Interpretive Tasks Based on E-posters to Help Ninth Graders Learn English Vocabulary.

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Abstract

Vocabulary, comprising words used in a language, varies across languages and evolves with cultural and situational influences. It serves as a social skill, fostering interaction, meaning-making, and communication between individuals, with its primary aim being effective communication. Acquiring vocabulary in a second language poses a significant challenge for students, who often ponder how to learn and retain numerous words. In a public school in Monteria, students faced difficulties memorising new words, analysing authentic texts, interpreting images. Moreover, English teachers in this context seldom utilise engaging and authentic materials for teaching this skill, despite having valuable technological resources at their disposal. Consequently, this study sought to explore interpretive tasks based on e-posters to help ninth graders learn English vocabulary. Specifically, we aimed to elucidate potential changes in students' vocabulary learning and image interpretation abilities, while also understanding the challenges and limitations faced by EFL students following the integration of these pedagogical models. To achieve this, our action research utilised data sources including video-recorded observations, a teacher's journal, interpretive task activities, e-poster creations, semi-structured interviews, and a focus group. Subsequently, upon analysing the data, conclusive results emerged regarding changes in students' vocabulary learning, authentic materials' interpretation, and e-poster creation abilities. Students demonstrated an improved grasp of the main idea and notable enhancement in comprehending specific information based on the applied methodology.

Key words: vocabulary, interpretive tasks, e-posters, multimodality.

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Introduction

The lack of vocabulary inhibits students from developing English skills, specifically when speaking. According to Arevalo & Tulena "insufficient vocabulary knowledge has been found to be one of the major factors that hinder oral communication in the language classroom" (2016, p.6). Besides, many other vocabulary researchers have highlighted the potential relationship between vocabulary knowledge and target language speaking, reading, writing and listening skills. Studies on this field determined that knowing a decent number of lexical items would allow learners to grasp practically everything in daily conversations. For that reason, a variety of approaches such as the Multimodal Social Semiotic Approach have been created in order to help learn vocabulary in context by understanding "how representations are produced and contribute to cultural settings to get at their social function and meaning potential in the communicative landscape" (Jewitt & Henriksen, 2016, p. 146).

Ngongo, et al., (2022) explained that multimodal texts are teaching aids that combine more than one semiotic system (spoken, written, visual, audio, gestural, and spatial text). All the elements that constitute multimodal texts contribute to creating their meaning. Therefore, it is important to combine these elements to learn vocabulary effectively. Some common examples of multimodal texts in the classroom are picture books for children and posters that combine text and images, like e-posters, where ICTs are blended to enhance vocabulary learning. E-Posters have evolved into a variety of forms, namely "digital interactive poster presentation". The goal is to apply a prototype learning environment that can foster a sense of fun and increase the potential of students in the vocabulary field (Bilfaqih & Qomarudin, 2017) becoming a short "read" as they provide attractive data that can be assimilated over a short period of time in a less traditional manner. 50

Furthermore, a group of students from eleventh grade in a public school in Vietnam claim that "they understand the new vocabulary items during the lecture, but they tend to forget newly learned words after a short period of time" (Khan et al., 2018, p. 2). We could also perceive this situation with 9th graders at a public school in Monteria, Colombia. In this classroom, we observed students are basic English users and regularly ask questions to the teacher in Spanish about greetings, permissions like going to the toilet, and personal information (name, age, job, etc.). In addition, they continuously forget some of the words taught in class. For example, students are taught vocabulary every Friday by using translation

activities. For example, students have to write the name of some celebrations in Spanish and their dates. Besides, the English teacher is not specialised in the subject, but has the responsibility to develop these competences. As a result, students were provided with few meaningful and effective resources to learn English vocabulary.

During our teaching practice, a diagnostic exam was carried out with a group of 32 ninth graders at a public school. The exam covered basic topics such as the colours, members of the family nucleus, interpretation of images and classroom objects. The results revealed that students know topics, such as "the colours", "members of the family nucleus", as well as some basic expressions like "good morning", "good afternoon", and "good evening". However, 75% of the students failed to relate some images to their corresponding term. For example, some of the proposed images alluded to a sport (swimming) and a place (farm), and most students wrongly chose the answer "Baseball" and "mountain" respectively. In this line of thought, they need to enhance their image interpretation, and, in general, their vocabulary repertoire.

Interpretive tasks help assess students' ability to comprehend and interpret information in the target language not only literally, but also including aspects such as cultural perspectives, opinions, and points of view about the text. This is possible by following a sequence that will be discussed in the next chapters. The model presented here draws on characteristics of two approaches: The Interactive Model for Developing Interpretive Communication by Shrum and Glisan (2016) and the Integrated Performance Assessment (IPA) by Adair-Hauck, Glisan, and Troyan (2013).

The Multimodal Social Semiotic Approach takes place when more than one of our senses such as visual, auditory, and kinaesthetic are engaged when learning. Subsequently, we understand and remember more. Also, by combining these modes, learners experience learning in a variety of ways to create a diverse learning style. In short words, this approach refers to the interplay between different representational modes, for instance, between images and written-spoken words. Multimodal representations mediate the sociocultural ways in which these modes are combined in the communication process (Kress & Van. 2001, p. 5-18). Thus, this approach helps to learn and grasp vocabulary in context with different input sources.

For that reason, the major concern of this study is to explore the use of interpretive tasks based on e-posters to help ninth graders learn English vocabulary. Consequently, this qualitative research deals with the following questions:

- How do interpretive tasks based on e-posters help ninth graders from a public school learn vocabulary in English?

- What are the challenges students face when learning vocabulary through interpretive tasks based on e-posters?

The study is structured into seven chapters, inclusive of this introductory section. Chapter two initiates by presenting the theoretical dimensions underpinning the research. The third chapter delves into the literacy within our research field, offering a critical evaluation of pertinent materials. The fourth section outlines the methodology employed for this study, while the fifth chapter addresses the data collection techniques and tools implemented to gather information. In the sixth chapter, the study focuses on the findings and results obtained following the implementation of the proposed method, highlighting both successful aspects and challenges encountered during the study's development. Finally, the seventh chapter serves to consolidate the main points of our research, providing a comprehensive summary of the preceding discussions.

2. Theoretical Framework

The theoretical foundations that support this study are presented in this section. These foundations correspond to *Vocabulary, Multimodality, Multimodal Social Semiotic Approach, Interpretive Tasks,* and *Multimodal Texts.*

2.1 Conceptual Framework

2.1.1 Vocabulary

Vocabulary refers to words used and taught in a language. However, more than words, it is considered a social skill that facilitates interaction and meaning making. It varies from each language, and transforms based on culture and situations. Vocabulary also promotes interaction and communication. Its main objective is communication between individuals. According to Lerh (2004) vocabulary is defined as the set of words-meanings that a person knows and uses in a given language, and which can be emitted orally or through written speech. These words are considered the basis of a language, through which sentences can be given meaning and on which the speaker's communication skills are based on. Vocabulary is realised through speaking, writing, listening and reading. That is why, vocabulary is considered the main basis of linguistic competence, since it determines how well a learner performs at macro skills in the target language. Furthermore, vocabulary is always subject to change and improvement. As time passes and new environments and knowledge are created, people create new words, depending on changes in cultural practices, situations and on the needs that arise in the way we communicate (Harmer, 2002).

Following that line of thought, unless one has a wide range of vocabulary to express oneself, either written or spoken, it is meaningless to have deep knowledge of grammar or pronunciation in order to master the four main communication skills. As stated by Thornbury (2002, p. 106) "Without grammar very little can be transmitted, without vocabulary nothing can be transmitted". Thus, vocabulary is paramount for reaching language proficiency, so the more vocabulary EFL students know, the more English skills they will master. For EFL learners, vocabulary represents an extremely important part of learning a foreign language. When students are learning a language, they must build a vocabulary that is rich and broad in meaning, as this is a primary and essential foundation of learning. However, there are some factors that influence vocabulary learning in a language. Firstly, there are the external factors, which are related to the curriculum, methods, classroom situation, society and approaches. For

example, in classrooms with traditional methodologies that focus on only teaching grammar rules directly, students do not participate actively in classes and hence, do not have a meaningful learning experience. Secondly, we have the internal factors, which come from IQ, attention, motivation, interest, attitude, etc. For instance, students who are not interested in the subject will not be motivated to engage in the class and learn vocabulary.

