



autor: Ludwig Santana
título:
año:

A Tailored Approach: Contributions of a Teacher-Made EFL Book to Second Graders' Vocabulary Acquisition in a Primary School



Volumen 9 N.º 60
enero – junio de 2026
ISSN: 0122-4328
ISSN-E: 2619-6069
e23020

Uma abordagem
personalizada:
contribuições de um
livro de inglês como
língua estrangeira
(EFL) elaborado
por docentes
para a aquisição
de vocabulário
de estudantes do
segundo ano do
ensino fundamental

Un enfoque
personalizado:
contribuciones de un
libro de inglés como
lengua extranjera
(EFL) elaborado por
docentes para la
adquisición de
vocabulario en
estudiantes de
educación primaria

Lina Tatiana Pérez Espinoza*  

Paola Julie Aguilar-Cruz**  

Date of receipt: 01-04-2025

Date of approval: 03-08-2026

HOW TO CITE

Pérez Espinoza, L. T. & Aguilar-Cruz, P. J. (2026). A Tailored Approach: Contributions of a Teacher-Made EFL Book to Second Graders' Vocabulary Acquisition in a Primary School. *Nodos y Nudos*, 9(60), e23020. <https://doi.org/10.17227/nyn.vol9.num60-23020>

* Licenciatura en lenguas extranjeras con énfasis en inglés. Universidad de la Amazonia. linat.perez@udla.edu.co

** Maestría en Educación. Universidad de la Amazonia e Institución Educativa Jorge Eliécer Gaitán. pa.aguilar@udla.edu.co





Volumen 9 N.º 60
 enero - junio de 2026
 ISSN: 0122-4328
 ISSN-E: 2619-6069
 e23020

ABSTRACT

This action research study explores the contributions of a teacher-made EFL book on fostering vocabulary acquisition among second graders at Institución Educativa Jorge Eliécer Gaitán, a state-funded primary school in Florencia, Caquetá, Colombia. The research focused on a group of 32 students aged 5 to 7 with limited English proficiency. Using a qualitative approach, data were collected through surveys, interviews, and students' artifacts to assess the book's effectiveness. Findings revealed that effective activity design and engaging text details significantly enhanced vocabulary learning. Additionally, the book boosted students' motivation and engagement in reading, fostering intrinsic interest and sustained participation. These outcomes emerged as complementary findings that supported the vocabulary learning process. Overall, the results highlight the importance of tailoring educational materials to meet learners' needs, emphasizing their role in improving vocabulary acquisition and motivation in EFL contexts. The study underscores the potential of teacher-developed resources to address specific challenges in language learning.

Keywords: English as a Foreign Language (EFL) learning; materials development; vocabulary development; primary school

RESUMO

Este estudo de pesquisa-ação explora as contribuições de um livro de Inglês como língua estrangeira (EFL) elaborado por docentes para promover a aquisição de vocabulário entre estudantes do segundo ano do ensino fundamental da Institución Educativa Jorge Eliécer Gaitán, uma escola pública localizada em Florencia, Caquetá, Colômbia. A pesquisa concentrou-se em um grupo de 32 estudantes com idades entre 5 e 7 anos, com proficiência limitada em língua inglesa. Utilizando uma abordagem qualitativa, os dados foram coletados por meio de questionários, entrevistas e produções dos estudantes, a fim de avaliar a eficácia do livro. Os resultados revelaram que o desenho eficaz das atividades e os detalhes envolventes dos textos contribuíram significativamente para a aprendizagem de vocabulário. Além disso, o livro aumentou a motivação e o engajamento dos estudantes na leitura, promovendo interesse intrínseco e participação contínua. Esses resultados surgiram como achados complementares que favoreceram o processo de aprendizagem de vocabulário. De modo geral, os resultados destacam a importância de adaptar os materiais didáticos às necessidades dos aprendizes, enfatizando seu papel na melhoria da aquisição de vocabulário e da motivação em contextos de ensino de inglês como língua estrangeira. O estudo ressalta o potencial de recursos desenvolvidos por professores para enfrentar desafios específicos da aprendizagem de línguas.

Palavras-chave: inglês como língua estrangeira (EFL); aprendizagem; desenvolvimento de materiais didáticos; aquisição de vocabulário; ensino fundamental

RESUMEN

Este estudio de acción investigativa explora las contribuciones de un libro EFL diseñado por docentes para fomentar la adquisición de vocabulario entre estudiantes de segundo grado en la Institución Educativa Jorge Eliécer Gaitán, una escuela primaria estatal en Florencia, Caquetá, Colombia. La investigación se centró en un grupo de 32 estudiantes de entre 5 y 7 años con habilidades limitadas en inglés. Mediante un enfoque cualitativo, se recopilaron datos a través de encuestas, entrevistas y artefactos de los estudiantes para evaluar la efectividad del libro. Los resultados mostraron que un diseño efectivo de actividades y los detalles atractivos del texto mejoraron significativamente el aprendizaje de vocabulario. Además, el libro aumentó la motivación y el compromiso de los estudiantes con la lectura, fomentando el interés intrínseco y la participación sostenida. Estos resultados surgieron como hallazgos complementarios que apoyaron el proceso de

aprendizaje del vocabulario. En general, los resultados subrayan la importancia de adaptar los materiales educativos a las necesidades de los estudiantes, destacando su papel en la mejora de la adquisición de vocabulario y la motivación en contextos de EFL. El estudio resalta el potencial de los recursos desarrollados por los docentes para abordar desafíos específicos en el aprendizaje de idiomas.

