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Visual narrative: Pedagogical proposal to stimulate reading in Colombian adult EFL learners using The Four-Phase Model of Interest Development

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Visual narrative: Pedagogical proposal to stimulate reading in Colombian adult EFL learners using The Four-Phase Model of Interest Development

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To my beloved family

and Claudia, who sparked my interest in English reading.

*I think when adults read, they should get the same
thrill and excitement and sense of accomplishment
that kids feel when they read a book with pictures
in it.*

Brian Selznick

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Aura Caterine Quilismal Prieto

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Abstract

Visual narrative: Pedagogical proposal to stimulate reading in Colombian adult EFL learners using The Four-Phase Model of Interest Development

The lack of Colombian adult EFL learners' interest in English reading is a significant challenge for educators. This paper aims to address this issue through the development of a pedagogical proposal. Following the methodological framework outlined by Jolly and Bolitho (2011), the design of instructions and materials progressed through stages involving identification, exploration, contextual realization, and pedagogical implementation. Throughout these stages, key principles underlying the proposal included a constructivist perspective, various reading approaches, visual narratives, and situational interest. The study engaged six Colombian adult EFL learners through a group interview and nine workshop sessions. Using The Four-Phase Model of Interest Development, the study observed the interest during the sessions and considered the pedagogical implications of situational interest.

Findings from the group interview revealed that the learners do not consider themselves avid readers in English, with language barriers, particularly unknown vocabulary, creating a significant challenge. Despite this, they recognize the importance of English reading for skill improvement and achieving personal and professional goals. Hence, their needs encompass a desire to read more comfortably and confidently in English.

Upon implementing the principles of situational interest in the workshops, notable transformations occurred in one learner's approach to English reading. Emphasizing the reading process of paintings and illustrations before facing written text, and crafting stories

based on these visual narratives, were essential for the proposal. As a result, learners adopted a different approach to English reading, noting an increase in their comfort and confidence, leading to a more enjoyable reading experience. However, there is no conclusive evidence for an increase in interest, which may guide future studies.

Keywords: English Reading, Visual Narratives, Situational Interest, The Four-Phase Model of Interest Development, Pedagogical Proposal.

Resumen

Narrativa Visual: Propuesta pedagógica para estimular la lectura en estudiantes adultos colombianos de inglés como lengua Extranjera (EFL) a partir del Modelo de Desarrollo del Interés de Cuatro Fases

La falta de interés de los adultos colombianos que aprenden inglés como lengua extranjera en la lectura en inglés representa un desafío significativo para los educadores. Este estudio tiene como objetivo abordar este problema mediante el desarrollo de una propuesta pedagógica. Siguiendo el marco metodológico propuesto por Jolly y Bolitho (2011), el diseño del material y actividades avanza a través de etapas que incluyen la identificación, exploración, comprensión contextual y aplicación pedagógica. A lo largo de estas etapas, los principios clave subyacentes en la propuesta fueron la perspectiva constructivista, varios enfoques de lectura, narrativas visuales e interés situacional. El estudio involucró a seis adultos colombianos que aprenden inglés. Ellos participaron en una entrevista grupal y nueve sesiones de taller. Se utilizó el Modelo de Desarrollo del Interés en Cuatro Fases para observar el interés durante las sesiones, luego se observó las implicaciones pedagógicas del interés situacional.

Los hallazgos de la entrevista grupal revelaron que los aprendices no se consideran lectores ávidos en inglés, siendo las barreras del idioma, en particular, el vocabulario desconocido, un desafío significativo. A pesar de esto, reconocen la importancia de la lectura en inglés para mejorar sus habilidades y alcanzar metas personales y profesionales. Por lo tanto, sus

necesidades principales se relacionan con el deseo de leer de manera más cómoda y segura en inglés.

Al momento de implementar los principios del interés situacional en los talleres, se produjeron transformaciones notables en la visión de un estudiante, en particular, hacia la lectura en inglés. Enfatizar el proceso de lectura de pinturas e ilustraciones antes de enfrentarse al texto escrito, y crear historias basadas en estas narrativas visuales, fue significativo para el desarrollo de la propuesta. Como resultado, estos adultos adoptaron una nueva perspectiva hacia la lectura en inglés, reportando mayor comodidad y confianza, lo que condujo a una experiencia más placentera. Sin embargo, no hay evidencia concluyente de un aumento en el interés, lo que puede guiar estudios futuros.

Palabras clave: Lectura en inglés, Narrativas visuales, Interés situacional, Modelo de Desarrollo del Interés en Cuatro Fases, Propuesta pedagógica

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Introduction

Reading in English can be challenging for EFL learners due to different reasons, including vast vocabulary and idiomatic expressions, complex grammar rules, cultural references, and context, reading comprehension, lack of interest (Grabe & Stoller, 2013), among others. In this study, I addressed adults EFL learners' lack of interest in English reading. I present a pedagogical proposal to spark learners' interest considering constructivism vision and analyzing pedagogical implications from The Four-phase modal of interest development theory.

Considering the concept of reading as the cognitive and interpretive process of extracting meaning, information, and ideas from a variety of textual, visual, auditory, and interactive sources (Kress & Van Leeuwen, 2001), as well as a world experience (Freire, 2014), fusion of horizons (readers and author's perspective) (Ricoeur, 1995) and dialogue (different voices are listened) (Bakhtin, 1982), the reading process in which students are involved takes a different approach. Here, they are not alone with the text but are accompanied by the teacher, other learners, visual narratives, and nature surroundings. This reading process presents another reading perspective that encourages learners to feel comfortable and confident by incorporating speaking, drawing, and visiting activities with active participation and reflection. Such a reading process may initiate the first contact and

maintain interest in adults to read, and over time, with adjustments in the process, they may develop the skills to comprehend more complex texts without illustrations in future stages.

There are three chapters. I display the issue on lack of reading interest among Colombian EFL learners and reasons for addressing it considering Project Zero. Then I establish the objectives contemplating a literature review that includes research on pedagogical projects to enhance foreign language reading and other projects that stimulate reading using visuals in the first chapter.

In the second chapter, I outline the theoretical foundation defining reading, visual narratives, then describing the concept of interest, situational interest, The Four- phase Model of Interest Development and pedagogical implications in classrooms, finally explaining the methodological path to plan the pedagogical proposal.

In the third chapter, I present the pedagogical proposal starting by highlighting learners' needs to address the strategy. Then a sequential presentation of the material design targeting visual narratives and implementation are displayed. Lastly, I reflect on pedagogical implications of implementing the strategy in nine workshops based on the Four-Phase Model of Interest Development and situational interest. At the end of each chapter readers can find a summary of the information presented.

Finally, outcomes and conclusions are presented in which I highlight the importance of the pedagogical process, including the model, and provide some recommendations.

1. Problem

Addressing the issue on lack of interest in reading in English needs a structured process. I divided into four segments: Problematic situation, Project Zero, literature review and objectives. In the problematic situation, I present a short anecdote that sparked my interest in the topic. Next, I provide a concise overview of reasons on students' lack of reading interest that various scholars have identified considering the values of reading and motivation (Conradi et al., 2014). Lastly, I present the results of two questions related to Colombian students' reading interest from a short group interview to provide further context. Secondly, I explain what Project Zero is and how it sparked my interest. Thirdly, I conducted a literature review on research focused on how to stimulate reading using different approaches and visuals. Finally, after considering the problem, I conclude the chapter stating the conclusions and objectives.

1.1 Problematic situation

1.1.1 Anecdote

As an English learner, I believe that reading in English is one of the last activities learners attempt to enhance their learning process. I remember that English teachers used texts, short stories, articles, magazines, and books as part of our classroom work activities. Although I did read them as assignments, I did not enjoy engaging in the activity

significantly. One day I saw an interesting bookshelf in my teacher's office. I looked at it and found out a captivating book written in English. It had fascinating illustrations. Since then, I have read a lot of books with engrossing artwork.

Now, as an English teacher and during my training to become one, I have come to recognize the significant role that reading plays in language learning, my students' perception on it and reasons for not enjoying the activity or lack of interest. This recognition has been a focus of many educators in the last years since one's own experience with learning and using English can enrich the teaching process by providing useful insights, strategies and showing empathy at the same time. In this last matter, McAlinden (2018) claimed that personal experience as a language learner can help teachers empathize with their students, understand their struggles, and adapt their teaching methods accordingly. Thus, there is a chance to create a more engaging and effective learning environment for English learners.

1.1.2 Overview of reasons on lack of reading interest

Reading is an essential skill in language learning. Yet when it comes to reading in English as a foreign language (EFL), many researchers have agreed that students are struggling to take part of this activity inside and outside classrooms (Dörnyei & Csizér, (2002), Guthrie et al., (2012), Graham & Hebert, (2011), Mohamad & Philip, (2020), August & Shanahan (2010) and Saito et al., (1999)). As a result, educators often encounter a common challenge: there are students who do not enjoy reading or demonstrate not being engaging with English texts. This issue can be related to motivation and interest. Some of these educators have identified reasons and worked on helping them to increase their

motivation or interest. Two notable works in Colombia and some others around the world are presented.

Becoming a life-long reader or just an engaged one is a pursuit that is related with reading motivation. To grasp what is behind of a life-long or engaged reader, Conradi et al., (2014) concluded:

Reading motivation is the drive to read resulting from a comprehensive set of an individual's beliefs about, attitudes toward, and goals for reading. Intrinsic motivation is the drive to read for internal purposes, such as deriving pleasure, attaining personal goals, or satisfying curiosity; extrinsic motivation is the drive to read for external purposes, such as rewards or recognition (p.154).

Likewise, reader's beliefs on the real value of reading are seen as "useful, enjoyable, or otherwise important" (Conradi et al., 2014, p.154). Hence, there are three types of value: utility (whether reading is useful), intrinsic (whether reading is enjoyable) and attainment (whether reading is important). These beliefs of real value of reading are absent or deficient in some of our English students. Therefore, this lack of interest or motivation can originate from various factors and impact student's language acquisition.

In Colombia, Basallo (2016) and Ladino (2022) have reached a common conclusion on the absent of reading interest. This may be due to the lack of text selection and connection with previous experiences and knowledge which lead to suitable strategies. After carrying out workshops with adults, Basallo (2016) found an increase of students' interest by encouraging them to select their own readings, conducting interviews at the beginning of the sessions and at the end. The information collected was about changes on student's perceptions, focusing on attainment which is the importance of reading (Conradi et al., 2014)

and the outcomes on the self-selection principal (select their own readings). So, the selection process influenced their motivation, engagement, contextualization, and interpretation. Likewise, Ladino (2022) implemented the Interactive Reading Model to assist their students to effectively connect their experiences and previous knowledge with texts, having great results on reading engagement. Around 75% and 78% of children raised their hands when asked if they liked the books read, giving pleasing comments. This study focused on intrinsic value (being enjoyable) (Conradi et al., 2014). Therefore, reading interest can be triggered by having adequate strategies.

In different countries, depending on the context, there can be numerous factors about the lack of interest and motivation on these areas: cognitive and affective area. In these two areas, we can observe intrinsic and extrinsic motivation and the three real values of reading, useful, enjoyable, or important (Conradi et al., 2014). In the cognitive area, educators identified mandatory activities, limited exposure to the target language, a restricted vocabulary and comprehension strategies. And in the affective area, anxiety is the major factor due to unfamiliar texts. All the above are reasons that contribute to students' lack of engagement in reading English texts.

Firstly, regarding the cognitive area and in a setting where English is primarily taught as a school subject, Dörnyei & Csizér (2002) conducted a survey to explore language attitudes and motivation. They stated:

When people learn a subject because its knowledge is seen as a basic educational requirement, then the choice of the subject will become less a function of the students' personal attractions and preferences: they will take up the subject because it seems a prerequisite to everyday functioning, just like reading... (p. 441).

Dörnyei & Csizér (2002) concluded that many learners may perceive reading in English as uninteresting or unrelated to their personal interests. In other words, the activity does not appear to be enjoyable (Conradi et al., 2014, p.154). These learners may prefer reading materials in their native language. This lack of interest can discourage learners from actively practicing reading skills in English.

In the same way, Guthrie et al., (2012) concluded that “students’ aversion to reading information texts in secondary school is a widespread crisis” (p. 609). As a viable way to deal with this situation, Guthrie et al., (2012) suggested offering reading materials that align with students’ interests and including topics they find engaging can spark their curiosity and motivation to read, focusing mainly on intrinsic motivation (Conradi et al., 2014).

In a literature review on factors influencing successful reading, Mohamad & Philip (2020) claimed “the ESL have always been struggling with understanding text in reading. One of the factors could be contributed by the under exposure of the targeted language” (p.2241). Since the students do not consider the task important to foster their English skills (Conradi et al., 2014), they may miss an opportunity to learn new vocabulary, for example. Therefore, when students face texts, they can feel discouraged due to the lack of vocabulary or strategies to develop their reading comprehension. So, the strategies to face difficulties in motivating students include “immersing in technological features of reading materials, collaborating in prosodic reading and involving in an assisted reading activity” (p. 2246).

Other reasons for lacking interest have to do with limited vocabulary and comprehension. According to August & Shanahan (2010), students who are still building their English vocabulary and comprehension skills face challenges when it comes to reading frequently. Likewise, the Academic and educational publisher Cambridge University Press,

in one of the most famous books on how to teach vocabulary (Nation, I. S. P., 2001), it is claimed that insufficient vocabulary knowledge can hinder students' reading comprehension and make the reading process challenging and frustrating. The difficulty in understanding the text due to the lack of vocabulary can demotivate learners and discourage further engagement with English reading materials. That is the reason for focusing on effective instructions that help students foster their beliefs on the three values of reading (utility, intrinsic and attainment) (Conradi et al., 2014, p.154). Besides, applying a gradual and scaffolded approach can help introduce reading materials at an appropriate difficulty level, gradually increasing the complexity to not affect motivation and the belief of an enjoyable task. Also, providing contextual support, such as vocabulary lists, or comprehension questions facilitate overcome comprehension difficulties (August & Shanahan, 2010). As a result, teachers can help students feel more motivated when reading in English by improving or innovating on their instructions.

In the affective area, avoiding reading activities can be often rooted in anxiety. According to Saito et al., (1999), “Two aspects of FL reading would seem, however, to have great potential for eliciting anxiety: (a) unfamiliar scripts and writing systems and (b) unfamiliar cultural material” (p.203). Not being able to decode in a second language prompted some students to express “I get upset when I’m not sure whether I understand what I am reading” (p.214). The researchers concluded that “Although language teachers have generally assumed that reading is the least anxiety-provoking part of the curriculum, these findings argue for the recognition of FL reading anxiety” (p. 216).

The lack of interest and motivation to take part in reading activities, both inside and outside the classroom, is an issue that some researchers have studied. Most of them have

explored the reasons for this reluctance. The reasons include mandatory activities, limited exposure to the target language, a restricted vocabulary and comprehension strategies for the cognitive area, whereas anxiety for the affective area. As a result, some of them suggested different strategies to deal with the challenge. Those include selection of material to read, connecting personal experiences with the reading material, giving effective reading plans and instructions to foster different beliefs in readers, and intrinsic and extrinsic motivation.

The strategies given to assist these straggled students navigate in readers' beliefs and motivations. That is the reason for seeing a great potential in applying interest and situational interest theories to develop a suitable pedagogical strategy for enhancing students' reading interest focusing on the value of being enjoyable.

To understand better pedagogical strategies to increase students' interest, Conradi et al., (2014) defined *interest* as

A positive orientation toward reading about a particular topic. An individual interest is a relatively stable and enduring positive orientation toward reading about a particular topic; a situational interest is a context-specific, often momentary, positive orientation toward reading about a particular topic (p.154).

Hence, a challenge for educators is to assist their students in developing a stable, enduring, or momentary positive disposition toward reading, creating a variety of strategies.

1.1.3 Group interview – Students' reasons on lack of reading interest

Similarly, before designing a strategy, conducting a group interview among English learners to know distinct reasons for not reading outside classroom and their opinions is

essential. To acknowledge these reasons in six Colombian learners, I conducted a short group interview that include the following two questions (See appendix A):

1) Do you like reading in English outside the classroom?

2) If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other. You can choose more than one option.

Related to students' beliefs on reading as being enjoyable (Conradi et al., 2014), in the first question, three of the students stated that they liked somewhat reading in English and the other three did not but, they preferred reading in Spanish. And one student mentioned that he did know how to choose a book or what it is the appropriate according to his level.

Table 1 shows the choices of the second question which indicates that the main reason for not liking reading in English is limited vocabulary, then unfamiliar topics, in third place boring topics, finally feeling anxious. None of them gave another reason. Students could choose more than one option.

Table 1

Colombian students' reasons on lack of reading interest

<i># Students' choice</i>	<i>Answers</i>
5	a) limited vocabulary
3	c) unfamiliar topics
2	b) boring topics
1	d) make me feel anxious
0	e) Other.

Additionally, another student said that she experienced frustration because she does not understand anything, so she avoided reading in English.

In general, these students seemed not very interested in engaging in free voluntary reading outside the classroom as part of the learning process because of limited vocabulary

mainly. They become frustrated and avoid engaging in the activity. That is the reason for wondering: How can teachers encourage Colombian Adult ESL learners to read outside the classroom?

1.2 Project Zero

As part of a strategy that this paper will attempt to answer the question above, Project Zero founded by Nelson Goodman at the Harvard Graduate School of Education in 1967 is a starting point that sparked my interest to contemplate visual narratives. According to Harvard Graduate School of Education webpage from What is Project Zero? (2023), this project pinpoints on comprehending learning withing and through the arts. The examiners have been working on fundamental questions of human expression and development. Their research is engaged by “passion for the big conceptual questions, a passion for close collaboration with practitioners, a passion for the interdisciplinary, a passion for the full range of human development, and a passion for the arts.”

In addition, the approach adopted since 1967 was a “discipline-based arts education” (DBAE), (Gardner, 2016, p2). Later, “the cognitive turn” was applied and lastly Bruner carried out a curriculum effort that included “psychology, linguistics, anthropology, and other social- scientific disciplines” (Gardner, 2016, p4). After starting that research, many notable scholars have contributed with their points of views, ideas, and different investigations.

Based on this approach, *Teaching Critical Thinking through Art with the National Gallery of Art* course, (2023) was developed by applying some *Artful Thinking Pedagogy*: observing and describing, reasoning with evidence, questioning and investigating, using the works exhibited at the National Gallery of Art. According to Shari Tishman (2023), from

Project Zero at the Harvard Graduate School of Education and collaborator in the course forementioned, “art is a powerful impetus for deep thinking. Works of art are complex, open to multiple viewpoints and available to the senses.” Educators and experts invite teachers all over the world to integrate different subjects, among science, technology, engineering, mathematics, by means of a dialogue with art.