In this sense, teaching vocabulary should be interactive, with the appropriate methodologies and correct approaches. However, teaching practices still focus on teaching vocabulary by limiting to lists of words rather than a learning process that involves culture and communication. Teaching and learning vocabulary has become an area of great interest for many applied linguistic researchers and language teachers (Barcroft, 2004; Decaricco, 2001; Read, 2000). There are some approaches that have been used for teaching vocabulary learning such as: Grammar Translation Approach (Karl Plotz), Direct Approach (Maximilian Berlitz), Reading Approach (P. Michael), Audiolingualism Approach (B. Nelson), Oral-situational Approach (Hornby, P. Harold, W. Michael), Cognitive Approach (N. Ulric), Affective-humanistic Approach (M. Abraham, R. Carl, F. James), Communicative Approach (Wilkins), and others. These methodologies have proven advantageous for language acquisition, yielding positive outcomes, although they do not implement a variety of input sources as the Multimodal Social Semiotic Approach, which is one of the main foundations of this study, and will be addressed in the next chapter.

2.1.2 Multimodality

Multimodality is a concept introduced and developed in the last two decades to account for the different resources used in communication to express meaning. The term is used both to describe a phenomenon of human communication and to identify a diversified and growing field of research. As a phenomenon of communication, multi-modality defines the combination of different semiotic resources, or modes, in texts and communicative events, such as still and moving image, speech, writing, layout, gesture, and/or proxemics.

Kress (2010) stated that Multimodality shows how, in communication, we often use different modes or means of significance in a compound manner, which gives rise to an ensemble in which a plurality of signs are combined. There are at least 5 general modes of meaning: linguistic, visual, auditory, gestural and spatial, each of which constitutes a semiotic system with its own grammar. In reality, all communication is, in principle, multimodal in

nature. Nowadays, communication in everyday areas such as advertising, teaching, professional communication or social or private relations, either through new media or digital media, or through classical media such as paper, is characterised by high multimodality.

The need to incorporate multimodality in foreign language teaching has at least two objectives. Firstly, to counteract the traditional linguistic bias of language teaching and to accommodate the curriculum to the real needs of learners in a world dominated by multimodal communication. What is sought is the development of a "multimodal communicative competence", through activities such as multimodal composition video making or participation in multi-participant online games in which the learner handles different media such as voice, image, sound and, of course, also text. Secondly, a multimodal approach to language teaching, including the use of multimodal materials (audiobooks, videos, video games, etc.) It is better suited to the way in which new generations of learners produce and understand meaning, which increases, among other things, their motivation for learning and, subsequently, their results.

2.1.3 Multimodal Social Semiotic Approach

The Multimodal Social Semiotic Approach defines texts as a combination of representational resources, which are set in a specific cultural, social and historical context. This approach encompasses several semiotic resources that can be found in the production of meaning, such as writing, image, sound, gestures, etc. within a category called mode (Hernández & García, 2017). Modes are the different processes that are used when communicating, such as reading, writing, listening, speaking, and viewing. As with communication, multimodal texts require the intervention of different elements to carry out their function. These elements come together and complement each other to generate a semiotic system in which factors such as images and words participate. Some examples are stories or comics, films, documentaries, photography, monuments or sculptures, painting, music, theatre and children's programs where several of these elements are used. "Communication encompasses countless resources and modes with which semiotic systems are created, configured, and deployed" (Franks & Jewitt, 2001; Goldin-Meadow, 2000; Norris, 2014; Roth, 2001).

The teacher's role in this approach is to offer appropriate language options to the reader. It should make the transition from oral language to writing smooth and natural, without forcing it. In this method, students must take risks, play with language and develop metalanguage to

decide the functions and tools that will help them, and teachers have to support students to motivate them. As students bring different identities, understandings, and habits to give meaning to their learning, teachers cannot assume that students' previous learning experiences will provide them with an appropriate writing scheme for their studies (Hoyland, 2002).

With the implementation of multimodal texts, other ways of learning vocabulary and expressions to communicate in a second language can be provided (Hernández & García, 2017). For example, multimodality allows going beyond just letters by including moving images or GIFs, colours, music, transitions, and sounds that help to understand texts better and therefore grasp vocabulary easily.

According to Farias (2010), people who work with images and sounds learn more vocabulary and are motivated to be better at English. Thus, within a foreign language, multimodal texts are necessary and ideal tools to build and transform what is known today as school, through the design, production and sharing of a discourse. This methodology is used in order to create opportunities for literacy and provide students with a variety of opportunities to expand their linguistic repertoire. Teaching English through multimodal texts, develops students´ metacognitive work and critical thinking, helping them, in turn, to express what they think, their knowledge, what they have experienced, increase in vocabulary and improve communicative competence. Multimodality also enables teachers to meet the needs of their students along with their various learning styles. According to Fleming and Mills (1992), there are four modalities that represent the way students learn: Visual Learners, who learn visually; Auditory Learners, who learn by hearing or speaking; Read/write Learners, who learn through writing or reading; and Kinaesthetic/tactile Learners, who learn through experience and practise. Accordingly, presenting information in multiple ways not only makes it possible to best capture all pupils and help them assimilate and retain the information successfully, but also to increase their focus and motivation. If students are engaged with the class and passionate about learning more, they will perform better, and thus achieve more goals. (Borzello, 2018).

2.1.4 Interpretive Tasks

According to Lee (2000) a task is a classroom activity or exercise that has an objective attainable only by the interaction among participants, a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; a language learning endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they

perform some set of work plans. The interpretive task is the primary way in which vocabulary can be presented in a natural context. Each task is carefully constructed to guide students to deeper comprehension, while encouraging higher order thinking and interpretation of meaning and of cultural nuances. This can make it tricky for the teacher when assessing: it means for some questions not having a "right answer" but having a variety of interpretations that are all acceptable, some that you won't even have thought of.

The Interpretive Mode of Communication gives learners opportunities to listen to, read, or view authentic materials. Learners demonstrate understanding of these materials on two levels: literal and interpretive. At the literal level, learners demonstrate that they can understand the surface meaning of the text. At the interpretive level, learners "read between the lines" to demonstrate that they can use their background knowledge and cultural understandings to provide a more complete interpretation of the message.

Furthermore, Glisan and Donato (2017) designed a sequence that can be followed as a guideline to implement interpretive tasks in teaching. This sequence entails six interrelated steps consisting of Pre-reading/Pre-listening/Pre-viewing, skimming for main idea(s), scanning for important details, Interpretive phase, Interpretation/discussion phase, and creativity phase. The Pre-reading/Pre-listening/Pre-viewing phase allows learners to activate their prior knowledge and world experiences, as well as to have an idea about the vocabulary and text language to be reviewed. Once the background information is activated, the second phase, "skimming for main idea(s)", takes place, in which the students read the text to identify the overall main idea. In the third phase, the students scan for important information to have a deeper understanding of the text and be able to move to the Interpretive phase, where they use the acquired vocabulary to help them begin to interpret meaning. The fifth phase, "Interpretation/Discussion Phase", is for students to use the text to discuss and make inferences in the target language. Students can discuss interpretation questions in pairs or in small groups to maximise participation and then share opinions. Finally, the "Creativity Phase" is carried out, in which the students use the information from the text to create their own meaning in the interpersonal and then presentational modes. This approach to guiding students through an authentic text also reflects how the three modes of communication are intertwined in the world beyond the classroom.

2.1.5 Multimodal Texts.

Nowadays, it is unquestionable that information is transmitted in a variety of modes. For instance, it is so easy to access an ever-growing catalogue of blogs, websites, slideshows, memes, films, and much more online, that we are constantly dealing with multimodal content, which, in turn, has become nearly as common as print-based documents. Moreover, the virtual classrooms of regular and distance courses provide an ideal environment for the use of different semiotic modes to enhance the comprehension process, as well as to encourage collaborative work and the exchange of experiences that enrich the group of participants in the classes (Otero & Nerguizian, 2018)

Based on that, considering the wide variety of texts, whether printed or electronic, that exist today, it is necessary that people know how to use them correctly and also understand them and give them the ability to participate actively in society. The multimodal text is a subject of study of semiotics, a discipline that deals with the signs and meanings of semiotics, considering the context and the situation of both production and elaboration and at the same time of presentation and exposition, through a particular audience or reader (Perez, 2013). In the case of the English learning process, it is implemented in order to combine several methods when establishing the language acquisition, taking into account the basic skills of English, such as reading, listening, speaking and writing. As well as gestures, sounds or images, from a certain text.

