intended meaning could come across more effectively through their multimodal compositions. With respect to the latter, Shin et al. (2021) state that “multimodal approaches to composition also investigate how different modes are incorporated and synthesized to create meaning” (Shin et al., 2021, p. 5), in this way, the different mediums used by students to compose included videos, images, drawings, performances, and comic strips; thus, the mediums were both digital and non-digital. Moreover, the approach used for the creation of these multimodal compositions was process oriented. The primary focus was not exclusively on the final product, but rather on the several steps and strategies that students employed throughout the creative process to construct meaning and convey their intended messages.

During the implementation of the project, there were multiple opportunities for students to produce multimodal compositions that expanded or interacted with the transmedia story. The first set of artifacts was generated during the third session, where students had to create a summary of one of the story’s episodes. To this end, they used the TikTok video editing tool to arrange the pictures, audios of their voices, and its transcription, along with any other mode that they considered essential for their videos, such as effects provided by the application. The teacher-researcher presented students with an example so they could better understand the purpose of the activity. The outcome of this task was mostly favorable, since most groups

followed the steps to create the video and delivered a composition that attained the lesson's learning goals as supported by this fieldnote: "They were able to speak and write through the creation of the TikTok video. First, they had to write the script, including comparatives and descriptions for the places the characters visited during this episode" (Field note, lesson 3, September 20th, 2022). To illustrate the aforementioned, see the video in the footnote⁸, in this example, students successfully summarized the episode by means of both productive skills and complemented it with other modes of communication.

In a subsequent session, students applied a different combination of modes to convey meaning. The objective of this task was to conclude a comic strip, and therefore, the transmedia story, by imagining an ending for the episode following the same medium. The extra mode was adding a performance of the two main characters' dialogue by means of a WhatsApp audio to complete the composition. Although this allowed students to continue practicing both speaking and writing skills guided by the transmedia story, most groups did not employ adequate intonation and stress patterns. These prosodic features are part of the oral mode and are devices that carry important meaning in oral communication (Cope & Kalantzis, 2009). As a consequence, most recordings were not easy to understand and did not meet expected results. It is possible that this phenomenon was due to lack of comprehensible input throughout the session, since in this instance there was not a model of the audio recording for students to follow.

Nonetheless, it is worth mentioning that there were groups who were able to orally convey meaning. There even was a group who added an additional mode different from other groups which enabled them to better convey meaning. It was the aural mode not limited to using

⁸ [L's group.mp4](#) (Student artifacts, lesson 3, September 20th, 2022)

their voices to produce oral language, but they included audio effects as well. The audio recordings can be found in the footnote⁹, and they should be reproduced along with the excerpts from the material and students' artifacts shown in Figures 13 and 14:

Figure 13

Material Created by the Teacher-researcher (Lesson 5, October 18^h, 2022)



Figure 14

Student Artifact (Lesson 5, October 18^h, 2022)



Furthermore, the proposal required students to deliver a final episode in which they narrated the characters' visit to Bogotá or other places in Colombia. This task was only presented by a portion of the learners, nevertheless, there were positive outcomes considering that students could relate their experiences with those of the characters through multimodal compositions,

⁹ [Group 7 \(1\).ogg](#) [Group 7 \(2\).ogg](#) (Student artifact, lesson 5, October 18h, 2022)

hence, their meaning-making process was supported by multiple factors such as multimodality, personal experiences, familiar context, and storytelling. As an example of this observation, see the video in footnote 7.

In conclusion, the use of multimodal composition and the transmedia story may potentially enhance students' oral and written communication skills. However, for this particular group it was necessary to model the activity with the aim of scaffolding and obtaining improved results concerning the development of productive skills. Additionally, it may be beneficial to incorporate more opportunities for comprehensible input through multimodality, in order to implicitly provide additional examples of prosodic features to achieve effective oral communication. By doing so, students can further increase their language skills level and become more confident and competent users of English.

5.2.4 Subcategory 4: Vocabulary acquisition

The last subcategory of this section pertains to vocabulary given that language users need sufficient lexical knowledge to be able to communicate and convey meaning through productive skills. To this effect, the nature of the context-based transmedia story allowed the teacher-researcher to present learners with vocabulary input that included verbs, adjectives to describe people and places, and language forms such as comparative and superlative adjectives. With the purpose of strengthening their productive lexical knowledge, the pedagogical proposal provided students with opportunities to engage with language not only through input, but also output. In this way, the context-based transmedia story approach enabled students to repeatedly encounter a specific set of new words in meaningful contexts and subsequently produce language in a similar manner. Likewise, the aim of using this type of story was to generate and maximize learners'

possibilities to create meaning. Regarding this view, Nation (2022) explains that “meaning-focused output involves speaking and writing, and speaking and writing activities can push learners to make productive use of their vocabulary. This can strengthen and enrich knowledge of words” (p. 399). In accordance with this, data revealed that the use of a multimodal context-based transmedia story could offer a valuable tool to enhance vocabulary acquisition, meaning-making, and language skills.

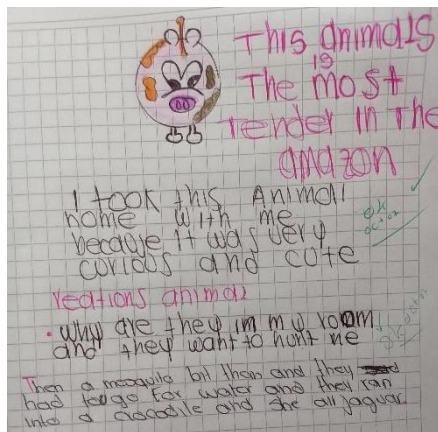
Since the transmedia story created context from the very beginning of the implementation, the language input and output could be accomplished jointly. In this way, students could constantly put into practice the target vocabulary that would eventually facilitate their language production, and thus, the composition of multimodal texts that complemented the transmedia story. The next field note illustrates the impact and importance of presenting vocabulary in a contextualized way: “some students even went ahead and figured out the rule for long adjectives [comparatives] and wrote examples of it” (Field note, lesson 2, September 13th, 2022). Through continuous practice, students were able to internalize and apply new vocabulary in different contexts, leading to more varied lexical knowledge.

Although some students brought their mobile phones to the classroom and sometimes had access to and used translation tools available online for certain activities, thanks to the pedagogical and didactic proposal, learners felt confident enough to draw from the knowledge they acquired through the input and did not use these tools most of the time. As indicated by the following field note: “when they could have used Google Translate, as they have done before, most of the group didn’t. This is a very positive point, since they are trying to put their knowledge to work” (Field note, lesson 3, September 20th, 2022). By providing several opportunities for input and output, the pedagogical approach allowed students to internalize new

vocabulary and use it meaningfully. A representative example of the aforementioned was extracted from students' artifacts in Figure 11 and shows the influence of presenting contextualized vocabulary:

Figure 15

Student Artifact (Lesson 4, October 7th, 2022)



During this lesson, students used recently acquired vocabulary to describe a newly created creature that inhabited the Amazon rainforest, in addition to this, students had to imagine the animal's reactions to the characters and continue the story adding this new character. This not only showcased the students' ability to understand and use new words but also demonstrated how the contextualized approach helped to create a meaningful connection between the vocabulary and its usage.

Furthermore, another indicator of students' vocabulary acquisition is the contrast between the pre and post-test. Analysis of the writing questions from both tests produced by the same students highlighted significant improvements in their language skills. For instance, in the pre-test, some students demonstrated limited vocabulary knowledge, resulting in disconnected and unclear writing. However, in the post-test, the same students were able to effectively apply their

knowledge of vocabulary and produce writing that was more cohesive, well-structured, and meaningful, as revealed in Figures 12 and 13:

Figure 16

Student Artifacts (Pre-test, August 30th, 2022)

9 (Writing)	10 (Writing)
cabum cabum	NA
There is war, and soldier - There is war - to rain - left dead - Is anyone hurt - there's fire	Hello, fine tank you, yes great!
NA	Hi
he soldado in	NA

Note. For question 9, students had to tell a short story based on three sequential pictures. For question 10, they had to reply to a WhatsApp message from someone who wanted to visit Colombia (see questions in Annex E and F).

Figure 17

Student Artifacts (Post-test, November 1st, 2022)

9 (Writing)	10 (Writing)
They are excited because he is going on a trip, tony and abi got off the plane very excited. because arrived to the beach	Hello, I recommend go to Bogota because have much places beautiful
Abby and toby an a trip to the beach	Hello, Colombia is a beatifull. I recommend you go to Cartagena
They went on a trip to the beach and sunbathed	I recomend that you go to San Andres because the climate is very rich and you can see the sea
Tony and Abi go for	travel to Medellin very nice and hot

Note. For question 9, students had to tell a short story based on three sequential pictures. For question 10, they had to reply to a WhatsApp message from someone who wanted to visit Colombia (see questions in Annex E and F).

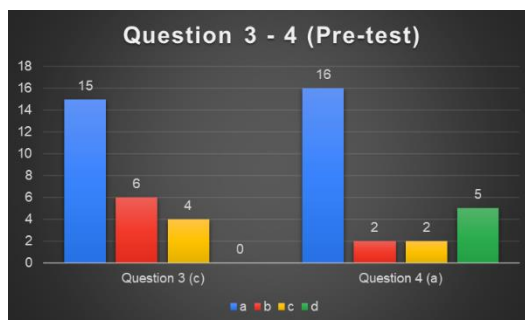
The data demonstrate the impact of using a transmedia narrative to allow students to engage with contextualized input and output, resulting in an improved quality of writing in the post-test.

Along these lines, most of the multiple-choice questions revealed better results in the post-test compared to the pre-test. The outcome of the section in which participants had to

choose where they would most likely see a sign or notice improved slightly. This suggests that the proposal's influence on students' lexical acquisition was positive:

Figure 18

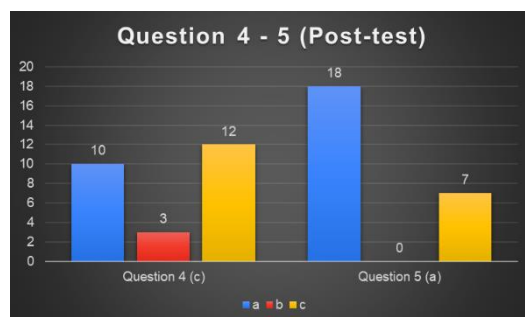
Graphic Results (Pre-test, August 30th, 2022)



Note. The letter in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question, thus for question 3 there were four right answers, and for question 4 there were sixteen right answers (see questions in Annex E and F).

Figure 19

Graphic Results (Post-test, November 1st, 2022)



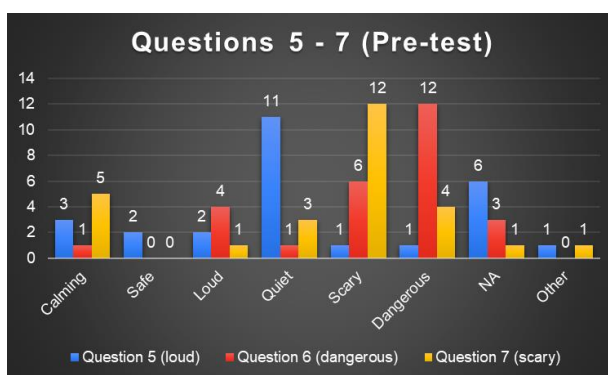
Note. The letter in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question, thus for question 4 there were twelve right answers, and for question 5 there were eighteen right answers. The order of the questions

was changed due to the post-test format (print), but these match the ones in the pre-test (see questions in Annex E and F).