Palabras clave: adquisición de vocabulario; aprendizaje de inglés como lengua extranjera (EFL); desarrollo de materiales; escuela primaria

Introduction

The creation of educational materials, particularly books, has significantly contributed to the acquisition of foreign language vocabulary. Research by Ninio and Bruner (1978), and Snow and Goldfield (1983) show that reading books aids vocabulary learning by offering repeated exposure and contextual clues. Additionally, Perez and Alvira (2017) stress the importance of providing students with multiple opportunities to practice new words to ensure retention. However, Schmitt and Schmitt (2012) argue that textbooks often fail to present vocabulary with the frequency needed for long-term acquisition, limiting their effectiveness.

Books, particularly those that incorporate frequent exposure to vocabulary within rich contexts, are essential for young learners' vocabulary development. Penno *et al.* (2002) emphasize that vocabulary acquisition improves when students encounter new words in context, such as through stories and teacher explanations. To this respect, research by Jenkins *et al.* (1984) and Nagy *et al.* (1985) suggests that incidental learning, derived from listening to and interacting with stories, contributes to understanding and internalizing new vocabulary. Hence, the value of books extends beyond mere vocabulary acquisition, fostering both receptive and expressive language skills in learners.

In the context of English as a Foreign Language (EFL) materials development (MD) in Colombia, scholars have stressed the need for resources that are both culturally relevant and contextually bound. To this regards, Núñez-Pardo (2019a) and Núñez-Pardo (2019b) advocate for teachers-made materials that reflect local needs, while Oviedo-Gómez (2024) highlights the intercultural tensions in EFL textbooks, which often fail to resonate with students' cultural realities. These studies underscore the importance

of creating materials that are not only linguistically appropriate but also culturally meaningful, promoting more inclusive and effective language learning experiences.

Despite the recognized importance of vocabulary acquisition in EFL learning, classroom observations conducted during the teaching practicum revealed that second-grade students experienced difficulties in recognizing, retaining, and using basic English vocabulary. These challenges were associated with their limited exposure to English, the absence of supplementary reading materials specifically designed for young learners, and the restricted emphasis placed on EFL instruction within the school curriculum. Additionally, the available instructional materials did not adequately respond to students' interests, age characteristics, or local educational context. As a result, there was a need to design a contextualized pedagogical resource that could provide meaningful vocabulary. In response to this need, a teacher-made EFL book was developed and implemented as part of an action research process aimed at supporting vocabulary learning among second-grade students.

Therefore, this article presents the final report of a research study conducted by a student-teacher and a professor-researcher, both enrolled in a Bachelor of Arts in Foreign Languages with an Emphasis on English (BAFLEE) program at a state-funded university in Colombia. The research addressed the need for effective teaching materials to aid vocabulary development in second-grade students at a state-funded primary school in Colombia's Amazon region. It highlights the need to explore how developing an EFL book can support vocabulary acquisition in young learners. Therefore, this research sought to answer the question: What are the contributions of developing an EFL book to 2nd graders' vocabulary acquisition at Institución Educativa Jorge Eliécer Gaitán?

Theoretical Foundations

Materials Development

Materials Development (MD) in EFL education in Colombia has received growing attention, particularly in relation to interculturality. A critical examination of EFL textbooks reveals that they often perpetuate limited, homogenized cultural perspectives, underscoring the need for materials that reflect diverse identities and challenge colonial narratives (Núñez-Pardo, 2018). Oviedo-Gómez (2024) highlights these tensions, emphasizing the inadequacy of textbooks in representing diverse cultural perspectives and advocating for the development of customized, culturally relevant materials that connect with students' personal experiences and backgrounds.

As previous research highlights the shortcomings of EFL textbooks in representing diverse cultural perspectives, the integration of culturally relevant content into language lessons has become essential. According to Oviedo-Gómez and Álvarez-Guayara (2019), this inclusion not only enhances engagement but also ensures that learning is contextually appropriate. Similarly, Núñez-Pardo *et al.* (2019a) stress the importance of context-bound materials tailored to students' cultural and linguistic needs. Thus, this approach fosters a more personalized and relevant learning experience for students, bridging the gap between the classroom and real-world application. Núñez-Pardo (2020) further underscores the role of critically designed materials, which consider the coloniality of knowledge, power, and being, in transforming the way EFL textbooks are created and used in Colombian classrooms.

Therefore, teacher-developed resources and critically designed materials that address issues of coloniality, promote a more personalized, meaningful, and culturally responsive learning experience. These insights call for a shift towards materials that are not only linguistically rich but also culturally responsive and reflective of students' identities.