There are three types of multimodal texts, Print-based multimodal texts, digital multimodal texts and live multimodal texts. In the first category are illustrated books, textbooks, graphic novels, newspapers, comics, posters, etc. The second refers to slideshows, e-books, blogs, e-posters, websites, and social networks, animations, movies, video games, etc. And finally, we have multimodal texts live, which combine various modes such as gestural, spatial, audio and oral language; here we have dance, performance, etc (Anstey, 2009).

Among all these types of multimodal texts, we will select the digital multimodal texts "e-posters" as the subject of our study, since these are flexible, allowing us to add videos, music, and animations to help attract the attention of the students. Besides, we can contribute to the preservation of the environment, since the posters will be made digitally, leaving aside the use of paper or tint.

An e-poster is a static or animated image designed to be placed on a website, blog, social network or within an educational network. They are designed to attract attention and convey information. E-Posters can be used for many purposes, often as advertisements, propaganda, protests, to launch messages of all kinds, and in education is implemented to teach a specific subject using different modes (images, texts, keywords, symbols, etc), as well as serving the function of informing or expressing something massively through the electronic media. They are generally inexpensive compared to printed posters, and can be of any size, depending on the monitor or screen in which it is projected (Ahuja, 2021). An E-poster is essentially a digital presentation and has emerged as a more evolved alternative to printed posters. These E-posters can prove to be the perfect way to organise any event and make the information easily available in a coherent form, to attendees, stakeholders, or anyone else who may need to see it.

Electronic posters can be viewed or showcased on any kind of electronic device including touch screen, TVs, tablets, smartphones, or computers. Not only does this provide a customised experience, but creates an interactive environment, letting the users engage with the medium and reach the relevant information they need. E-posters are particularly useful in case of educational events of any kind, making it easy to represent any information while.

In teaching and learning reading and writing English as a foreign language the use of e-posters is being considered, since they imply the essential and obligatory use of written materials such as articles, essays, short stories, short novels and biographies, among others, necessary for the acquisition of skills that to enable the student to develop the understanding of reading and producing texts.

3. Literature Review

Research has addressed the importance of the Multimodal semiotic approach in the teaching-learning process, along with multimodal texts, interpretive tasks, and e-posters to enhance students' language skills.

These studies show how the use of multimodal texts positively influences the English acquisition process. Research on Multimodal text creation has focused on exploring multimodality benefits, with a specific interest in understanding what happens when multimodality is introduced to promote language development in a classroom. For example, Jimenez & Pachecho (2017) conducted a pedagogical intervention attempting to promote the

writing of texts in a multimodal environment through authentic tasks in a 10th grade classroom. Surveys and interviews were implemented, showing that students have some difficulties, such as little training in the writing process. For example, they get ideas from other sources without giving credit to them, adding irrelevant pictures to illustrate and do not take into account the reader. After the pedagogical intervention, researchers could observe that the students felt engaged in composing texts when they used multiple modes. Results also showed that students became sensitive to audiences. Researchers noticed students got more confidence in learning vocabulary, since the Multimodality environment they created contributed to reinforcing the English language, letting students express in their drafts with graphs, drawings, and charts.

In a similar investigation, Aedo & Millafilo (2022) assessed the use of multimodal texts for vocabulary acquisition and retention of 18 EFL young learners from 6th grade aged between 11 and 12 years and enrolled in a primary school in Chile. The multimodal texts (memes) were designed by the researchers and selected to meet different criteria in terms of vocabulary. To gather information, three vocabulary tests were administered: before, right after, and two weeks after the end of the intervention, revealing an increase in the acquisition and retention of the selected vocabulary. Furthermore, the focus group conducted with the students showed that young learners valued the acquisition of English as a foreign language, especially through the use of vocabulary. In addition, Aedo & Millafilo found that "the use of multimodal texts in the classroom is perceived by students as an innovative and fun way to learn" (p. 251)

Likewise, Ganapathy (2016) explored Multimodality effects in students' perspectives on the use of multimodal approaches underlying the Multiliteracies theory. Using focus group interviews, this qualitative case study examined the effectiveness of ESL teaching and learning using the Multimodal approaches on literacy in meaning-making among 15 students in a private school in Penang, Malaysia. The results confirmed the need to reorientate the teaching and learning of ESL with the focus on multimodal pedagogical practices, as it promoted positive learning outcomes among students. Additionally, the implications of this study suggested that the multimodal approaches integrated in the teaching and learning of ESL had the capacity to promote students' autonomy in learning, improve motivation to learn, and facilitate various learning styles. This study affirmed that students' perception of MMA lessons in an ESL classroom was described as highly engaging, self-directed, and students-centred and promotes meaning-making with minimal guidance from the teachers. In conclusion, this case study

promoted teaching and learning experiences that were multimodal in nature to acquire literacy skills necessary for today's world without being restricted to one mode of design.

In a study carried out in Colombia, Galvis & Callejo (2016) explored the creation of multimodal texts as a pedagogical strategy implemented through the use of ICT tools in two state institutions in the Colombian province of Santander. After analysing teaching practices, researchers found that written texts were generally implemented linearly leaving aside other text modes, which can lead students to lose interest in literacy practices.

Research results showed improvements in learning resulting from the use of ICTs for educational purposes, and English language learning through the implementation of integrated skills and collaborative work. It was also concluded that in creating multimodal texts, it is important to take into account both students' perceptions of the world and the role of teachers as facilitators of ICT tools for academic purposes in virtual learning environments.

The results reflected that the printed and non-printed multimodal texts had a significant impact on reading comprehension test performance. In contrast, applying linear texts or traditional texts did not exert significant influence on reading comprehension ability of the participants. The findings provided useful hints for language instructors to improve effectiveness of instructional reading curriculums and reading ability of language learners. The participants who learned reading comprehension through using multimodal printed and non-printed texts enjoy reading programs and develop their intrinsic and extrinsic motivation for improving reading ability.

Plengkham, B. & Wasanasomsithi, P. (2023) conducted a study on the effects of Integrated Performance Assessment Modules on third-year undergraduate students' English-speaking ability. A one-group pretest-posttest design was used to investigate the effects of implementing the three modules of the IPA (Interpretive tasks, interpersonal task, and interpersonal task). Results revealed that the students' obtained a higher score in the posttest, and they had improved in all aspects of the three modules such as keyword recognition, main ideas and supporting details detection, cultural perspectives, language function, discourse type, communication strategies, comprehensibility, and language control.

Likewise, another investigation carried out by Med Kharbach (2023) This study aimed to investigate the effect of using the sequence of the interactive model for developing interpretive communication through ipad apps based activities on developing the vocabulary

learning of the first intermediate grade students. The study sample consisted of 40 male and female students, who were randomly divided into two groups: an experimental group and a control group. The experimental group was taught using the sequence of the interactive model for developing interpretive communication, while the control group was taught using the traditional method. The results showed that there were statistically significant differences between the two groups in favour of the experimental group in the post-test of vocabulary learning. The study concluded that the sequence of the interactive model for developing interpretive communication was effective in developing the vocabulary learning of the first intermediate grade students.

In the same vein, Shuting Huo and Shufen Wang (2017) conducted a study Exploring The Effectiveness of Phonological- Based interpretive instruction in English As a Foreign Language Students at Primary School Level. The participants were 60 female students who were assigned to either an experimental group that received IPA instruction or a control group that received conventional instruction. The results showed that the experimental group achieved significantly higher scores on the vocabulary and reading comprehension tests than the control group, suggesting that IPA improved the students' linguistic and cognitive abilities. The study also found that the students in the experimental group expressed high levels of satisfaction and motivation toward IPA.

Finally, Sri Wahyuningsih and Fifi Novita Fitriani (2019), investigated the effectiveness of poster media in teaching English vocabulary to elementary school students. The study was conducted with third-grade students of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus. The study found that the use of poster media significantly improved the English vocabulary repertoire of students. The students were able to easily memorise English vocabulary and its meanings on the poster media. Moreover, they were also able to pronounce it properly. It was evidenced by the enthusiastic response of students when participating in the learning process using poster media.