Similarly, in the vocabulary section, in which students had to choose words from a box to complete sentences supported by images, there was a considerable improvement, in fact, all participants got the right answer in question 7. Whereas in the pre-test the highest rate of correct answers was 44%, in the post-test it ranged from 72% to 100%.

Figure 20

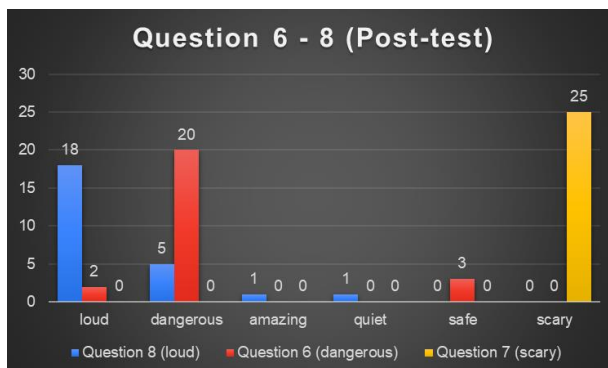
Graphic Results (Pre-test, August 30th, 2022)



Note. The word in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question (see questions in Annex E and F).

Figure 21

Graphic Results (Post-test, November 1st, 2022)



Note. The word in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question. The order of the questions was changed due to the post-test format (print), but these match the ones in the pre-test (see questions in Annex E and F).

To conclude, the contrast between the pre and post-test results reveals the positive impact of using a transmedia narrative to facilitate vocabulary acquisition and language learning. Which in return allows learners to become more confident in their language skills when communicating and interacting with the English language. Ultimately, the ability of students to effectively apply their knowledge in the post-test demonstrates the value of contextualized input and output in enhancing language skills and vocabulary acquisition.

5.3 Category 2: Learning experience customization

The second category concerns the general objective and the second specific objective, which examines further implications of using a multimodal context-based transmedia narrative supported by digital skills in an EFL classroom. This category describes the project's customized features that were conceived with the purpose of transforming the traditional setting that was identified during the observation stage prior to the implementation, and confirmed by the interview with the teacher, as it did not provide enough opportunities for students to engage with the language in meaningful ways. Considering that traditional classrooms settings may not be sufficient for students to effectively learn English, since each student has unique learning styles and preferences, the project addressed customization inside the classroom as an attempt to change students' view and experience regarding learning English.

Therefore, the proposal combined several customized features that according to the data, turned out to be potentially effective in the development of language skills. For instance, the teacher-researcher created a tailored transmedia story based on students' context, preferences, attitudes, and interests, which in turn enabled them to freely use multimodality and digital literacy skills that they had acquired previously to engage with the language, develop their language skills, and convey meaning. In addition to this, the proposal encouraged collaborative learning through group activities and flexible individual activities in which students helped each other, allowing for a student-centered classroom where participants could learn at their own pace and focus on their learning needs. Furthermore, the analysis also explored the engagement and motivation levels produced by the abovementioned customized elements, which were found to be partially effective. Lastly, it is noteworthy that the evidence supporting this category was obtained through students' artifacts that included images, audio and video recordings, as well as field notes, and a pre and post-test. As a result of the abovementioned, the following five subcategories emerged.

5.3.1 Subcategory 1: Transmedia storytelling learning

Transmedia storytelling was the core medium involved in the conception of the pedagogical and didactic proposal, since all the materials revolved around the story, and it also served as a source of language input and modeled the compositions students eventually created. As it was mentioned before, this concept is defined by Scolari (2018) as a story that unfolds along diverse modes of communication and different media, and in which the audience takes a participative role to expand it. In the context of education, these kinds of stories simultaneously imply and develop different skills and practices that Scolari (2018) identifies as transmedia skills

and constitute an important part of the new participatory cultures (Jenkins et al., 2006). Furthermore, as young people constantly interact with different media and modes outside classrooms, these skills represent informal learning strategies that students gradually bring to the classroom. Hence, the aim of this project was to seamlessly integrate these strategies and practices into students' English learning experience.

Thereby, transmedia storytelling was a key element in the customization of students' learning experiences. This allowed the teacher-researcher to take into account their interests, preferences, previous knowledge and enabled students to be active contributors to the proposal's instructional design. This was achieved by applying the principles of transmedia storytelling proposed by Jenkins (2009) and defined in the theoretical framework: Spreadability, continuity, immersion and worldbuilding, offered by the teacher-researcher, as well as multiplicity, extractability, subjectivity and performance, accomplished by the students. Thus, these principles established a framework for the story to be expanded and explored in multiple ways, encouraging students to take an active role in the development of the story, as well as for adapting the story to suit students' needs with regard to EFL learning.

The main story line created by the teacher-researcher consisted of three episodes and was delivered across different modes and media: a video, a TikTok account, and a series of comic strips that presented multiple stories, all of which can be found in the footnote¹⁰. Data showed that the transmedia story engaged several learners since the beginning of the implementation, this observation can be attributed to the high level of personalization that the project offered to students, as evidenced in the following field note: "Some students expressed that they not only

¹⁰ [Paris.mp4](#)

<https://www.tiktok.com/@abiandtony>

[Abi and Tony.pdf](#)

(Material created by the teacher-researcher, 2022)

would like to personalize the characters' appearance and character, but also their names. Some of them showed interest in the proposal" (Field note, lesson 1, September 6th, 2022). Therefore, the transmedia approach provided students with a different perspective towards learning English through the personalization of the story's characters and their contribution to the story's development.

Likewise, the project presented EFL learners with a meaningful and appropriate context to study the target language. By embedding language learning activities within the context of the transmedia story, students were able to practice and reinforce their language skills. This resulted in a better understanding of the language structures and, at the same time, enhanced language production. As per the next field note: "the association of the topic (comparatives) with a context (the characters) helped some students better understand comparatives" (Field note, lesson 2, September 13th, 2022). The data analysis indicates that the proposal helped students to make connections between the language structures they were learning and their use in communication.

Furthermore, creativity and storytelling were another important customization feature introduced by the transmedia project: "It was evident that storytelling motivates them because they are able to express their creativity; it is a suitable tool to foster productive skills" (Field note, lesson 4, October 7th, 2022). Throughout the implementation, participants had the opportunity to contribute to the story, a remarkable example of this can be seen in the artifacts from lesson 4 (see Figures 6 and 15), in which students were required to design a creature that inhabited the place the characters were visiting. This activity led to favorable results regarding the multiplicity and performance principles in the transmedia story:

Figure 22

Student Artifact (Lesson 4, October 7th, 2022)

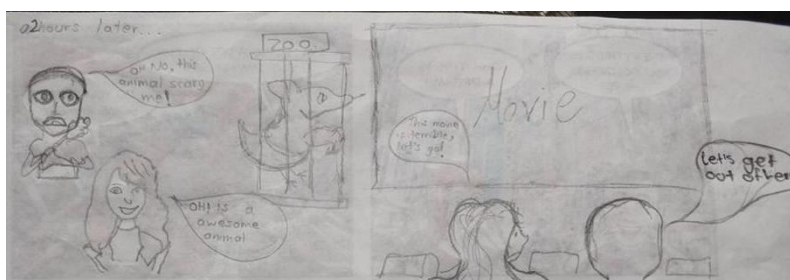


The data revealed that the integration of the abovementioned principles supported students with the practice of the target language form (superlatives) and their writing skills: the expansion of the story enabled a meaningful learning experience among participants.

Similarly, in a subsequent session, learners continued to engage with the story through the creation of comic strips. A notable observation of this session was that some students naturally and autonomously assimilated their previous creations into their compositions, as this was not part of the instruction given by the teacher-researcher, demonstrating the potential that transmedia storytelling has to promote contextualized learning in EFL classrooms. This is shown in Figure 23 and supported by the next field note: “It was evidenced that most students have appropriated the story and characters. Likewise, one group spontaneously integrated their previous creations, thus following the nature of transmedia storytelling” (Field note, lesson 5, October 18th, 2022).

Figure 23

Student Artifact (Lesson 5, October 18th, 2022)

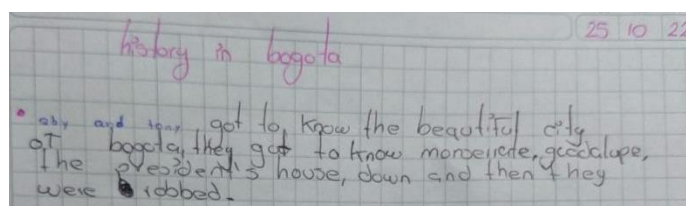


Therefore, data suggests that the transmedia approach provided learners with a sense of agency and control over their learning experience by letting them contribute to the story in a variety of ways and across multiple media, which in turn might enhanced their motivation and engagement with the target language.

Another contribution of transmedia storytelling was that it allowed participants to integrate common experiences as well as their personal experiences in the expansion of the story. In this way, students could create deeper connections between their English language learning and familiar situations, resulting in a more meaningful and relevant learning experience. For instance, as a final activity, students were asked to bring the characters to the country or the city, including places that they considered important, interesting, or places that they frequented. Thus, students' personal experiences and knowledge of our territory became part of the story, as the characters visited some of those places (see footnotes 6 and 7):

Figure 24

Student Artifact (Lesson 6, October 25th, 2022)



Consequently, most students were able to develop their language skills and become more confident when using the language through the implementation of activities that required them to use the target language communicatively and within a specific context, such as creating their own versions of the story or performing bits of the story.

In conclusion, data suggests that the principles of transmedia storytelling proposed by Jenkins (2009) provided a framework for customizing the learning experience in this EFL

classroom and enabling students to become active contributors to the proposal's instructional design. Furthermore, the study emphasizes the potential of transmedia storytelling to facilitate contextualized and meaningful language learning experiences that connect language learning with real-life situations and personal experiences. Therefore, the use of transmedia storytelling in EFL classrooms might be considered as a valuable pedagogical tool to enhance instructional design and promote student participation in their learning process, along with engagement and creativity.

5.3.2 Subcategory 2: Meaning-making through multimodality

This subcategory focused on the diverse forms to convey meaning students had thanks to the incorporation of multimodality in the proposal, as well as how they used them. Shin et al. (2021) explain that “multimodality pertains to meaning-making with multiple modes (e.g., language, image, sound) and multimodal texts that include both digital and nondigital forms” (p. vii). As it was previously mentioned, students freely used and combined a variety of resources such as images, videos, sounds, text, gestures, body language, and other multimodal elements to create meaning more efficiently. Likewise, the instruction itself was delivered through multiple modes (see footnote 10), including videos, images, comic strips, text, among others. This created a reciprocal interaction with multimodality, facilitating both comprehension and production of language in this EFL classroom and optimizing the learning experience overall.

Data showed that multimodality added another layer to the context that was provided by the transmedia story, to such an extent that it allowed students to customize their learning experience. By trying different modes, participants could identify which modes they found most effective and use them to construct meaning in language learning tasks (to illustrate this feature,

check the footnote¹¹). Hence, one of the key attributes of using multimodality is the flexibility it brought to the classroom activities. Additionally, the incorporation of multimodality encouraged students to be more creative in their learning process, as they were given more opportunities to be imaginative. An example of this is the following field note: “This session included drawings as a way to reinforce the characteristics they were giving to the characters” (Field note, lesson 1, September 6th, 2022). Furthermore, learners displayed creativity and self-expression through other modes such as aural and visual, which complemented both written and oral language production (footnotes 7 and 8).