In view of this, by enrolling in the *Teaching Critical Thinking through Art with the National Gallery of Art* course, there is a great opportunity to engage in art as an interdisciplinary tool for promoting reading among students. Considering art, a first thought may be to concentrate on visual narratives as a trigger to enhance reading interest as it happened to me when I chose a book by its artwork. In the focus interviewed group, most of the students argued that they were not engaged due to the amount of unknown vocabulary, the frequent use of dictionary and uncomprehensive texts. They focused on written text mainly, but what would it happen if they started by reading images as an integration of written texts?

In the course taken, experts devoted most of the time in the sessions to observe and discuss concepts, evidence, or stories on paintings; images that can tell a whole story and prompt to be “open to multiple viewpoints”. So, as part of developing a strategy to encourage learners to read, this second question came up: how can visual narratives trigger English reading? Therefore, some scholars have pursued these and more questions; and to provide a review, the following research was conducted.

1.3 Literature Review

Addressing the issues on how teachers can encourage Adult ESL learners to read outside the classroom and how visual narratives can trigger English reading is the aim of this literature review which led to organize the structure as follows. First, I will present an overview of the pedagogical projects that focused on straightening reading as a foreign language in two areas: reading comprehension and socio-emotional issues describing the approaches used and some implications for interest development. Next, I will delve into the literature that highlights the use of visuals as a valuable tool to enhance reading among different goals such as reading comprehension, learning vocabulary which led to motivation development. Finally, in each section, the reader will find some conclusions.

1.3.1 Pedagogical projects to enhance foreign language reading

Firstly, addressing the question on how teachers can encourage Adult ESL learners to read outside the classroom, some scholars have been working on different strategies prioritizing interventions. Among the various studies analyzed, researchers mainly focused on two objectives to accomplish when assisting students with their reading: a. reading comprehension and b. socio-emotional issues, having connections on readers' perceptions and motivations.

- **Reading Comprehension**

Initially, research on the field of EFL has emphasized on reading aiming to develop strategies to enhance English text understanding among primary and high school learners mainly (Nieves & Mayora (2012), Ladino (2022), Pinchao, (2020) and Cárdenas (2012)). Some authors define reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”

(RAND Reading Study Group & Snow, 2002, p.11). These authors mentioned three important elements that are considered when reading: the text, the reader, and the activity which is a heuristic vision of reading comprehension.

The text includes not only printed ones but electronic text and multimedia documents. And the content of these types of text has a strong relation with the reader's knowledge and abilities. The reader encompasses knowledge, abilities, and experience. In other terms, the reader when performing the activity activates different aspects including, cognitive abilities which involve for example, attention, memory, critical analytic ability, inference, and visualization ability. Also, motivation that leads a reason for reading, interest in contents and self-efficacy (RAND Reading Study Group & Snow, 2002). The researchers indicated some types of knowledge related to vocabulary, linguistic, or specific comprehension strategies. And, the activity, which involves purposes, consequences, and process. Regarding purpose, it can be internally (influenced by interest and prior knowledge) or externally generated (task completion). All these three elements occur in a specific context which is mainly classrooms. Consequently, various approaches targeting interventions have been explored to assist reading comprehension among these three elements (the text, the reader, and the activity).

Extensive Reading may lead to improvements in high school students' reading competence. Nieves & Mayora (2012) presented some arguments by citing different studies around the world in favor of using Extensive Reading because it aids students to read a great amount and variety of texts of their interest without being imposed. They concluded that applying extensive reading effectively as a complement and not substitute can guide to competence improvements by conducting vocabulary and comprehension tests. Other

studies with similar goals and methods to generate evidence (carrying out linguistic tests, interviews, and surveys before and after) are: The Interactive Reading Model (IRM) (Ladino, 2022) which targeted to develop skills on literal, inferential readings, and emotional dimension, this last in less extent, may create more connections between the reader and the text. The outcomes were positives; with test improvements and approval rating among the activities between 100% and 78% (p. 94). Textual Microstructure approach (Pinchao, 2020) for inferential skill development could enhance more critical thinking. The findings showed evidence that students were more aware of factors to boost their critical thinking such as personal interest to express their opinion, suitable texts, and the critical reading sheet as a pedagogical-didactic strategy. And the theory of the Six Stages for Reading Version 2001(Cárdenas, 2012) used for arguing skills development. After the intervention, the author highlighted that the topics of the texts were not very interesting for most students (p.89). Therefore, asking students for their personal interests is essential to apply the strategy. Finally, Cárdenas (2012) mentioned that more time was needed to see successful results, but it was promising (p.94).

The previous studies used different strategies to foster student's reading comprehension which seeing them as a heuristic approach aided readers' interest and motivation as well such as developing personal interests and creating connection between the reader and the text. That demonstrates that interest and motivation are an implicit target when assisting students' reading.

Following with the intervention strategies, now some of these studies focused on the use of ICTs. As information and communication technologies (ICTs) are widely recognized for their benefits in education, several studies have identified ICTs as essential tools for

developing reading comprehension skills in primary and high school environments. Different strategies include: The intervention EMBRACE (Enhanced Moved by Reading to Accelerate Comprehension in English) (Sanabria et al., 2022) which works with images to increase interest and their mother tongue (Spanish) in an iPad targeted to students with language disorders. The authors did not obtain commendable results statistically due to text difficulty. Also, the use of hypermedia texts which affect students' cognitive abilities and interest was promising. Students' perception on the texts that include animation, images, audios, and short videos were favorable yet keeping them short and simple may lead to a more significant learning and interest (Calle & Achicanoy, 2022). Another study is based on paraphrasing and dictionary use strategies for fostering reading understanding online (Poole, 2011). The scholar found that 36% of students use the dictionary as a primary strategy. However, they lacked appropriate use, checking only meaning and not focusing on usage.

These two studies focused on the use of social media: Firstly, Thoms et al., (2017). explored the use of Ecomma, a tool for readers to enhance linguistic knowledge. Instead of annotating in the margins of a book, students utilized this social annotation tool to collaboratively create understanding and support, resulting in increased engagement. However, they experienced frustration due to technical aspects. Secondly, Martínez & Urbano, (2017) examined the Wlingua tool, an application designed to improve linguistic and discursive competence, as well as perceptions of the tool. On average, 78% of students showed improvements after completing a post-test. Nonetheless, the presence of an expert on the platform was deemed necessary during sessions; otherwise, students may have felt

lost, highlighting the essential role of the teacher and potentially impacting the development of autonomy in the reading process.

ICTs are a great tool to reading comprehension upgrading in terms of cognitive abilities, yet only one (Calle & Achicanoy, 2022) focused on interest as a spotlight for the reading upgrading in virtual settings. In addition, some drawbacks related to the ICTs tools such as difficulties on using software or that can emerge may lead some negative feelings, for instance, frustration (Thoms et al., 2017) or being lost (Martínez & Urbano, 2017), which can be an upside for students' interest. Finally, due to the primary and high school context, teacher's role is significant to aid students' improvements.

Other studies focused on providing a detailed and comprehensive descriptions that highlight the importance of prior knowledge, communication, critical thinking, and information management skills for a better reading understanding (Bacca, 2018) and some workshops with useful strategies based on a platform with e-activities and materials (Negrete & Zermeño, 2017). However, prior studies have failed to consider students' motivations or interest as heuristic vision on reading comprehension.

In summary, when emphasizing reading comprehension as a goal to aid students, a few proposals reviewed considered the role of interest (Calle & Achicanoy, 2022) or the emotional dimension (Ladino, 2022), which can considerably influence learners' reading. And others showed that the role of interest and motivation is implicit when assisting the task (Cárdenas (2012), Pinchao, (2020) Nieves & Mayora (2012)). It seems that when applying a strategy, a heuristic vision is essential to consider reflecting on in what extent students are interested and motivated in reading activities using a model or a tool.

On the other hand, a different aspect to consider is the role of teachers, who may have a more prominent role than the students (Martínez & Urbano, 2017), potentially shifting the focus away from the students as the center of the reading process. Therefore, changing these roles can lead to a shift in students' interest and motivation as well.

- **Socio-emotional Issues**

Another goal on reading interventions is creating supportive environments that promote positive socio-emotional development when reading in English. Zins et al., (2004) defines Socio- emotional learning as the process of cultivating one's capacity to harmonize thoughts, emotions, and actions with the aim of attaining significant objectives in life. To address the socio-emotional domain, researchers study constructs such as confidence, anxiety, engagement, and identity. These constructs are pivotal to obtain great results on empowering students, developing a sense of belonging, comprehension issues, and engagement when reading, leading to motivation and interest.

In one study, Howard (2022) proposed to use first language in a great extent to empower learners in confidence. In this case study a Japanese student showed engagement taking books at home and making reports in English and Japanese languages. So, the girl read the books first in Japanese and then in English, doing some activities related to comprehension. Another study aimed to build confidence by repeated reading (instructional strategy RR AND WCRR). Monobe et al., (2017) found that when making students feel accepted, they develop a sense of belonging. This occurred because there were a lot of opportunities for social interaction when repeated reading. Lastly, using Goal Orientation strategy, Tercanlioglu & Demiröz, (2015) showed some factors such as setting their own goals that influence learners' engagement in L1 and L2. This strategy targeted to university

students. They who mastered goal orientation approach may be more persistent when confronting a comprehension issue in English. Regarding reflection on personal dimension, Protacio, (2017) concluded that seventh and eighth grades English learners' identities play a crucial role in reading engagement, apart from factors such as motivation, useful strategies, positive interactions, and constructing meaning. All these previous studies indicate the importance of the affective aspect of the reading process, and the engagement plays an important role in the activity.

In conclusion, reading comprehension and socio-emotional aspects are the most significant goals when planning a procedure to cultivate foreign language reading. All the researchers focused on different resources and approaches to carry out their plan in schools, including intervention inputs. These resources include considering types of texts and activities that are mainly related to personal interest and experiences, and approaches that aim interventions to observe a development on reading engagement.

Nonetheless, the number of strategies targeted children and adolescences outweighed those targeting university students or adults (Tercanlioglu & Demiröz, 2015). Most of the studies focused mainly on aiding students in classrooms and not outside them and highlighting the role of teachers. It seems that there may be a gap in adults reading strategies among English learners outside classrooms, highlighting more the role of teachers and not the students.

And some of studies reviewed (Calle & Achicanoy, 2022, Sanabria et al., 2022) applied some visual aids (animation, videos, and images) as a trigger to improve reading comprehension, and none of the studies on emotional dimension worked with visuals. That is the reason for continuing the search on specific studies on pedagogical projects to enhance

EFL reading using visuals exclusively and examining the socio-emotional dimension focusing on interest which is the core of this study.

1.3.2 Pedagogical projects to enhance foreign language reading using visual narratives

The following is considered regarding the question on how visual narratives can trigger English reading. When looking at a painting, for example, people can feel motivated to think deeply and contemplate different points of view, debating or creating a story because as Tishama (2023) said “art is a powerful impetus for deep thinking. Works of art are complex, open to multiple viewpoints and available to the senses”. Creating or telling a story by looking at an image is strongly related to story books. Using visual narratives may initiate interesting strategies to enhance foreign language reading.

Some studies have been conducted on the use of visuals in EFL. Researchers have found that integrating visuals in the curriculum can support learning. Using painting mainly helps learning by supporting routines and critical thinking. Examples of this, Renish (2016) found that 45% of her students were very happy and 26% happy when talking about a work of art (p. 32). Renish stated that “it was also proven that English language learners exhibit heightened engagement and understanding when their culture and their language needs are considered in the art curriculum” (p.55) with some tests and surveys taken on Mexican children’s performance when working with Frida Kahlo’s paintings and creating a self-portrait. Similarly, Smilan (2017) outlined visual arts curriculum integration to scaffold learning and sense of belonging by using multicultural art works.

These studies highlighted art education as part of the curriculum to increase learning opportunities. Renish (2016) and Smilan (2017) agreed that creating a safe emotional environment can increase motivation outside the classroom. Renish (2016) mentioned that some students started talking to her outside the classroom about their drawings, photos, or other activities, for example.

Other studies highlighted the importance of illustrations and images in EFL texts. Elmiana (2019) concluded that there was a connection between images and viewers that may result in engaged students in high school since the images depicted realities and customs described in the text. However, she did not obtain data for establishing student's engagement rate. In the same way, an experimental study showed that using glossary label visuals, working with comics; among others, triggered students' interest and enjoyment helping their comprehension at the same time in comparison with common booklets, in a science class (Kardashev et al., 2018). This kind of strategy could have negative effects as well when visuals present nonessential information, Kardashev et al., (2018) argued. Both studies emphasized the importance of selecting images that are relevant to students' lives and significant to the area of learning.

Among the visual narratives' resources, two studies directed attention to comics as a pedagogical opportunity. The first one had effective results that promoted reading comprehension in Colombian children. In this study, Gómez (2015) gathered all the information through participant observation field notes. And the second one, García (2020) concluded that comics drew student's attention and triggered learners' interest by conducting various activities and observing their progress as well. Additionally, the comics prompted reading comprehension by using observation, inferring, understanding, relating

strategies and creativity fostering imagination. These two studies, targeting children as the subjects, did not include surveys to gather information. They used observation and writing journals as instruments to collect data, though.

Moreover, wordless picture books and picture books assisted learning processes in English classrooms (Waterhouse, (2021), Louie & Sierschynski, (2015) and Mathews, (2014), Arias, (2019), Kappenberg & Licandro, (2022), Pérez & Fernández, (2016) and Reyes & Portalés, (2020)). Some researchers found interesting connections between materials (texts, devices, curriculum) and humans (affective and cognitive areas). In one study, Waterhouse (2021) focused on the notion of affect; the significance of classroom objects in influencing pedagogical occurrences becomes prominent, using Wordless narratives (about migration) in English and French adult immigrant student class. Effective implications on learners' language education were registered after conducting some interviews and video recording analysis after observing that students linked their experiences with the stories that visual narratives portrayed. Others prioritized book-based oral language using wordless picture books (Louie & Sierschynski, (2015) and Mathews, (2014)), accomplishing critical thinking and literacy skills enhancement.

The last useful resource, picture books were employed “since the image is a perfect support for the first access to the written text while enhancing aesthetic literacy.” (Arias, 2019, p.2). More authors agreed with Arias on applying this resource as initial reading entry for stimulating better interactions and responds (Kappenberg & Licandro, 2022), developing literary competence in children (Pérez & Fernández, 2016), and enhancing critical thinking (Reyes & Portalés, 2020).

To sum up, a safe emotional environment is essential to trigger student's motivation to read. This environment can be created by using tools as visual narratives including images, comics, wordless picture, and picture books. Reading comprehension enhancement or critical thinking development are some goals to achieve when using these resources. Also, the scholars concluded that their students were engaged and motivated to do the activities by analyzing the process, conducting interviews, and showing outcomes on tests, enhancing their socio-emotional environments.

To conclude this whole review, I highlighted the following aspects to consider:

- I. Reading comprehension, socio-emotional and critical thinking aspects are the most significant goals in foreign language reading.
- II. Most studies focus on children in elementary and secondary education and fewer studies on adults.
- III. Some strategies highlight the role of teachers and instruction.
- IV. Visual narratives in textbooks can bring great benefits to reading due to a better first contact to the written text.
- V. None of the studies using visual narratives used a systematic theory to understand students' interest.

1.4 Objectives

Teachers and researchers share concerns about students who struggle with reading. In Colombia, for example, students fail to meet proficiency requirements in the national EFL reading examination. In the 2021 national examination (ICFES Saber Pro), 75% of public-school students were classified in the lowest levels of performance according to the Common European Framework of Reference (47% A-, 28% A1). Similarly, at the

undergraduate level, whereas the proportion of students in the lowest performance levels has decreased, nearly 60% of students do not meet the required proficiency levels (24% A-, 33% A1) (ICFES, 2020). This dire situation raises concerns in all EFL stakeholders because such poor performance thwarts learning opportunities and life outcomes (ICFES, 2021). Thus, upon graduation students need to improve their reading ability and proficiency to access better academic, life and job opportunities.

All students when finishing high school or university studies feel this weight even more due to job opportunities. Being an adult can be overwhelming when studying, working, sharing time with family, and having personal interests. Adult learners find this matter overwhelming when asking them on their English autonomous learning process. That is the reason for targeting this population; also, as we could conclude adult learners are not a common research target as expected in the literature review. Moreover, to address this issue, it is significant considering the socio- emotional aspect focusing on learners' interest due to their overwhelming feeling.

As a result, a way to address adult learner's low levels of reading interest and perhaps in a long-term period to contribute student's language proficiency to take English exams is to design a pedagogical strategy that stimulates reading in English using an impactful tool that helps spark their interest: visual narratives. I seek to prepare materials, activities, and workshops, selecting visual narratives that are relevant, and significant to student's lives (Elmiana, 2019 and Ardasheva et al., 2018). And I will focus on student-centered instruction that can lead to more happiness (Renish, 2016). Therefore, this proposal will help close the gap on the use of visual arts to promote reading interest in adults using a systematic theory as the Four Phase Model of Interest, reading perspectives and curriculum principles.

Consequently, the objectives of this study are:

The aim of this research is to develop a pedagogical strategy to stimulate reading interest among adult EFL learners.

1.4.1 Specific objectives

1. To identify student's needs and motivations regarding English reading.
2. To design a pedagogical proposal to stimulate interest in adult EFL learners.
3. To explore interest in nine workshops using the Four-Phase Model of interest development.

SUMMARY

Having encountered an interesting artwork in a book sparked my interest in reading books with impressive illustrations. This experience is the catalyst for encouraging learners to cultivate their interest in reading. These learners often demonstrate a lack of interest and motivation both inside and outside the classroom, perceiving reading as a mandatory and challenging activity due to limited exposure, vocabulary, suitable comprehension strategies, and socioemotional issues related to anxiety caused by its difficulty. Colombian EFL adult learners find reading unengaging outside the classroom primarily due to limited vocabulary, and additional reasons for avoiding reading include unfamiliar and boring topics. Consequently, they frequently experience frustration. Researchers have concluded that strategies incorporating pedagogical proposals should focus on shaping readers' beliefs and motivations toward reading, thereby creating positive environments to cultivate learners' enduring or momentary positive attitude.

Project Zero is a strategy that powers art to promote learning across various domains. Educator from the National Gallery of Art developed *Teaching Critical Thinking through Art with the National Gallery of Art* course, applying Artful Thinking Pedagogy. This course not only sparked my interest in employing artwork to encourage reading but also specifically stimulated my interest in visual narratives.

Two questions arise: how teachers can encourage Adult ESL learners to read outside the classroom? and how can visual narratives trigger English reading? Thus, a literature review was presented, focusing on studies that aimed to strengthen reading comprehension and address socio-emotional issues.

These studies were primarily implemented within classrooms and encompassed various strategies such as extensive reading, interactive models, attention to textual microstructure, a structured approach to reading involving six stages to establish connections between the reader and the text, fostering critical and inferential thinking, also argumentative skills. Some initiatives used ICTs to assist students in improving their vocabulary and enhancing social interaction to foster linguistic knowledge. However, these efforts did not consistently

devote attention to the crucial aspects of interest and motivation since applying successfully the strategies can lead to interest or motivation.