Vocabulary Acquisition

Vocabulary acquisition is a fundamental aspect of learning any new language. As noted by Walker *et*

al. (1994) and Wells (1987), vocabulary development is essential for effective communication. Mediha and Enisa (2014) further emphasize that insufficient vocabulary knowledge hinders the ability to communicate effectively in a foreign language. In this context, fostering vocabulary acquisition through diverse strategies plays a crucial role in enhancing communicative competence and supporting overall language learning (Pérez & Alvira, 2017) since expanding vocabulary knowledge facilitates better interaction and comprehension across languages.

To support vocabulary acquisition, different strategies can be employed. According to Cameron (2001), vocabulary strategies are deliberate actions that students undertake to independently learn and retain vocabulary. Nation (2001) highlights the role of incidental learning, where students naturally acquire vocabulary through activities such as reading for pleasure. On the other hand, Schmitt and Schmitt (2012) emphasize the effectiveness of intentional learning, where learners purposefully engage with vocabulary for quicker gains and improved retention. Thus, both incidental and intentional learning strategies contribute to successful vocabulary acquisition, offering diverse approaches to cater to different learning preferences.

The benefits of vocabulary acquisition are profound, especially in the context of EFL. As Pérez and Alvira (2017) and Wilkins (1972) argue, vocabulary is crucial for developing communicative skills, as lacking vocabulary can significantly hinder effective interaction. Folse (2004) also points out the frustration of being unable to communicate due to insufficient vocabulary, highlighting its centrality to successful language learning. Therefore, vocabulary acquisition not only improves linguistic abilities but also facilitates communication across diverse cultural contexts, promoting personal and professional growth through enhanced understanding and expression.

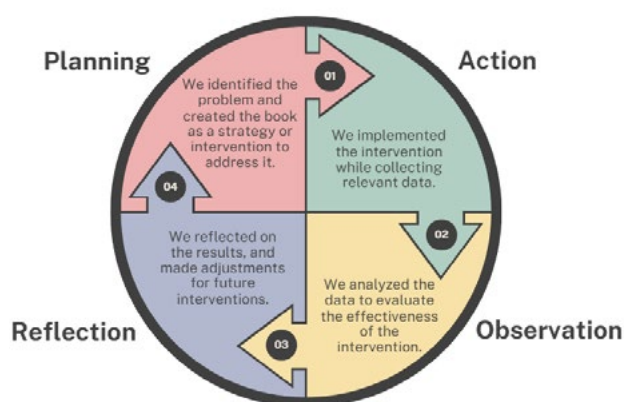
Method

This study adopted a qualitative methodological design. As defined by Creswell (2009), qualitative research employs an inductive approach to explore how individuals perceive social phenomena, seeking

to uncover the underlying essence of these experiences. It focuses on studying and understanding individual behaviours in different contexts. This research followed an action research approach, which enables educators to actively engage in addressing specific classroom challenges and implementing evidence-based interventions (Ferrance, 2000). This cyclical process involves identifying a problem, designing an intervention, collecting and analysing data, and reflecting on the results to refine teaching practices (Creswell, 2009).

Figure 1

Workflow of the Action Research Process



Note. This figure was created by the researchers.

Setting and Participants

This research was conducted at Institución Educativa Jorge Eliécer Gaitán, a state-funded school located in Florencia, Caquetá, in the southern region of Colombia. The participants were 32 second-grade students attending the morning session. The group consisted of children aged 5 to 7 years, with limited English proficiency, as the school does not prioritize EFL learning in its curriculum. The study specifically addressed the unique needs of these young learners, focusing on their difficulties with vocabulary acquisition. Parental consent was obtained for the students' participation due to their age.

Data Collection Instruments

The instruments chosen to collect data in this study adopted a qualitative approach to comprehensively

explore the participants' experiences. The selected tools included surveys, interviews, and students' artifacts, each playing a different role in data collection.

Surveys provided a structured means of gathering participants' opinions, challenges, and perceptions of their vocabulary learning process, offering initial insights for analysis. The study employed both an entry and an exit survey. The entry survey explored students' initial perceptions regarding English learning, participation in classroom activities, reading preferences, and vocabulary learning strategies. The exit survey examined students' perceptions of the teacher-made book, their motivation towards reading in English, their participation in the activities, and their perceived vocabulary gains after the intervention. These surveys included statements that students ranked on a scale from 1 to 3, where 1 represented very little, 2 meant moderate, and 3 meant a lot. Overall, these surveys were specifically designed to assess students' initial and final self-assessment of their English learning experience, focusing on their engagement, perceived difficulty, and progress in vocabulary acquisition throughout the study (see Appendices A and B).

Interviews, as a semi-structured tool, facilitated in-depth discussions with students to gain a comprehensive understanding of the students' perspectives and experiences after the intervention. The interview protocol consisted of seven open-ended questions in Spanish. These questions explored students' overall perceptions of the book, the aspects of the book they enjoyed the most, the vocabulary they recalled learning, the extent to which the book helped them learn new English words, their feelings when learning new vocabulary, their willingness to read similar books in the future, and their perceptions of the book's contribution to their English learning process. This approach allowed for flexibility in responses, enabling students to express their thoughts comprehensively while providing valuable qualitative data for analysis.

Students' artifacts, such as completed worksheets and classroom activities, served as tangible evidence of learning progress and helped assess the effectiveness of the instructional materials developed for the study.

These data collection instruments helped to have a holistic understanding of the students' learning process and addressed the unique needs of second-grade students in the specific school setting.