Consequently, integrating multimodality in students’ language production also had a significant impact on the development of their speaking and writing skills: by encouraging learners to combine different modes along with their language production, they were able to strengthen their ability to convey meaning more effectively and coherently. As per the next field note: “Students incorporated images, [voice, and text], and a group even personified the characters and created meaning with their bodies on the teaser videos” (Field note, lesson 6, October 25th, 2022). In this example (see full video in the footnote¹²), students performed the story’s main events to create a teaser video to promote the transmedia narrative, and did not limit to the main storyline, but rather they went further and included their own transformations and expansion of the story. This demonstrates the positive impact of the use of multimodality on students’ creativity and confidence when producing language, since using additional modes helped learners to better illustrate their ideas and provide context to their language production.

¹¹ [1.mp4](#) (Student artifact, lesson 6, October 25th, 2022)

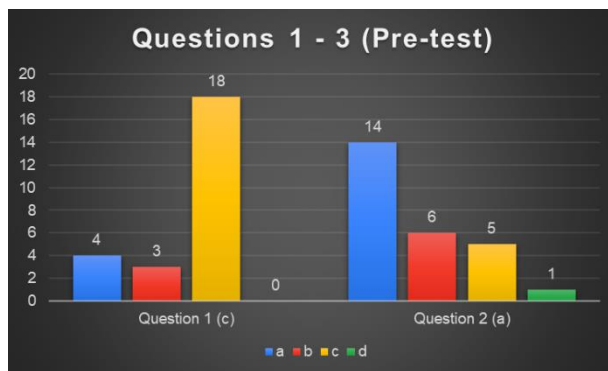
¹² [5.mp4](#) (Student artifact, lesson 6, October 25th, 2022)

Moreover, multimodality constantly supported the language instruction in this EFL classroom by giving students a wider range of opportunities to comprehend the input presented in each session: “In the matching activity, the pictures that were included in it were of help for some students in order to get what word was being said” (Field note, lesson 2, September 13th, 2022). Nonetheless, it is worth highlighting that during session 5 the medium used for the modes to converge (comic strips) was found to have a less effective result as previous or subsequent teaching resources, as evidenced in this field note: “The language level appeared to be low during the reading task. Even if the comics had face expressions and images, to support meaning, they expressed difficulty understanding what the story was about” (Field note, lesson 5, October 18th, 2022). This outcome could be attributed to a lack of prior instruction regarding the comic elements, since these contain specific semiotic resources that students might not be familiarized with, for example, the conventions of this type of visual storytelling. Therefore, despite the benefits of multimodality in the EFL classroom, it is important to acknowledge that certain mediums may need scaffolding to ensure that they are relevant enough, so learners can appropriately engage with them.

Conversely, in the post-test there was a section in which the lack of multimodality affected students’ performance. Regarding the questions in which the objective was to complete and follow a conversation, the number of correct answers dropped by 2 on each question compared to the pre-test. Concerning the first question, in the post-test, 64% of total answers remained correct, in contrast to 72% in the pre-test. In relation to the second question, the difference was 54% of correct answers in the pre-test, opposed to 48% in the post-test:

Figure 25

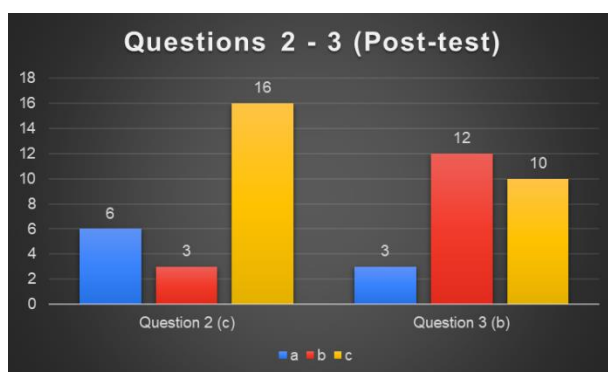
Graphic Results (Pre-test, August 30th, 2022)



Note. The letter in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question (see questions in Annex E and F).

Figure 26

Graphic Results (Post-test, November 1st, 2022)



Note. The letter in parenthesis next to each question number refers to the right answer, and each bar represents the number of chosen answers per question. The order of the questions was changed due to the post-test format (print), but these match the ones in the pre-test (see questions in Annex E and F).

This outcome could be due to the lack of the visual mode to support meaning, since the post-test had to be carried out on a printed version and the space did not allow visual aids in these questions, whereas the pre-test questions were presented digitally and there were visual aids. In addition to this, the questions in the post-test involved the use of the language structure

that part of the implementation focused on: comparatives and superlatives. This might have impacted the result too.

Finally, it is evident that the use of multimodality is relevant as it pertains to students' both linguistic performance and engagement, as well as their learning experience. This is because multimodality promotes different abilities, learning styles and strategies that are beneficial for foreign language learners, as these support and complement their language skills. Moreover, the data obtained in the study also indicated that the integration of multimodality in language instruction can potentially foster students' autonomy. Given that the proposal provided participants with the freedom to choose the modes they found most effective in their language production, they became more invested in their own learning and more engaged in English learning.

5.3.3 Subcategory 3: Use of digital literacy skills

This subcategory describes how previously acquired digital literacy skills were used to enhance both instruction and students' learning experience. As van Dijk and van Deursen (2014) note, digital literacy refers to the collection of attitudes, knowledge, and skills, that an individual employs when interacting with digital technologies, both medium and content-wise, to accomplish goals related to communication, content creation, and the construction of knowledge. By integrating digital literacy skills, this study provided participants with the opportunity to use and benefit from knowledge they had acquired in informal settings through the use of their personal devices, social media and the Internet, to practice and learn English as a foreign language in a formal setting. Therefore, in this domain the proposal aimed at examining "how people's practices of using digital technologies affect and intersect with the ways they use and

learn language, and how people's practices of using and learning language affect their use of digital technologies" (Jones, 2022, p. 184).

From the beginning of the project's implementation, students demonstrated a high level of comfort and proficiency with using digital tools, data revealed that they were at ease applying social media tools such as WhatsApp, TikTok video editing tools and their mobile phones (see footnotes 4, 6, 7, 8, 9, 11, 12, 13 and 14) to complete the tasks assigned by the teacher-researcher. This shows the important role that digital literacy skills play in today's classrooms, as students are increasingly familiar with and reliant on digital technologies: they are developing new learning practices that should be considered when designing teaching experiences.

Moreover, it is important to note that the project did not contemplate any kind of formal instruction concerning the use of digital tools, nevertheless, this did not bring any complications regarding the integration of said devices. The circumstance that did generate shortcomings was the issue of inadequate or slow internet connectivity at the school. This led to difficulties in accessing online resources and completing tasks that relied on Internet connectivity. Despite this, students were able to effortlessly integrate the available tools into their learning experiences, indicating a high level of adaptability with technology, as per the next artifact¹³ and field note: "It was evidenced that they are skilled regarding the TikTok video editor tool" (Field note, lesson 3, September 20th, 2022).

Along these lines, the digital skills that the project focused on were related to both content creation and device usage, as they enable individuals to create, share, and consume digital content in a meaningful way as part of participatory cultures. As a result, students were capable of creating digital content by using social media tools that were familiar to them. In

¹³ [L.D.P.D.mp4](#) (Student artifact, lesson 6, October 25th, 2022)

addition, they put into practice the necessary operational skills that were required to achieve this purpose. The data indicated that learners appropriated these skills and tools to accomplish personal and educational goals, as Shin et al. (2021) suggest, digital technologies are increasingly being used for communication and content creation, and this project demonstrated the potential of digital media for composing screen-based multimodal texts, which in turn, contributed to students' language skills development and customization of their learning experience.

Another reason that contributed to a favorable outcome in relation to this matter was that social media is their predilect medium for content creation, thus, students were able to meaningfully customize their English language learning experience. Furthermore, whenever participants were hesitant about achieving certain results in their content production, their peers supported them in the resolution of these issues and collaborated on finding alternate ways to complete their audiovisual compositions, an illustration of this observation is the student artifact found in the footnote¹⁴.

Ultimately, the results of this project evidence the important role of digital literacy skills in enhancing the customization of English language learning experiences. By benefiting from the familiarity and comfort that students have with digital technologies, the teacher-researcher could promote a more compelling and student-centered approach to language learning, since students are constantly using digital technologies and engaging with a considerable amount of content in their daily lives. In this sense, data revealed that taking into account these emerging learning strategies and digital tools when designing the teaching experience was key to provide students with meaningful language learning. These features allowed the teacher-researcher to accomplish

¹⁴ [MC.mp4](#) (Student artifact, students' episode, October 25th, 2022)

increased student engagement, and more flexibility in terms of language skills development, since students communicatively and purposefully produced and interacted with the language through their audiovisual creations.

5.3.4 Subcategory 4: Collaborative learning

This subcategory addresses the impact of the proposal on participants' experience regarding group work and collaboration among peers. The collaborative approach arose from two key characteristics of the project's design. First, the emphasis on a student-centered classroom, and second, the essence of transmedia storytelling: the audience's collective participation. Thus, most of the activities in the proposal were inherently designed to promote peer collaboration, whether through pair work, small group work, or whole group collaboration. Collaborative learning is defined by Gokhale (1995, as cited in Lin, 2015) as "an instructional method in which students at various performance levels work together in small groups toward a common goal." (p. 17). Hence, the group's shared purpose was to create multimodal texts that expanded the context-based transmedia story. By working together to create these compositions, participants could accomplish the proposed learning goals for most of the lessons, develop a deeper understanding of the story and the language input, while also enhancing their collaboration skills. Moreover, given that the project involved the use of digital skills, participants not only had a common goal, but also a common medium for working on most of the multimodal texts, since the survey results showed that many students frequently used social media and their mobile phones.

Thanks to the context-based transmedia narrative, the project achieved a favorable result concerning scaffolding among peers. Throughout the course of the project, there were instances

in which students had doubts regarding procedural matters or the use of language, whether through input or output, nonetheless, the groups who performed more efficiently in the tasks supported their peers with these issues through collaborative work. As illustrated by the following field note:

During this class they were more active than previous class, they had to work together to develop the activities. They were divided into 5 groups, and two of them performed well on the first activity, they finished promptly and helped other groups. (Field note, lesson 3, September 20th, 2022).

In this way, the collaborative learning approach helped to enhance students' learning experience and language acquisition process: by supporting peers, students could reinforce their own learning and develop a better understanding of the content. This enabled the teacher-researcher to foster a supportive attitude among students, which in turn improved the classroom environment: "The first group was respectful and worked as planned. They helped each other whenever they didn't understand something" (Field note, lesson 1, September 6th, 2022). This made possible the interaction not only among group members, but between different groups as well. There is a remarkable example in footnote 12, in which students from other groups collaborated on the making of the teaser video in lesson 6.

Moreover, another favorable result of integrating collaborative learning was that participants had the opportunity to learn and develop the activities at their own pace, thus, contributing to the creation of an inclusive classroom where different learning styles could coexist and even complement each other, customizing their language learning experience. This is a significant outcome since traditional classroom settings may not tackle the varied learning needs of students to the same extent. The use of different modes of communication in the

multimodal compositions cocreated by the learners (see previous footnotes and figures/Annex H) is an outstanding illustration of this outcome. Every group used a unique approach to address each task, which emphasized the diversity of learning styles and preferences in the classroom. Furthermore, the opportunity for participants to work at their own pace might have helped to reduce the affective filter associated with traditional classroom settings, which could further enhance the learning experience, facilitating them to better focus on the development of tasks: “I was a facilitator during the group work, I let each group advance at their pace, and I noticed that this helps them focus more on each activity. Additionally, this was useful for having better group control” (Field note, lesson 5, October 18th, 2022).