As evidenced in these pieces of research, students seem to be motivated toward the implementation of interpretive tasks based on e-posters, since it is an approach that improves the teaching-learning process and contributes to expanding the student's English vocabulary and other skills. Results of these studies also showed the benefits that multimodality brings to students' vocabulary learning and the impact they have for teachers´methodologies and lesson

planning. Multimodality in these studies constituted the main bases for students to understand texts using various modes of communication. As observed, the study and application of e-posters and interpretive tasks in vocabulary instruction are only limited to English vocabulary teaching-learning of fifth or some other higher grades. Consequently, we look forward to applying this teaching method to other grades of junior high school to enhance its validity. Moreover, we hope that in the future, more studies on the application of interpretive tasks based on e-posters to enhance reading, listening and speaking instruction could be conducted to promote this teaching method in more aspects of English teaching and develop students' comprehensive ability. Therefore, more research is needed to unveil the effects of interpretive tasks based on e-posters and the Multimodality on students´ English learning process, particularly in public contexts. In this way, this study aims to explore interpretive tasks based on e-posters to help ninth graders learn English vocabulary.

4. Methodology

This chapter addresses the methodology and the research approach to develop this inquiry. Then, it describes the context and the participants involved in this investigation, as well as the different data collection techniques to gather the data.

4.1 Type of Research

This research follows a qualitative approach. According to Cresswell (1998), "Qualitative research is an interrogative process of understanding based on different methodological traditions of inquiry that explore a social or human problem." (p. 15). Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3) This means that the findings are subject to the phenomenon's context and the researcher's understanding, hence these cannot be generalised. This type of research will explore how multimodal texts (e-posters) might help ninth graders from a public school understand English

vocabulary, and identify the teaching cycle to implement the Multimodal Social Semiotic Approach into an EFL classroom.

This study is designed based on an action research model, which, according to Lewin (1946), is "comparative research on the conditions and effects of various forms of social action and research leading to social action" (p. 35). Action research involves a systematic process of examining the evidence. The results of this type of research are practical, relevant, and can inform theory. Action research is different from other forms of research as there is less concern for universality of findings, and more value is placed on the relevance of the findings to the researcher and the local collaborators. Action research in education is known for improving the teachers' and administrators' professional practice, and is deemed favourable by most educationists for solving problems in education. It is a formative study usually conducted by teachers and administrators in schools, since it helps the teachers to adopt or craft the most appropriate strategies within teaching-learning environments. (Riel, 2020).

In this sense, action research allows the researcher to continuously improve and reflect upon their practices to change a perceived problem in a certain context.

Furthermore, action research follows a cycle with 5 steps. Below is the figure of this cycle:
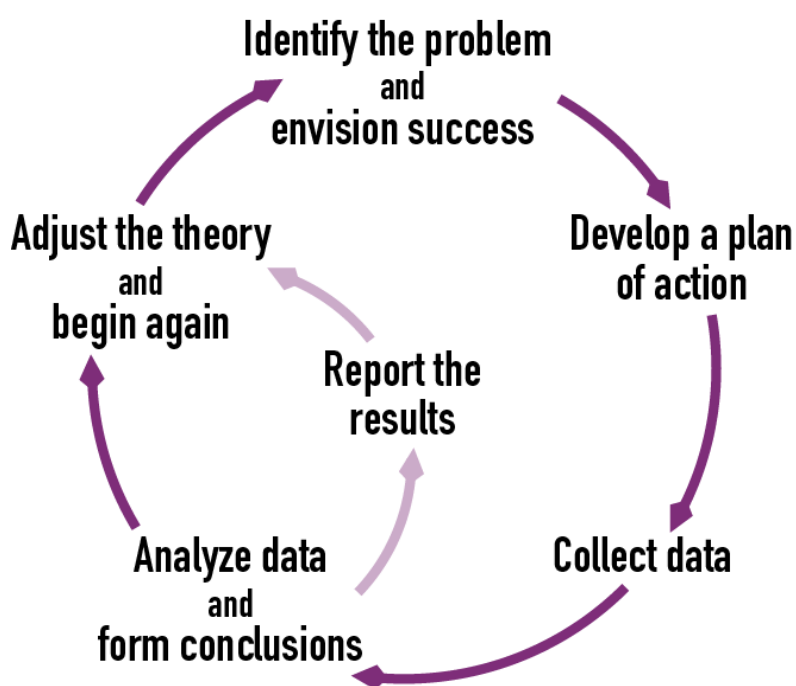
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Figure 1: *Action Research Cycle.*

According to Kolk (2019), the process begins identifying a question or problem you want to address. Action research is most successful when having a personal investment, so it is important to ask the questions that want to be solved.

Once the problem is identified, it is time to describe the vision of how to successfully solve it, and review the pertinent literature needed to develop a plan of action. What it is intended to do? Brainstorming and reviewing the literature should have provided ideas for new techniques and strategies the researcher thinks will produce better results.

The third step is to implement the plan of action, so it is important to determine what data will be accurate to understand if the plan succeeds, and how the data will be collected. The target performances will help determine what wants to be achieved. What results or other indicators will help to know if it has been achieved? For example, if the goal is improved attendance, data can easily be collected from attendance records. If the goal is increased time on task, the data may include classroom and student observations.

The next step in the process is to analyse the data and form conclusions. Examining the data during the collection process can help to refine the action plan. Is the collected data sufficient? If not, it is time to revise the data collection plan. The analysis of the data will also help to identify attitudes and performances to look for during subsequent observations.

Now that a final conclusion has been formed, the cycle begins again. In light of the findings, the theory should have been adjusted or made more specific. Then, the plan is modified, data is collected again, and new questions are begun to be asked.

While the ultimate goal of the research is to promote effective change in the classroom or schools, the value of sharing the findings with others cannot be underestimated. Sharing the results helps to further reflect on the process and problem, and it allows others to use the results to help them in their own endeavours to improve the education of their students.

All teachers want to reach their students more effectively and help them become better learners and citizens. Definitely, action research provides a reflective process that can be used to implement changes in our classroom and determine if those changes result in the desired outcome.

4.2 Context and Participants

This study will be carried out in the School La Ribera de Montería, a public institution that has its sole headquarters in the neighbourhood of Vallejo. The school has students of

different socioeconomic levels, mostly of low and medium levels. The institution offers basic and secondary levels. The course selected to carry out the research is grade 9. This class has 33 students in the classroom and 2 of them take English courses in the "Bilingüismo para La Paz" program. In the grades where English classes are given, few materials are implemented, and inside the room there is no material allusive to the English language.

4.3 Data Collection Techniques

The following are the data collection procedures that will be implemented to answer the questions of this study. To answer the first research question "How do interpretive tasks based on e-posters help ninth graders from a public school develop their vocabulary in English?" different observations will be implemented since "the act of observing is understood as the joint and necessary action of three fundamental elements: perception, interpretation and prior knowledge, which would lead to perfect observation. Perception implies a primary selection, so fragments of reality are represented" (Aguilama, 1986, p. 23). Observation within the classroom constitutes a technique of teacher inquiry and research that aims to collect evidence about the aspects involved in the context of the teaching and learning process. The observation can be used by the teacher to investigate learning contexts, systematically and objectively recording what happens in the classroom to be able to study and interpret it later. For example, in this study, we will observe how students learn through the application of interpretive tasks and how they can use e-posters to develop their English vocabulary.

On the other hand, authentic tasks will also be carried out in order to gather information about students' perceptions and improvement over the use of e-Poster-based interpretative tasks. An Authentic Task is an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges In other words, a task we ask students to perform is considered authentic when students are asked to construct their own responses rather than select from ones presented and the task replicates challenges faced in the real world. This data collection technique will allow us to measure the students' ability to apply the knowledge or skills as a vehicle for learning and the way they build their own meaning.

Finally, a post-test will be carried out after the students receive the "treatment" to measure how interpretive tasks based on e-posters help ninth graders. This post-test is fundamental to supplement the diagnostic test and contrast the findings. According to

Hornbuckle (2022) Post-tests are graded assessments. Post-tests show whether a student gained the knowledge required to successfully complete the course. And they reveal how much each student's knowledge grew and how much students improved during the course. Some post-tests give students the opportunity to earn industry-recognized certifications that validate the knowledge and skills they gained in the course. Students can then use that certification to join the workforce or skip entry-level college courses.

To answer our second question, "What are the challenges students face when learning vocabulary through interpretive tasks based on e-posters?" three data collection techniques shall be conducted. Firstly, a diagnostic test will be implemented as "it is useful in obtaining precise information that allows identifying the degree of adequacy of the general and specific cognitive abilities of the students, in relation to the pedagogical program to which they are going to be incorporated." (Díaz Barriga, 2003, p. 10). In view of the above, this data collection tool helps to obtain information on the initial situation of the students involved by obtaining information on the starting situation of the subjects, as far as knowledge and skills are considered necessary to successfully start new learning processes.