Concerning socio-emotional issues, studies focused on empowering confidence, setting goals, and exploring personal dimensions such as identities to enhance comprehension and motivation. In addressing the second question, some studies aimed to enhance reading by integrating art, including paintings, illustrations, and images from various sources such as books, comics, and picture books. Researchers concluded that incorporating these artistic elements can create a supportive emotional environment, fostering not only reading comprehension, critical thinking but also engagement. Ultimately, the objective of this study is to develop a strategy specifically targeting adults who lack interest in reading, using visual narratives.

2. Referential Framework

Different aspects of reading have been targeted to aid students to deal with this significant task. In this way, to offer an overview of various theories, approaches and concepts, the following referential framework is structured in three parts: Conceptual Framework, Theoretical Framework and Methodological Framework.

In the Conceptual Framework section, I define reading from three perspectives, cognitive, socio-cultural, and new hybrid forms: visuals. I highlight ideas by Freire, Ricoeur and Bakhtin and new perspectives of approaching reading. Then I present the concept of visual narratives, emphasizing the use of visuals to foster engagement and focusing on books with illustrations.

In the Theoretical Framework section, I describe the concept of interest, Situational Interest and The Four phase Model of Interest Development (Hidi & Renninger 2006). After that, about Situational Interest in classroom, I indicate some strategies and recommendations given by Schraw (2001) and his colleagues. The last section that is Reading Motivation in adults, I introduce some dimensions on reading habits and motivations in adults. Finally, I present how these concepts can be implemented in the EFL classroom, specifically to promote reading interest in adult learners.

In the Methodological Framework section, I outline two parts: general and specific. I outline the research design to elaborate the pedagogical strategy explaining the methodological path by Jolly and Bolitho (2011). Then in the specific section, I use the four stages (Identification, exploration, contextual realization, and pedagogical realization) to describe each of the components in this proposal.

2.1 Conceptual Framework

Some definitions of Reading from the perspective of knowledge acquisition, comprehension, and critical thinking to new approaches as not only reading written text but visuals, and the implication on reading beyond cognitive abilities are described as follows.

2.1.1 The concept of reading

There are three main views, cognitive turn, socio-cultural turn, and new hybrid conceptualizations: visuals. Those show three vital insights on the development of the concept of reading. For this study, the socio-cultural turn and new hybrid views are presented in depth.

- **Reading from cognitive turn**

Initially, from the cognitive science, Gunning (1998) included the definition of reading as a process that readers perceive visually written or printed symbols, interpreting their meanings, and comprehending the information they convey. Similarly, Snow et al. (1998) stated that reading is an active cognitive process which involves decoding and comprehending written language to extract meaning, acquire knowledge, and engage with ideas.

The following authors started considering more aspects in this process; going from only the individual cognitive ability to a starting a social turn, and outlined for example that

not only reading can be considered as the extraction of meaning from texts, but also it is a construction of meaning through the connection between the reader's prior knowledge and the information presented in the text (Durkin, 1978). Also, Duke & Pearson, (2002) argued that reading is a dynamic process that goes beyond mere of recognizing words. It involves the reader who makes connections, asks questions and critically analyzes the content.

- **Reading from socio-cultural turn: Freire, Ricoeur and Bakhtin**

The socio-cultural turn in social science refers to a shift in perspective and methodology that emphasizes the importance of social and cultural factors in understanding human behavior and society (Kirschner & Martin, 2010). This turn challenges traditional approaches that see reading as decoding only printed text. It places a greater emphasis on the role of experiences, languages, different voices, and interpretations when reading.

Freire.

From this socio-cultural turn, Freire (2000) was in favor of a critical literacy. In his seminal work, *The Pedagogy of the Oppressed*, he presented the idea of “reading the word” and “reading the world”. Reading the word means the conventional act of decoding texts, while reading the world involves understanding the social, cultural, or historical contexts that configure our reality. So, when students read the world, they get a more rich and meaningful experience to remember. In other words, he believed that true education may encourage learners to engage in both types of reading at the same time.

Additionally, Freire advocated for a “dialogue” model of education which does not perpetuate the banking model; in which teachers give information to passive students. In this dialogue, teachers and learners engage in a reciprocal process of learning and teaching;

both contribute with their knowledge and experience. This approach aids students to develop their critical thinking by observing, analyzing, questioning, and interpreting information they engage with. These ideas remain in initiatives that empower individuals to become active agents of change, capable of understanding and facing challenges in their lives which is the purpose of this strategy on reading.

Moreover, in the Importance of the Act of Reading, Freire (2014) highlighted the act of reading as “una rica experiencia de comprensión del mundo”; a rich experience of understanding the world¹ (p. 21). He claimed that reading is a way of interpretation that can help a dynamic and experiential memorization. In the process of learning vocabulary, for instance, through reading, words and ideas are connected to the sense of life, aspirations, concerns, and/or dreams of the learners. And through this connection of reading the word with reading the world, meaningful learning is facilitated, genuine literacy is fostered, and as a result a “creative act emerges”. This creative act is also recognized as a way of rewriting the world, from the existential experience that is expressed in oral communication to written communication. So, reading can be considered an act that transforms realities. Therefore, having opportunities for interactions while reading and developing a reading strategy firstly can lead to other strategies focusing on the act of writing, strongly influenced by the students’ lives.

Ricoeur.

Paul Ricoeur explored the concept of reading, examining aspects of stories and texts engagement, and interpretation. In Time and Narration, Ricoeur (1995) emphasized the

¹ Translated by the author.

dynamic interplay between the text, the reader's engagement, and the socio-cultural context, developing the concept of mimesis which is the relationship between language, text, and reality (Ricoeur, 1995).

The author identified two important definitions of reading: "Hermeneutic circle" and "fusion horizons". Ricoeur viewed the act of reading as a complex process involving multiple layers of interpretation which led him to coin the concept of "hermeneutic circle". The hermeneutic circle is a continuous interaction between the individual textual elements and the overall narrative. The reader engages with individual elements of a text (words, phrases, sentences, or specific events), tries to construct interpretations, and then attempts to integrate these interpretations into a whole understanding of the narrative. As a result, there is a back-and-forth movement between these two parts, the elements, and the attempts to integrate, in which readers can grasp a better interpretation of the text by integrating reader's preconceptions, biases, and cultural background. These preconceptions, biases, and cultural background influence how readers perceive and interpret both the parts and the whole narrative.

Second, the concept of "fusion horizons" suggests that the readers horizon of understanding connects with the horizon of meaning embedded in the text. As readers engage with the text, they bring their own experiences, beliefs, and cultural context to the interpretation. At the same time, they endeavor to understand the intended meaning of the author, who is situated in a different historical and cultural horizon. The interaction between these horizons results in a vibrant process of interpretation.

Thus, Ricoeur underscored the active and dynamic nature of interpretation in the act of reading, emphasizing the role of the reader as an active participant in building meaning

and they navigate between the specific elements and the narrative of the text, bearing in mind that their socio-cultural background plays an important role.

Following Ricoeur's ideas, the concept of mimesis is significant in the act of reading. He developed three stages of mimesis: Mimesis I, Mimesis II, and Mimesis III. He illustrated the complex relationship between the text, the reader, and the process of understanding.

Mimesis I stage refers to the prefiguration. In this stage the author builds a narrative by selecting events, characters, and actions, creating structure and coherence. The reader's task is understanding the author's intentions, decoding symbols, and identifying patterns.

Mimesis II is about the configuration process. It involves the reader's background and the narrative that the author built. Readers actively engage with the text by connecting events, characters, and themes to their personal experiences and cultural background. This stage emphasizes the dynamic interactions between the reader's horizons and the text's horizons.

Mimesis III is the reconfiguration process. Readers reflect on their engagement with the narrative and contemplate how their understanding has been shaped by their personal perspective. This stage spotlights the ongoing dialogue between the text and the reader's interpretation which can lead to a deeper understanding.

Finally, those stages integrate a vibrant relationship between the author, the text, and the reader. This complexity and richness underscore the narrative engagement and the transformative potential of reading. Therefore, I will consider these stages when considering the activities in reading a specific book with illustrations.

Bakhtin.

Bakhtin was another notable literary theorist whose ideas can be applied to the act of reading and interpretation from the socio-cultural turn. Two concepts were significant for the act of reading: “heteroglossia” and “dialogism”.

Firstly, Bakhtin (1981) developed the concept of “heteroglossia” and its relation to reading and discursive genres. According to Bakhtin (1982), heteroglossia refers to the diverse linguistic and cultural voices within a single language or discourse. He claimed that language is not a monolithic, uniform entity but rather a complex interplay of various voices, perspectives, and ideologies (Bakhtin, 1982). In this way, this concept acknowledges that different social groups, contexts, or historical periods contribute to the abundance of meanings and interpretations within a language. As a result, for Bakhtin reading is an active process that involves engaging with various voices and viewpoints present in a text. When a reader encounters a text, they integrate their own perspectives and cultural background; in this process there is an interaction between multiple voices embedded within the text itself and reader’s views. This interaction results in a complex and dynamic process like Ricoeur’s Mimesis yet Bakhtin emphasized on the voices, other reader’s opinions, or interpretations, essential to develop this strategy in the group of six students.

Secondly, the concept of Dialogism (Bakhtin, 1982), that shaped better the previous idea, emphasized that language is inherently social and that meaning is created through interaction and dialogue. So, while reading a text, for instance, a reader engages in a dialogue with the text and its author, as well as with other readers and their interpretations. Therefore, I will invite the students to listen to the author and their classmates’ stories or points of view integrating different voices.

Finally, Bakhtin (1982) suggested the importance of creating new, hybrid genres that can stimulate a broader range of voices and perspectives; thus, allowing for a more authentic representation of the diversity which is inherent to language and communication. Although Bakhtin's ideas on discursive genres is based on language form (his theory is addressed on linguistic expression and the dynamics of spoken and written communication), his perspective of including different voices and the creation of hybrid genres may lead to consider how visual elements are incorporated into different genres.

- **Reading from new hybrid forms: visuals**

The integration of images and visual elements in contemporary communication has led to the development of new hybrid forms that combine linguistic and visual modes of expression. According to Kress and Van Leeuwen (2001), this new form of communication integrates images, symbols, and visual elements to the linguistic discourse and helps to understand and derive knowledge. In this way, the authors claimed that reading is the cognitive and interpretive process of extracting meaning, information, and ideas from a variety of textual, visual, auditory, and interactive sources.

Albers & Harste (2007) similarly discussed the intersection of the arts, new literacies, and multimodality in the context of education, particularly focusing on how visual elements contribute to reading and literacy practice. They argued that communication increasingly involves a mix of modes, such as images, sound, movement, in addition to words. Regarding visual literacy, they emphasize the importance of the ability to interpret and create meaning from visual representations. So, visual literacy skills are essential for understanding many images encountered in daily life, including in text, advertisements, and digital media (Stafford, 2001). Visuals can provide additional layers of information and appeal to readers

with different learning preferences. Interpreting visual content can be influenced by cultural, historical, and contextual factors. Hence, I will attempt to present valuable paintings and books with illustrations that are connected to students' cultural and contextual background in this proposal.

Lastly, Serafini & Gee (2017) highlighted comprehension enhancement, engagement, multimodal learning, memory aiding, storytelling, accessibility, and rhetoric analyzing when discussing the importance of visuals. They argued that well-designed visuals can lead reader's attention, enhancing the overall experience and emotional connection; also, provoking and creating memorable associations and a better understanding, and making the information more accessible for ones who struggle grasping dense textual content.

In brief, the benefits of these hybrid genres can be paramount in aiding students to be engaged in their reading process since they provide evocative hints to develop attention and interest in this proposal. Next, I will examine the concept of visual narratives to gain a better understanding of its pedagogical implications.

2.1.2 The concept of Visual Narratives

It is well known that Art is a powerful medium for self-expression and communication. Artists use their work to convey their thoughts, emotions, and ideas and viewers can often interpret and connect with these expressions on a personal level. Therefore, the connection between an artwork and students will be paramount in the selection of paintings and books with illustrations.

Moreover, perceptions, sensations and imaginations are fostered when appreciating artworks. "The arts" often refers to the visual, musical, and performance arts, including

paintings, ceramics, photographs, films, plays, storytelling, concerts, and others; the term is often associated with the word aesthetics. Engagement with the arts can offer aesthetic experiences that are not only pleasing, but that transform the very way we encounter our world. Coined in the early 1700s by Alexander Baumgarten, aesthetics is a field in philosophy that is concerned with perception, sensation, and imagination, and how they relate to knowing, understanding, and feeling about the world (Greene, 2001, p. 5). So, a goal to achieve when presenting the artworks is to evoke different opinions, feelings, and new stories to know and understand better, and experiment new feelings in this proposal.

Some scholars ((Kress & Van Leeuwen (2001), Albers & Harste (2007) Serafini & Gee (2017)) advocated for the use of visuals and other modalities of art to engage in reading and highlighted the importance of it. Similarly, this paper will focus on visual narratives as a tool to enhance “perceptions, sensations and imagination” and support learners to “know, understand, and feel the world”. To use these visual narratives and help my students, I describe the concept of them, their structure, and some characteristics of illustrations in books.

- **Definition of Visual Narratives**

Pimenta and Poovaiah (2010) defined Visual Narratives as “all essentially explorations into visuals that tell stories” (p.25). Some characteristics of visual narratives including a) There is a story which can be fiction, mythology, fairy tale, folklore, fables, religious stories, among others. b) Visuals are built by conveying a narrative to the observer. c) there are characters who perform the event. d) There can be a new real or fictional whole world o universe that can be different from the viewer’s world. e) Visual narratives can be expressed on any medium e.g., paper, stone, media among others (p.30).

The authors described three categories of visual narratives, Static Visual Narrative, Dynamic Visual Narrative, and Interactive Visual Narrative. Static Visual Narratives (SVN) will be focused of interest in this paper. Pimenta and Poovaiah, (2010) explained that:

The SVN makes great demands on the viewer's 'Imagination'. The beauty of the SVN is that it only provides cues to the story in the form of visuals. It is up to the viewer to use those cues as a base to build the narrative (p. 37).

Consequently, this category includes narrative and history paintings, comics, and pictorial narratives. I use the pictorial narratives from books with illustrations in this study.

- **Visual Narrative Structure**

Regarding the visual narrative structure, Cohn (2013) describes how visual elements can work together to express a story in comics, graphic novels, and other forms of visual storytelling. The author argued that understanding visual narratives goes beyond than understanding sequential images or seeing events in order. It involves a great deal of potential complexity which prompt multiple interpretations as people see individual and collective images that can activate meaning in memory. Also, when reading visuals, learners can develop visual skills, they explore ways in which elements such as lines, shapes, colors among others convey meaning, contribute to the narrative, and create emotional and cognitive effects in readers. In conclusion, Cohn's insights are valuable for scholars, creators, and consumers of visual storytelling.

- **Characteristics in Illustrations from books**

García (1998) lists the following characteristics on illustration in stories, which can be appealing to the reader:

- I. The sequence of key moments in the development of actions can depict more sensations and feelings.
- II. Graphic representation of situations, environments, and primarily of the characters may create a generalization.
- III. Illustrations or images in literary works can be filled with sounds, smells, emotions, and feelings.
- IV. Some trends of each historical period can be reflected.

Through artworks, readers can observe and appreciate in more detail what the characters do and from there, viewers propose hypotheses about their way of thinking and how the protagonists carry out their actions. With this, a rich experience is generated in the act of reading (Freire, 2014).

After exploring these two important concepts, which are the focus components proposed in this paper, I will explain the interest and situational approach that will be used as a theoretical model to provide a foundation for the project.

2.2 Theoretical Framework

This section is divided into the definition of interest, the Four phase Model of Interest, Situational Interest in classroom, and Reading Motivation in adults. All the above reveals the great importance of focusing on interest when referring to strategies to foster reading among adults, as interest can lead to lifelong reading.

2.2.1 Defining Interest

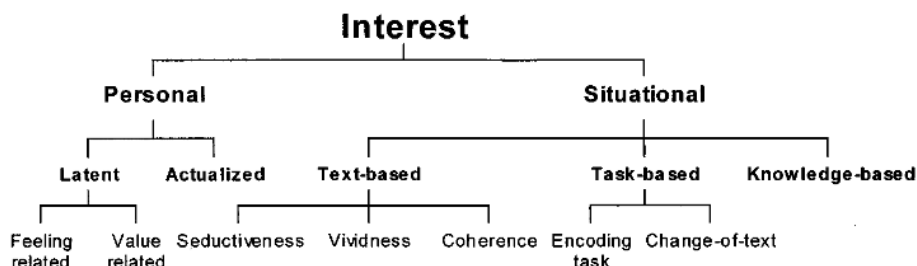
A pioneer of empirical works related to interest was Dewey (1913). He believed that learners' interests should play a crucial role in shaping the curriculum and teaching methods. Dewey's ideas on interest are closely tied to his broader educational philosophy of pragmatism. This emphasizes learning is a process in which experience and active

engagement are combined. Dewey (1913) argued that interest could not be imposed externally, so teachers need to foster it in the classroom through educational opportunities and materials, considering student's preferences and motivations. Since then, notable scholars (Hidi, 1990, 1995; Krapp, Hidi, and Renninger, 1992) have found important findings on personal and situational interest.

These scholars have discussed the difference between these two domains: individual and situational interest (Linnenbrink et al., 2013). After doing an extensive review of these concepts, Schraw & Lehman (2001) show in Figure 1 the distinction between personal and situational interest:

Figure 1

Conceptualization of personal and situational interest (Schraw & Lehman, 2001)



Schraw & Lehman (2001) concluded that personal interest is about the information that has enduring personal value, comes inside you and it is topic specific. This interest seems to be pre-existing knowledge, personal experiences and emotions. From this category, “latent interest refers to a long-term orientation toward a particular topic” (p.29). And this distinction is formed by feelings which are the person's experience positive affect and emotions, and the value that gives a personal significance to the topic. Finally, “actualized

interest” refers to a motivation state that can be tied to a particular topic and influences how someone gets engaged in a specific activity.

“Situational interest refers to information that is of temporary value, environmentally activated, and context-specific” (p.28). An example of this includes unusual information such as news headlines covering sex or political scandals, or from a specific context as the increase of taxes to purchase devices. In this category, three subcategories are displayed: text based, task based, and knowledge based.

- **Text Based Interest**

Text based interest “refer to properties of to-be-learned information, typically a text, that affect interest” (p. 31). There are some factors which affect interest including the unexpectedness of information, character identification, activity level, and structural aspects of the text such as coherence and completeness, concreteness and vividness, suspense, engagement, imagery, ease of comprehension, valuing and information complexity. All the factors above can be organized into three main categories of texts: Seductiveness, Vividness and Coherence. Seductiveness refers to the degree to which highly intriguing, yet less significant sections of text divert readers’ attention from more crucial portions of the text. Vividness alludes to segments of text that stand out by creating suspense, astonishment, unexpectedness, or any other form of engagement. Lastly, Coherence involves elements that impact the reader’s capacity to structure the central concepts within a text, highlighting completeness and ease of comprehension. At the end, the authors claimed on the review that “These findings suggest that interest is changeable to the extent that authors produce well organized, easy to follow text passages that contain vivid and coherent information” (p.36).