Finally, the context-based transmedia story also offered opportunities for autonomous collaborative learning. The design of the creatures, videos, written texts, and comic strips required students to collaboratively make decisions about what modes of communication and language they would use, as well as how they would organize themselves in groups. This level of autonomy promoted self-directed learning, which is a fundamental ability for language learning. Thus, the project not only fostered collaborative learning, but also students’ active participation in their learning process, resulting in better learning experience overall.

5.3.5 Subcategory 5: Motivation and engagement

The last subcategory explores the varied levels of motivation and engagement students showcased throughout the project’s implementation. While these aspects were not directly included in the objectives or research question, they were an expectation due to the integration of relevant approaches to language learning such as ICT, multimodality, transmedia storytelling, and personalized features in the instructional design. Motivation is a crucial element that

influences students' performance and task achievement. As Csizér (2017) suggests, motivation is comprised of three interrelated elements: effort, persistence, and choice. Effort and persistence relate to the amount of energy invested into the learning process, while choice refers to students' decision to engage in language learning. Moreover, engagement is another important factor that can impact students' learning experience and that refers to "a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimensions as well" (Philp & Duchesne, 2016, p. 51). These two elements can be affected by different factors such as tasks and group dynamics (Csizér, 2017), which throughout the implementation caused motivation levels to highly fluctuate.

The initial findings from the first lesson indicate that the tasks presented were effective in prompting adequate levels of motivation and engagement among students despite circumstances such as a different classroom and alternating between the main teacher's activities and the ones pertaining to this research project. They could display their creativity and were immediately given the capability to influence the characters and the story (see Figures 4, 5, 6, 7, 8, 11, 14, 15, 22, and 23). The use of transmedia storytelling and the opportunity for students to participate in the creation of the story fostered learners' involvement. Therefore, data showed that the tasks presented in this lesson were relevant to produce favorable levels of motivation and engagement in students' language learning experience, since they were emotionally and cognitively involved in the tasks. However, as it respects to lesson 2, findings suggest that motivation levels decreased in comparison to the previous session, as evidenced by the following field note:

The motivation was low, some students were in a bad mood and that affected the whole group. They participated because the first activity was a competition and this is

something that helps the class develop the activities with more enthusiasm. (Field note, lesson 2, September 13th, 2022).

In this instance, group dynamics affected the general motivation among participants. Given that the EFL class was their last class of the day, extraneous factors and situations that might have happened before in their break time or other classes negatively impacted their mood, hence, they did not comply willingly with the tasks proposed in this lesson, but they rather required a different learning mode from collaborative learning: competition. Consequently, it is important to be flexible in the chosen approach and to consider external factors in students' learning experience.

Conversely, data from lessons 3, 4, and 5 indicate that students were highly engaged and moderately motivated due to the integration of language learning tasks that were meaningful and relevant to their interests and abilities. This was because they put their creativity, and digital and transmedia skills to work, which allowed students to apply their existing knowledge and experience in a meaningful context, matching both their interests and learning needs. As a result, they were involved in these classes through the social, cognitive and emotional dimensions of engagement in language learning and most participants appropriately achieved the tasks. Nonetheless, there were some students who represented a challenge due to their reluctance and lack of engagement. These students sometimes distracted part of the group, which led to inadequate completion of a few tasks on their part. Despite this, the general results of these lessons were not significantly affected, as most of the students were able to successfully accomplish the learning objectives by expanding and interacting with the transmedia story (see Figures 4, 5, 6, 7, 8, 11, 14, 15, 22, and 23, and footnotes 6, 7, 9, 12, and 14). In fact, the data from the lessons suggest that the use of transmedia storytelling, digital skills, and multimodality

in the language learning experience may have contributed to increasing the performance level of several students, an example of this is the progress of one of the groups throughout these lessons shown in the ¹⁵[table](#). This is a positive effect of the integration of different media, which provided students with opportunities to display their strengths and preferences.

Lastly, the data collected from lesson 6 and the post-test indicated that students were insufficiently engaged and demotivated in the language learning experience. This phenomenon might be due to extraneous factors such as the approaching end of the academic year when those sessions were carried out, which translates into higher levels of stress because of final exams and activities in every subject. The low levels of motivation and engagement were evidenced in fewer students that fully answered the post-test or who did not complete one of the tasks:

“Students were not engaged and were demotivated to develop the activities. In fact, they did not do the homework assigned last week” (Field note, lesson 6, October 25th, 2022). Nevertheless, students eventually fulfilled the video creation task after creating a script on due date, with some of them producing remarkable results (see footnote 7). This suggests that another possible explanation for the low motivation and engagement levels was the lack of scaffolding from the teacher-researcher, which could have supported the students in creating the transmedia story episode more confidently.

In conclusion, the implementation of a multimodal context-based transmedia storytelling, and personalized features in the design of the learning experience showed promising results regarding motivation and engagement levels among participants. However, the impact of extraneous factors generated drawbacks, partly compromising students’ motivation and engagement. Therefore, it is important to continuously adapt and fine-tune instructional

¹⁵ [Students' progress \(footnote 15\)](#) (Students artifacts, 2022)

strategies and tasks to promote appropriate levels of the previous mentioned two elements. The proposal's affordability to personalize the learning experience by considering the students' interests, abilities and learning styles played a key role in promoting their engagement and motivation to some extent. In general, the results of the implementation demonstrate the potential of transmedia storytelling, digital skills, and multimodality to promote a more personalized, engaging and effective language learning experience, particularly when combined with supportive teaching practices.

6. Conclusions and implications

This chapter will examine the conclusions of this research project considering the findings presented previously, in addition to the implications for the participants and the teacher-researcher, the limitations that emerged during the implementation of the project, and finally, it will provide some suggestions for further research in the field.

6.1 Conclusions

The aim of this research project was to analyze the results of implementing a pedagogical and didactic proposal that focused on the use of a context-based transmedia story and digital literacy skills to foster productive skills through the creation of multimodal compositions in an EFL classroom. To this end, the study was guided by the following research question: How might using a multimodal context-based transmedia story impact the development of productive skills among 9th grade students at Guillermo Cano Isaza? As well as two specific objectives: The first was to identify how multimodal compositions and transmedia storytelling with the aid of digital literacy skills determine the development of productive skills, and the second was to describe the outcome of using a multimodal context-based transmedia story in the learning experience.

Regarding the first objective, it was evidenced that the specific combination of the three core concepts, digital literacy skills, multimodal composition, both converging in transmedia storytelling, generated better results in relation to the development of productive skills, as opposed to using them separately. This approach to language learning produced a creative and collaborative environment that supported the development of productive skills and vocabulary

acquisition, fostering students' confidence when producing language. Additionally, the incorporation of these concepts allowed the teacher-researcher to emphasize conveying meaning in language production, as a result, participants' meaning-making possibilities were supported and increased by multiple factors such as multimodality, personal experiences, familiar contexts, and storytelling. In this context, productive skills complemented each other, this helped to lower the affective filter for the speaking skill, which was found to be the area of focus in this EFL class. Similarly, the data revealed an improvement in the writing skill regarding cohesion, hence, students could determine more effective and adequate associations between ideas.

Moreover, the use of a multimodal context-based transmedia story supported by digital skills was beneficial to scaffold language learning. This enabled students to interact with the target language meaningfully and purposefully through different modes of communication, such as text, images, audio, performances, and video, as well as through common practices for them that included content creation and storytelling. Likewise, since multimodality was used for both language instruction and language learning, participants encountered language input and output in a contextualized way. The latter supported students in establishing connections among language structures, vocabulary, and its use in communication. Ultimately, incorporating transmedia storytelling, digital skills, and multimodality into EFL instruction allowed the teacher-researcher to create engaging and interactive learning environments that provided opportunities for students to successfully use the language in the expansion of the story, which led to significant improvements in their productive language skills.

Concerning the second objective, data showed that the implementation of a multimodal context-based transmedia narrative enhanced participants' language learning experience. This was due to the degree of autonomy and creativity afforded to students, who were able to

successfully use their digital literacy skills and multimodal resources to interact with and expand upon the transmedia story. In this way, the research project integrated participants' interests, preferences, EFL learning needs, previous knowledge, and learning practices they acquired outside the classroom, which provided flexible language instruction, as well as supported and complemented the language learning experience. As a result, students were encouraged to actively participate in their learning process and apply their previous knowledge in matters of content creation, storytelling, and use of ICT. Therefore, the transmedia approach offered students a different perspective towards learning English, by combining personalized features and transmedia skills they were developing thanks to the changes in communication inside participatory cultures, students could connect language learning with authentic situations and personal experiences.

Furthermore, the proposal provided participants with opportunities to collaborate among peers, thus, reinforcing their learning through scaffolding, creating a supportive environment, and achieving a student-centered classroom where participants developed the activities at their own pace, in accordance with their preferences and learning needs. Lastly, the outcomes of the implementation demonstrate that the chosen approach has the potential to enhance language learning, especially productive skills, vocabulary acquisition, and language usage. This is because the multimodal context-based transmedia story yielded a customized and suitable language learning experience for students in which they could appropriately engage with the target language in a way that was relevant and meaningful to them.

6.2 Implications

From this action research project arose some implications concerning both language instruction and language learning, which pertain to the participants, the school community, the teacher- researcher and future pre-service teachers who want to explore the use of multimodality, digital literacy skills, and transmedia storytelling in EFL classrooms.

One of the most significant implications is that the proposal encouraged students to apply their informal learning strategies inside the EFL classroom formal setting. This is particularly pertinent to EFL teaching as young people today are developing a variety of skills and abilities due to the rapid advancements in technology and communications. Thus, this research project highlighted the importance of incorporating these emerging practices and abilities into language teaching to provide students with contextualized and meaningful learning experiences. Likewise, the study emphasized how relevant it is for educators to recognize and update the way they use ICT and multimodality for learning purposes, with transmedia storytelling serving as one of the devices to integrate these elements and design a pedagogical tool that contemplates students' needs, interests, previous knowledge, and choices.

Consequently, this research project has implications for the school community, as it demonstrates the potential of using digital tools and skills, transmedia storytelling and multimodal materials in language instruction to provide a more flexible and adaptable learning environment. This project illustrates that even with technological limitations, the affordances of the proposed three core concepts are beneficial to create a suitable language learning experience among EFL learners and foster their productive skills. Additionally, the proposed approach can function as a model for language teachers to incorporate students' context and preferences in the EFL classroom to create a more personalized and engaging learning environment.

Furthermore, the project shows that multimodality, digital literacy skills, and transmedia storytelling expand possibilities for meaning-making, language learning, development of productive skills, communication and increasing learner's autonomy. In this way, the proposal allowed students to collaboratively make decisions about the modes of communication, storytelling, and language they used to expand the transmedia narrative. Hence, they were provided with opportunities to take ownership of their learning experience and be creative when interacting with the target language. This might help learners to recognize or further develop the skills necessary to continue learning beyond the classroom setting. However, it is important to continue exploring and refining the use of these instructional strategies to ensure their maximum effectiveness and accessibility for all students.