Secondly, semi-structured interviews shall be conducted as a "conversation with a purpose" of gathering students' insights on how they interacted with the material, as well as their perceptions of the approach, challenges, and gains during each lesson. (Burgess, 1984, p. 102). This kind of qualitative research method combines a predetermined set of open questions (questions that prompt discussion) which allows exploring particular themes or responses further.

Finally, with a multimethod use, a focus group will be employed "to add to the data that are gathered through other qualitative methods, such as participant observation and individual interviews." (Morgan, 1996; p. 13). This will help us get a deeper understanding of the phenomenon under study and more insights from the students.

4.4 Data Analysis

The data we will be analysing comes from observation, diagnostic tests, and semi-structured interviews. These elicitation procedures will provide insights on ninth graders' perceptions and changes after implementing interpretive tasks based on e-posters.

Thematic analysis will be implemented to analyse all the different procedures previously mentioned for this proposal. Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Braun and Clarke 2006). This process involves the critical review of responses to determine appropriate coding and the formation of themes from those codes. Since the aim of the investigation is to develop a theory. The form for the thematic analysis will be inductive, which means that the categories for the analysis are going to be decided based on the collected data, instead of being chosen in advance. In order to execute a proper analysis of data, the data analysis spiral suggested by Creswell will be followed (2013, p.172):
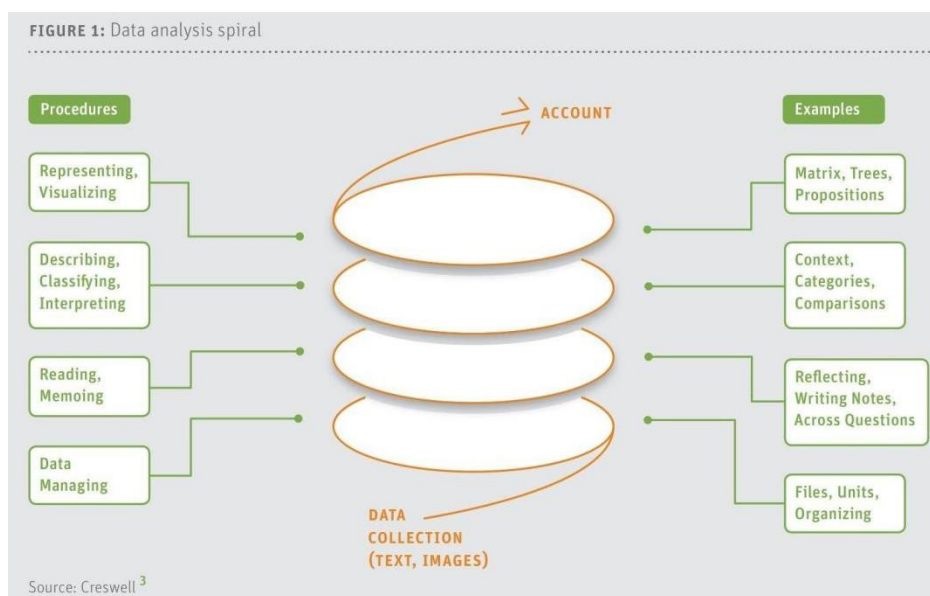

Figure 2: Data Analysis Spiral

In the first step, the information will be organised and prepared for analysis through transcribing interviews, optimally scanning material, and cataloguing each visual material among others. In the second step, all the data will be read to gain a general sense of the information and to secure the opportunity to reflect on its overall meaning. In the third phase, the data will be coded, organising the collected data by categorising the images and text and then labelling the categories with a term. In the fourth step, the coding process is utilised to come up with a description of the people, setting, or categories/themes for analysis. This step is essential as it helps to design detailed descriptions for different forms of research initiatives. In the fifth step, we will advance the manner in which themes and descriptions will be represented in the qualitative narrative. Finally, we will make an interpretation of the findings or the results. The process can be used to reinforce what is currently believed, establish gaps

in the published data, introduce a new way of looking at things, or even expand the current interpretation.

To analyse student's final production (Creativity phase), these characteristics will be taken into account:

1. Content: the content of the presentation will be evaluated, including the clarity of the main message, organisation of ideas, and use of supporting evidence. (Fisher D. & Frey N., 2022)

2. E-Poster Design: Assess the design and content of the e-posters used in the presentation. Considering factors such as visual appeal, clarity of information, and alignment with the main message. (Paradi D., 2019)

3. Vocabulary in Context: it will evaluate the use of vocabulary in context. Considering whether the words chosen are appropriate for the topic and audience, and whether they enhance understanding. (Nation P., 2023)

In order to gather information concerning ninth graders' perceptions and possible changes after implementing interpretive tasks based on e-posters, the teacher will implement a text (e-Poster) with some words and phrases to check the student's improvement. This strategy will be implemented using a rubric with different criteria, such as being able to identify vocabulary in context and use it in authentic situations.

5. Findings

This chapter presents the findings of this concerning improvements in students' vocabulary learning and the reasons why the implementation of interpretive tasks based on e-posters helped ninth grade students learn English vocabulary.

5.1. Students' vocabulary Improvement through the use of interpretive tasks based on e-posters.

5.1.1 Interpretive tasks as a means to enhance learners' vocabulary.

Analysis of students' final production created in the last stage revealed that students became able to recall most of the vocabulary acquired throughout the interpretive tasks based on e-posters. The implementation of interpretive tasks based on e-posters in the ninth grade classes showed effective results in enhancing vocabulary acquisition and comprehension.

The following chart shows the percentage of students whose productions conformed to the characteristics of successful e-posters in pre-interpretive tasks based on e-posters instruction and post-interpretive tasks based on e-posters construction.

As we explained in the data analysis section, each e-poster students produced was analysed according to their **Design, Content** and **Vocabulary in Context**:

Table 1
Students' e-posters creations and vocabulary application.

CHARACTERISTICS	PRE-INTERPRETIVE TASKS BASED ON E-POSTERS *Instruction* (Before)	POST- INTERPRETIVE TASKS BASED ON E-POSTERS *Construction* (After)
Design	N/A	87%
Vocabulary in Context.	32%	90%
Content	55%	89%

Contrasting from the initial products, most of the students learned vocabulary enough to produce authentic e-posters. For example, in the first attempts to create an e-poster, only 32% of students were able to create e-posters for the intended purpose. It is also striking that none of the e-posters students created at this point followed an appropriate schematic and design-

content structure. Students showed little ability in the other aspects of production, as the table shows.

Intriguingly, all aspects of student e-posters creation started to improve after the implementation of interpretive tasks based on e-posters. For instance, the aspects that improved the most were e-poster design (87%) and vocabulary in context (90%), in terms of content there was also a significant improvement (89%). The following e-posters, presented in figures 3 and 4, indicate the kind of improvement students made.
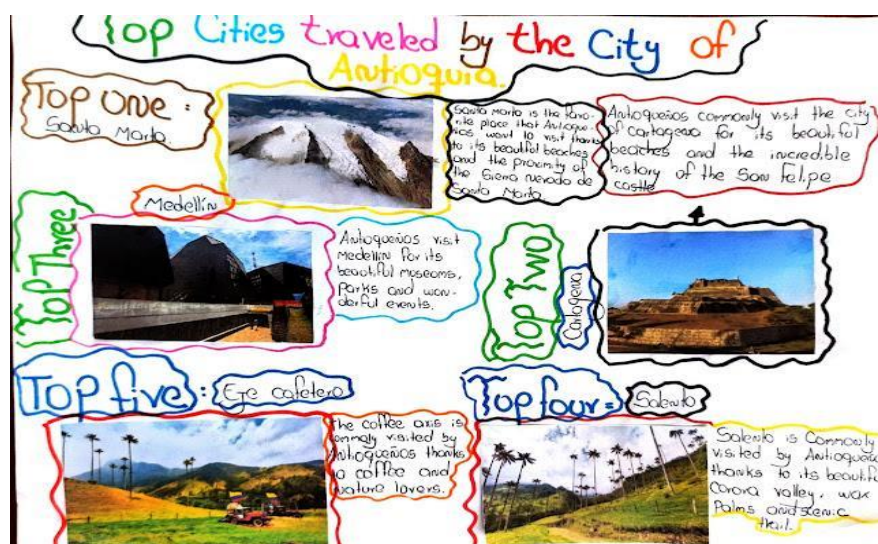
Figure 3: Picture taken from students' pre-interpretive instruction tasks based on e-posters production.