Data Analysis

The data analysis was informed by grounded theory procedures (Creswell, 2009). First, the researchers conducted repeated readings of the surveys, interview transcripts, and students' artifacts to become familiar with the data. During the initial coding stage, meaningful units of information were identified and assigned preliminary codes. Subsequently, similar codes were grouped and constantly compared across data sources to identify recurring patterns and relationships. Finally, these patterns were then organized into broader categories and subcategories that represented students' experiences with the teacher-made book and its contribution to vocabulary learning.

To enhance credibility, data triangulation was conducted across surveys, interviews, and students' artifacts. This means that survey data provided students' self-perceptions regarding learning and participation, interviews offered detailed explanations of their experiences and opinions, and students' artifacts provided evidence of vocabulary learning and task performance. The findings from these three sources were compared to identify convergent and complementary evidence supporting the emerging categories. Therefore, categories were established only when evidence from multiple sources supported similar interpretations, strengthening the trustworthiness of the results.

Pedagogical Intervention

For the development of the book, we built on the knowledge gained from previous designs of the same book that were revised by professors of the BAFLEE program. The decision to design a teacher-made book was informed by previous research emphasizing that instructional materials should be contextualized and adapted to learners' interests, needs, and educational realities (Aguilar *et al.*, 2025). Hence, we incorporated elements that had already been proven to be effective and enhanced them with innovations inspired by recent pedagogical research. Additionally, we

integrated multimedia resources and engaging activities to boost student motivation and involvement. This process of continuous revision ensured that the book's design aligned with proven educational strategies, addressed the specific needs of our students, and promoted a more dynamic and effective learning experience. The book design included a variety of activities focused on different skills:

- » **Reading Activity:** Students used tablets to follow along as the teacher read in English, with clarifications and questions fostering active engagement and vocabulary-image connections.
- » **Writing Activity:** Students completed a crossword puzzle and a word completion task using vocabulary from the book, assessing retention and understanding. These activities were carried out in Genially and Wordwall.
- » **Listening Activity:** Students identified animals from an audio story, drew them, and completed sentences based on auditory cues, promoting independent comprehension.
- » **Reading Comprehension:** Students matched animals, actions, and places from the story, completed an alphabet soup, and practiced word associations. These activities were carried out in Genially and Wordwall. Some of them were printed.
- » **Speaking Activity:** Individual pronunciation of vocabulary was recorded and evaluated, providing personalized feedback.
- » **Vocabulary Activity:** Tasks included matching words to images, unscrambling words, colouring relevant pictures, and completing sentences, reinforcing vocabulary in different contexts.

A total of six interventions were carried out as part of the study. The first intervention involved an exploratory interaction where students provided personal information and completed the entry survey. The second and third interventions focused on pre-vocabulary activities, such as mazes and word searches, using tools like Genially and Wordwall. In the fourth intervention, the book was read using digital tablets. The final two interventions included

activities based on the book that targeted these skills: reading, writing, listening, speaking, and vocabulary. In the final intervention, students completed the exit survey and participated in interviews.

It is important to note that the teacher-made book constituted the core instructional resource of the intervention. Technological tools such as Genially and Wordwall were employed exclusively to reinforce and practice the vocabulary presented in the book through interactive activities. Likewise, tablets were occasionally used as a means of accessing the digital version of the book when available. Consequently, technology served as a supporting medium for the implementation of the book rather than as an independent pedagogical intervention.

Results

In this section we present the findings and discussion through two categories and their corresponding

subcategories that emerged from the analysis of the data collected through the three instruments. Table 1 describes the categories and their corresponding subcategories. It is important to highlight that although the primary focus of this study was to explore the contributions of a teacher-made EFL book to second graders' vocabulary acquisition, the analysis also revealed additional outcomes related to students' motivation, engagement, and interest in reading. These dimensions were not established as *a priori* analytical categories nor constituted part of the main theoretical constructs guiding the study. Rather, they emerged inductively during data analysis as complementary findings associated with the implementation of the book. Therefore, they are presented as secondary outcomes that appear to have supported and enriched the vocabulary learning process.

Table 1
Research categories

Research question	Category	Subcategory
What are the contributions of developing an efl book to 2nd graders' vocabulary acquisition at Institución Educativa Jorge Eliécer Gaitán?	The contributions of the book characteristics to students' vocabulary learning	Fostering vocabulary learning through effective activity design Fostering vocabulary learning through text detail recall
	The contributions of the book to students' motivation and engagement towards reading	Fostering intrinsic motivation to read Fostering engagement for continued English reading