6.3 Limitations

This research project encountered some limitations throughout the implementation stage that hindered the appropriate development of the pedagogical and didactic proposal and led to last-minute modifications to the teacher-researcher initial plans. One of the shortcomings was the constant classroom changes, which prevented the class from having access to the specialized classroom originally assigned for language learning in which they had access to computers, a TV, and Internet connection. It was not possible to have this classroom in most sessions, and these tools were not used during the implementation due to repair works the school administration performed in that area. Therefore, a different classroom was assigned to the class each week, which affected the development of some activities due to lack of a functional TV to display the multimodal materials and the fact that both participants and the teacher-researcher had to adapt to these changes.

In addition, these circumstances led to inadequate access to Internet connection and limited digital tools. Given that there were some areas in the school that had better Wi-Fi connectivity than others, moving to different classrooms restricted students' access to the Internet. For this reason, the teacher-researcher and some students sometimes had to share their personal mobile data in order to adequately carry out some of the activities that required Internet access, such as the creation of TikTok videos or sending audios via WhatsApp.

Similarly, there were not only classroom changes, but schedule changes as well. Even though the teacher-researcher considered the school's schedule for non-academic activities, such as cultural or institutional activities, some of these were announced unexpectedly and several classes were cancelled. This forced the teacher-researcher to find other available time slots to accomplish the project's objectives and, in some cases, these did not correspond to the EFL class schedule. As a result, the project was left with less time to achieve its main purpose and foster an impact in students' language learning. Considering that the approach was transmedia storytelling, this was a limitation that significantly affected the proposal, as this type of narrative takes time to develop due to its multimodal nature.

Despite these challenges, the proposal attained its objectives thanks to the flexibility that the multimodal transmedia story allowed for both the teacher-researcher and the participants. Nevertheless, it is worth noting that there is another shortcoming regarding the generalization of the results, since the pedagogical and didactic proposal was tailored for a specific group and its particular context conditions. This does not mean that the project cannot be modified to suit other groups' learning needs and context, on the contrary, that is what multimodality and transmedia storytelling are about.

6.4 Further research

Ultimately, due to the research's limitations, there were some aspects that were not sufficiently addressed in the proposal, but that would be worth investigating in future educational projects. One of these matters is how to boost learners' motivation through the use of digital literacy skills, multimodality and transmedia storytelling, since it was unclear to what extent the proposal influenced this significant component of successful language learning. Furthermore, the incorporation of these elements implies a certain level of scaffolding from teachers, which is another aspect to explore in future research. It would be valuable to determine the amount of comprehensible input and language output that would suit students' English acquisition. More specifically, the development of productive skills, given that through input teachers can model the language for learners' subsequent output and provide them with enough knowledge to help them become confident and competent users of the target language.

Similarly, it is also worth exploring how the incorporation of digital literacy skills, multimodality, and transmedia storytelling can enhance language learning in other areas beyond productive skills and vocabulary acquisition. For instance, future studies could examine how the use of these elements affects the development of receptive skills such as listening and reading comprehension. Additionally, it would be interesting to investigate how the multimodal and transmedia approach can be used to teach culture related to the target language, which is an important component of language learning.

Along these lines, it is advisable to examine the possible impact of explicit instruction about multimodality and transmedia and digital literacy skills. Teacher-researchers could even go further and complement these concepts with other language teaching approaches such as content-based instruction or project-based learning. Moreover, it is important for teachers to consider the

strengths and limitations of different modes of communications and ICTs, and to provide appropriate support and scaffolding to ensure that learners can effectively engage with them. Finally, it is relevant to continue researching emerging learning practices that young people are developing due to the hyper connected world and technological advancements we are experiencing. These practices should be considered when designing didactic experiences for English language learning.

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Annexes

Annex A: Student survey

 **UNIVERSIDAD PEDAGÓGICA NACIONAL**
Educadora de educadores

Cuestionario

Objetivo: Caracterizar a los estudiantes del grado 902 J.T. del colegio Guillermo Cano Isaza.

Nombre: _____ Edad: _____

A continuación encontrarás algunas preguntas que indagan sobre tus gustos, tus preferencias de contenido y desarrollo de una clase. Lee atentamente cada pregunta y responde de manera honesta.

- ¿Cuál de las siguientes actividades prefieres hacer en tu tiempo libre?
 - Leer
 - Ver videos en YouTube
 - Ver películas o series
 - Jugar videojuegos
 - Escuchar música
 - Ver redes sociales
 - Otra actividad. ¿Cuál? _____
- ¿De qué manera consideras que aprendes mejor?
 - Viendo
 - Escuchando
 - Haciendo
 - Escribiendo
 - Explicando
 - Otra, ¿cuál? _____
- ¿Dónde vives tienes acceso a internet?
 - Sí
 - No
- ¿Llevas tu celular al colegio?
 - Sí
 - No
 - No tengo celular
- De las siguientes opciones, ¿cuáles son las redes sociales que más usas? (Puedes marcar varias)
 - TikTok
 - Instagram
 - Snapchat
 - Facebook
 - WhatsApp
 - Twitter
 - YouTube
- En redes sociales, ¿qué contenido prefieres ver? (Ejemplo: memes)

- ¿Cuánto tiempo usas la tecnología al día? (celular, computador, páginas web, aplicaciones, redes sociales, navegar en Internet, etc.)
 - Menos de 2 horas
 - Entre 2 y 4 horas
 - Entre 4 y 6 horas
 - Más de 6 horas
- ¿Qué tanto sabes manejar la tecnología? (celular, computador, páginas web, aplicaciones, redes sociales, uso de Internet, etc.)
 - Mucho, me parece fácil
 - Bien, me toma tiempo, pero logro utilizarla
 - Regular, me cuesta entenderla, pero sé lo básico
 - Casi nada, no tengo los medios para aprender

- ¿Conoces la herramienta para crear presentaciones interactivas llamada Genially?
 - Sí
 - No
- ¿Qué género de historia prefieres? (Marca solo una opción)
 - Aventura
 - Terror
 - Fantasia
 - Misterio
 - Ciencia ficción
 - Otro, ¿cuál? _____
- ¿Cuáles son las características más importantes que una historia debe tener para que te guste?

- ¿Cuál es tu película y serie favorita?

- ¿Cuáles son tus actividades favoritas para desarrollar en clase de inglés?

- ¿Qué tan seguido lees contenido en inglés fuera del colegio?
 - Nunca
 - Algunas veces
 - Varias veces
 - Siempre
- ¿Qué tan seguido ves contenido en inglés fuera del colegio?
 - Nunca
 - Algunas veces
 - Varias veces
 - Siempre
- ¿Qué tan seguido escuchas contenido en inglés fuera del colegio?
 - Nunca
 - Algunas veces
 - Varias veces
 - Siempre
- ¿Con cuál de estas opciones sientes más facilidad?
 - Escuchar en inglés
 - Leer en inglés
 - Hablar en inglés
 - Escribir en inglés
- ¿Con cuál de estas opciones sientes más dificultad?
 - Escuchar en inglés
 - Leer en inglés
 - Hablar en inglés
 - Escribir en inglés
- Por lo general, prefieres desarrollar las actividades en la clase de inglés:
 - Individualmente
 - En pareja
 - En grupo
- ¿Consideras que te llevas bien con tus compañeros de clase?
 - Sí
 - No

¡Muchas gracias por tu colaboración y tu tiempo!

Annex B: Teacher interview transcription

Entrevistadora (E): Ya dimos inicio a la grabación, y la primera pregunta es:

¿aproximadamente hace cuánto tiempo dictas clase a este curso?

Profesora (P): ¿Con este curso? Ay, a 902 lo conozco desde que estaban en grado sexto.

Entonces... eh, pero ellos vienen de diferentes sextos porque en noveno, bueno, en octavo de hecho cuando terminan grado octavo se fusionan. Entonces los conozco sí ya desde hace cuatro años ya este año.

E: Bastante tiempo. Muchas gracias, profe. La segunda pregunta es: **¿con cuáles actividades notas que los estudiantes demuestran mayor participación?**

P: Pues con juegos, sí, tú has visto en la clase que con los juegos me funcionan mucho más, eh, las actividades de conversación también funcionan, pero si tienen el material, entonces ahí nos vamos a dar cuenta que quien no tenga el material, no haya investigado para poder hablar pues no va a poder decir mayor cosa. Eh, qué más te digo yo... de pronto sí, creo que eso, sí, con los que más les llama la atención.

E: Vale, profe. La siguiente pregunta es: **¿con cuáles actividades consideras que los estudiantes alcanzan los objetivos planteados para cada período?**

P: ¿Con cuáles actividades? ¿A qué te refieres?

E: Sí, es decir, con cuáles actividades ellos logran desenvolverse de una mejor manera, o sea, en relación a los objetivos que tú propones, por ejemplo hoy vi que los objetivos eran, eh, hablar sobre la biodiversidad de Colombia, etc, etc. Entonces, **¿con cuáles actividades tú consideras que sí se logran esos objetivos que se plantean?**

P: Como trabajo en grupo, por ejemplo, podría ser. Actividades de trabajo en grupo o trabajo en parejas, se apoyan más. Mientras que si uno hace un trabajo individual no arrancan o se copian, entonces trabajo en equipos les funciona. Les gustan las competencias. Eh, qué más te digo yo... sí creo que sí con eso ayudaría. Pero en parejas más que en grupos porque cuando se hacen grupos los chicos tienden a copiarse, entonces en parejas uno alcanza a detectar cuáles son las fortalezas y debilidades de la pareja, ¿sí? Porque se apoyan. Entonces ahí se da uno cuenta quién sí quién no.

E: Ahh, okay. La siguiente pregunta es: **¿cuál dirías que es la frecuencia con la que haces uso de las TIC para llevar a cabo la clase?**

P: Eh, pues todas las clases les tengo... bueno eso no es un uso... es un uso mío para la clase que es utilizar el televisor para los ejercicios de escucha, los listening, eh, para los jueguitos, que han funcionado bien. Pero con qué frecuencia, no es una frecuencia alta, sino es alguna veces. ¿Por qué? Porque no todas las veces o consigo el material didáctico, o se presta para eso. Por ejemplo hoy no podría empezar con un jueguito cuando necesito que ellos practiquen para la conversación, ¿sí? Además porque esta actividad la hemos venido aplazando porque no tenían el material entonces ya hoy la mayoría tiene hecha la tarea, entonces puede hacer la conversación. Entonces no todas las clases puedo hacer jueguito, debería ¿sí? Pero entonces también tengo otro factor que es que no están llegando temprano, es después del descanso, entonces hasta que se organizan ya pierdo como unos quince o veinte minutos.

E: Sí, es cierto...

P: Eso es.

E: Vale, profe. Gracias. La siguiente pregunta es: **siguiendo los estándares básicos de competencias en inglés, ¿cómo calificarías el nivel de los estudiantes de 902?**

P: Eh, yo creo que están como en un... qué te digo yo, según el marco común de referencia europeo, están muy poquitos, dos, tres estudiantes están en A2, y los otros pueden estar en A- y en A1, pero eso es casi que una apreciación muy personal. Hay otros que están... por ejemplo Richard estaría en un A- aunque él está repitiendo, él podría dar más. Entonces tendría que buscar una manera en la que ellos se exigieran un poquito más para hablar en inglés, ¿sí? Porque por lo general con esos que tenemos de mejor nivel, el A2, eh, son los que están traduciendo, los que apoyan la clase para que entiendan y los demás se quedan callados esperando la respuesta. He intentado que no traduzcan, pero la clase se estanca, eh, y pues no fluye, entonces pues la idea también es que ellos entiendan. Yo soy la que estoy hablando en inglés, hace falta que los chicos hablen en inglés, por eso estos ejercicios de conversación para que de alguna manera ellos pongan en práctica el lenguaje, eh, y lo que investigan. Para que no sea solamente hablar por hablar, sino que tenga que ver con una información precisa, con un contexto. Eso.