- **Task Based Interest**

Task based interest alludes to instructional cues that change readers' objectives. "A number of recent studies suggest that interest can be increased by changing the way readers approach the text or by changing the text itself" (p. 36). Making the information more cohesive (Change-of-text) and changing the strategies (Encoding text) can lead a perspective change, increasing interest, considering the relevance of information that is strongly linked to a perceived interest.

- **Knowledge Based Interest**

And knowledge based refers to how interest is influenced by prior knowledge. Schraw & Lehman (2001) stated that prior knowledge could be more linked to personal than situational interest. Yet, it is related to both in some extent. Lack of background information when acceding to texts, for example, makes it more difficult and less interesting to read. And pre-existing knowledge interferes with learning when there is no background.

Lastly, situational interest will be vital in this paper since students are not engaged in reading in English and I will attempt to trigger their interest considering text-based, task-based and knowledge- based factors.

Considering these two dimensions personal and situational interest, Hidi & Renninger proposed a model in phases to explain how interest works in specific stages.

2.2.2 The Four phase Model of Interest

Table 2 shows the four stages that Hidi and Renninger (2006) proposed. It is a model that describes how individuals' interests in specific topics or activities develop over time.

Table 2*The Four phase Model of Interest (Hidi & Renninger, 2006)*

Triggered Situational Interest	Maintained Situational Interest	Emerging Individual Interest	Well- developed Individual Interest
Short-term changes in cognitive and affective processing.	Focused attention to a particular content that persists over time.	Predisposition to seek reengagement by their own over time.	Enduring predisposition to seek reengagement by their own over time.

Hidi and Renninger (2006) explained the four phases as follows:

- **Triggered Situational Interest**

In this initial phase a person encounters a stimulus, such as an activity, topic, or object. This stimulus elicits the individual's curiosity, and they start the interest development process. For this purpose, I will use visual narratives to trigger curiosity and as the first contact with printed text.

- **Maintained Situational Interest**

A person engages more deeply with the stimulus during this phase. They explore and learn more about it. They may seek out additional information, practice skills related to the stimulus, and invest effort into understanding and interacting with it in general terms.

- **Emerging Individual**

This person's interest becomes more refined and nuanced since their knowledge and competence in the area grow. The most important aspect of this phase is that they start to form a personal connection to the topic or activity, and it becomes integrated into their sense of self.

- **Well- developed Individual**

This is the consolidation phase which is the last one. The individual's interest evolves into more stable and enduring. Their interest has turned into a part of their identity, and they may actively seek out opportunities to further develop and pursue it. At this point, the interest is more likely to persist over time and influence the individual's choices and actions.

Therefore, this model suggests that “a person needs to be exposed to or to have some minimal level of knowledge of a content area for interest to be triggered” (p.117) and for interest to be nurtured, this person needs suitable models, guidance, and chances associated with a particular activity. So, Hidi and Renninger (2006) agreed that:

An essential component of the four-phase model is that support and opportunities to pursue interest-related questions are necessary for each phase of interest. Without these, regression to a previous phase of interest can be expected to occur (p.117).

In other words, personal interest can be developed through support and opportunities. Consequently, I will focus on the first stage mainly with engaging materials, activities, and real-world connections to make reading appealing using visual narratives. Then I will observe in the second and third phase how students are involved with reading.

With this model, some scholars have conducted research on developing situational interest in the classroom, such as Schraw (2001). I will consider his suggestions in this proposal.

2.2.3 Situational Interest in Classroom

According to Schraw et al. (2001), there are three ways that may increase students' interest: offering meaningful choices, selecting well-organized texts and providing a

background knowledge for understanding better a topic; and they gave essential recommendation for growing situational interest.

First, when choosing, a feeling of self-determination increases by pleasing the need for autonomy. Consequently, intrinsic motivation, interest, and engagement grow as well. The authors stated that the above can be explained thanks to the Self-determination theory that suggests people possess a psychological need for proficiency, belonging, and independence (Schraw et al., 2001).

Moreover, meaningful choices lead to curiosity satisfaction, prior knowledge activation which is related to familiarity, and it gives a sense of control. Thus, considering engagement and whether the learners can learn from the task is an essential criterion when choosing.

Second, text organization is significant to present information. Schraw et al. (2001) argued that the most common materials in classroom are texts. So, devoting singular attention to it can bring important improvements. Schraw et al. (2001) mentioned three factors can determine students' motivation: relevance (reader's goals and purposes), coherence (easier to understand), and vividness (memorable). Additionally, there can be two strategies for fostering reading by creating in-class library of books that students enjoy and letting student select their books in different places.

Third, the role of student knowledge plays a crucial role in engagement. The authors recognized two types of knowledge: "topic knowledge" and "domain knowledge". "The first one "refers to information a reader possesses about a specific topic, whereas domain knowledge refers to information a reader possesses about a general field of study such as mathematics or history" (p.219). Also, they said that it is debatable the fact that when having

more prior knowledge, the interest increases. Yet, the relationship between both is worth considering when taking actions and supporting. And “there is widespread agreement that moderate amounts of knowledge increase interest and text comprehension” (p.219).

Finally, there are six main suggestions for fostering students’ interest. After reviewing some research, Schraw et al. (2001) concluded that situational interest may increase student learning and is changeable. In summary, these are:

- I. Offer meaningful choices to students. Offering a wide variety of choices to all students on a regular basis is essential.
- II. Use well-organized texts. Better texts are the coherent and informationally complete ones.
- III. Select texts that are vivid. These ones “contain rich imagery, suspense, provocative information that surprises the reader, and engaging themes” (p. 220)
- IV. Use texts that students know about. “Prior knowledge is related positively to interest and deeper learning” This can be triggered by teachers or discussion group.
- V. Encourage students to be active learners. Some of the strategies to achieve this are predicting and summarizing; identifying what learners already know, want to know, and have learned.
- VI. Provide relevance cues for students. Setting meaningful goals is pivotal.

In conclusion, situational interest can be shaped, indicating that educators have significant opportunities within the classroom to enhance it.

Next, I will focus on some dimensions in which adults experience motivation when reading. For this purpose, Schutte & Malouff (2007) have suitable insights as they provide a comprehensive overview of adults' motivation.

2.2.4 Reading Motivation in adults

Schutte and Malouff (2007) studied some dimensions of adult reading motivation and collected significant information to support all educators or interested individuals who aid adult readers. They claimed that:

Motivation to read is a central feature of reading engagement and overlaps with other features of reading engagement such as reading competency, utilitarian aspects of reading, and social aspects of reading (p. 470).

This motivation can be intrinsic and extrinsic. Both include self-determination. This self-determination “involves showing behaviors out of interest, enjoyment, and the inherent satisfaction they bring” (p. 470).

To understand reading motivation (intrinsic and extrinsic) in adults, the authors considered the following four dimensions: reading as part of self, reading avoidance versus reading efficacy, reading for recognition, and reading to do well in other realms.

- **Reading as part of Self**

This dimension highlights that reading is an integral part of an individual’s identity. Also, it involves how people perceive themselves as readers: this perception may be between identifying as avid readers or not seeing reading as a significant part of their self-concept. Thus, this dimension studies the personal connection and self-perception regarding habits.

- **Reading Avoidance versus Reading Efficacy**

It focuses on an individual’s attitude and feelings towards reading. On one hand, reading avoidance relates to the tendency to avoid reading or feeling apprehensive about it, maybe due to the lack of interest or confidence. On the other hand, reading efficacy refers to an individual’s confidence and competence in reading. High reading efficacy shows that

a person feels capable and effective in their reading tasks, which can lead to a more positive attitude toward reading.

- **Reading for recognition**

This dimension tackles with the motivations behind reading. Some people might read to gain recognition or approval from others. In other words, they may read to impress, gain knowledge, or showcase their intellectual capabilities. These motivations can be driven by external validation, such as academic success or social status, rather than personal enjoyment or intrinsic motivation.

- **Reading to do well in other realms**

This dimension emphasizes the idea that reading is not an isolated skill but an activity that can significantly impact successes in other aspects of life. Some individuals see reading to achieve their goals, whether those are personal, academic, or professional. For example, students in any level of education may read to perform well in exams, professionals may read to stay informed in their field, and individuals may read to improve their personal development.

These dimensions of reading provide a foundation for understanding different aspects of reading and its implications on an individual's life. They help to explore how reading is not just an isolated activity yet is interconnected with one's self-concept, motivation, and overall success in different areas of life.

After explaining the foundation to trigger interest, I present the structured procedures to plan the strategy.

2.3 Methodological Framework

To outline the methodology of the present study, I divided it into two parts. The general methodological framework in which I present the steps I followed to plan the strategy. Then in the specific, I explain in detail the endeavors chosen.

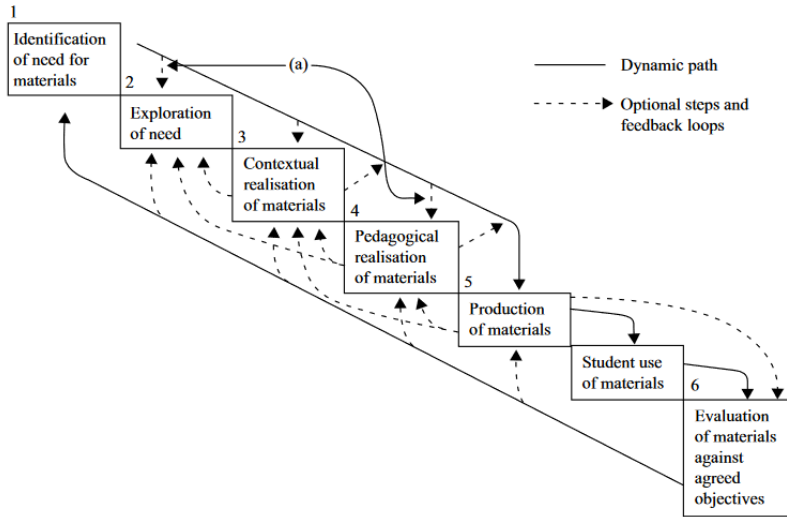
2.3.1 General

Choosing a methodological framework for proposing the strategy, activities and materials that provides guidance and structure for effective educational content is an essential task I consider deeply. Therefore, many educators promote the idea of creating our own instructions and materials due to the amount of advantages including better contextualization, targeting individual needs, personalization and timeliness (Howard & Major, 2004). As a consequence, some scholars (Tomlinson & Farajnezhad, 2022, Nunan, 1989, Howard & Major, 2004, Jolly & Bolitho, 2011) have developed guidelines, suggestions, or factors when designing and developing language learning task and materials.

One of these guidelines is an ideal fit for planning new instructions and materials to encourage adult English reading since it is a dynamic and flexible process.

- **Methodological Path**

According to Jolly and Bolitho (2011), there are different aspects and stages that allow teachers develop an effective route to design and implement guidelines and resources. Figure 2 shows a dynamic path to guide the development of this content that I will follow to elaborate the guidelines for the workshops.

Figure 2*Methodological Path (Jolly & Bolitho 2011)*

In each stage, the authors stated the following:

Identification.

In this stage teachers or learners identify needs to fulfill or an issue to solve by the creation of materials. Teachers carry out a lot of activities that lead to identify weaknesses among listening, grammar, reading, vocabulary or speaking competence; also, when developing some skills such as critical thinking, read or write better.

Additionally, in this matter, Howard and Major (2004) claimed that when identifying students' needs, content can encompass their language and culture. Thus, new opportunities for acknowledgment and use alongside English can lead to new experiences and the construction of new knowledge.

Exploration.

The problem or area is explored in terms of language, meanings, functions, skills, and other dimensions. For example, an idiomatic expression that students did not understand is looked up in different course book or sources to try and find a correct answer or try different activities to help students foster their writing, reading, pronunciation skills.

In this exploration, teachers encounter, filter, and exclude materials or resources that are not suitable for solving the problem. Then they adapt or create new content to address the issue.

Contextual realization.

In this stage, educators identify and describe the context, circumstances, conditions or setting in which the activities and materials will be proposed. Thus, considering students' backgrounds is essential to adapt or create material and activities with appropriate ideas and texts. According to Tomlinson and Farajnezhad (2022), "materials for teaching L2 reading texts seem to be selected because they deliver teaching issues: vocabulary, syntax, discourse structures, skills/strategies" (p.22). So, teachers' goal should be to select good texts that work on learners' affect (p. 22). In other words, the importance of reading materials lies in learners' interest, attitude, emotions, experiences, goals, and knowledge.

Pedagogical realization.

Proposing and writing suitable exercises and content are core for teachers creating instructions to use. Different decisions to deal with strategies that ensure students read the texts are necessary to create content and materials.

In this way, Howard and Major (2004) explained that the curriculum and approaches are variables that will significantly impact on decisions about teaching materials. Many

teachers are bound by a mandated curriculum defining the content, skills, and values to be taught. Whether imposed at school or state level, curriculum outlines the goals and objectives for the learners and the course of study. It is the teacher's responsibility to ensure that the goals and objectives of the overarching curriculum are met when designing materials (Nunan, 1989).

Physical production.

In this stage, layout, type size, visual reproduction, tape length, among other aspects are involved. There are two significant aspects to consider in this matter. The first one is when designing materials, it is important considering copyright compliance. There are some restrictions that copyright laws place on the copying of authentic materials. Therefore, teachers need to be aware that there may be limitations on the use of excerpts from published works (Howard & Major, 2004). And the second one, Howard and Major (2004) highlighted a principle in which materials should be attractive. To draw readers' attention, "language-teaching materials should be good to look at" (p.106). This includes, eye-catching multi-colored texts, user-friendliness which allows students to write a paragraph in a proper space, for instance, and durability that lets text be used many times.

Use.

The material is put into service. Students can be assigned the use of materials in class so as teachers can evaluate it considering many aspects or at home. In this case, teachers need to carry out a plan to evaluate the use.

Evaluation.

In this final stage the material is evaluated in relation to the objectives. Depending on the goals that are set at the beginning of the creation process, a check list can be created

to examine the outcomes. Finally, decisions on using, modifying, or changing the materials are taken.

To sum up, the stages above outline beliefs and working principles that allow designers to follow an effective procedure. Moreover, the most significant reason for this election is that this route is not lineal but can be cyclic being a dynamic approach. Consequently, it advocates the beliefs that Jolly and Bolitho (2011) summed up:

...the most effective materials are those which are based on a thorough understanding of learners' needs, that is their language difficulties, their learning objectives, their styles of learning, the stage of their conceptual development and so on. This implies a learning-centered approach to materials writing, rather than one which is driven purely by the subject through syllabus specifications, inventories of language items and so on (p.128).

Additionally, they claimed that there are some implications when following a methodological path for instance, the amount of time available for creating and evaluating; educational context where teachers are restricted to follow textbooks, sequence, and lesson; and teacher's knowledge on analyzing, designing, and putting into service.

For that reason, I aim to follow the route until the pedagogical realization of the strategy due to the lack of time. And there will be a reflection on the pedagogical proposal.

After explaining the plan to design the strategy in general, now I describe the procedure step by step to carry out it.

2.3.2 Specific

- **Identification.**

To identify students' behaviors, perception or motivations and needs to fulfill the lack of interest in reading and collect data, I used a group interview and personal journals instruments:

Group interview.

There are some advantages of carrying out group interviews. According to Taber (2013), group interviews enable students' remarks to serve as a stimulus for another, prompting the disclosure of information that could not be revealed otherwise. Additionally, this instrument of data collection can be significant whether the research is considered from the perspective in which the learning process is mediated through interactions within a class such as social constructivist or a constructionist theoretical perspective.

Besides, Watts & Ebbutt (1987) stated that:

There are numerous relationships that can exist between interviewee and interviewer in a one-to-one interview, from peer, friend, and counsellor to remorseless interrogator. In group interviews the situation is slightly different. The interviewer wants to allow free discussion and yet at the same time keep the thread moving in a particular direction so that the needs of the research design are met (p. 28).

Not only this instrument prompts stimulated discussion, but it can be time-efficient, foster observation insights such as non-verbal cues and build an opportunity for peer-learning; students can learn from each other's experiences and viewpoints, creating a sense of ownership and rapport (Watts & Ebbutt, 1987).

Therefore, before I started conducting the workshops, I asked few questions to prompt discussion. I asked the students to read and sign the informed consent (see appendix B). Then I started with the group interview. I asked the following four questions to six students and the discussion lasted around one hour.

1) Do you like reading in English outside the classroom?

2) If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other.

3) If yes, what do you enjoy reading? a) stories b) articles c) books d) social media content e) other

4) How often do you read in English in your free time?

Journal.

A reflective journal is a tool used in different fields, including education, psychology, healthcare, and personal development. It is written or digital record where individuals can express their thoughts, feelings or observations on their experiences or activities. The primary purpose of this is to encourage self- awareness, critical thinking or personal growth by engaging in the process of self-reflection (Moon, 1999).

Moon (1999) mentioned some advantages of the use of these journals. These include strengthening the relationship between the teacher or trainer and the student or trainee. Also, writing a journal can lead to improve the learning process. Thus, to reflect on the process when carrying out the workshops, the teacher and the students are proposed to write some thoughts on the sessions. I gave a notebook to each student and asked them to write some thoughts, comments or reflection about the activities done after each session.

- ***Exploration***

To explore a new approach on reading in English and implement the pedagogical proposal to foster students' interest, students and I convened at Centro Colombo Americano, Universidad Nacional de Colombia and a park and a Library in Bogota, conducting some workshops.

Workshops.

According to Ghiso (1999), the workshop aids to promote the social conditions in which participants have the chance to build, develop, and share knowledge, attitudes, and competences. In this opportunity their needs are considered within a specific culture or group. The author states that it is significant to consider "... the workshop as a device to make things visible, to make people speak, to make things recover, to make things recreate, to conduct analysis. In other words, to make elements, relationships, and knowledge both visible and invisible; to deconstruct and construct" (p. 142).

Moreover, workshops work when the voices and knowledge of the participants are heard and transformed, leaning and unlearning. Therefore, the benefits of the workshop for research purposes can be significant. Participants had the chance to act and express their knowledge and feeling spontaneously, allowing the observation and analysis of factors on lack of interest in reading and learning process.

Workshop Description.

The nine workshops took place on nine Saturdays, from March 25th to June 3rd, from 8:30am to 10:30 am the following dates:

April: 1st, 15th, 22nd, 29th

May: 6th, 13th, 20th, 27th

Jun: 3rd

The first five sessions took place in 104 room at Calle 100 Centro Colombo Americano branch. The sixth session was at Parque de los Novios. The seventh and eighth sessions were at Universidad Nacional de Colombia and the last one at Biblioteca Pública Francisco José de Caldas.