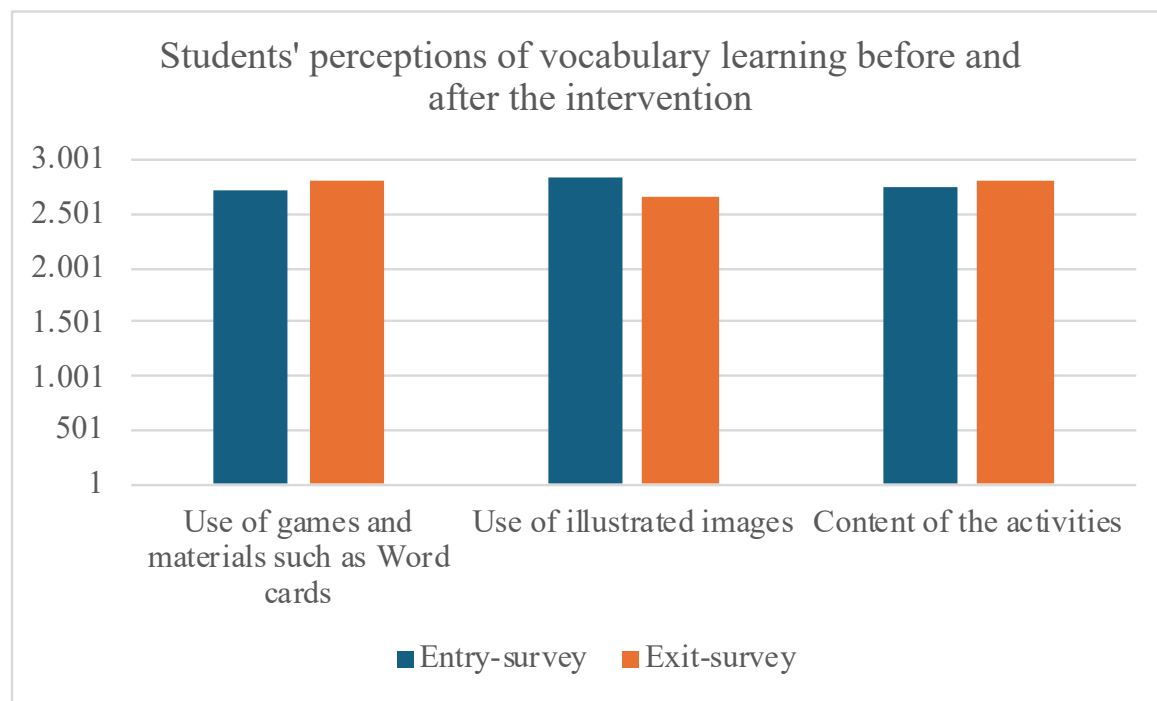
Note. This table was created by the researchers.

The Contributions of the Book Characteristics to Students' Vocabulary Learning

The first issue that was discovered in the analysis was related to the construction of different activities related to the book, which had the purpose of capturing the attention of the students so that they could perform them satisfactorily. Considering this, the following subcategories show in detail the impact of the EFL book on students' learning.

Fostering Vocabulary Learning through Effective Activity Design

According to Dornyei (2001), it is essential for educational content and activities to be engaging to students. Hence, when presented in a motivating and attractive manner, students are more likely to be dedicated to their learning and progress. This is reflected in Figure 2, which compares the entry and exit surveys on students' self-assessment of vocabulary learning. The results show that students believed the use of games, cards, illustrations, and activity content significantly contributed to improving their vocabulary learning.

Figure 2*Self-Appraisal of Vocabulary Learning*

Note. This figure was created by the researchers.

Regarding the activities included in the book, some students argued: *"Pues me gustó cuando íbamos a hacer la de pintar, y como a mí me encanta tanto pintar... A mí también me gusta las abejas porque las abejas son de la naturaleza"* (ST11). Thus, second-grade students recognized that the book design played a crucial role in effectively supporting their vocabulary learning process. The incorporation of engaging and interactive elements, such as games, illustrations, and relevant content in the book captured students' attention and encouraged them to actively participate in their vocabulary learning. This approach, aligned with Dornyei's (2001) emphasis on the importance of engaging educational content, contributed significantly to the students' improved vocabulary retention and overall learning experience. Additionally, the inclusion of context-bound activities, as suggested by Núñez-Pardo *et al.* (2019a), ensured that students were able to internalize new vocabulary more naturally, making the learning process more enjoyable and effective.

Fostering Vocabulary Learning through Text Detail Recall

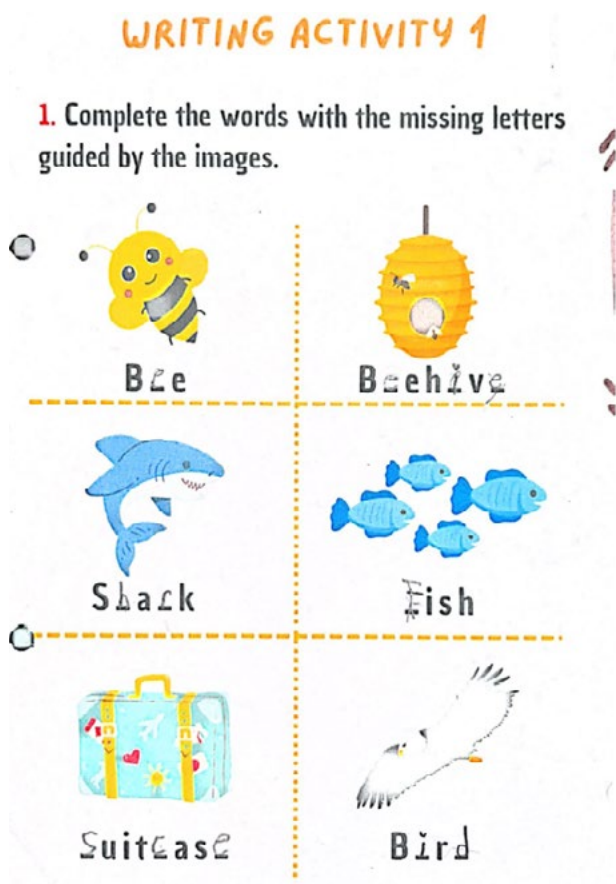
Developing exercises that required students to identify and recall specific details from the book, such as important characters, places, and events, proved to be an effective strategy for increasing engagement and motivation in learning new words. As Acedillo (2023) emphasizes, it is essential for students to summarize readings concisely through a variety of activities that assess the information they have acquired. These activities should be structured to help students identify and apply the vocabulary present in the text.