E: Vale, profe. Perfecto, y la siguiente pregunta es: **¿cuál consideras que es la habilidad, es decir, speaking, listening, reading, writing, en la que más se destacan los estudiantes de este grupo? ¿Y por qué?**

P: Mmm... pues speaking les gusta, pero ahorita miramos a ver si se destacan, no mucho, o sea que sean así muy sueltos, no. Listening... vamos a ver el ejercicio ahorita otra vez, pero sí les

cuesta, tienen que escucharlo varias veces. Eh, yo creería... no, pero es que reading están utilizando el celular, traducción, entonces ahí no hay... hay que mejorar las estrategias. Yo creo que writing, de pronto sí funciona un poco más con la parte de escritura porque, eh, desde sexto ellos han venido manejando un vocabulario en inglés, y algunas estructuras sencillas, entonces ellos de alguna manera pueden expresar sus ideas pero por escrito, eh, de manera verbal no mucho porque les da vergüenza que los demás los escuchen en inglés. Eh, siempre piden es que seamos las profes las que los escuchemos ahí cerquita y no frente a la clase porque les da pena. Sería una muy buena opción de pronto organizar una actividad que los saque de esa pena y puedan expresar sus ideas como en un debate o que puedan utilizar pequeñas frases para expresar sus ideas en la clase, pero se necesita tiempo. Entonces, eh sí, yo creo que el writing es lo que más les favorece porque es como su refugio para que no se sientan expuestos o que se equivocaron y entonces, eh, todo el mundo se va a dar cuenta de eso.

E: Vale, profe, y la última pregunta es: **¿cuál consideras que es la habilidad con la que más dificultad tienen los estudiantes?**

P: Mmm... con qué habilidad es la que más les cuesta... pues speaking, sencillo, speaking porque no están hablando en inglés, ¿sí? Si al caso dicen “may I go to the toilet?” (risa corta) y “present” o “this is me”, pero entonces no, esa parte es la más cruel, sí, me toca trabajar más en esa parte de como estrategias que los motiven a ellos a hablar en inglés.

E: Vale, profe. Muchísimas gracias, esta información es muy útil para mi trabajo.

P: ¿Sí, segura? (risas)

E: Sí (risas). Eso sería todo profe. Muchas gracias.

P: Bueno, listo, ok.

Annex C: Fieldnotes format



**UNIVERSIDAD PEDAGÓGICA
NACIONAL**

Educadora de educadores

**UNIVERSIDAD PEDAGÓGICA NACIONAL
DEPARTAMENTO DE LENGUAS
TRABAJO DE GRADO I
FIELD NOTES
COLEGIO GUILLERMO CANO ISAZA
EFL CLASS - 902 AFTERNOON SHIFT**

Date: _____ Start: _____ End: _____ Teacher: Angie Ramírez Beltrán Main teacher: Johanna Medina	Topics:	Objectives Main: Specific:
Session 1		
Criteria	Description	
Group characteristics (language level, participation, motivation, etc.)		
Class development (teaching role, group management, student performance, relevance of activities)		
Teacher-student interaction		
Interaction between students		
Meaning making		
Productive skills		
Observations		
Reflections		

Annex D: Informed consent

	FOMATO
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD
	<small>Resolución 767 de 18 de junio 2018</small>
FOR009GSI	Fecha de Aprobación: 18-06-2018
	Versión: 01
	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

Ciudad y fecha: _____

Yo, _____, expedida en _____, identificado con C.C. C.E. No. _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

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: quejasvreclamos@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.

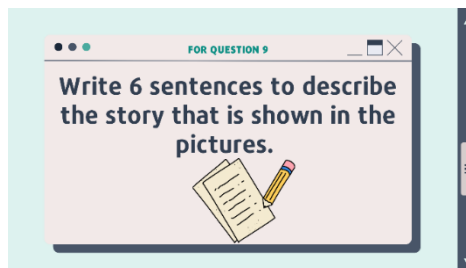
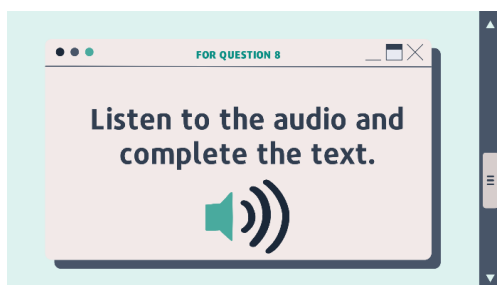
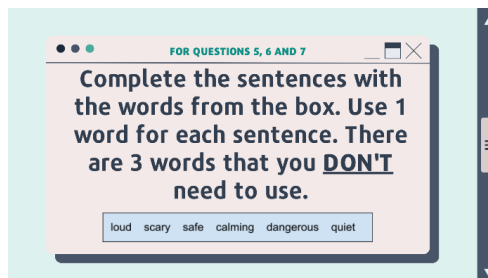
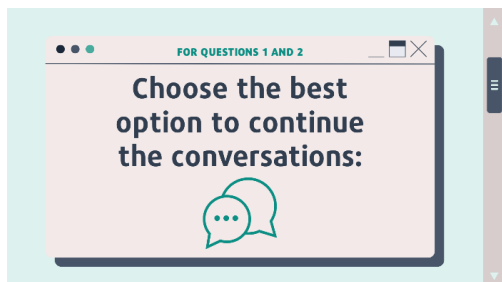
² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, 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).

Documento Oficial. Universidad Pedagógica Nacional.

Annex E: Pre-test

<https://www.canva.com/design/DAFKuccQXGU/0JQ6HUilS9Q-->

[hLVUatbQ/view?utm_content=DAFKuccQXGU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink](https://www.canva.com/design/DAFKuccQXGU/0JQ6HUilS9Q--hLVUatbQ/view?utm_content=DAFKuccQXGU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



Annex F: Post-test

Name: _____

Listen to the audio and complete the text with the verbs from the box. Change the verbs to past form. You **DON'T** need to use all the verbs. (travel learn go be (2) lose use help)

1. When we _____ to the Amazon rainforest, we got _____ and spent around five hours walking. Luckily, we found a village where people _____ very kind and _____ us. It _____ an exciting experience and we _____ new things about their culture.

Choose the best option to continue the conversations:


2. I'm going on vacation to Paris!


a. It's the more amazing city in the world.
b. Madrid is most scenic than Paris.
c. Paris is the most beautiful city in the world.

3. What is better: Going to Melgar or going to the Amazon?

a. Yes, it's amazing.
b. The Amazon, it is more fascinating than Melgar.
c. Melgar, it is awesomer than the Amazon.

Where can you find these signs?

4.  a. In a hospital
b. In a hotel
c. In a park




5.  a. In a river
b. In a cinema
c. In a restaurant

Complete the sentences with the words from the box. Use 1 word for each sentence. There are 3 words that you **DON'T** need to use. (loud scary safe amazing dangerous quiet)

6. The cave was _____, so the man had to use protection.


7. The abandoned house was _____ at night.

8. The city was _____ because there were many cars.






WRITING

9. Write 6 sentences to describe the story that is shown in the pictures.




10. Read the following WhatsApp message and **write a reply giving your recommendation**. No short answers.



SPEAKING – Send audios on the WhatsApp group.

11. Describe the picture, include as many characteristics as you can.



12. Talk about a place that you **have traveled to on vacation**. Describe as much as you can.

Annex G: Lesson planning

Lesson plan #1 (September 6 th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán		Time: 1 hour
Objective: To introduce students to the proposal (purpose and content).	Learning outcomes: -To be able to introduce yourself following a template. -To describe the main characters. -To give suggestions.		Topics: -Description of people, places and events.
Stage	Procedure	Time	Materials
Warm-up	-The teacher introduces herself to the class with a short paragraph. -The teacher explains the purpose of the pedagogical proposal and the transmedia story, and sets expectations.	5'	TV
	What's your teacher's name? What does your teacher like? What is TRUE about your teacher? What are we going to create? What are the characters' names?	2'	Board
Main task	-How do you imagine Abi and Tony? Students will provide descriptions and a design for the characters. This will be done on the worksheet provided by the teacher.	20'	Worksheet
	-What places should Abi and Tony visit? A scary or mysterious place? A beautiful place? A weird or unusual place? Think of any place that you want and write it on your notebook.	5'	Notebooks

Wrap-up	-Students introduce themselves following the model that the teacher used. They will also add a visual or aural complement to their presentation, something that represents them (a meme, a comic strip, a song). This will be done on WhatsApp. -The teacher will share students' creations with their classmates and comment on them.	15' 5'	WhatsApp
Observations	The only technological tool available for the lesson development was a TV, which was used to present Canva slides and provide a visual aid to students concerning descriptive words for appearance and personality. Kahoot and Facebook were not used due to lack of Internet connection. The rest was carried out as planned.		
Lesson plan #2 (September 13th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán	Time: 1h30	
Objective: To present the characters and the story's plot.	Learning outcomes: -To recognize adjectives for people and places. -To use the appropriate adjectives to describe people and places. -To use comparative adjectives.	Topic: people, place and events descriptions, comparatives.	
Stage	Procedure	Time	Materials
Warm-up	-The teacher will explore students' descriptive abilities and activating their previous knowledge through the description of images showing the characters presented on Canva. They might say words like "relax" "stressed" "island" "bus", or complete sentences such as "the man is relaxing" "the woman is on a bus", etc. -Some keywords related to the story and characters are presented through different modes (images, audio, written language), along with example sentences in the Canva slides in order to add more context to this vocabulary. This will be a matching activity created by the teacher on Hot Potato, in which students will connect words with pictures/sound. Every image contains one of the characters. The target words are the following, there's one matching exercise per line: -scary, quiet, loud, scenic, polluted -to go camping, to visit, to have fun, to explore -exciting, boring, awesome, terrible	10' 15'	Canva presentation https://www.canva.com/design/DAFMDeACqtw/DnlWXVyzswW-wlXUuPh88A/view?utm_content=DAFMDeACqtw&utm_campaign=designshare&utm_medium=link&utm_source=publshsharelink Hot Potato
Main task	-The teacher will officially introduce the story's two main characters: Abi and Tony, they were created based on the description students gave the first class. For each character, there's a short description that includes appearance and personality. -After checking the characters' traits, students will compare the two characters, this will serve as an introduction to comparatives. The comparisons include pictures to support meaning. -On a slide from the Canva presentation, the story's plot will be presented. It is a simple plot that offers flexibility when the time to work on productive skills comes.	10' 18'	Bitmoji Canva presentation
Wrap-up	-In groups of 3, students will create questions addressed to the characters about their life, and their plans. <i>What do you like to do? Where are you going? Why do you want to start a YouTube channel?, When are you coming to Colombia? Etc.</i> -In groups of 3, students will summarize the characters' traits and the story's characteristics through the creation of a short teaser, adding	5' 35'	Board TikTok