Objectives.

The main objective of the workshops was: By the end of the workshops, students will implement a strategy to choose and read their own books using visual narratives.

The other objectives in each unit were:

Students will

Unit 1: Describe a painting or picture using vocabulary related to the natural world including nature, animals, and landscapes.

Unit 2: Create a story seen in the illustrations from books by drawing and telling on it.

Unit 3: Apply the reading process to select, read and share their own books.

Later I will explain how I plan the objectives based on the constructivism vision in the building the workshops section.

- **Contextual realization.**

Context.

I participated in a technology-mediated educational project (Amcham) that aimed at improving students' communicative skills in the English language at Centro Colombo Americano. Amcham was an employability and bilingualism program. As part of the

bilingualism program, the courses lasted three months, from Monday to Friday and each class was three hours long. There were around twenty students per course.

I worked as a teacher for nine months in this program and was the teacher in six courses. In two courses there were students at the A1 English. In the other two, there were students at the B1 English level and the last two, B2 English level students.

Students.

The requirements to apply for participation in the program were: 1) young adults between the ages of 18 and 28. 2) unemployed individuals and 3) Proficiency at A1 level.

After finishing the program, I started contacting students by text messages on WhatsApp to explore informally their interest in participating in the workshops. I chose 15 students since they showed commitment and desire to achieve better results in their language learning process. Then the main criteria to select them was: 1) Students who want or need to foster their English Skills as soon as possible 2) Students who do not read in English very often. 3) Students who seem motivated to participate in the workshops. Hence, if a student met one of the criteria at least, they could participate.

In November 2022 I asked the students to meet at Centro Cultural Gabriel Garcia Marquez to talk about the workshops informally. Five students and I met there. I explained that the workshops would take place next year and I would find a place to take the workshops. They agreed to take part of it next year. In 2023, I contacted the students again and there were six students willing to participate.

Students' Interest and Motivation.

In previous classes I observed that there are two groups of students. The first one, learners who like reading to some extent in English but do not read on a regular basis and

are willing to get involved since they need to foster their English as soon as possible. The second group, students who do not like reading and are not sure that reading can help them to foster their English.

Their primary motivation for learning English is to improve their career prospects, with the possibility of studying or working abroad being a secondary incentive. Most of them had difficulties learning English due to a lack of interest on autonomous work. After graduating, they recognized the necessity of speaking English fluently.

Finally, Table 3 shows student's English proficiency and the English level goal they want or need to achieve. They took Oxford Placement Test before starting the AmCham program classes.

Table 3

Student's English proficiency

Number of Students	English Level	Number of Students	English Level Goal
4	A2	4	B2
1	B1	2	C1
1	B2		

- **Pedagogical realization.**

I was not obliged to follow a specific curriculum or practices from a language center or school, which gave me a sense of freedom. So, to make decisions on planning and creating the activities of the workshops, I chose two important approaches Curriculum as Praxis by Grundy (1991) and Constructivism as teaching method by Ortiz (2015) who summarized the most important principles. I choose these two approaches since they focus on increasing students' participation to take responsibility for their own learning process. Thus, including

the students' active participation may lead to interest and engagement as the feelings that students experience can create a positive impact on their personal value on reading (Conradi et al., 2014).

Curriculum as Praxis.

Grundy (1991) believes in the perspective of curriculum as praxis. She emphasizes the dynamic and interactive nature of curriculum development and implementation. Curriculum should not be seen merely as a product or a fixed set of content to be transmitted to students. Grundy (1991) draws attention to some elements including learners, educators, approach and curriculum design and development, whose roles aid a better understanding of a learning environment.

Learners.

The learner should enjoy freedom, equality, and autonomy. They are critical and self-critical, free to express their ideas and be active in the construction of their own knowledge. The author stated, "the emancipatory interest engages the students not only as an active receiver; rather than a passive one of knowledge, but also as an active creator of it alongside the teacher" (Grundy, 1991, p.142).

Educators.

Teachers are members of the learning community. They constantly interact with their students, foster students' reflections, freedom, and individual's capabilities. Grundy claims that "students and teachers together act as active participants in the construction of knowledge. This transactional perspective of teaching and learning means that it does not make sense to talk about teaching without simultaneously discussing learning" (p. 142).

Approach.

According to Grundy, there may be some criteria to judge learning quality. They are autonomy and responsibility. In this way only the participants are qualified to assess their learning in terms of validity and authenticity. So, there is always a self-reflection. After some time, learners assess their performance by speaking and writing on the process. This can be led for the teacher who is responsible for guiding the reflection (giving the cues or questions to reflect on).

Curriculum Design and Development.

The most important elements of the praxis are the action and the reflection. Those elements indicate that the curriculum will be developed thorough the dynamic interaction of the action and reflection. The praxis will be a reality when teachers and students commit to implementing different forms of it in their lives and work. Therefore, all participants are involved in action that may change the structure in which learning occurs and often limits freedom in unknown ways.

In conclusion, there is an emancipatory interest to achieve a curriculum for Grundy. A great beginning is to strive for change from our own roles. Teacher may start by providing spaces for reflection and critique, ensuring that students become an active agent and not just a receiver of knowledge, and creating awareness. I used most of these principles to build the workshops I will explain later.

Following this curriculum perspective, Constructivism as a teaching method is a significant approach to illustrate the way I will set the objectives and content of the workshops and it is aligned to the Grundy's vision.

Constructivism as teaching method.

Ortiz (2015) stated that Constructivism is a paradigm in which there is an interaction between the teacher and the students; it is a dialectical exchange between the teacher's knowledge and the student's knowledge. For that reason, that productive synthesis can be reached for both parties and the contents are reviewed to achieve meaningful learning outcomes, emphasizing aspects such as objectives, content, the methodology itself, techniques and resources, and the evaluation process.

Objectives.

To formulate the objectives from the constructivist perspective, it is essential to consider two main aspects: learning is as an idiosyncratic construction and prior construction impact new learning significantly.

Knowledge is built. This promotes active student participation by creating open discussion of topics of interest and a collaborative environment in which students can have different roles. And second, Ortiz (2015) highlighted Ausubel's ideas of considering essential elements in a particular subject such as being meaningful and contribute to the students' understanding. Those elements should be integrated with the knowledge students possess to achieve optimal levels of learning.

Lastly, establishing the objectives means to determine the "what" and "how" of the process. The objectives guide the training process, the order of the content, its sequence, and the methods with the evaluation, considering the emotional conditions of both teachers and students to foster cognitive understanding and conceptual change. Also, satisfactory levels of adaptation to the context and overall wellbeing.

Content.

In the training process there are the topics and subtopics to be addressed which encompass all the data and facts known in a specific area up to the present moment. They constitute the “what” of professional learning and are linked to the process and activities the teacher carries out to review them. Content is determined by the objective set; the person in charge of formulating them may define their quantity, sequence, and the time required to achieve them. Generally, content review starts from simpler to more complex subjects. Finally, once the objectives and contents have been defined, it is possible to think about the methodology, which constitutes the how of the training process.

Methodology.

This element determines “how” the learning process will be carried out. The main purpose of choosing an appropriate methodology is for students to learn. There are some significant characteristics to consider from the constructivist perspective:

First, context that is the global and specific knowledge may be familiar to students. Thus, there must be a balance between the content and the specific application in the context where students operate. Second, prior knowledge is essential. So, teachers need to be aware of the subjects previously covered or conduct a brief diagnostic to determine students’ existing knowledge. Third, prioritizing activities which promote student participation such as seeking information, making comments on the information obtained, practical exercises, and games is fundamental. Fourth, be essentially self- structuring. This means that according to students learning styles, some activities can be visual, auditory or tactiles. Hence, striking a balance in the selection of the task can keep all participants engaged in the process. Fifth, promoting dialogue in which participants express their positions, ideas, and thoughts on a

subject is a challenging task. Sixth, using workshops can lead to do things, motivating contact with a variety of materials, and an opportunity to review knowledge. Finally, promoting inductive mental operation in which teachers start the topic from something specific and then leads to work towards generalization; as follows, present a fact, analyze it, seek for relationship, and involved factors and generalize.

After having chosen the methodology, it is necessary to consider the techniques and resources to propose various activities.

Techniques and resources.

Techniques and resources are the instruments and tools applied in the learning process. The techniques indicate the tools that are involved in the context, the moment of working with the group, but essentially, it is related to the type of group that teachers are working with. Not all tools are suitable for all populations. So, in this case, it is necessary to apply teacher's expertise or follow some suggestions: teachers can organize students in small groups and then discuss in a plenary session or assign individual task then each of them presents in small groups some reflection and finish in a plenary session.

About resources, these can include from material as pens, cardboards, flipcharts, physical ones such as classroom, courtyards and technological resources as projectors, amplification, or computers, to financial resources.

Finally, upon covering this factor, the last one is of great importance to reflect on the evaluation.

Constructivist Evaluation.

In the formative process obtaining valuable information about the execution and the achievement of objective is necessary. The information obtained provides timely feedback to the teacher who may make decisions about the formative process, whether to modify it or change it completely. In this way, evaluation is an advantageous tool for developing students' critical and self-critical capacity. This evaluation can use formal and semi-informal techniques. The first techniques are used without students feeling that they are being evaluated. So, teachers can ask simple questions or observe and understand some students' opinions. The second ones require more preparation time than the previous ones, demand more time for their assessment, and require longer and more elaborate responses from students. Finally, evaluating brings huge implications when developing the strategies to achieve a suitable formative process.

Overall, constructivism promotes active and meaningful learning experiences that empower students to take responsibility of their education and develop deeper, more flexible understandings of the subject matter.

Once I have finished describing the theoretical foundation of the project, I will describe the pedagogical proposal with the set of principles and procedures used to present it.

SUMMARY

Three parts are presented Conceptual Framework, Theoretical Framework and Methodological Framework.

In the conceptual framework, I began defining reading within the socio-cultural turn and exploring new hybrid conceptualizations, particularly visuals. Freire, Ricoeur, and Bakhtin contributed important ideas to understanding the act of reading. Freire emphasized the significance of reading the world, where readers establish a strong connection with their lives through reading. Ricoeur outlined three moments in the act of reading: In Mimesis I, the author constructs the narrative; in Mimesis II, there is an encounter between the reader's background and the narrative built by the author; and in Mimesis III, the reader shapes their personal perspective after a deeper understanding. Bakhtin introduced the concept of Dialogism, emphasizing the idea of having different voices in the act of reading, including the author, reader, and other readers. It is suggested that illustrations can be considered another voice in the new hybrid form (visuals). In this new form of communication, visual elements lead the act of reading, allowing the reader to extract meaning, information, or ideas. Reading visual elements can engage learners by offering aesthetic experiences related to perception, sensation, and imagination. Visual narrative was chosen as the source since it provides cues to a story. Illustrations from books can be appealing because they present a sequence of events, prompting imagination and engaging all senses.

In the theoretical framework, the focus was on defining and developing interest. Personal interest encompasses knowledge, personal experiences, and emotions that hold enduring personal value and is specific to a particular topic. In contrast, situational interest comprises all knowledge, personal experiences, and emotions that can have temporary value, be activated, and developed in a specific context. Situational interest has three subcategories based on the source or environment: text-based, task-based, and knowledge-based. Considering situational interest, the Four-Phase Model of Interest contributed to observing how learners' interests in activities develop over time. These phases include Triggered Situational Interest, Maintained Situational Interest, Emerging Individual Interest, and Well-developed Individual Interest. These phases illustrate how personal interest can be developed through support and opportunities. This study specifically focuses on the first stage, aiming to engage learners with materials and activities to spark curiosity. Researchers suggest various ways to increase learners' interest, including offering meaningful choices, well-organized text, and narratives that are provocative, familiar, and important. Finally, in addressing students' needs, the dimensions of adult

reading motivation are considered, encompassing four aspects. The first is reading as part of self, suggesting that reading is integral to an individual's identity. The second, reading avoidance versus reading efficacy, focuses on learners' attitudes and feelings. The third, reading for recognition, encompasses the reader's reasons to engage in reading. And, reading to do well in other realms emphasizes the importance of reading in professional, academic, and personal spheres.

In the methodological framework, Jolly and Bolitho proposed a guideline for designing and implementing content and activities, offering a dynamic and flexible path in stages. In the identification stage, a group interview instrument was employed to stimulate discussion, and a journal instrument encouraged self-awareness and self-reflection. Moving to the exploration stage, nine workshops were conducted between April and June in 2023. During these sessions, all participants had the opportunity to build, develop, and share ideas, insights, and experiences. The primary objective was to assist students in applying a strategy to choose and read their own books using visual narratives. In the contextual realization stage, learners aged between 18 and 28, unemployed or engaged in informal jobs, with a proficiency level at A1, expressed a desire to engage more in reading for professional, academic, and personal reasons. Despite their interest, they found the act of reading challenging. In the final pedagogical realization stage, Grundy and Ortiz's perspectives shaped the creation of materials and activities. Grundy emphasizes the importance of both learners and teachers in creating an active and flexible environment where learning and teaching occur simultaneously. Reflection and action are integral constructs for an effective learning environment. Ortiz presents a constructivist vision as a teaching method, where setting goals is pivotal in determining *what* and *how* learners will achieve objectives. Implementation involves considering the best options for learners based on their opinions, promoting active and meaningful learning experiences.

3. Pedagogical Proposal

In this chapter I present the need analysis in which I identified students' main needs to meet in the proposal and I categorize students' motivations. Then I describe how I planned the workshops and conducted them following the methodological path (Jolly & Bolitho, 2011), including the curriculum as praxis, the constructivism method, reading perspectives and visual narratives perspectives. After that, I reflect on some pedagogical implications considering The Four-phase Model of Interest Development and Situational Interest in classrooms. Lastly, I present some conclusions after evaluating the achievement of the goals proposed in the workshops.

3.1 Needs analysis

To determine the primary needs of students, I conducted a comprehensive group interview. Following the data collection, I categorized the motivations expressed by students. This categorization process aimed to provide a better understanding of students' behaviors and perceptions toward English reading.

3.1.1 Group Interview Results

Following the methodological path by Jolly and Bolitho (2011), the first stage is to identify needs to fulfill or an issue to solve. As an English teacher I am concerned about my students' lack of interest in reading in English that I could notice when carry out reading activities in my classes. Therefore, I conducted a group interview (See Appendix A) on students' interest and reading habits to have a better perspective of how I can encourage them to read.

These are the questions and students' answers in the group interview.

1) Do you like reading in English outside the classroom?

2) If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other.

3) If yes, what do you enjoy reading? a) stories b) articles c) books d) social media content e) other

4) How often do you read in English in your free time?

In the first question: Do you like reading in English outside the classroom? I can conclude that there are two opposing groups according to their preferences. Three students stated that they liked reading in English and three of them did not, yet the latter group preferred reading in Spanish. The discussion of this question prompted "the disclosure of information that could not be revealed otherwise" Taber (2013). Hence, the students were willing to elaborate more on the answer. A student mentioned that he did not know how to choose a book and what book is appropriate according to his reading level.

In the second question: If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other, the main

reason for not liking reading in English is limited vocabulary, then unfamiliar topics, in third place boring topics and feeling anxious. None of them gave another reason. A student said she felt frustrated because she doesn't understand anything, so she preferred reading in Spanish. Two additional students agreed with expressing this discomfort.

In the third question: 3) If yes, what do you enjoy reading? a) stories b) articles c) books d) social media content e) other, students who claimed they liked reading chose social media content (comments from videos and videos with subtitles) in the first place, then stories and, finally articles but in a website.

Continuing with the conversation, a young woman stated that she read only to be entertained whereas a young boy said he read because he needed to learn new vocabulary. A university student said that he read only articles in English because it is part of his assignment. Another student mentioned that she enjoyed reading comics or Mangas on Webtoon; however, it is not easy because of the amount of unknown vocabulary, the frequent use of dictionary and uncomprehensive texts. Those replies came up without asking directly for what purpose or why they read in English.

Lastly, in the question: How often do you read in English in your free time? they responded with embarrassment that it is not very often. They added when they could, which is almost once or twice a month, less than an hour (three students). And, that they were not consistent. Two students mentioned that they read in English when they participated in the AmCham program and since then they haven't read again. Finally, only one student said that every week due to his psychology class assignments.

After describing the results of the group interview, I continue highlighting students' motivation according to Schutte and Malouff (2007).

3.1.2 Reading Motivations in six Colombian adults

Interest played an important role in this pedagogical proposal. To address this interest, I examined individual motivation to identify the students' drives behind their goals or behaviors. I aimed to stimulate an interest in reading, sparking students' curiosity and attraction towards reading in English, which can significantly influence motivation. Research suggests that having a strong interest in reading often leads to higher motivation to engage with it (Schutte & Malouff, 2007). Thus, I present an overview of reading motivation in six Colombian adults.

Considering Schutte & Malouff's dimensions of adult reading motivation (2007): Reading as part of Self, Reading Avoidance versus Reading Efficacy, Reading for recognition and Reading to do well in other realms, I categorize the students' perceptions and believes to have a better vision on their engagement in reading in English before starting the workshops, acknowledging their motivations. I collected this information from the group interview, my notes of the time I was their English teacher in the AmCham program and the first session of the workshops.

- **Reading as part of Self**

Students do not identify themselves as avid readers and see reading in English as a significant part of their life. They find reading in English challenging since the amount of unknown vocabulary. However, they would like to be better readers to improve their English skills. That is the reason for participating in the workshops.

- **Reading Avoidance versus Reading Efficacy**

In general students do not read in English to improve their English skills. They prefer watching movies, videos, listening to music or spending time in social media. Therefore, they do not feel confident in reading since they do not practice it frequently.

- **Reading for recognition**

Academic success drives only one student's motivation to read more in English, yet he does not enjoy it very much.

- **Reading to do well in other realms**

Finally, although students do not read in English to foster their skills frequently, they think that reading is important to improve their skills in the language and when being better English speaker, they could achieve their goals on professional area, traveling or learning new global topics. All of them want to find a better job, so the best way is to be proficient in English in their opinion.

In summary, students want and need to improve their English skills to have better opportunities when traveling, getting a better job, or learning new global topics (to do well in other realms). Therefore, they perceived reading in English as an option to foster their skills. The idea of becoming an avid reader is appealing. Nonetheless, there is not a notable interest in engaging in reading because the lack of vocabulary, perceiving the activity as challenging.

I can surmise from these findings and conclusions that the main students' needs grouping into two categories are:

- **Academic needs**

English proficiency. Students need to improve their English proficiency including vocabulary and speaking skills.

Succes in a test. Two of them need to take an international exam and one needs to be a better reader to excel in his university class.

- **Emotional needs**

Reading as part of Self. Students want to include English reading in their lives and have more interest in reading.

Reading opportunities. They would like to practice more this activity to have more options when studying English despite the lack of time.

Emotional Well-being. They would like to feel more comfortable and confident when facing a written text.