To create this e-poster, students relied on translation apps or looked for similar examples to create their own e-poster. They also omitted design-content and the use of vocabulary in context, as well as a good implementation of different modes, such as colours. In contrast to this, during post-interpretive tasks based on e-posters construction, students' e-posters creation became more efficient, as indicated by figure 4.

Figure 4: Picture taken from post-interpretive tasks based on e-posters construction

It is clearly seen that advancement started from the pre-interpretive tasks based on e-posters instruction stage, when students with the teacher tried to build a text without grammar mistakes, using colours as an engaging agent, well-structured and organised images-text. As figure 4 reveals, students succeeded in creating an authentic e-poster that explains itself the most popular cities to travel to in a specific country. In vocabulary terms, students' writing shows accurate wording and internal coherence.

Similarly, it is certain that in figure 4, from the post construction stage, that students' improvement of e-posters creation was significant. Unlike the pre-interpretive tasks based on e-posters, students received little support for writing of the memes in independent construction. As with post-interpretive tasks based on e-posters construction, there was a match between students' writing and the purpose of the e-poster; motivating people to travel to these cities through "Top five cities to travel in Cartagena" e-poster, persuading people with "pleasant climate and atmosphere ". Student's staging of the e-posters, i.e. schematic structure, was also accurate. In terms of vocabulary in context, they showed improvement in the aspects on which they received the most help from the teacher during the development of the interpretive tasks based on e-posters sequence. For instance, students could write "wide variety of culture…" and "… amazing beaches…" In these sentences it can be illustrated that the student recognized a specific tense which makes grammar structure looks organised coherently. It means that

disregarding tenses was not a problem at the end of the interpretive tasks based on e-posters sequence.

In the application of the first sequence, we provided students with a vocabulary list at the start of the lesson, which was also discussed to activate their prior knowledge and acquire new vocabulary related to the topic. This pre-reading phase facilitated the students' comprehension of the content presented in the warm-up video. Then, during the skimming for main ideas phase, the students watched the video for a second time and were asked to write down the words they could identify to actively engage with the content, and gather specific information and context from the video. The transcripts below give us more information on how using interpretive tasks in class has helped students in learning vocabulary and making their overall learning process easier:

S1: "Because some words, let's say, you already directly relate them to the language or what they mean when mentioned, and you don't necessarily need to translate them into Spanish to know what they are."

S2: "Um... I mean, I... know that I learned a lot of words because... when choosing a word to compare it with something else, um... I mean... I know I learned because when you write, you repeat and repeat and repeat words so that you don't forget them."

S3: "And also, when choosing that word, you would look for other words as well to see which one fits better, and there you also learned a lot."

This students evidence the effectiveness of interpretive tasks based on e-posters to learn vocabulary in context. This way, they do not have to translate words directly from L1 (Spanish) into L2 (English), and relate them directly to their meaning instead. What the following student mentioned shows that because of using the interpretive tasks sequence and its step-by-step support, they can understand grammar better. This helps them get ready for the interpreting and producing parts of the class:

S4: "Notice that when one reached the grammar part or the explanation, it no longer felt difficult to understand the explanation."

In the next transcript, we can evidence the interpretive tasks phase *Pre-reading*. The researcher asks questions to the students about the capital cities of several countries present in the e-poster. This way, the students get more familiar with the information and engage more with the content of the lesson.

Transcript 1. Interpretive tasks sequence effectiveness:

R1: Well. Let's see how much general knowledge you have. Alright. Let's start with Colombia. Yes? Let's talk about the capital cities. What is the capital city?

SS: Bogotá.

R1: USA? The United States?

SS: Washington D.C

R1: Australia?

S1: Sydney

R1: It used to be Sydney, but not any more. I think it was Sydney, but due to political issues, the Capital City changed.

R1: Another one? Venezuela.

SS: Caracas

R1: Ecuador?

S2: Quito

R1: Exactly

R1: There are some, obviously... the one for Finland? Capital city of Finland?

R1: Let's see, for Russia?

S3: Moscow

S4: Moscow

R1: Um, Spain?

S3: Barcelona.

S5: Madrid.

R1: Brazil?

S3: São Paulo. That's São Paulo.

We also observed students applying their comprehension of the target grammar structures during the execution of the second interpretive tasks sequence, wherein they constructed sentences related to the content from the e-poster titled "Every Country's Top Travel Destination." During a segment of the class, students shared their opinions on the reasons these countries were popular travel destinations. With the assistance of the teacher, they skilfully crafted sentences such as "Miami has beautiful beaches," which were

subsequently transformed into superlative sentences. This progression is documented in the following transcript:

Transcript 2.

R1: A colleague told me that Miami was known. Why? Because of the beaches. So, let's say: Miami has beaches, what?

S1: Beautiful

R1: Let's see, who can help me write it?

S2: Miami...

R1: Miami

S3: Has...

R1: Has

S3: Beautiful

S2: Beautiful beach

R1: Right? Miami has beautiful beaches. But it is known not only for having beautiful beaches, but for having the most beautiful ones. Let's build on that. How would it be then in the superlative? Let's place it above the others.

S2: Miami...

R1: Exactly

S2: Miami... Miami has...

S3: Miami has...

R1: The... the particle is missing

S3: The most

S2: The most beautiful...

S4: beaches

Besides, the successful implementation of the interpretive tasks sequence has been shown to enable students to effectively acquire and retain vocabulary. This addresses the initial challenge, wherein students would often forget newly learned words after a short period of time. This is illustrated in the excerpt from an interview with a student provided below:

Transcript 3.

R1: "How do you know that you have learned these words? What words do you remember?"

S1: "Happy, how is it? top, top five, top two. Also, the cities we found, tourism. Also nice, also interesting, traditional, deforestation."

In the following dialogue, it is evident that students can extract information from the e-poster through the images it contains. Moreover, the sequence employs questions to steer the conversation and assist students in gaining a deeper understanding of the discussed topics. The interaction also highlights that while students might encounter challenges expressing themselves in English, they demonstrate comprehension when posed with specific questions.

Transcript 4. Taken from class number 3 (Third sequence)

R1: What comes to mind when you see this e-poster? What is this e-poster talking to us about?

S1: The attractions of each country, of the cities.

S2: Yes, for example, it says here that... that Hawaii has the beaches, the sea.

R1: If I ask you, what is Michigan known for?

S1: For the beer.

Researcher: Yeah, but, How do you say that word in English?

S1: Beer

R1: Exactly, so, What is Ohio known for?

S1: For cruises

R1: Cruisers, exactly.

The transcript shown below illustrates the positive impact of multimodality, utilising colours and images, on students' memory retention of words. Additionally, the researcher employs strategic questioning to prompt students to recall words, thereby enhancing their comprehension. This approach enables students to quickly scan for main ideas and analyse information at first glance:

Transcript 5. Taken from class 3: Scanning for main ideas.

R1: As you can see, each colour represents a kind of attraction… What does red represent?

S1: Traditional

R1: The green one?

S2: Natural

R1: What about blue?

S2: Cultural

R1: If I compare the attraction of New Mexico and that of California, which one is more dangerous?

S2: The one in Washington

R1: and how can I structure that? How can I write it?... So, it's written, New Mexico's attractions…

S3: is (while the teacher is writing)

S4: That's where we put "more."

R1: More what?

S4: Dangerous, dangerous! Is dangerous!

R1: Yes, but an important particle is missing that our classmate mentioned, for comparison, we use…

S3: More… is more dangerous.

R1: Exactly, so it is, "New Mexico's attraction is more dangerous…

S4: than (while the teacher is writing on the board)

S3: California.

Finally, it is also noteworthy that students are acquiring English in a communicative and meaningful manner. Their learning extends beyond vocabulary to encompass grammar, pronunciation, and discourse. The students are actively encouraged to utilize the target language to respond to questions and articulate their opinions.