	some sentences about the story's setting, answering where, what, who, why. The teacher will present a model for the students to know what is expected from this activity. This video is intended to be created on TikTok. One student per group will send it to the teacher via WhatsApp. -Finally, the videos created by the students will be shared in the class and compared.		
Observations	Only two activities were carried out: the matching activity on Hot Potatoes, even though it was incomplete, just the first two out of three were presented, and the second activity was the explanation for comparatives. This happened because the institution had an activity before the class and students arrived late to the classroom. The class was barely one hour.		
Lesson plan #3 (September 20th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán	Time: 1h30	
Objective: To present the story's plot and the first episode.	Learning outcomes: -To use the appropriate adjectives to describe people and places. -To use comparative adjectives. -To summarize a short story using modes such as images, audio, etc.	Topic: people, place and events descriptions, comparatives.	
Stage	Procedure	Time	Materials
Warm-up	-The first step will be to address how to form comparisons through a brief explanation on the Canva presentation. Then, the teacher will remind students about the vocabulary learned last class through a game, the objective is to organize some jumbled sentences that include both comparatives and the vocabulary presented last class. Students will be divided into 4 or 5 groups, depending on the number of students who attend. Each group will be given pieces of paper with individual words, and they will form one sentence, there is the possibility to form two sentences with both types of comparatives, so they decide which one. Additionally, they will have to relate the sentence to an image. -For a freer practice, students will describe images showing the characters presented on Canva. They might say words like "relaxing" "stressed" "island" "bus", or complete sentences such as "the man is relaxing" "the woman is stressed", etc. Additionally, students will be asked to compare the two situations orally: "Abi is more stressed than Tony. The island is more beautiful than the bus" -Some keywords related to the story's first episode are presented through a matching activity created by the teacher on Hot Potatoes, in which students will connect words with sound. The target words are the following: <i>-amazing, full, beautiful, scary, interesting</i>	25'	Canva presentation https://www.canva.com/design/DAFMmcRIWBQ/Jhdb-eiwj0Gxv66HwzpAwg/view?utm_content=DAFMmcRIWBQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Pieces of paper Board Hot Potatoes
Main task	-On a slide from the Canva presentation, the story's plot will be presented. It is a simple plot that offers flexibility when the time to work on productive skills comes. -They go on their first trip to Paris. The teacher will show a video she created with the characters describing their trip to Paris. It will have subtitles, audio and images to make comprehension easier.	30'	Canva presentation Video
Wrap-up	-Quick group review about WH words. -The teacher will present the questions on the board and will check meaning comprehension.	35'	Board

	<p>-In groups of 3, students will summarize the first episode through the creation of a short teaser, adding some sentences about the story's setting, answering where, what, who, why and comparing the places the characters visited. This video is intended to be created on TikTok. They have to add audio and written language. The teacher will present a model for the students to know what is expected from this activity. One student per group will send it to the teacher via WhatsApp.</p> <p>*Plan b: In the same groups from activity 1, students will send audios and messages via WhatsApp.</p> <p>-Finally, the videos created by the students will be watched in the groups and feedback will be given by peers and the teacher.</p>		<p>TikTok</p> <p>Phones</p>
Observations	The class was carried out as planned, except for the shortest activities (Image description and WH questions), which I decided to leave out for time constraints. Additionally, the class finished without the common share because of the same reasons.		
Lesson plan #4 (October 7th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán	Time: 1h45	
Objective: To present the second episode and introduce superlatives.	<p>Learning outcomes:</p> <ul style="list-style-type: none"> -To recognize comparatives and superlatives. -To use the appropriate adjectives to describe animals and places. -To use comparative and superlative adjectives. -To relate the story from a point of view different from the characters'. 	Topic: people, animals, place and events descriptions, comparatives and superlatives.	
Stage	Procedure	Time	Materials
Warm-up	<p>Students will be organized in groups of 3 or 4. 8 groups in total.</p> <p>1. Students will identify that their classmates used the structures we have learned so far on their TikTok videos. Each group will be watching a different TikTok, and they will write on their notebooks the sentences they can identify. If there isn't any, they will add a sentence using comparatives.</p> <p>2. Then, the teacher will introduce the students to superlatives through pictures containing the characters and some animals from the Amazon rainforest. Students will answer questions that include a superlative form. E.g. Who is the tallest in your group?</p>	25'	<p>TV and computer</p> <p>WhatsApp group</p> <p>Canva</p> <p>https://www.canva.com/design/DAFNruXLVeo/VcwRmY-3bfScJSYcR3yw2g/view?utm_content=DAFNruXLVeo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>
Main task	<p>1. In this episode, the characters go to the Amazon rainforest. They will give facts about this place and its animals. The format will be TikTok videos: short videos with the characters talking about their experience.</p> <p>2. In pairs, students will create a new creature that inhabits the Amazon and will add a sentence with superlatives. There is an example on Canva. They will take a picture of their work and sent it via WhatsApp.</p>	50'	<p>WhatsApp group</p> <p>Sounds from the jungle</p> <p>https://youtu.be/--Xu7Ki-YoM</p>

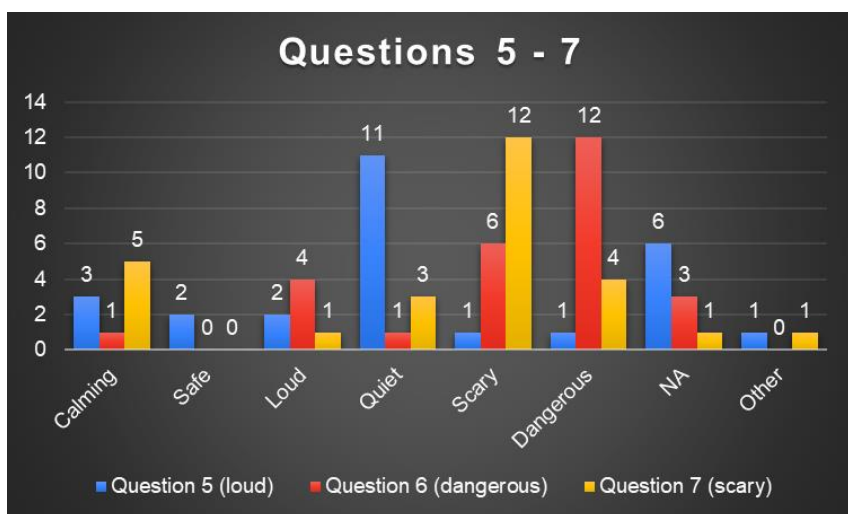
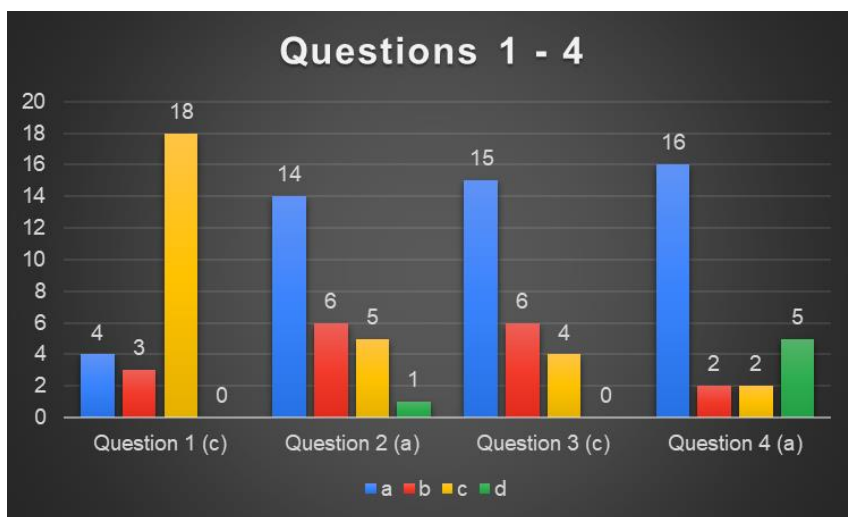
	3. In pairs, students will create a short story from the point of view of the animal or creature they created. They will give descriptions and imagine what the animal might be thinking while looking at the characters by using comparatives and superlatives. While they are on the creation process, they will be listening to sounds from the jungle. The purpose of this is to recreate the ambience and incorporate different modes. They will write on their notebooks and then send an audio reading their texts via WhatsApp.		
Wrap-up	1. In pairs, students give their impression about this episode, to do so they will create memes/stickers related to this episode and send them via WhatsApp. 2. What happens next? The last thing the characters do is camp in the middle of the jungle, so students will imagine what happens next in this episode. They will write this collaboratively on a piece of paper, as an exquisite corpse, and this will be in the groups they were at the beginning. Emphasis will be on students working with what they know, without using any translation app.	30'	WhatsApp group
Observations	There was not a functional TV available and Wi-Fi connection was difficult for students, therefore, some activities were left out or modified on the spot. Specifically, the correction of the TikTok videos and the meme creation were not carried out.		
Lesson plan #5 (October 18th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán	Time: 1h30	
Objective: To finish the presentation stage and set expectations for the production stage.	Learning outcomes: -To use the appropriate language to describe events, people and places. -To use superlative and comparative adjectives. -To formulate a conflict for the story.	Topic: people, place and events descriptions, comparatives and superlatives.	
Stage	Procedure	Time	Materials
Warm-up	Students will be divided into groups of 4 and 3 people, 8 groups in total. 1. In groups, students will choose the correct sentence out of the presented on Canva, and then they will correct the other options. They will write the answer on a shared piece of paper per group, as well as the corrected sentences. 2. In groups, students will create comparisons for the creatures the designed last class. They will write them on the same piece of paper. 3. From sounds and music, students will imagine what places have the characters visited in today's episode. This will be a brainstorming exercise.	20'	TV Canva https://www.canva.com/design/DAFOAPOMHg0/FW-QNrLQO8urAVWUblk-XQ/view?utm_content=DAFOAPOMHg0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink World.mp3
Main task	1. Each group is given a different comic strip. There will be 8 comic strips in total, 4 panels each. They will be printed, one for each group, however, the digital form will be available for students to takes pictures	45'	Printed/Digital comic strips.