To address these needs effectively, I planned some activities including vocabulary improvement, speaking practice, and reading tasks. I explain in detail this plan in the following section.

3.2 Building and Conducting the Workshops

To continue with the pedagogical realization (Jolly & Bolitho, 2011), I describe how I used Grundy's vision on the curriculum to create the principles of the workshops and interact with my students, establish roles and the reflection on the praxis. Then I describe how I used constructivism approach to stablish the objectives and content of the workshops considering reading and visual narratives perspectives. After that, I present the exploration stage describing the implementation in the conducting the workshops section.

3.2.1 Building the Workshops

Following Grundy's ideas on curriculum as praxis (1991), my first interest was build a plan to enhance reading in adult EFL learners considering students' freedom and autonomy to participate in the workshops. Learners could attend the sessions they wanted and withdraw at any time. Also, they could propose topics and activities that can be interesting for them contemplating that the "curriculum should not be seen merely as a product or a fixed set of content to be transmitted to students" Grundy (1991).

- **Educator and learner's roles**

My role was not only as a teacher but as a learner who is aiming to get C2 level proficiency. I played the role of teacher and learner since I actively engaged in various activities with the students. The workshops were set as an informal learning community where students come to practice their English skills. as student said: "This is not an English class. It is a nice group I can improve my English".

Students also took the role of instructor. Students with high proficiency supported their classmates by suggesting new tasks, questions or activities and helping their classmates clarifying or explaining new vocabulary. So, we were "active participants in the construction of knowledge" (p. 142).

- **Approach, Curriculum Design and Development**

Grundy (1991) mentioned that "interest engages the students not only as an active receiver, but also as an active creator of knowledge alongside the teacher" (p.142). For that reason, I asked learners to write in a journal their thoughts and ideas. Some of them were willing to show me when I requested to read them. So, there was always a self-reflection

on the activities as “the most important elements of the praxis are the action and the reflection” (Grundy,1991), I reflected after each session too. I wrote my own journal alongside my students to determine the best options for the proposal, considering students’ suggestions and concerns. I changed some activities. For instance, a student suggested having a session at Parque de Los Novios so, the sixth session was conducted there instead of at Colombo Library.

Considering Grundy’s vision on the praxis, I followed constructivism method (Ortiz, 2015) for the pedagogical realization on the workshop unit plan (see Appendix C) to create the objectives, content, methodology, resources and techniques including situational interest development.

The objectives.

I deem that knowledge is built and this promotes active student participation by creating open discussion of topics of interest and a collaborative environment in which students can have different roles (Ortiz, 2015). Thus, I promoted active student participation to determine what and how they will develop the interest in reading. Our goal was to choose their own books since one of their concerns was not knowing what and how to read (see Appendix A, question 1). For this purpose, I established the following goal: By the end of the workshops, students will implement a strategy to choose and read their own books using visual narratives.

Additionally, when considering the 'what' and 'how' of the process, other objectives were established as the primary tasks within each unit that students had to accomplish to learn the new reading approach. Consequently, the other objectives in each unit were:

Students will be able to: Unit 1) Describe a painting or picture using vocabulary related to the natural world including nature, animals, and landscapes. Unit 2) Create a story seen in the illustrations from books by drawing and telling on it. Unit 3) Apply the reading process to select, read and share their own books.

All the goals were meaningful because they considered prior knowledge. Students did picture description before, so the goals had a significant impact on the idea that reading is not only to read printed texts but also visuals (Kress & Van Leeuwen, 2001).

Content and Methodology.

“Considering the emotional conditions of both teachers and students to foster cognitive understanding and conceptual change” Ortiz (2015), the main topic that students and I decided to work on was natural world. This is a familiar topic for students and me because we are interested in outdoor activities including reading in a park, walking in natural paths, and visiting natural parks.

In term of linguistic knowledge and based on the main topic, we covered vocabulary related to natural world (nature, landscapes, animals). The grammar topics (present continuous, there is/are) were familiar because all students had A1 level proficiency. However, the learners did not know vocabulary related to natural world, so I devoted the first unit to work on it.

In terms of communication, I chose describing and telling a story based on illustrations which is reading visuals. I asked them to bring a photo related to the natural world they visited so this applied the condition of familiarity to be meaningful Ortiz (2015). Finally, drawing a story was the task given to complement the communication goal since

three learners stated that they liked the activity and the other three did not have any problem trying. And a student suggested taking photos to create a story.

Techniques and Resources.

The technique I used to communicate during the whole session was peer work mainly also, individual task then discussion in a plenary session because of the number of students and depending on the students who attended that day. They observed the paintings, and the illustrations then came up with a story after, shared their versions. Learners always wanted to do these activities in peers.

I used two important resources to conduct the workshops, paintings, and books with illustrations. Other materials were paper, pencils and color pencils.

Paintings.

Pimenta and Poovaiah (2010) stated that the act of reading is not only to extract meaning, information or ideas from written texts, visuals are a source of information or ideas as well. So, to let students experiment this act of reading, I showed them paintings to enhance “perceptions, sensations and imagination” which prompted learners to tell stories.

Having chosen the topic, I decided to search paintings related to the natural world. Those must be realistic to foster the creation of stories easily. Cohn (2013) stated that elements in visuals involve a great deal of potential complexity which prompt multiple interpretations as people see individual and collective images, different lines, shapes, or colors that can activate meaning in memory. Thus, the criteria to choose the paintings were that they must have a) interesting colors, lines, and shapes. b) collective images which not only one character (animals or people) appeared but many and c) natural world.

Figure 3 shows one of the selected paintings by Carlos Quiñones (2023). It complied with the established criteria. The other paintings used can be seen in Appendix D.

Figure 3

Painting 2 (Quiñones, 2016)



The painting met the criteria. a) the colors draw learner's attention. The background is blurry so learners can experiment different sensations on the lines and shape discussing possible surroundings. b) There are four animals so students can prompt their imagination by thinking in a possible discussion. c) The painting represents the natural world showing animals and the environment.

Books.

Students selected reading materials following García's list of criteria (1998). The criteria were: the illustrated book must have a) sequence of moments that depict sensations and feelings. b) illustrations that represent situations that can be generalized to established main ideas thus learners can make their own hypotheses on characters' way of thinking and actions. c) illustrations that represent sounds, smells, and emotions.

Figure 4 shows the first selection. *The Ant and the Grasshopper* by Albert E. Gamos (2003) has fourteen illustrations that met the criteria. I explain how the criteria is met with these four illustrations.

Figure 4

Book 3. The Ant and the Grasshopper (Gamos, 2003)



This book complied the criteria since a) a sequence of moments that depict sensations and feelings is presented. There are events that may portray a sense of worry, relaxation, and discussion in the interaction of the two characters. b) There are illustrations that represent situations that can be generalized to established main ideas thus learners can make their own hypotheses on characters' way of thinking and actions. Students can come up with stories on problems and discussions of the main characters such as avoiding building their house for bad weather conditions. c) There are illustrations that represent sounds, smells, and emotions. Students can imagine nature sounds such as raining or bird singing sounds.

In conclusion, students may learn how to choose their books according to the criteria by the examples implicitly. I describe how this learning may be seen in the conducting the workshops section.

Books' selection on reading.

In addition to illustrating selection criteria, reading viewpoint was a necessary aspect to propose the activities. For this, I considered Freire (2000), Ricoeur (1995) and Bakhtin's (1981) perspectives on reading.

To join the reading the word which is decoding texts and reading the world which is configurate the reality (Freire, 2000), I searched for books students could experience a rich and meaningful moment when reading. Learners could experience reading the world by choosing books that were strongly related to their memories, believes and in general to their lives. Therefore, we went to Colombo's library and after observing and scanning some books students selected their favorite one. Additionally, I selected books about natural world and common situations or issues of my students' everyday life (struggling with acting to achieve their goals. This is depicted in *The Ant and the Grasshopper*).

Since Freire was in favor of a dialogue model in which students are engaged in taking part of activities and prompting critical thinking, the selection of their own books led to observe different options, analyze which the best option is, and then decide. In this process, they may connect ideas and illustrations from the book with their own ideas. This creates "a rich experience of understanding the world" (Freire, 2000, p.21) because students appreciated different perspectives of their own issues. After that, when reading the texts, these students could practice their questioning and interpreting skills, making hypotheses, and crafting stories.

According to Ricoeur (1995) there are three stages in which the reader related the texts, themselves, and the process of understanding. During student's reading process, in Mimesis I, they understood the illustrations or what the author wanted to depict then read the text and made connections between the illustrations and the printed texts. In Mimesis II, after reading, students made connections with their stories from the illustrations, the text and their personal and classmates' experiences and backgrounds. So, there is a "dynamic interactions between the reader's horizons and the text's horizons" (Ricoeur,1995). And in Mimesis III, students reflected on all the connections done before as a whole; author's intentions, their lives, and classmates' ideas to change their interpretations or perspectives.

Finally, since Bakhtin (1982) emphasized that language is inherently social and that meaning is created through interaction and dialogue, the activities were mainly in peers. Thus, the integration of different voices was necessary: author's, reader's, classmates', and illustrations' voices to develop an interest.

3.2.2 Conducting the Workshops

In this section I describe the activities guided in the three units, showing students' journals' ideas and opinions, and mine to demonstrate how the workshops were conducted in each stage.

- **Unit 1**

Table 4 presents the sequence of activities for Unit 1 designed to help students learn new vocabulary and enhance their speaking skills to meet their academic needs that include improving their English proficiency. In these three sessions, we focused on the first approach to visual literacy.

Table 4*The sequence of activities for Unit 1*


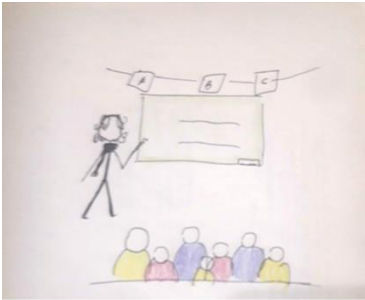
UNIT 1					
By the end of unit 1, students will describe a painting or picture using vocabulary related to the natural world including nature, animals, and landscapes.					
Week	TOPICS	LEARNING OUTCOME	LEARNING ACTIVITIES	TOOLS- PLACE	ASSESSMENT ACTIVITIES
1	Reading habits, goals, and preferences	Get to know each other. Identify habits, goals and preferences and their classmates'.	Activity 1. Students write three sentences. Two true and one false. Then have a conversation and try to guess the false one. Activity 2. Students draw their goals and explain how learning English can help them to achieve their goals. Ss exchange their drawing and their partners are going to guess.	Paper and color pencils Centro Colombo Americano (CCA) Classroom	Write a journal after each session.
2	Visual Literacy: Paintings description	Identify and use vocabulary related to the following topic: natural world: nature, animals, and landscapes.	Using present continuous and there is/are, students describe the paintings. Teacher will encourage students to use the question: How do you say _____ in English? Assignment: bring photos taken in different places considering animals, landscapes, nature, fruits, and people.	Computer and Tv screen CCA Classroom	
3	Visual Literacy: Picture description	Use vocabulary related to the following topics: nature, animals, landscapes	Teacher asks students the following questions: Which places in Colombia have you visited? What is your favorite photo? Students show photos of their travels considering pictures that you can see animals, landscapes, fruits, people like peasants, farmers, country people. Students tell their classmates about the photos using new vocabulary.	Computer and Tv screen CCA Classroom	

The initial activity was aimed at getting to know each other. We engaged in discussions about personal details such as occupation, age, educational pursuits, reasons for learning English, and more. Then, students sketched out their life goals, related to them with their English language learning journey. Upon completion, students exchanged their drawings, attempting to deduce their peers' aspirations. This exercise served as an initial foray into visual reading, enabling students to comprehend their peers' intentions in conveying their ideas.

Figure 5 shows some of student's drawings. They depicted how learning English would help them travel around the world mainly, get their dream job (English teacher) and learn about interesting global topics (such as art and medicine). Also, a student included her family in these goals.

Figure 5

Student's sketches on English language learning journey

<i>Learning English would help them travel around the world</i>	<i>Get their dream job</i>	<i>Learn about interesting global topics.</i>
		

This structured activity engaged the students because it encouraged interaction, creativity, and comprehension. The activity allowed students to familiarize with each other and also promoted visual literacy in which “perception, sensation, and imagination are related to knowing, understanding, and feeling the world” (Greene, 2001, p. 5). The drawings effectively conveyed students' desires to explore, understand different languages in other cultures, and find joy in success alongside their loved ones. Lastly, students could interpret and understand their classmates' ideas regarding their plans and relate them to their own goals.

At the end of the session, I requested to write some comments about all the session to reflect on the activities. Students did not write in that opportunity when finishing but they said: “It’s great. There is a space to develop my English skills” and “It’s free”.

During the second session, we worked on vocabulary linked to the natural world. I showcased several paintings (See Appendix D) and encouraged students to inquire about any unfamiliar words. Some of the terms that students inquired about included path, waterfall, the distinction between rock and stone, pond, types of birds, various colors, and descriptions related to landscapes. We referred to the dictionary for clarification on some words.

Aside from describing the painting, the activity prompted a conversation and multiple interpretations (Cohn, 2013) on similar places that they had visited or crafted story that was depicted. Students created interesting stories on the painting, for example Figure 6 shows a painting that sparked students’ interest and tell a story.

Figure 6

Painting 5. (Marín, 2011)



One student likened this place to her grandfather's farm in Boyacá. She and her grandfather used to work long hours then they sit together in front of the house at day's end. Another student shared a story about an elderly man, noting that despite his poverty, he has a happy life. He accomplished remarkable things like constructing numerous houses for the community, and now peacefully lives among animals.

At the end of the session, students agreed to bring some photos taken in different places considering animals, landscapes, nature, fruits, or people. And a student wrote on their journals: "I liked the activity since I could learn new vocabulary" and "I'm into art", another mentioned.

Student described more paintings and share their photos in the third session. According to Freire (2000), when students read the world, they get a more rich and meaningful experience to remember. This means that the activities planned need to be associated to their lives. I could see this in the activity since learners seemed engaged showing their photos and talking about their world, inquiring about new vocabulary. One of them showed a photo of her house in Villavicencio surrounded by plants and animals. It was meaningful because it appealed to curious readers on their personal lives and experiences (Albers & Harste, 2007). Her classmates asked her some questions, for instance "Who do you live with?" "How many animals do you have?" "Do you prefer living in Bogotá or Villavo?" or "How do you say *alberca* in English". Therefore, in the act of reading the world, there was a dialogism (Bakhtin, 1982) in which students interacted and inquired the author.

Some students arrived late since they had to commute a long distance (1hour and 20 minutes). They argued that they did not like to wake up early and requested to start the

session later. We put into consideration this petition with the rest of the group, and we agreed to continue starting at the same time (8:30am).

- **Unit 2**

Table 5 displays the sequence of activities for Unit 2, where the tasks were designed to assist students in feeling more comfortable and confident when approaching written texts by focusing on telling stories based on illustration, prompting students' curiosity and necessity about new vocabulary when expressing their ideas.

Table 5

The sequence of activities for Unit 2

UNIT 2					
By the end of unit 2, students will create a story seen in the illustrations from books by drawing and telling on it.					
Week	TOPICS	LEARNING OUTCOME	LEARNING ACTIVITIES	TOOLS- PLACE	ASSESMET ACTIVITIES
4	Book Illustrations description	Practice the reading selection process by observing.	Teacher presents the books and students take some time to observe them. Then they choose one they like the most and describe the illustrations and create a story based on them.	Books brought by the teacher. Centro Colombo Americano (CCA) Classroom	Write a journal after each session.
5	Storytelling based on illustrations	Create a short story based on illustrations.	Students take some time to observe and choose a book they like the most then describe the illustrations and create a story based on them. Assignment: Go to your near library and choose a book to read next session.	Books from the library CCA Library	
6	Storytelling in the park	Create a short story based on some cues.	Activity 1. A game to study and review the vocabulary related to nature, landscapes, animals among others: Choose a word and an emoji to create a sentence and create a story. Activity 2. Ss describe the illustrations of their books and create a story based on them. Assignment: Go to your near library and choose a book to read next session.	Books students bring. Parque de Los Novios.	
7	Drawing and telling the story	Create a short story by drawing.	Students describe the illustrations of their books and continue with the story by drawing the rest of the events. Then share with their classmates.	Books students bring. Paper, pencils, and color pencils. Universidad Nacional outdoor space.	

In this unit, I shared some books (see Appendix E) and let students choose after observing their favorite one. The illustrations in the books portrayed different stories so the sequence of events fostered some discussions (García,1998). Figure 7 shows an image sequence from a book in which students spent time discussing. There are more than 10 illustrations in the book but these four were the most discussed.

Figure 7

Book 7. Oswaldo the Snail (Candi & Jalil, 2004)



Students expressed their sensations and feelings surrounding this sequence of events (García, 1998). They described the peaceful coexistence among animals and expressed their desire to visit this place. However, this peaceful situation was disrupted when a villain emerged, threatening the peace. The animals had to fight, but ultimately succeeded in the end. Some students perceived the villain as the bird, while others believed it to be the frog.

Base of this sequence (Figure 7), a student created some appealing sketches in the seventh session. Figure 8 shows the student's drawings.

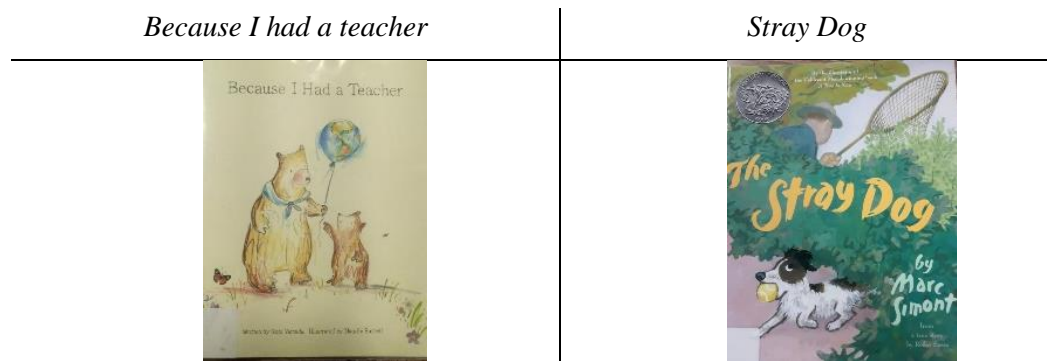
Figure 8*Student's drawings*

This learner considered the main characters, the ladybug, the snail, the frog, and the bird to continue with the story. He described a fight between the bird and the ladybird for defending the snail's honor. Another student commented that these drawings reminded her on a TV program called Teenage Mutant Ninja Turtles. It was an animated series premiered in 1987 and ran for a decade. We laughed during this task. This activity aimed to immerse the students in the author's perspective, encouraging them to consider various voices. So, meaning was created through interaction and dialogue (Bakhtin, 1982) between the reader, classmates, and the author.