5.1.2 E-posters (multimodal texts) as a means to enhance learners' vocabulary.

Students' progress in creating e-posters, revealed by the previous analysis, matched students' own perceptions of their progress. In the focus group, students said that they were comfortable with all the activities they did into the classroom. Some of them affirm to be more familiar with the e-posters and the new vocabulary, and they said that now they feel able to understand, write and evaluate e-posters in English because they learnt many things that were unknown for them. Besides, the students who made use of such interactive tools (e-posters) for learning vocabulary, acquired a better understanding of the words and how they could be used in context.

Furthermore, the students showed precociousness in their usage of the taught terms in the written context, as they were found to use the acquired vocabulary correctly and appropriately inserted these words into their final productions in the creativity phase. Also, the multimodal characteristics of e-posters by means of the textual as well as visual modes foster a deeper understanding of the vocabulary concepts among the students. From these findings, it can be deduced that interpretive tasks which are based on e-posters can be used as an efficient pedagogical tool for promoting vocabulary learning among ninth graders. The following transcripts from the focus group and semi-structured interviews support the previous claims:

S5: "Yes, I do find it easy because it's a more entertaining, I mean, more creative way of learning."

S6: "I'll look away, and then when I look back, I get lost. On the other hand, with the e-poster, no, because I have it there, and I know where it is, and it seems more didactic."

S7: "Well, um, for example... Uh... I prefer, I prefer using e-posters over a text or being given a sheet with several words because, I mean, you see that bunch of words, and it's confusing."

These students comment on how engaging and interactive the implementation of e-posters during the English lessons are. They also affirm that it is easier for them to recall the information thanks to how concise and well-organised it is in e-posters, compared to using just a textbook. It is also clear in the following report that the use of images as visual-aid helps EFL learners infer the meaning of English words, creating a better picture of the content present in the e-poster, in spite of having little knowledge in L2:

S8: "Moreover, since we have a language that doesn't focus much on English, with the images that e-posters have, one already starts to intuit what the e-poster is trying to convey."

S9: "It's easy because e-posters, besides explaining things, have images that give you a deeper understanding of what the topic is about and what the e-poster wants to teach or make us aware of."

A short exercise about identifying the colour of each country was carried out to make sure that the students understood the role of the colours and how they provide relevant information. Here, it is perceived the role colours play at the time of giving the students insights about the information within the text, allowing them to start grasping ideas and keywords:

Transcript 6. Taken from class 1: Colour as an engaging agent**.**

R1: I'll tell you the country, and you tell me the colour in English.

R1: USA

S1: Yellow

R1: France?

S2: Green.

R1: Peru

S2: Blue

R1: Finland

S3: That's orange.

To conclude, in the next interview excerpt, a student emphasizes the benefits of utilizing e-posters, particularly in advertising campaigns. The student highlights the advantages of their well-organized and visually appealing format, contrasting them with traditional hoardings featuring lengthy, unengaging text that may fail to capture the public's interest. Besides, they acknowledge how helpful e-posters are for learners of English.

Transcript 7. Taken from interview: E-posters use in other contexts.

R1: Exactly. And let's say, what do you think is the purpose of the images in this case?

S1: I believe it's mostly to grab attention... to catch the attention of... other people so they say, "Oh, this looks good," "it's elegant," "I want to read it," etc. But if someone sees a poster like that with a long text, for example, me. I see a poster with five paragraphs, I don't feel like reading it.

(…)

R1: Um, do you think that having learned those words... well, using e-posters as such, will help you, perhaps in the near future, in a more distant future, maybe to learn English or... if those words will help you in a certain context?

S1: Yes. I do believe they can help because, I mean... Let's say, if you have a company, and someone from another company or external people want to help you. Instead of sending a very long text, because maybe they need an advertising campaign in a language... I mean, in a language other than Spanish and English, that could help because you learned how to make e-posters and all that. And you can use it in the future and... in another job and... in everything. Maybe, if someone has the... the desire to study English, it can also help them in the future.

5.3 Challenges students faced when learning English vocabulary through interpretive tasks based on e-poster.

Although students were successful in analysing and interpreting the e-posters presented in class and even creating their own, it is crucial to acknowledge certain difficulties they encountered while learning vocabulary through interpretive tasks based on e-posters.

5.3.1 Challenges concerning the interpretive tasks sequence

During the execution of the three interpretive tasks sequence, we encountered challenges, particularly in the first and fifth stages of the process, as outlined below. In the Pre-reading/Pre-listening/Pre-viewing phase, students grappled with a lack of prior vocabulary knowledge. This resulted in difficulties when encountering unfamiliar words or expressions, impeding their ability to infer meaning from context or multimedia elements. Consequently, this obstacle hindered comprehension and interpretation of the input, affecting their overall task performance. However, with the structured step-by-step sequence and the guidance provided by the teachers, students were able to comprehend the information gradually and internalize it. This enabled them to recall the details for completing comprehension tasks and later retrieve the information as needed.

Once students acquired the target vocabulary, their performance improved in subsequent phases of the sequence. They were successful in skimming for main ideas and scanning for important details, leading to a more effective interpretation of the e-poster's meaning.

During the discussion phase, it was also a considerable challenge to capture the students' attention and ignite their interest in the proposed topic. Despite the inherent appeal of the subject, maintaining student engagement proved to be a formidable task. Furthermore, generating thought-provoking questions that could spark their curiosity and stimulate intellectual exploration was equally challenging. These questions were intended not only to pique their interest, but also to foster a dynamic and interactive learning environment. However, crafting such questions required a deep understanding of the topic and an ability to anticipate the students' responses. The ultimate goal was to encourage the students to actively participate in the discussion, while enriching their learning experience and promoting a culture of intellectual curiosity and critical thinking. Despite these challenges, the Discussion phase offered a unique opportunity to engage students in a meaningful and stimulating dialogue about the topic at hand.

Finally, another challenge encountered during the sequence implementation was the insufficient time available to complete the entire sequence in every class, leading to limitations in progressing to the creativity phase. This constraint arose from the limited weekly hours allocated to the English subject and because every grade did not have class once a week due to insufficient classrooms. Consequently, the creativity phase was deferred until the last class, during which students showcased their final projects.

5.3.2 Challenges concerning the use and design of e-posters.

Another challenge that learners had to deal with when learning vocabulary through interpretive tasks based on e-posters is the difficulty in applying multimodal input. While some students found it easy to create their final products, some other learners felt overwhelmed by the amount and variety of information and tools available to build their own e-poster, and they were not able to focus on the relevant aspects of the input. Therefore, they were not able to integrate the different modes of input, such as text, colour or image when creating their own e-posters in the creativity phase. This issue was tackled by dedicating time to illustrate the differences between an authentic e-poster and a text lacking diverse modes. Furthermore, students had the opportunity to learn by observing the various e-posters employed by the teachers during class and following them as a guide to create their final product. The above is evidenced with the following transcripts:

S10: "First, from what I remember, it was different from an e-poster, not a poster, well, whatever, one already had the text itself, the other, the images and all, and there we could differentiate and adapt to what it was."

S11: "In our case, as a group, we used Canva, and it was actually very easy because everything is straightforward. One places what is needed, and it's easy to use templates. We practically found one in English, made a few changes, and added the information we had."

Transcript 8. From Focus Group: Digital tools challenges to create e-posters.

R1: "Tell me, what are those difficulties for you? You tell me it's very easy, but there must be some difficulty, right? Something that has been difficult for you in terms of using an application, a platform?

S1: "Well, the use of Canva because it was the first time I used that program, and I didn't know how to use it. It was like maybe something didn't fit here, and I had to move it around, and it got a bit complicated for me."

In conclusion, our analysis confirms that the use of interpretive tasks based on e-posters helped students learn new vocabulary and create e-posters. From the beginning, students had problems in terms of implementing different modes and there was not an existing relation between the colours, texts and images they used when creating their e-poster. However, students could overcome those issues at creating e-posters and learning English vocabulary through the sequence, avoiding the use of isolated elements when facing the creativity phase at the end of the process. The factors contributing to the notable improvement observed in students will be elucidated in the following section.

6. Discussion

This study investigates the impact of interpretive tasks based on e-posters to help students' vocabulary learning, through the use of authentic texts. The researchers worked with ninth graders from a public school to implement the interpretive tasks sequence.

This study identified some potentials and limitations of interpretive tasks that merit further discussion. The learning sequence of interpretive tasks seems to have aided students' vocabulary learning. The results of the present study have confirmed the significant improvement of participants in vocabulary learning and e-posters creation in terms of design, content and the use of vocabulary in context.