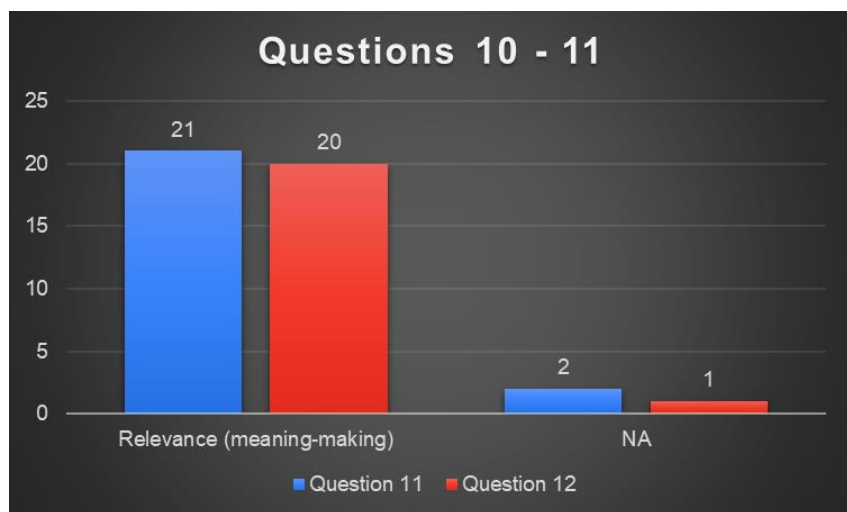
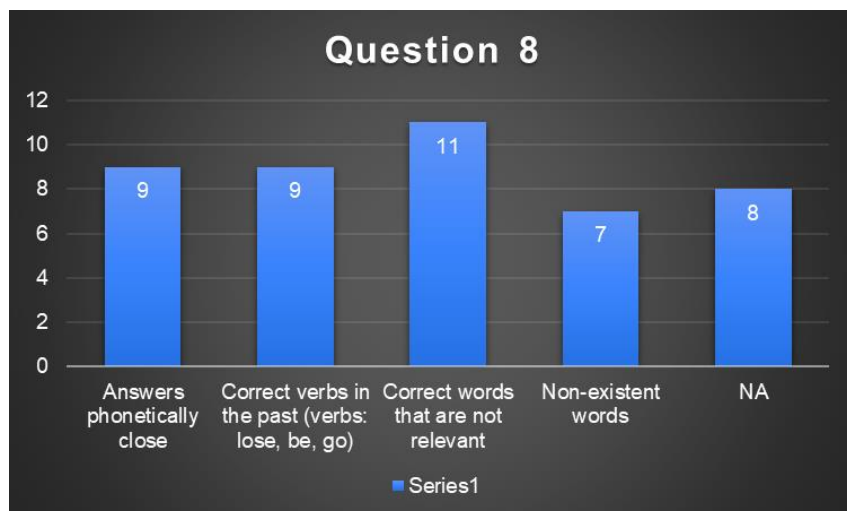
	<p>of it if necessary. Each comic strip features the characters going to a different place: Madrid, Amsterdam, New York, Italy, China, Machu Picchu, Rio de Janeiro, and Egypt. Through the dialogues in the comics, the characters describe aspects such as the food, the weather, the touristic places, and fun/interesting facts using superlatives about the places, e.g., “China is the most populated country”. Each group will read their respective comic strip, discuss where the characters are, what happens, and write down the adjectives they can identify.</p> <p>2. In the same groups, students will continue the stories from the comic trips, and create a conflict for it. <i>Something that goes wrong, a villain appears, an accident happened, a problem, something unexpected, etc.</i> They will follow the same format (comic).</p> <p>3. Students will dramatize the dialogue they added to their comic trips and send an audio to the WhatsApp group. Each member of the groups reads a line with a different mood: sad, angry, happy, scared.</p>		Abi and Tony.pdf WhatsApp group
Wrap-up	<p>1. Students will get mixed with people from other groups, for time constraints, it will be done mixing two groups, e.g., group 1 and group2, group 3 and group 4, etc. They will explain to each other where the characters are and what happens in the story they had, and what was the continuation they created. Then they will create comparisons using both comparatives and superlatives between the stories. They will write down the comparisons on their notebooks and the teacher will share some of them with the whole class.</p> <p>2. While the teacher shares the creations Students will give a superlative sentence to the different conflicts their classmates created, e.g., <i>this one is the most creative.</i></p>	25’	Notebooks/TikTok
Observations	<p>-The first activity was carried out, but the class on October 7th had to be stopped because there was a football match and students were distracted and unmotivated to continue with the class.</p> <p>-On October 18th, it was successfully implemented, except for the activity in which students listened to sounds to guess the places, and the wrap-up activities. Instead of those, the activity about comparing the animals they created last class was carried out.</p>		
Lesson plan #6 (October 25th)			
Grade: 902	Teacher: Angie Viviana Ramírez Beltrán		Time: 1h30
Objective: To close the story with students’ creations.	Learning outcomes: -To use the appropriate language to narrate a story. -To design a multimodal text that presents the story. -To use the appropriate language to give opinions.		Topic: people, place and events descriptions, giving opinions.
Stage	Procedure	Time	Materials
Warm-up	Individually, students will write a short sentence about what they liked from the story via WhatsApp, it can be about both what I presented or what they created throughout the process.	10’	WhatsApp group
Main task	In groups of 3 or 4 people, students will write the last episode of the story, in which the characters come to Bogotá, they have to write about the characters’ experiences, places they visited and activities they did. They will do so on a piece of paper or on a	40’	Notebooks

	notebook. Then they will read out loud what they wrote for the rest of the class.		
Wrap-up	1. In groups of 3 or 4 people, students will create a teaser to promote the story we have crafted together. They will use TikTok or other video editors for this purpose. They have to add voice, text, and other modes they prefer. One student per group will send this video via WhatsApp. 2. Students will share their opinion about the project and the classes.	40'	TikTok/Other video editors WhatsApp group
Observations	Only the main task and the first wrap-up activity were carried out due to time constraints.		

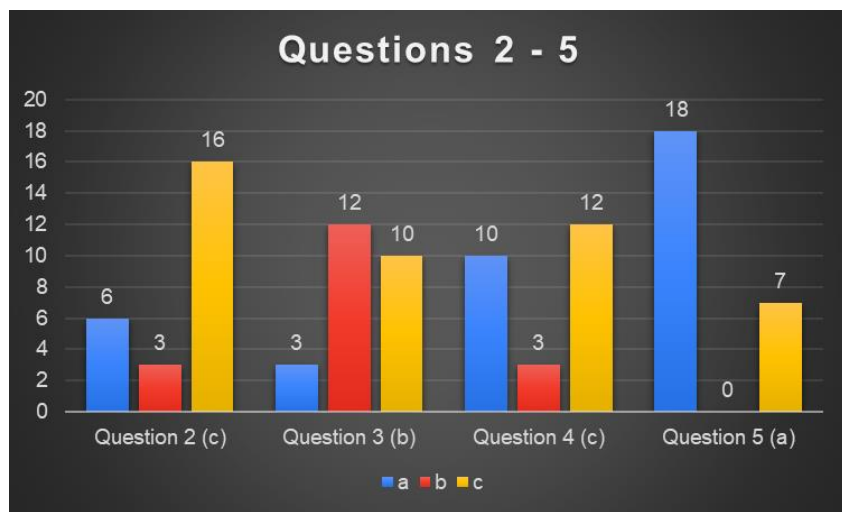
Annex H: Pre and post-test graphic results

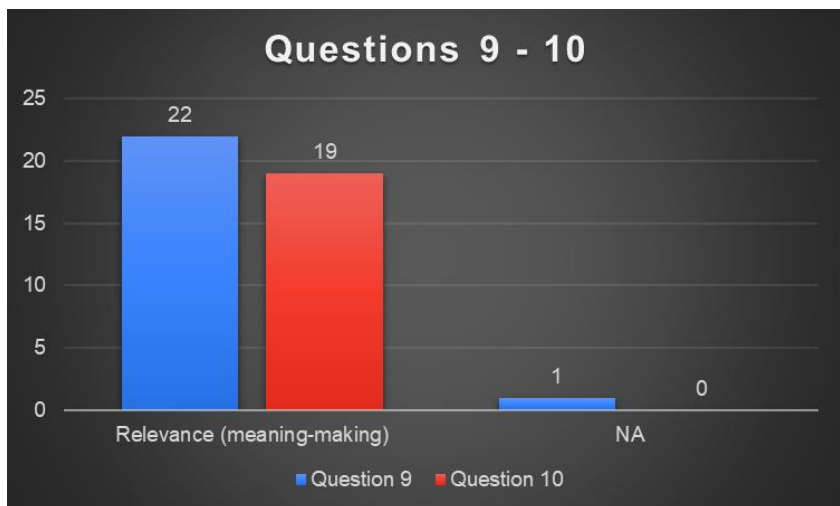
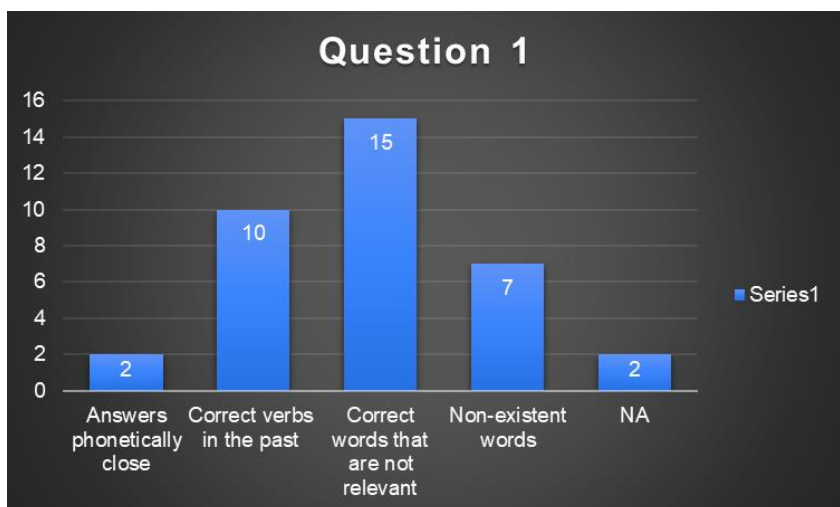
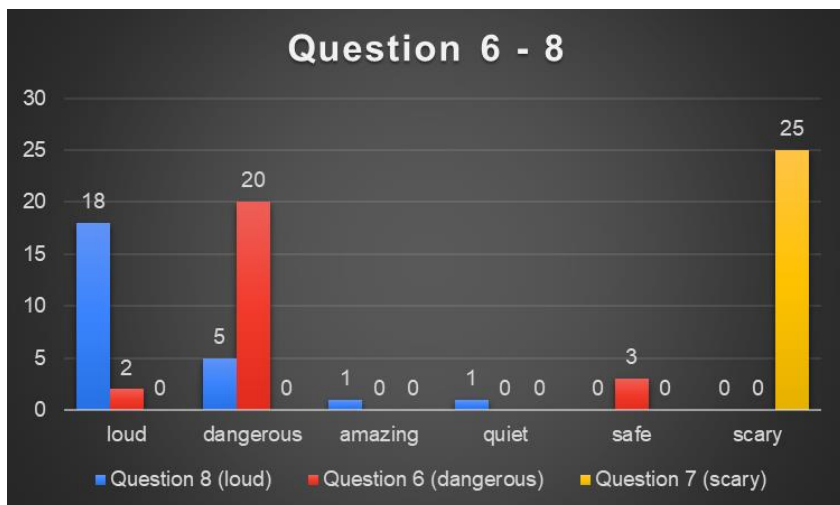
Pre-test

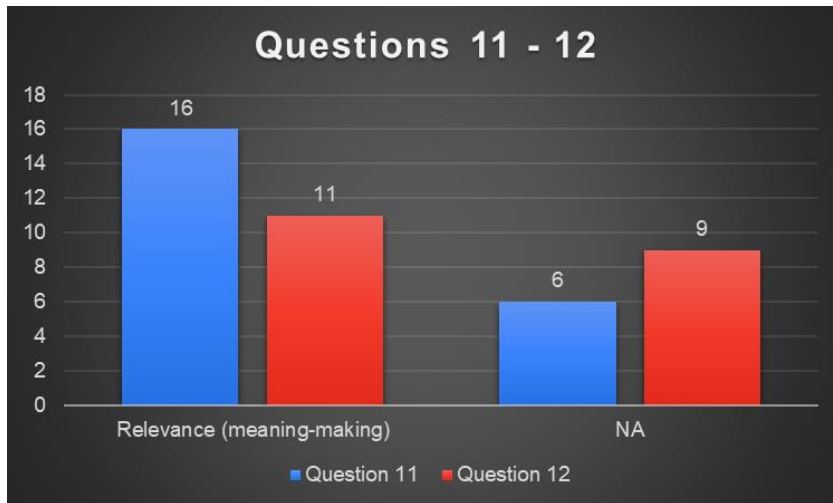




Post-test







Annex I: Data organization in One Drive

[Implementation \(2022-2\)](#)