Material Design by Applying the Big Book Approach with the Support of ICT to Increase Motivation for Learning English in Eighth Graders in a Colombian Setting.

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Abstract

Abstract

This paper outlines the creation process of a big book supported by a website designed to enhance motivation for learning English among high school students in Colombia. Low levels of motivation in these students are perceived as a significant threat to their future professional development. Storytelling, facilitated through a big book, was considered an effective resource for teaching these teenagers. A needs analysis, conducted through document review and interviews, informed the decision-making process. The students' needs were identified based on documents previously developed by the Colombian Ministry of Education. This data was used to create the narrative in the big book and on the website, as these materials were designed to complement one another, along with the classroom activities and the online activities, following a flipped learning methodology.

Keywords: Big book, storytelling, motivation, language learning, high-school students, ICT.

Resumo

Este artigo apresenta o processo de criação de um livro gigante apoiado por um site, cujo objetivo é aumentar a motivação para a aprendizagem de inglês em jovens colombianos no ensino secundário. Os baixos níveis de motivação destes alunos são percebidos como uma ameaça ao seu futuro profissional. A contação de histórias por meio do livro grande é então considerada um recurso adequado para ensinar esses adolescentes. Foi realizada uma análise de necessidades através da revisão de documentos e uma entrevista para a tomada de decisões; as necessidades dos alunos em termos de conteúdo foram retiradas de documentos previamente elaborados pelo Ministério da Educação da Colômbia. Os dados foram utilizados para escrever a história de um

livro gigante e de um site, uma vez que esses materiais foram criados para complementar as atividades das aulas seguindo a metodologia (flipped learning).

Palavras-Chave: Grande livro, narrativa, motivação, apremdizagem da língua, estudantes do ensino médio, TIC.

Resumen

Este artículo presenta el proceso de creación de un libro gigante apoyado por un sitio web, cuyo objetivo es aumentar la motivación hacia el aprendizaje del inglés en jóvenes colombianos en secundaria, los bajos niveles de motivación en estos estudiantes se perciben como una amenaza para su futuro desarrollo profesional, la narración de historias a través del uso del big book se considera entonces un recurso apropiado para enseñar a estos adolescentes. Se realizó un análisis de necesidades a través de la revisión de documentos y una entrevista para la toma de decisiones, las necesidades de los estudiantes en cuanto a los contenidos se tomaron de documentos creados previamente por el Ministerio de Educación de Colombia. Los datos se utilizaron para escribir la historia de un libro gigante y un sitio web, ya que estos materiales fueron creados para complementar las actividades de clase siguiendo la metodología flipped learning.

Palabras Clave: Libro grande, narración, motivación, aprendizaje de lenguas, estudiantes de secundaria, TIC.

Material Design by Applying the Big Book Approach with the Support of ICT to Increase Motivation for Learning English in Eighth Graders in a Colombian Setting

This document presents a proposal for the creation of materials aimed at enhancing motivation for learning English among high school students. Additionally, it establishes a foundation of solid knowledge through the use of technological tools. The strategy in the initial stage involves the implementation of games and activities supported by Information and

Communication Technology (ICT). Students are required to complete these activities at home prior to attending class. The second stage incorporates the big book approach, which features an engaging story related to the workshops previously provided to the students. The proposed materials address the primary issue of students' lack of interest and motivation while also targeting specific aspects of the language. The minor objectives focus on the challenges of transferring English structures and vocabulary from short-term to mid- and long-term memory. Consequently, this creative proposal is grounded in the flipped learning methodology, which facilitates the consolidation of knowledge among students. Additionally, language patterns with specific meanings are emphasized as students learn, with vocabulary acquisition identified as a secondary goal. Reason: Improved clarity, vocabulary, and technical accuracy while maintaining the original meaning.

On the other hand, although not unrelated to the previous paragraph, the workshops based on the narrative contained in the big book are inextricably linked to the effective use of technology. This is why the proposed material integrates various techniques, approaches, and teaching strategies. The blended approach is implemented in the initial stage, where students engage in activities and games supported by technology to complete at home before attending class. This preparation allows them to participate in the big book storytelling session, which also includes activities during and after the story. These features make active and participatory methods the most suitable for this proposal, as they encourage students to engage in the learning process as co-participants and co-creators of their knowledge.

Problem Analysis

Problem Identification

As a student in a teacher preparation program (pre-service teacher), I have worked with eighth graders in public schools as part of my teaching practicum. From this experience, I have observed that students in this grade face multiple challenges in the classroom. As someone committed to improving learners' outcomes, I have concentrated on the notion that academic performance is largely influenced by the level of active engagement and practice among students. However, this level of engagement is often correlated with students' interest in the subject matter. Consequently, I decided to focus on enhancing students' motivation, hoping that this would lead to improved academic outcomes. Unfortunately, low levels of motivation seem to be the norm in many English as a Foreign Language (EFL) context, where language learning is hindered by various factors, including inadequate teacher preparation, a lack of context-sensitive learning and teaching materials, infrequent class sessions, and other related issues.

The issue of motivation among learners has become increasingly relevant for teachers who are actively engaged in enhancing their instructional practices. This suggests that many educators have been addressing this concern over extended periods. It is evident that language learning and teaching encounter numerous challenges due to the factors mentioned earlier. These challenges arise from both the teaching methods employed and the learning styles of both educators and students. Insufficient learning outcomes, coupled with rising teacher frustration, create an environment that offers little opportunity for improvement. It requires courageous and dedicated teachers to navigate this landscape and implement gradual changes in the hope of achieving better outcomes over time.