Research has also demonstrated the effectiveness of instructional strategies, such as word search activities, that focus on specific textual details. Beck *et al.* (2013) explain that identifying characters, places, or key events helps students deepen their understanding of the content by engaging with concrete information. These types of exercises not

only require active engagement with the text but also provide real-world contexts in which students encounter new vocabulary. The following student artifact (see Figure 3) illustrates this point, showcasing how such activities enhance comprehension and vocabulary acquisition:

Figure 3

Student Artifact Demonstrating Vocabulary Skills



Additionally, the practice of identifying and recalling specific details helps reinforce students' understanding of the text as a whole, further enhancing their ability to recall and apply vocabulary (Graves, 2006). This approach makes vocabulary learning more dynamic and contextualized, increasing student engagement and motivation by linking new vocabulary with activities that activate critical reading skills (Nation, 2001; Beck *et al.*, 2013).

When students were asked in the interview: "¿Qué actividades del libro te parecieron más divertidas o interesantes para aprender palabras nuevas?" some responses included: "De adivinar cuál es la palabra del animal, escribir los nombres de animales que faltan y la tarea que estamos haciendo, la de unir." (SS4). "Como resolver palabras, ordenarlas." (SS6).

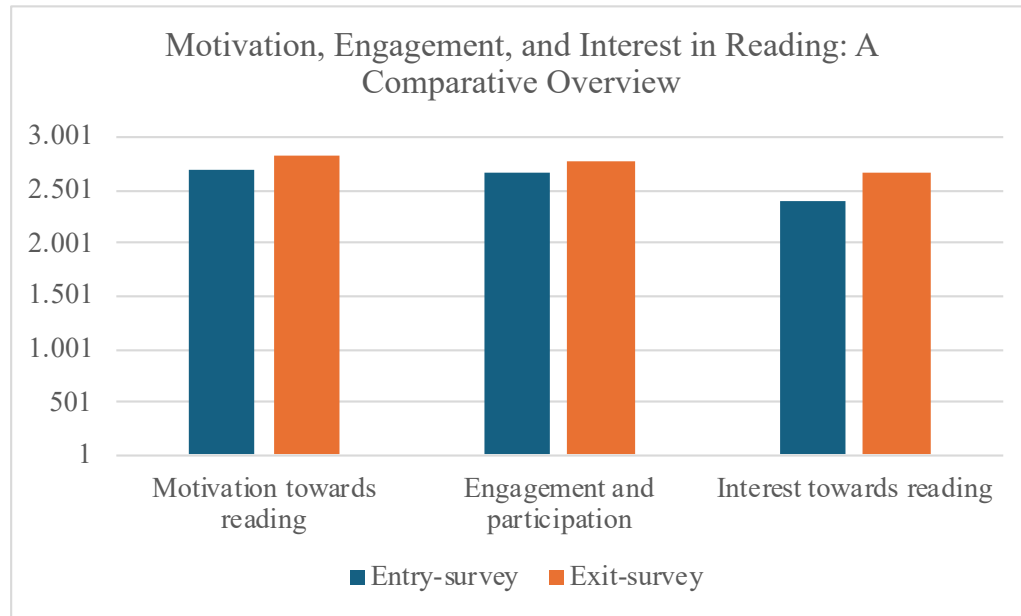
Consequently, the information provided supports the idea that students found activities like word guessing and solving tasks fun and interesting, which contributed to a more dynamic and contextualized learning experience.

The Contributions of the Book to Students' Motivation and Engagement towards Reading

In this section, we explore how the book influenced students' motivation and engagement in reading English texts. The implementation of the book had a positive effect, enhancing students' intrinsic motivation to explore similar books. Additionally, the incorporation of collaborative activities and technology significantly boosted student participation, fostering deeper engagement with the reading process. These strategies collectively contributed to making reading more appealing and interactive, encouraging students to continue engaging with English texts.

Fostering Intrinsic Motivation to Read

Implementing the book significantly increased students' intrinsic motivation to read. As Deci and Ryan (2000) state, intrinsic motivation is driven by the pleasure found in the activity itself. Schiefele (2009) further suggests that providing materials aligned with students' interests boosts engagement. As shown in Figure 4, prior to the book's implementation, student interest in reading was low. However, the reading activities within the book led to a notable increase in students' enjoyment and engagement.

Figure 4*Comparison of Pre and Post-Survey Results*

Note. This figure was created by the researchers.