The results post-intervention indicate a marked improvement in students' English vocabulary acquisition. Moreover, the students' understanding of the phases involved in the interpretive tasks' method played a key role in enhancing their interpretation performance. The students embraced the interpretive tasks, including those related to e-posters, as a valuable method to be integrated into future teaching instructions. Overall, the study's findings highlight that the interpretive tasks sequence significantly contributed to participants' advancement in vocabulary learning.

The results are consistent with studies by (Bacon, 1992; Herron & Seay, 1991; Maxim, 2002). In this study, the participants improved their vocabulary learning due to their control over essential features or phases Pre-reading/Pre-listening/Pre-viewing, skimming for main idea(s), scanning for important details, Interpretive phase, Interpretation/discussion phase, and creativity phase. This improvement could be attributed to the teacher's explicit discussion of the key stages and language features, together with some sample texts.

Teachers can pinpoint the various facets of multimodality that students must master to craft genuine e-posters, incorporating diverse modes. It is crucial for them to underscore the importance of the initial stage in the sequence of interpretive tasks, as this sets the foundation for smoother development in subsequent phases. This sequence helps students learn English vocabulary and boost their interpretive ability. The Pre-reading/Pre-viewing phase allowed learners to activate their prior knowledge and world experiences, as well as to have an idea about the vocabulary and text language to be reviewed. The "skimming for main idea(s) phase", helped the students identify the overall main idea of the text. The third phase, which is "scanning for main details" helped students grasp important information to have a deeper understanding of the text and be able to move to the "Interpretive phase", where they used the acquired vocabulary to help them begin to interpret meaning. In the fifth phase, "Interpretation/Discussion Phase", students used the text to discuss and make inferences in the target language answering questions during the class to maximise participation and then share opinions. Finally, in the "Creativity Phase" students used the information from the text to create their own meaning in the interpersonal and then presentational modes. Furthermore, the results from the post-test revealed the participants' mastery not only in terms of vocabulary learning but also in incorporating the different modes of multimodality such as content, text, images and colours.

Students' mastery of creating authentic e-posters is due to the teacher scaffolding the stages and techniques embedded in the interpretive tasks sequence. Bruner (1978) describes scaffolding as "the steps taken to reduce the degrees of freedom in carrying out some tasks so that the students can concentrate on the different skills they are in the process of acquiring" (p. 19). In the context of classroom interaction, scaffolding refers to the transient support offered by the teacher to assist students in performing tasks or gaining a comprehension of the subject, enabling them to eventually complete the tasks independently (Hammond & Gibbons, 2001). The progression of interpretive tasks in this sequence aligns with Brunner's principles of scaffolding (Brunner, 1978). Throughout various stages, teachers facilitate vocabulary acquisition, interpretation skills, and the creation of authentic e-posters, fostering learning opportunities through exploration and discussions with both peers and the instructor.

The previously mentioned concept of the zone of proximal development underscores the importance of collaborative learning, suggesting that students construct knowledge most

effectively when they engage in meaningful activities with peers and teachers. This principle was clearly manifested in our implementation of the interpretive tasks sequence.

The focused group and interview, and students' performance, highlighted the participants' favourable attitudes towards the sequence. They particularly appreciated the structured stages of the teaching and learning cycle in enhancing their ability to learn vocabulary and interpret authentic texts. The progress they made in their vocabulary learning and interpretation performance could account for these positive perceptions.

The participants also compared interpretive tasks based on the e-posters method with other methodologies previously used in their English classes. They noted distinct advantages of the interpretive tasks along e-posters and multimodality approach, further validating its effectiveness in improving their vocabulary learning. This feedback affirms the potential of the interpretive task based on the e-posters method as a valuable tool in vocabulary learning.

The implementation of the interpretive tasks sequence based on e-posters supported students in gradually acquiring contextual vocabulary thanks to multimodality, grasping the purpose of each activity for successful execution, and comprehending as well as internalising the information presented in class materials, ultimately leading to the creation of authentic final products. This conclusion finds robust support in the work of Jimenez & Pacheco (2017). Following their pedagogical intervention aimed at encouraging text composition in a multimodal setting through authentic tasks in a 10th-grade classroom, they observed heightened student engagement when employing multiple modes. The results indicated that students developed a heightened awareness of their audience. Researchers also observed increased confidence among students in learning vocabulary, as the multimodal environment they fostered played a pivotal role in reinforcing the English language. This environment enabled students to express themselves in drafts through the incorporation of graphs, drawings, and charts. Similarly, Aedo & Millafilo (2022) assessed the impact of multimodal texts, specifically memes, on vocabulary acquisition and retention among 18 EFL young learners (aged 11-12) in a 6th-grade class in Chile. The researchers designed the multimodal texts to meet specific vocabulary criteria. Through three vocabulary tests administered before, immediately after, and two weeks post-intervention, they observed a significant increase in the acquisition and retention of the targeted vocabulary. A subsequent focus group revealed that

the students highly valued the acquisition of English as a foreign language, especially through the incorporation of vocabulary.

In conclusion, the researchers observed that interpretive tasks based on e-posters proved to be effective in facilitating vocabulary learning for students. They noted that this method streamlined the process of both English vocabulary acquisition and e-poster creation. The researchers' perspective was further validated by the positive feedback from students, who expressed that the approach was not only beneficial but also engaging. The students reported a significant enhancement in their vocabulary learning skills and the creation of authentic materials, specifically e-posters.

7. Conclusion

In this study, the impact of interpretive tasks utilising e-posters on 9th graders' vocabulary learning and interpretation performance was investigated. In essence, interpretive tasks present a viable alternative for teaching vocabulary in public schools. The efficacy of interpretive tasks based on e-posters is underscored by several factors, including students' heightened awareness and motivation to learn vocabulary in context. Beyond the successful implementation of interpretive tasks with e-posters and their inherent appeal through multimodality for enhancing vocabulary learning in 9th graders, the study revealed that students perceived each phase of the interpretive tasks as beneficial for improving their interpretation skills. Despite encountering challenges in developing the sequence, including students' lack of prior vocabulary knowledge in the initial phase, difficulty in formulating engaging questions to encourage student participation during the discussion phase, and limited time allocated to the English subject hindering progress up to the creativity phase in each class, these issues were effectively addressed and overcome. This way, students expressed acceptance of the interpretive tasks based on e-posters method for future vocabulary learning. This outcome suggests that teachers, when employing interpretive tasks, should conscientiously implement each stage to foster students' vocabulary development. All in all, in spite of the challenges previously mentioned, the study achieved its research goals, prompting the need for larger-scale research on how interpretive tasks with e-posters and multimodality influence students' vocabulary learning and authentic material creation.

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Appendixes.

Appendix A

Questions for students' focus group

Objective: This focus group aims to explore and identify students' beliefs and challenges regarding the potential changes they may have undergone following the implementation of interpretive tasks based on e-posters in a public institution.

1. Do you like using e-posters to learn new words? Why or why not?

2. How do e-posters help you learn new words better than other ways?

3. How do you get ready for the e-posters? What do you do first, second, and last? What websites or apps do you use?

4. How do you make your e-posters? What website or app do you use? How do you choose what to put on your e-posters? What pictures, words, or sounds do you use?

5. How do you learn new words from the e-posters? How do you remember what they mean, how they sound, how they are spelled, or how they are used?

6. How do you show your e-posters to your friends or other people?

7. How do you know if you learned the new words well from the e-posters?

8. How sure and happy are you when you use the new words from the e-posters? How do you solve any problems or questions that you have?

9. How do you use the new words from the e-posters in other places or times? Can you give some examples of how you used the new words in different places?

Appendix B

Questions for the semi-structured interviews

Objective: This semi-structured interview is designed to collect students' perspectives on their engagement with the material, as well as their perceptions of the approach, challenges, and gains experienced during each lesson.

1. Do you find it easy or hard to use e-posters to learn new words? Why or why not?

2. What are the things that make it easy or hard for you to use e-posters to learn new words?

3. How do you deal with the difficulties or challenges that you face when using e-posters to learn new words? What helps you overcome them?

4. How do you feel when you use e-posters to learn new words? Do you feel happy, bored, frustrated, or something else? Why?

5. How do you know if you learned the new words well from the e-posters? How do you check your answers or work?

6. How sure and happy are you when you use the new words from the e-posters? How do you solve any problems or questions that you have?

7. How do you use the new words from the e-posters in other places or times? Can you give some examples of how you used the new words in different places?

Appendix C

Creativity phase Evidences