In the session fifth, we went to Colombo Library and learners had the chance to choose the book that drew their attention the most (See Appendix F). I invited to look for in children section. They spent around twenty minutes, observing, scanning, analyzing, and choosing one book. The election of books based on the illustrations was strongly associated with visuals that tell stories (Pimenta & Poovaiah, 2010) related to participants' lives. Figure 9 shows two books that told these stories.

Figure 9

Book 2. Because I had a teacher (Yamada, 2017) and Stray Dog (Simont, 2000)



The book featuring a bear (*Because I have a teacher*) held deep significance for a student's dreams. It follows the journey of a bear that perseveres through various challenges while giving valuable lessons. Similarly, a student, dreaming to become a teacher, undergoes some difficulties. I also selected a book, "*The Stray Dog*," connecting with my own life. The story depicts a dog's journey from the streets to finding a loving family. It mirrored my family's adoption of our own beloved dog and our shared experiences. At the end of the session, I invited students to go to their nearest library and practice the selection process of a book.

As a student suggested, we went to Parque de Los Novios to have the sixth session. It is a big park with a lake in the middle. Many people go there to do exercise or have picnics. We did an activity to work on and review natural world vocabulary (See Appendix C). To explain students some vocabulary, we could see the words depicted in the park. For instance, for the word lake, we explained to a student the meaning by showing it since there is a beautiful lake in the middle of the park. Then students created a sentence based on the new

word to compose a story collectively. We finished by reading illustrations of some books and students put into practice some vocabulary studied before.

Students did not bring any book due to a lack of time. Again, I invited students to bring their own books to share. I advised them to go to the nearest library and follow the same procedure (observing, scanning, and choosing one book).

In these stage, two students did not participate in two sessions for working and health issues. They were engaged in all the activities previously. Other two did not continue participating in the next sessions (Unit 3) due to personal issues. None of the students went to a library for the suggested assignment but two students brought a book (see Appendix G) for the eighth session, Unit 3. And they brought some food to share with their classmates.

- **Unit 3**

Table 6 shows the sequence of the final unit. The last tasks were designed to help students develop more interest in reading books by initiating and completing the reading process within a single session.

Table 6

The sequence of activities for Unit 3

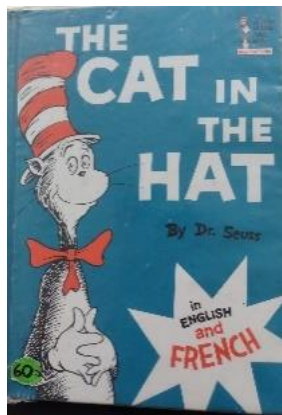
UNIT 3					
By the end of unit 3, students will apply the reading process to select, read and share their own books.					
Week	TOPICS	LEARNING OUTCOME	LEARNING ACTIVITIES	TOOLS- PLACE	ASSESSMENT ACTIVITIES
8	Storytelling based on illustrations	Create a short story by taking photos.	Students describe the illustrations of their books and continue with the story by taking photos of the rest of the events. Then share with their classmates.	Books students bring. Universidad Nacional de Colombia outdoor space.	Write a journal after each session.
9	Storytelling based on illustrations	Compare hypothesis with the real story.	Students describe the illustrations of their books and continue with the story by drawing or talking about the rest of the events. Then share with their classmates, comparing their ideas about the story (hypothesis) and the real story	Francisco José de Caldas Public Library.	

Two students participated in the last two sessions. A student proposed to take photos to create a story. Unfortunately, we could not do this due to bad weather conditions. So, students shared and chose a book to read the illustrations first and then read it completely. This activity took one hour and half and at the end they shared what the story was about.

Figure 10 shows an interesting book shared by a student (See books students brought in Appendix G). He borrowed it from the foreign language library at Universidad Nacional de Colombia.

Figure 10

Book 1. The Cat in the Hat (Dr. Seuss, 2022)



This book met the given criteria, including illustrations that drew students' attention, told stories, and prompted different interpretations. Therefore, this student succeeded in applying the reading process from the beginning when choosing a book. During the eighth session, students followed the same procedure and read the book entirely. This time, our focus was on comparing students' hypotheses about the story with the written text.

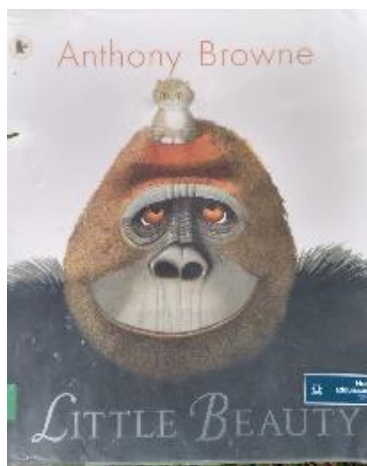
A remarkable moment occurred when a student identified the meaning of certain words by observing the illustrations. He realized he did not always need to rely on the dictionary to understand new words.

Last session, a student and I visited the Francisco José de Caldas Public Library to repeat the process from previous sessions: observing, analyzing, selecting, interpreting illustrations, crafting a story inspired by the images, reading, and then discussing and comparing the students' hypotheses with the written text.

Figure 11 shows a book that the student chose (See books students chose at the library in Appendix F). It is *Little Beauty*. It is about a Gorilla who feels sad because he does not have any friends. This Gorilla encountered a Cat called Beauty, who is willing to be Gorilla's friend.

Figure 11

Book 5. Little Beauty (Browne, 2009)



After completing the reading process, the student went further by initiating discussions about potential themes. He mentioned that depression is a significant theme portrayed in the book, highlighting how the author elaborates on the symptoms and the importance of relationships in human lives.

This conversation was surprising as it led me to recognize the potential for an additional phase in the reading process, specifically aimed at fostering more profound critical thinking rooted in the written text.

At the end of the session, the student expressed his gratitude and were willing to continue participating in more sessions. He registered to the library and borrowed two books.

After conducting the workshops, I reflect on the interest development during the whole sessions considering the activities, behaviors, and comments.

3.3 Reading in adults using the Four-Phase of Interest Development and Situational Interest

I aimed to stimulate English reading interest among adult learners during the workshops through situational interest. This situational interest “refers to information that is of temporary value, environmentally activated, and context-specific” (Schraw & Lehman (2001, p.28). Therefore I offered a space where students could choose meaningful information, tasks, texts, and experiences since situational interest can be shaped (Schraw et al., 2001). I describe how I used Schraw’s suggestions (Schraw et al., 2001) to increase students’ interest in reading in each unit of the workshops while I examine these units (See Appendix C) through the lens of The Four-Phase model of interest Development (Hidi & Renninger, 2006). Table 7 shows the units from the workshops align with The Four-Phase model of interest Development theory. According to this, I present each stage describing the Situational Interest recommendations adopted and observing the process of developing interest.

Table 7*The Four-Phase model of Interest Development in the workshops.*

	Stage 1	Stage 2	Stage 3
Units/goal	Unit 1. Students will describe a painting or picture using vocabulary related to the natural world including nature, animals, and landscapes.	Unit 2. Students will create a story seen in the illustrations from books by drawing and telling on it.	Unit 3. Students will apply the reading process to select, read and share their own books.
The Four-Phase model of interest Development	Triggered Situational Interest	Transition from Triggered Situational Interest to Maintained Situational Interest	Transition from Maintained Situational Interest to Emerging Individual Interest

- **Stage1**

In this stage, my focus was on triggering situational interest by engaging with Task, Text, and Knowledge-Based interests (Schraw & Lehman, 2001). In this triggered situational interest phase students are exposed to stimuli that spark their curiosity. To achieve this, I implemented the following task-based strategy: I started by giving instructional cues that aimed to read images instead of a written text. So, students were surprised when they were told that they were going to read some images seen in paintings because the objective changed. Then I replaced the typical texts (usually utilized for English language learning in class) with books featuring captivating illustrations which was a trigger to stimulate students' curiosity, targeting visual narratives. After that, I encouraged students to read the illustration from the books prior to the written text. I aimed to change the approach readers take toward reading, recognizing that this shift can foster interest. Reading

illustrations led students to feel more comfortable before reading written text as students realized that they could identify meaning of words by observing the illustrations.

In terms of Text-based Interest, I considered two significant aspects of books: Seductiveness and Vividness (Schraw & Lehman, 2001). Seductiveness allowed students the opportunity to create stories based on the illustrations (visual narratives), generating intrigue about the author's intended expression, thereby making the material and activity captivating. Conversely, in Vividness, the selected books contained “rich imagery, suspense, provocative information that surprises the reader, and engaging themes” (Schraw et al., 2001, p. 220). Students encountered provocative illustrations that they used to craft compelling narratives that were later compared with the actual stories, surprising them.

Regarding to Knowledge-based interest, prior knowledge played a significant role in designing the activities and selecting books. This encompassed linguistic factors, memories, and emotional backgrounds. Students reinforced grammatical structures, such as the present continuous and simple tenses, while recalling their past trips and their emotions, getting from their personal experiences.

Overall, the first stage was devoted to stimulating curiosity mainly. Igniting reading interest was the initial step to the development of the process. I observed that students were committed in this stage since they participated in all sessions despite commuting long distances and getting up early, and they were willing to tell stories by reading visual narratives.

- **Stage 2**

The aim of this stage was to transition from the Triggered Situational phase to the Maintained Situational Interest. We continued exploring illustrations in books, visiting the

Colombo Library where students were presented with meaningful choices (Schraw et al., 2001). The library offered a wide range of books with astonishing illustrations suitable for different English proficiency levels. To further engage students in the reading process, they began selecting their own books through observation, scanning, and choosing their favorites. During this selection, they practiced selecting books with visual narratives related to their backgrounds such as emotions, aspirations, and knowledge, investing effort into understanding (Schraw & Lehman, 2001) the reading process proposed. An example of this was when a student chose the book *Because I had a teacher* whose story resonated strongly with her dreams of becoming a teacher.

Consequently, I observed that the interest was sustained among the students. Although a few faced personal challenges (such as health or work-related inconveniences) that limited their participation, they did not demonstrate a decrease in their interest in the reading process as evidenced by bringing their books (two of them) and going to the park (all of them).

- **Stage 3**

In this stage, two students maintained their interest in English reading by exploring entire books, proposing a place to meet, and sharing some food. They followed a complete process that included visiting the library to choose a book, going to a park or library, bringing their book, reading it, sharing with their classmates, and then comparing it with their initial hypotheses.

Setting goals is pivotal (Schraw et al., 2001). These two students set their own goals when participating in the reading activity. These goals, such as learning vocabulary or improving their speaking skills, were meaningful, as evidenced by their continued

participation in the sessions, bringing their own books; also, a student proposed to meet at Francisco José de Caldas Public Library.

I could observe that there was a kind of transition from Maintained Situational Interest to Emerging Individual. One student formed a more personal connection with the reading process in which he integrated into their sense of self (Schraw & Lehman, 2001). After three months of conducting the workshops, this student said that “I feel more comfortable reading in English. I realized that I didn’t need to check in the dictionary all vocabulary. I wasted a lot of time. I like reading more now. I try to visit the library twice a month at least because I’m registered”. By the end of the sessions, he had read three short books with illustrations, which made him glad.

In conclusion, educators should use different strategies and sources to increase situational interest in their students. Making changes was pivotal to spark my students’ interest. Also, observing and considering students’ process and ideas could contribute to sustain their interest. Nonetheless, they faced personal difficulties participating that could decrease their interest. In this case, my students stated that they liked the reading process proposed but they felt a bit sad because they could have taken better advantage of the sessions.

SUMMARY

In the pedagogical proposal, I presented the needs analysis, followed by a description of how I planned and implemented activities in the nine workshops. Afterward, I discussed some pedagogical implications based on The Four-Phase Model of Interest Development.

Based on the interview results and learners' motivations, I concluded that they do not perceive themselves as avid readers because they find English reading challenging and frustrating, mainly due to unfamiliar vocabulary. Consequently, reading is not considered a significant activity to foster their skills. However, they express a willingness to gain confidence in reading. They believe that integrating reading into their lives can contribute to achieving their goals. Therefore, learners' needs include improving their English proficiency, succeeding in an international exam, integrating reading into their lives, having more reading opportunities, and feeling more comfortable in the act of reading.

Considering these needs, the pedagogical approach, drawing inspiration from Grundy and Ortiz's visions, promoted free and voluntary participation. The roles of both the teacher and learners encouraged a transformation, with active engagement in learning and knowledge-sharing. Additionally, there was constant reflection on comments and activities. Setting objectives was crucial for developing the workshops, considering the learners' desire to choose their own books. The sessions were conducted in both indoor and outdoor settings, facilitating active interaction among learners as they crafted and shared their stories, experiences, and ideas. The selected sources, including paintings and books, met the criteria for engaging participants. These sources captured attention through drawings, created various sensations, stimulated imagination, and depicted the natural world. Books with narratives offering different perspectives provided material for discussion, portraying diverse feelings, sounds, smells, and sequences of events.

The Four-Phase Model of Interest Development theory manifested during the nine sessions. The Triggered Situation Interest stage proved to be the most crucial, sparking learners' interest with a focus on Task, Text, and Knowledge-Based interests. The instructional guide was modified, and learners began by examining paintings before starting the reading selections. Engaging with captivating illustrations, learners explored various stories, sensations, and feelings, fostering imagination, suspense, and surprise. In this stage, learners stimulated their curiosity. During the

Maintained Situational Interest stage, learners practiced selecting books by visiting the library and choosing based on illustrations. Learners chose books linked to their emotions, aspirations, and knowledge. Some participants sustained interest in this stage, reading entire books and independently visiting libraries. In the Emerging Individual stage, one learner demonstrated a more personal connection with the reading process. He registered at his nearest library and now engages in regular reading, expressing his comfort during the act of reading.

4. Outcomes

Our time in the workshops was enjoyable overall. We encountered both positive aspects worth highlighting and challenging situations that limited students' participations. Also, some of the students' needs and goals were addressed. The most important was reading opportunities. I reflect on students and teacher' roles lastly. I present these aspects and situations as follows.

4.1 Positive aspects from students' perspective

My students expressed their gratitude for having the opportunity to practice their English skills. They were glad that a teacher created this community. Some of their overall comments during the workshops collected from the journals and comments were: "It's great. There is a space to develop my English skills." "It's free." "We can go to different places such as parks or libraries." "I can improve my speaking and learn new vocabulary." "Although I did not participate in all the sessions, I enjoyed the reading activities, especially when we went to the park." And "I like art."

Students' emotional and academic needs addressed during the sessions include:

- **Reading as part of Self**

Before starting to conduct the sessions, students wanted to include English reading in their lives and increase interest in reading. Only one student could achieve this goal. He mentioned he borrowed English books and read twice a month after four months of finishing

the workshops. So, he implemented the reading selection strategy successfully (overall outcome of the workshops). He continued borrowed books from the children section. In my opinion, this student could accomplish reading more because he likes learning English deeply, had strong motivations and he learned a reading process that fitted his interests. Therefore, making changing in approaching English reading was significant to spark his interest.

- **Reading opportunities**

Students wanted to practice more reading to have more options when studying English despite the lack of time. They preferred watching movies or videos, listening to music, or spending time in social media to improve their skills. They stated that this was a great space where they had the chance of learning how to read in English. Also, they recognized that lacking time was an excuse to avoid reading. They said that anyone can read a book in around one hour and learn a new word.

- **Emotional Well-being**

In this regard, students aimed to feel more comfortable and confident when encountering written texts. This concern was effectively addressed. Despite the majority not regularly including English reading into their lives, they successfully adopted a new strategy for approaching English books. They noted that reading illustrations helped boost their confidence before engaging with written texts, as they could comprehend more by observing the images. And it is not necessary to spend a lot of time searching in the dictionary.

- **Academic needs**

Students aimed to enhance their English proficiency to fulfill both their professional and personal goals, such as excelling in their jobs or studies that required reading

proficiency. This drove their active participation. During the sessions, they established individual objectives, including the improvement of their vocabulary and speaking skills. Hence, they felt the sensation of acquiring substantial vocabulary by narrating stories based on illustrations and practicing their speaking abilities. However, they did not perceive significant progress in the speaking skill. They stated that more time is required to do so. Lastly, they did not feel prepared to take an international exam, but they do feel prepared to handle an English text better. I agreed with this point since none of the activities were designed to address this issue.

4.2 Challenging aspects from students' perspective

Challenging situations were part of the sessions. Being on time was difficult for two students due to commuting a long distance. They asked to start the sessions earlier since they did not fancy to get up early on weekends. They agreed to start at 8:30 am, though. Other two participants could not attend to some sessions because they were sick, had to work on Saturdays or due to personal issues. It seems that students' autonomy and interest level were challenged because only one student participated in the last session, two of them did not attend the last four sessions and one in the last three sessions. Lastly, not bringing their own books when assigning the task evidenced somewhat a lack of interest.

These challenges led me to consider promoting reading within an English class, as this environment is predetermined. Certain rules, such as specific times and dates for participation, have been established. Nonetheless, it is crucial to consider students' perspectives and opinions to create a community that fosters a sense of freedom to help sustain interest.

4.3 Positive aspects from teacher's perspective

Based on my observations, notes, and perceptions, I can conclude that: Students seemed to create a sense of belonging since they expressed being included and supported in the learning process. They shared common interests, experiences, goals, even food. Also, they seemed engaged in drawing and crafting stories based on the images. These activities brought special memories to students such as a childhood tv program and time spending with their beloved ones in the past. Moreover, they felt more confident and freer about expressing their ideas. Two students brought their own books and were willing to share them. This was evidence of the creation of an informal learning community where students could practice English feeling comfortable and secure (Grundy, 1991), which could increase students' interest.

4.4 Challenging aspects from teacher's perspective

As I planned the pedagogical proposal, I overlooked certain inconveniences. I identified the following issues: a) Most of the students could not find similar books to the ones I presented. b) When students found similar books, these books were in libraries located far from students' homes. c) They had to pay a fee to borrow books from the Colombo Library. d) The Language Library at Universidad Nacional de Colombia remains closed on Saturdays. Although other libraries are open, they lack books with illustrations.

The absence of books with illustrations is a challenge for adults attempting to engage more in this activity. Educators encountered the same issue when teaching adults. As a solution, educators could explore digital and public libraries, while in my case, I purchased all the books I presented to my students.

4.5 Students and teacher's learnings outcomes

In general, students learned a different approach to English reading. They were surprised about taking too much time reading a book completely. Reading illustrations helped them practice English which was their primary motivation. The drawing activity was notable for students who did not like drawing much since they enjoyed it explaining and interpreting their works, also using grammar structures and new vocabulary. They had a sense of accomplishment when finishing reading a whole book and felt amazed by discovering similarities between their version of the story based on the illustrations and the real story.

In term of teaching performance, I could elaborate on a pedagogical proposal without any restriction of school or language centers rules including curriculum. I felt motivated to have a different role because I chose a book and told a story based on the illustrations as well. I was an active participant who assisted the other participants to learn a new reading approach and could share my love for English reading.