As previously noted, addressing students' expectations plays a crucial role in fostering their motivation to learn. Several students shared their personal experiences about the book and the class: "*Feliz, contenta porque aprendí nuevas palabras. Además, que las clases eran muy chéveres.*" (SS3)

The implementation of the book significantly enhanced students' intrinsic motivation for learning. According to Reeve (2012), students develop intrinsic motivation when the learning environment supports autonomy and offers engaging, meaningful activities. This aligns with Wentzel and Brophy's (2014) findings, which suggest that educational materials tied to students' interests lead to sustained engagement and motivation. Although students initially showed limited enthusiasm for learning through reading, their motivation, engagement and interest improved following the introduction of the book, as reflected in the exit survey results in Figure 4. Additionally, the students demonstrated their understanding of the book through their responses to the activities, as illustrated in the following student artifact (see Figure 5).

Figure 5*Student Artifact Demonstrating Book Understanding*

WRITING ACTIVITY 2

1. Answer the questions about the story

- What is the name of the traveling bee?
☐ Rebecca
- What does the bee take while she travels?
☐ melón

2. Write true or false according to the question

- Does Rebecca escape from the hive?
☐ verdadero
- Do Rebecca's parents want her to travel?
☐ falso

Besides, Schunk *et al.* (2008) emphasize the importance of designing educational materials that not only provide information but also encourage students to take responsibility for their own learning, which was evident as students became more confident and invested in the activities provided by the book.

Fostering Engagement for Continued English Reading

The incorporation of collaborative activities and technology in the classroom significantly enhanced student participation, leading to deeper engagement with the reading process. This sense of accomplishment, coupled with the opportunity to work together and use technology, motivated students to read more frequently and enthusiastically. A student reflected this growth: “*Sí, me gustaría leer otro libro como este para seguir aprendiendo más palabras nuevas.*” (SS14).

Reeve and Jang (2006) emphasize that challenging educational materials are key to maintaining motivation. This results also aligns with Núñez-Pardo *et al.* (2019b) who argue that materials created by teachers that meet students' needs not only enhance their learning but also sustain their interest in continuing to learn. When students encounter texts that offer reading activities in an engaging manner, their motivation to continue reading grows, perceiving the learning process as both enjoyable and worthwhile. This was evident in the increased enjoyment of reading among second-grade students after the book was implemented. Improving reading skills, particularly through such engaging materials, not only encourages students to keep reading but also fosters a genuine interest in English language learning.

Conclusions

The implementation of the book had a profound impact on students' vocabulary learning. The design of engaging activities that required students to recall specific details from the text, such as characters, places, and events, significantly enhanced their vocabulary acquisition. Additionally, by associating new words with concrete text details, students were able to reinforce their learning and retain the vocabulary more effectively. This approach aligns with the idea

that active engagement with textual content fosters deeper understanding and long-term retention of new words.

Moreover, the book significantly enhanced students' motivation and engagement in reading. The learning environment, designed to be both enjoyable and relevant to their interests, led to a noticeable boost in intrinsic motivation. Students became more engaged in reading activities, with a clear increase in their desire to continue learning through similar books. The use of collaborative activities and technology also played a key role in boosting participation, encouraging students to continue reading. As a result, students not only became more motivated to learn but also developed a genuine interest in reading, which will likely drive their continued engagement with English texts in the future.

References

- Acedillo, N. B. (2023). Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research. *International Journal of Scientific and Research Publications*, 13(3). <https://doi.org/10.29322/ijsrp.13.03.2023.p13545>
- Aguilar Cruz, P. J., Garrido-Yagüe, M. F., and Rodulfo-Elizalde, P. E. (2025). Pre-service Teachers' Perspectives on Materials Development: A Case Study in Florencia, Caquetá, Colombia. *Colombian Applied Linguistics Journal*, 27(1), 47–65. <https://doi.org/10.14483/22487085.20635>
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction* (2nd ed.). Guilford Press.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Creswell, J. W. (2009). *Research Design: Qualitative and Mixed Methods Approaches*. SAGE.
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. 3. Ed. Cambridge University Press.
- Ferrance, E. (2000). *Action Research*. Brown University Press.
- Folse, K. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Michigan.
- Graves, M. F. (2006). *The Vocabulary Book: Learning and Instruction*. Teachers College Press.

- Jenkins, J. R., Stein, M. L., & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21(4), 767-787. <https://doi.org/10.3102/00028312021004767>
- Mediha, N., & Enisa, M. (2014). A comparative study on the effectiveness of using traditional and contextualized methods for enhancing learners' vocabulary knowledge in an EFL classroom. *5th World Conference on Educational Sciences*, (116), 3443-3448. <https://doi.org/10.1016/j.sbspro.2014.01.780>
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253. <https://doi.org/10.2307/747758>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Ninio, A., & Bruner, J. (1978). The achievement and antecedents of labelling. *Journal Of Child Language*, 5(1), 1-15. <https://doi.org/10.1017/s0305000900001896>
- Núñez-Pardo, A. (2018). The English Textbook. Tensions from an Intercultural Perspective. *GiST Education And Learning Research Journal*, 17, 230-259. <https://doi.org/10.26817/16925777.402>
- Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. *HOW*, 27(2), 113-133. <https://doi.org/10.19183/how.27.566>
- Núñez-Pardo, A., Téllez, M. F. T., & Gómez, J. C. (2019a). *Context-Bound Materials to Enhance the Learning and Teaching of English*. Universidad Externado de Colombia.
- Núñez-Pardo, A., Téllez, M. F. T., & Barón, J. C. G. (2019b). *Teacher-Developed Materials for Language Teaching and Learning*. Universidad Externado de Colombia.
- Oviedo-Gómez, H. H. (2024). Critical Interculturality and EFL Textbooks: Examining the Tensions. *Revista Guillermo de Ockham*, 22(1), 57-74. <https://doi.org/10.21500/22563202.6664>
- Oviedo-Gómez, H. H., & Álvarez-Guayara, H. A. (2019). The contribution of customized lessons with cultural content in the learning of EFL among undergraduates. *Colombian Applied Linguistics Journal*, 1(21), 15-43. <https://doi.org/10.14483/22487085.11877>
- Penno, J. F., Wilkinson, I. A. G., & Moore, D. W. (2002). Vocabulary acquisition from teacher explanation and repeated listening to stories: Do they overcome the Matthew effect? *Journal Of Educational Psychology*, 94(1), 23-33. <https://doi.org/10.1037/0022-0663.94.1.23>
- Pérez, L. M., & Alvira, R. (2017). The Acquisition of Vocabulary Through Three Memory Strategies. *Colombian Applied Linguistics Journal*, 19(1), 103-116. <https://doi.org/10.14483/calj.v19n1.10032>
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 149-172). Springer.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209-218. <https://doi.org/10.1037/0022-0663.98.1.209>
- Schiefele, U. (2009). Interest and Learning from Text. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (pp. 131-148). Cambridge University Press.
- Schmitt, N., & Schmitt, D. (2012). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. *Language Teaching*, 47(4), 484-503. <https://doi.org/10.1017/s0261444812000018>
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in Education: Theory, Research, and Applications* (3rd ed.). Pearson Education.
- Snow, C. E., & Goldfield, B. A. (1983). Turn the page please: situation-specific language acquisition. *Journal Of Child Language*, 10(3), 551-569. <https://doi.org/10.1017/s0305000900005365>
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development*, 65, 606-621. <https://doi.org/10.1037/0022-0663.94.1.23>
- Wells, G. (1987). *The meaning makers*. Hodder and Stoughton.
- Wentzel, K. R., & Brophy, J. E. (2014). *Motivating Students to Learn* (4th ed.). Routledge.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Edward Arnold.

Appendix A

Entry Survey about Reading in English Class

Parte uno: información básica

Nombre: _____

Edad: _____

Sexo: _____



Grado: _____

Vive con: ambos padres _____ Mamá _____ Papá _____

Parte dos: Evaluación inicial de los intereses – gustos por la lectura de los estudiantes y el aprendizaje del inglés.

A continuación, se presentan 6 afirmaciones, que van desde "Mucho (emoji feliz) – Muy poco (emoji triste)"; por favor elija una según sus sentimientos reales.

Initial Appraisal of English Learning Experience	 Mucho	 Regular	 Muy poco
Me gusta aprender inglés.			
Me gusta participar en actividades para practicar inglés, como juegos, canciones o lectura.			
Disfruto mis clases de inglés.			
Me gusta leer libros.			
Comprendo más la lectura cuando hay imágenes ilustradas			
Me gustaría leer libros en inglés.			
Aprendo más fácil el vocabulario en inglés, por medio de juegos y materiales como: Word cards (tarjetas de palabras), imágenes, etc.			

Appendix B

Exit Survey about Reading in the English Class

Parte uno: información básica

Nombre: _____

Edad: _____

Sexo: _____



Grado: _____

Vive con: ambos padres _____ Mamá _____ Papá _____

Parte dos: Evaluación de salida de los intereses – gustos por la lectura de los estudiantes y el aprendizaje del inglés durante la práctica

A continuación, se presentan 6 afirmaciones, que van desde "Mucho (emoji feliz) – Muy poco (emoji triste)"; por favor elija una según sus sentimientos reales.

Initial Appraisal of English Learning Experience	 Mucho	 Regular	 Muy poco
<i>Me gustó aprender inglés con el libro "The Travelling Bee"</i>			
<i>Me gustó participar en las actividades para practicar inglés del libro "The Travelling Bee", como juegos, canciones o lectura.</i>			
<i>Me gustó leer el libro "The Travelling Bee".</i>			
<i>Me sentí más motivado/a ahora para leer libros en inglés después de haber leído "The Travelling Bee"</i>			
<i>Me gustó más la clase de inglés porque leímos el libro "The Travelling Bee"</i>			
<i>Aprendí nuevas palabras con la lectura y las actividades del libro "The Traveling Bee".</i>			
<i>Me gustaron las imágenes ilustradas que habían dentro del libro "The Travelling Bee",</i>			
<i>Aprendí más fácil el vocabulario en inglés, por medio de juegos y materiales como: Word cards (tarjetas de palabras), imágenes, etc., que habían en el libro "The Travelling Bee".</i>			