Reflection on the praxis when using the theory was significant to make the necessary changes during the sessions. I changed the places to carry out some sessions (parks and libraries) and included an activity proposed by a student in which they took some photos, although it could be done. Therefore, the students and I planned the pedagogical proposal starting from the goals, considering our interests and motivations.

Now, I believe that interest can be sparked by creating and encountering opportunities individually or collectively. Educators should prompt these opportunities and students should be actively involved in the creation of these opportunities. So, students could ignite their interest in learning processes.

5. Conclusions

To stimulate English reading in Colombian adult EFL learners, considering the Four-Phase Model of Interest Development helped me create opportunities for learners and myself. Learners and I developed a learning experience that integrates learners' ideas, perceptions, goals, experiences, knowledge, our curiosity, along with my willingness to share my love of English reading. In this learning process of a new reading approach, students were not alone with the text, but accompanied by the teacher, peers, visual narratives, natural surroundings, among others. Such a reading process may spark initial interest and sustain adult readers' engagement.

Using the Four-Phase Model of Interest Development led the search for different texts, tasks, and knowledge to implement. In this manner, encountering visual narratives as a trigger played an essential role in igniting curiosity among adult learners. Having a different approach for the initial encounter with a text contributed to triggering adults' interest. Alongside visual narratives, other elements contributed to preparing the strategy that aligned with the visual narrative triggering source. This included incorporating perspectives from Freire, Ricoeur, Bathin, Grundy, and Ortiz, which brought important benefits such as understanding learners' needs and addressing them more effectively. Considering all the aspects above, this study was guided by the flexible path of Jolly and Bolitho (2011), which aligns to constructivism vision to establish the instructions and materials for the workshops.

After reflecting on the outcomes, I concluded that this study was a rewarding learning experience for both learners and me. The significance of this proposal lies in

elucidating the developmental process that took place during the creation of the sessions, rather than emphasizing the result. The process of creating the proposal, with the aim of fostering reading in adults, was significant. As Jolly and Bolitho (2011) stated, a path or route to design effective instructions and materials should be dynamic and flexible. This aligns with Grundy's vision of maintaining constant reflection on praxis, leading me to reflect on how the theory related to practice and make necessary changes throughout the sessions, including altering locations and listening to learners' ideas regarding various activities. This consideration involves accounting for backgrounds, unexpected situations, and changes in motivations. Considering all the above learners understand and practice a new approach of reading books in English, experimenting a feeling of accomplishment as they mentioned during the sessions.

5.1 Limitations and Future Research

Challenges arose during the process, all of which were linked to the structure of the workshops. Due to the flexibility in participation, some learners discontinued their involvement due to personal issues such as arriving late, having lengthy commutes or other type of personal difficulties. Unfortunately, they did not try to continue participating, leading to what I perceived as a decrease in motivation, yet not in the reading process. The participation issue can be seen as a primary limitation since I could not observe some students' interest reading development to establish changes or other strategies.

Another limitation could be related to the lack of additional feedback mechanisms for continuous improvement. Apart from journals and observations, regular surveys could enhance insights into learners' responses, enabling better-informed adjustments and

ensuring continuous improvement over time. However, considering the number of sessions and students' attendance, conducting surveys may not be helpful for this study.

Therefore, future studies could benefit from investigating in a formal and structured class when educators can monitor better their students' responses. In this way, completing all the stages from the methodological path by Jolly and Bolitho (2011), including physical production, use and evaluation may help educators propose a new learning-centered approach for designing instructions and materials that may not be driven by syllabus specifications and/or curriculums.

Moreover, I did not have to adhere to syllabus specifications or curriculums from a school or a language center. Instead, I aligned with Curriculum as Praxis by Grundy (1991) and Constructivism as a teaching method by Ortiz (2015) as part of the pedagogical approach to design the instructions and materials, including goals. I used a different reading perspective and visual narratives to trigger learners' interest. All of the above was done to plan the pedagogical proposal. Subsequently, the study primarily focused on two key stakeholders: the learners and the educator, which is a limitation in terms of considering broader social factors. In this regard, a more comprehensive social perspective could be incorporated for future research, considering additional stakeholders such as other educators, principals, families, and other factors like political, institutional, and cultural regulations, or other learning aspects like reading in Spanish or learners' autonomy that influence the educational context in formal and structured classes.

This social perspective can reach relevant insights when the sayings and doings in a formal educational context are analyzed, leading to significant reflections on praxis. Since I did not follow any specific guidelines given by an institution and the workshops were

delivered in different settings, I could not observe praxis from the experience and intersubjective relationships in a more structured educational context, which can help agents reconfigure pedagogical practices.

Regarding reading in Spanish, future studies could benefit from contrasting motivations and interests in reading in the first language with motivations and interests in reading in English, considering visual narratives. These insights may lead to transformative pedagogical practices, as students' perceptions and attitudes toward reading in Spanish are different.

Finally, since learners set their own goals and proposed some activities, learners' autonomy can be a significant topic. Implications for establishing a learner-centered approach in the design of instructions and materials may be a relevant insight when engaging in autonomy.

5.2 Recommendations

Integrating the Four-Phase Model of Interest Development into a pedagogical proposal could provide a structured and responsive framework that considers the dynamic nature of learners' interests. It helps educators create a more engaging, adaptive, and effective learning experience tailored to the diverse needs of their students.

To use the Four-Phase Model of Interest Development and situational interest effectively, it is recommended to provide professional development opportunities for educators to deepen their understanding of the model and its application, as I have done. Workshops, training sessions, resources and examples can empower educators to effectively implement and integrate the model into their teaching practices. In this way, educators can

establish the best tasks, assignments, and material to tailor their pedagogical approach to align with each phase.

The importance of continuously monitoring learners' interest lies in developing changes that will effectively enhance the creation of an engaging environment. In essence, as the model underscores the dynamic nature of interest development, it encourages educators to adapt their strategies based on learners' responses, thus ensuring an engaging learning environment.

Additionally, students setting their own goals is an essential starting point in the triggering stage, as their goals are strongly linked to their motivations and aspirations, which can enhance their interest. Consequently, tasks and materials must also strongly relate to their dreams and motivation.

Another crucial point to consider when establishing an informal learning environment is resource allocation, including setting aside consistent time slots and providing suitable spaces for learners at the beginning of sessions. These factors can facilitate the successful execution of the proposed pedagogical approach, including attendance.

Lastly, visual narratives encompass a variety of sources. Not only can paintings serve as a starting point to trigger interest, but also murals, illustrations in comics, or advertisements, which meet the criteria of being *seductive* and *vividness*. The most important consideration is identifying which material or task triggered and sustained learners' interest.

6. Appendices

Appendix A: Group Interview Questions

Appendix B: Consent Form

Appendix C: Workshop Units Plan

Appendix D: Paintings

Appendix E: English Books

Appendix F: English Books selected by students at the library

Appendix G: English Books students brought and shared

Appendix A. Group Interview Questions

1) Do you like reading in English outside the classroom?
2) If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other. You can choose more than one option.
3) If yes, what do you enjoy reading? a) stories b) articles c) books d) social media content e) other You can choose more than one option.
4) How often do you read in English in your free time?

ANSWERS

Six students answered the questions. They will be named by a number, student 1, student 2, student 3 and so on. Students had the chance to say more about each question. The extra comments are presented in each of the questions. And they switched from English and Spanish frequently.

1) Do you like reading in English outside the classroom?

# STUDENTS' CHOICE	ANSWERS
3	Yes, I do. Somewhat
3	No, I don't but I like reading in Spanish.
Other comments	Student 1: "The thing is I don't know how to choose a book and what it is the appropriate according to my level."

2) If not, why? Some options were given including a) limited vocabulary b) boring topics c) unfamiliar topics d) make me feel anxious e) Other. You can choose more than one option.

# STUDENTS' CHOICE	ANSWERS
4	a) limited vocabulary
2	c) unfamiliar topics
1	b) boring topics
1	d) make me feel anxious
0	e) Other.
Other comments	Student 4: "yo me frustró porque no entiendo nada entonces no leo, leo es en español." "I get frustrated because I don't understand anything, so I avoid reading. I read in Spanish." (translated by the author) Student 1 and 2 agreed with their classmate.

3) If yes, what do you enjoy reading? a) stories b) articles c) books d) social media content e) other

# STUDENTS' CHOICE	ANSWERS
3	d) social media content
2	a) stories
1	b) articles
0	c) books
1	e) other
Other comments	<p>Student 1: "I read comment from videos and watch videos with English subtitles".</p> <p>Student 4: "más que todo como entretenimiento."</p> <p>"I read only to be entertained". (this student said that she doesn't like to read in english)</p> <p>Student 1: "Hago lectura autónoma para aprender nuevo vocabulario."</p> <p>"I read because I need to learn new vocabulary."(translated by the author).</p> <p>Student 5: "leo sólo los artículos que me piden para las clases."</p> <p>"I read only articles in English because it is part of my assignment." (translated by the author).</p> <p>Student 6: "Yo leo comics or mangas on Webtoon, pero la lectura a veces se torna difícil porque hay que usar mucho el diccionario para entender qué significa cada palabra, la frase o lo que se quiere decir."</p> <p>"I enjoyed reading comics or Mangas on Webtoon; however, it is not easy because of the amount of unknown vocabulary, the frequent use of dictionary and uncomprehensive texts." (translated by the author)</p>

4) How often do you read in English in your free time?

# STUDENTS	ANSWERS
3	Once or twice a month (When I could)
2	Never
1	Every week.
Other comments	<p>Student 4: "I read in English when I participated in the AmCham program and no more."</p> <p>Student 5: "I have to read an article every week for my psychology class."</p>

Appendix B: Consent Form

Title of Investigation: Visual narrative: Pedagogical proposal to stimulate reading in Colombian adult EFL learners using The Four-Phase Model of Interest Development

Investigator: Caterine Quilismal

You are being asked to participate in a research investigation. This form explains the purpose of the investigation and what will be expected of you as a participant. Please, read this form carefully and ask any questions you may have before agreeing to participate.

Purpose of the Investigation:

The purpose of this investigation is to discover any relationship between pedagogical encouragement towards reading through visual art as illustrated stories or paintings, and recognition of interest in learning in the English classroom.

Procedures:

If you agree to participate, you will be asked to go to Colombo branch: Cl. 98 #17-32, Localidad de Chapinero or Universidad Nacional de Colombia, every Saturday from March 25th to June 3rd from 8:30 am to 10:30 am and do different activities during the workshops such as writing, reading, speaking, drawing, among others.

Saturdays:

April: 1st, 15th, 22nd, 29th

May: 6th, 13th, 20th, 27th

Jun: 3rd

Benefits of Participation:

There are direct benefits to you for participating in this investigation, including fostering your English skills and the advancement of knowledge in interest in English reading. Also, there is no cost associated with participating in the sessions.

Risks and Discomforts:

There are no known risks associated with participating in this investigation. However, some participants may experience discomfort or inconvenience during the sessions and while asked to perform some of the activities. In those cases, you are free to express your difficulties at any time.

Confidentiality:

All information collected during the investigation will be kept strictly confidential. No personal identifying information will be included in any publication or presentation of the research results.

Voluntary Participation:

Your participation in this investigation is voluntary. You have the right to refuse to participate, to skip any questions, or to withdraw from the investigation at any time without penalty.

Contact Information:

If you have any questions or concerns about the investigation, you may contact the investigator at cell phone number: 311 2556925 or e-mail address: acquilismalp@unal.edu.co

Consent:

I have read and understand the information provided in this consent form. I agree to participate in the investigation and comprehend that my participation is voluntary.

Participant's signature: _____

Printed name of participant: _____

ID number: _____

Date: 21/03/2023

Appendix C: Workshop Units Plan

Overall learning outcome: students will implement a strategy to choose and read their own books following some steps by the end of the workshops.

T: teacher

Ss: Students

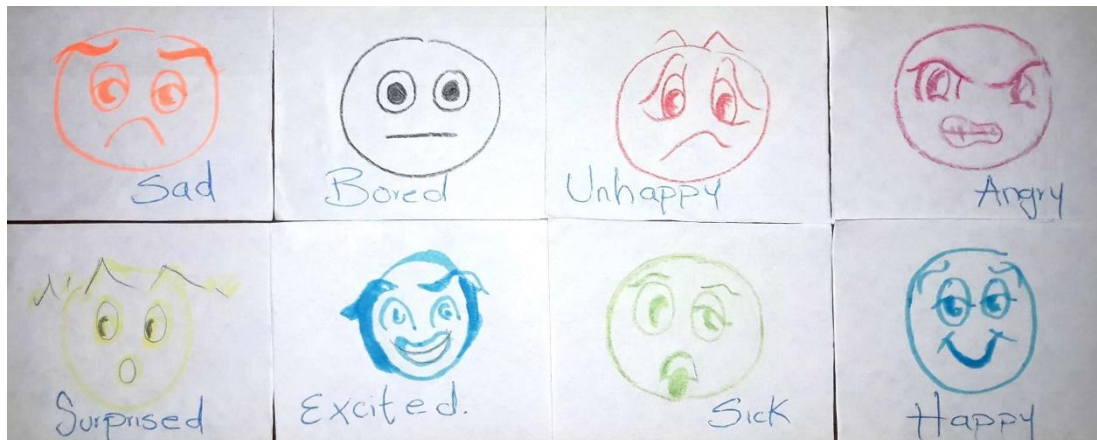
UNIT 1					
By the end of unit 1, students will describe a painting or picture using vocabulary related to the natural world including nature, animals, and landscapes.					
Week	TOPICS	LEARNING OUTCOME	LEARNING ACTIVITIES	TOOLS- PLACE	ASSESSMENT ACTIVITIES
1	Reading habits, goals, and preferences	Get to know each other. Identify habits, goals, and preferences and their classmates'.	Activity 1. Students write three sentences. Two true and one false. Then have a conversation and try to guess the false one. Activity 2. Students draw their goals and explain how learning English can help them to achieve their goals. Ss exchange their drawing and their partners are going to guess.	Paper and color pencils Centro Colombo Americano Classroom	Write a journal after each session.
2	Visual Literacy: Paintings description	Identify vocabulary related to the following topic: natural world: nature, animals, and landscapes.	Using present continuous and there is/are, students describe the paintings. T will encourage Ss to use the question: How do you say _____ in English? Assignment: bring photos taken in different places considering animals, landscapes, nature, fruits, people.	Computer and Tv screen CCA Classroom	
3	Visual Literacy: Picture description	Use vocabulary related to the following topics: nature, animals, Landscapes	Teacher asks students the following questions: Which places in Colombia have you visited? What is your favorite photo? Students show photos of their travels considering pictures that you can see animals, landscapes, fruits, people like peasants, farmers, country people. Students tell their classmates about the photos using new vocabulary.	Computer and Tv screen CCA Classroom	
UNIT 2					
By the end of unit 2, students will create a story seen in the illustrations from books by drawing and telling on it.					

4	Book Illustrations description	Practice the reading selection process by observing.	Teacher presents the books and Students take some time to observe them. Then they choose one they like the most and describe the illustrations and create a story based on them.	CCA Classroom Books brought by the teacher	Write a journal after each session.
5	Storytelling based on illustrations	Create a short story	Ss take some time to observe and choose a book they like the most. Ss describe the illustrations and create a story based on them. Assignment: Go to your near library and choose a book to read next session.	Books from the library CCA Library	
6	Storytelling in the park	Create a short story based on some words.	Activity 1. A game to study and review the vocabulary related to nature, landscapes, animals among others: Choose a word and an emoji to create a sentence and create a story. Activity 2. Ss describe the illustrations of their books and create a story based on them. Assignment: Go to your near library and choose a book to read next session.	Books students bring. Parque de los Novios.	
7	Drawing and telling the story	Create a short story by drawing.	Students describe the illustrations of their books and continue with the story by drawing the rest of the events. Then share with their classmates.	Books students bring. Paper, pencils, and color pencils. Universidad Nacional de Colombia outdoor space.	
UNIT 3					
By the end of unit 3, students will apply the reading process to select, read and share their own books					
8	Storytelling based on illustrations	Create a short story by taking photos.	Ss describe the illustrations of their books and continue with the story by taking photos of the rest of the events. Then share with their classmates.	Books students bring. Universidad Nacional de Colombia outdoor space.	Write a journal after each session.
9	Storytelling based on illustrations	Compare hypothesis with the real story.	Ss describe the illustrations of their books and continue with the story by drawing the rest of the events. Then share with their classmates, comparing their ideas about the story (hypothesis) and the real story.	Francisco José de Caldas Public Library.	





Unit 2- Session 6 Vocabulary activity prompts:

BEACH	OCEAN	MOON	RIVER	SEA	SAND
TREES	MOUNTAIN	CLOUDS	LAKE	WATERFALL	INSECTS
FLOWER	SKY	LANDSCAPE	SUN	GRASS	VOLCANO
RAINFOREST	DESERT	HILL	ISLAND	BENCH	STUNNING
PLANTS	STARTS	CAVE	BIRD	ROCK	CAPTIVATING

Unit 2- Session 6 Emojis prompts:



Appendix D: Paintings

N°	Paintings	Author- Colombian painters
1		Carlos Bermudes
2		Carlos Quiñones
3		Jorge Marín Pinto
4		Jorge Marín Pinto

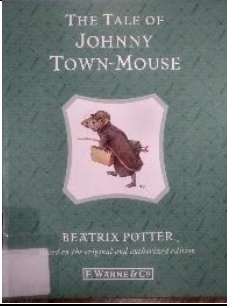

5		Jorge Marín Pinto
6		Jorge Valderrama

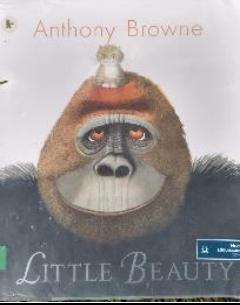
Appendix E: English Books

N°	Books	Author
1		Horacio Quiroga Sandra La Porta
2		Dick Gackenbach
3		Albert E. Gamos
4		Yukie Kadoyama Illustrations by Kyo Kamiya

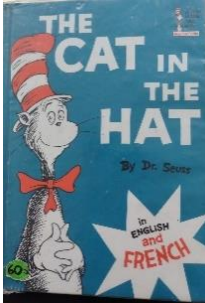
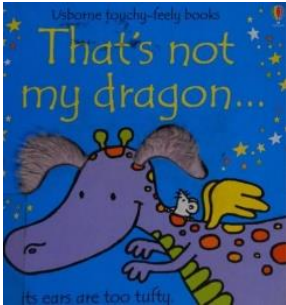
5		Dianne Snyder Illustrations by Allen Say
6		Deng Meiling Zhang Shiming
7		Nestor Candi Oswaldo Jalil
8		Martina Selway

Appendix F: English Books selected by students at the library

N°	Book	Author
1		Beatrix Potter
2		Kobi Yamada
3		Jon Scieszka
4		Catherine Rayner

5		Anthony Browne
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Appendix G: English Books students brought and shared

N°	Books	Author
1		Dr. Seuss
2		Fiona Watt

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