Problem Description

English education in the Colombian setting has numerous challenges. One of the primary factors hindering Colombian students from achieving a satisfactory level of English proficiency by the time they graduate from high school is a lack of interest and motivation. This deficiency in motivation arises from various circumstances, including teaching methods that do not always align with students' interests and preferences, inadequate grammar instruction, insufficient structured knowledge, a lack of confidence when speaking, and limited exposure to the English language. This issue also affects teachers, who often contend with overcrowded classrooms, making it difficult for them to develop more effective materials and implement appropriate strategies that foster motivation for learning English among students.

On the other hand, factors such as peer influence and the overall classroom environment can significantly impact student motivation. Local elements, including the perceived relevance of English within the community, access to resources, teacher training, and cultural attitudes toward learning a new language, may hinder students' motivation to learn English.

On the other hand, factors such as peer influence, parental support, segregation, discrimination, and the overall classroom environment can significantly impact student motivation, which is closely linked to their investment in the classroom. Local elements, including the perceived relevance of English within the community, access to resources, teacher training, and cultural attitudes toward learning a new language, may hinder students' motivation to learn English.

This material is designed not only to address the grammatical aspects of language but also to explore students' preferences. The big book methodology encourages students to interact with one another, as storytelling and related activities—such as sharing ideas with peers or

collaborating in teams to solve tasks—can serve as icebreakers among students with diverse socio-cultural backgrounds, fostering a friendly environment.

Problem Statement

Eighth graders learning English as a Foreign Language (EFL) in a public school in Bogota need to enhance their motivation to improve their learning outcomes. This necessity is evident in the lack of enthusiasm for learning English among high school students, as well as their poor understanding of grammar and sentence structure, lack of confidence when speaking, limited exposure to the English language, and the use of materials that do not align with the students' interests and preferences.

Objectives

General Objective

To create an engaging English Language Teaching (ELT) big book supported by a website featuring an original story tailored to the students' interests, aims to enhance motivation for learning English and improve their language skills. These materials were designed for integration into secondary education curricula, specifically tailored for eighth-grade adolescent learners (typically aged 13–14), employing the big book approach in the English classroom, alongside the integration of Information and Communication Technology (ICT) and a flipped learning methodology in a Colombian context.

Specific Objectives

Pedagogical Objectives

- To increase students’ motivation towards learning EFL.
- To support students’ development of B2 proficiency.

Design Objectives

- To design an appealing big-book and a website for high school students.
- To use students' likes and interest in the construction of plots.
- To use target language patterns and vocabulary in the development of learning materials.
- To create material with images that allow the students to follow the story.

Expected Outcomes

Pedagogical Outcomes

- Increase of English level in Students.
- Higher levels of motivation in the target population.

Design Outcomes

- A big book and e-content material support with original content for high school students.
- The students show interest in the development of the class because the material contains their likes and interests.
- The students identify, understand, and reproduce language patterns and vocabulary included in the plot story.
- To build a strong connection between images, words, and patterns in the student's brain.

Justification

The Colombian government established the Colombian Bilingual Project in 2019, recognizing English as the sole second language for Colombian students. Given that English is regarded as a global lingua franca, it is viewed as the most effective means to enhance quality of life by creating job opportunities. Implementing this project was deemed essential as it addressed the lack of motivation among high school students to learn English, particularly those preparing to access higher education and the workforce. For this increasing number of adults, proficiency in English has become a significant asset for professional development, as it improves their chances of being hired and earning higher salaries. Consequently, learning English is perceived as both a necessity and an opportunity.

Additionally, learning English as a second language fosters social and personal development by facilitating interactions with individuals from diverse backgrounds, thereby promoting intercultural understanding and tolerance. This aspect is particularly relevant in an increasingly interconnected and globalized world. Furthermore, achieving proficiency in English enhances self-esteem and self-confidence, enabling learners to improve their cognitive processes and language skills, which may be advantageous for acquiring a third language in the future. Moreover, learning another language enhances cognitive skills such as critical thinking, memory, and problem-solving. It also provides access to global culture and information, as a vast array of resources—including videos, movies, articles, books, documentaries, and online content—are predominantly available in English. Consequently, proficiency in this language enriches learners' perspectives.

Literature Review

The Big Book Approach and its Educational Advantages

This material explores the extent to which big- books are useful in the English as a Foreign Language (EFL) classroom for increasing student motivation through the implementation of original materials and the support of Information and Communication Technologies (ICT). Although the big-book approach has been widely utilized in the United States to promote literacy in the native language, its application in EFL classes originated in the Malaysian educational context. The earliest research on the big book approach in EFL teaching was conducted by Nambiar (1993) who described how big books serve as an extension in the classroom of shared reading between parents and children, highlighting the role of storytelling in promoting literacy development. This investigation is grounded in theories that assert the big book approach closely resembles family book readings Strickland & Morrow (1990) found that the big book approach not only aims to teach various reading strategies and concepts about print but also imparts these lessons in a manner that is meaningful to young learners, who may become so engaged in the activity that they forget it is a formal teaching situation.

The big-book approach, as a form of pedagogical support, enables teachers to address various aspects of language, including vocabulary and the usage of target language structures. As summarized by Setyorini et al. (2019), the use of big books in education effectively meets a range of objectives. These objectives include providing reading experiences, helping students comprehend texts, introducing diverse types of reading materials to children, and allowing teachers to showcase exemplary stories. This innovative resource encompasses all the possibilities, creating an engaging reading and learning experience.

Furthermore, a study by Setyorini et al. (2019) found that the use of big books provides children with varying learning paces the opportunity to explore reading at their own speed. This approach is particularly beneficial in environments with students who have diverse learning styles and preferences, which have become increasingly relevant over the past century. The visual nature of these books serves as an engaging element that captivates learners through the stories. Additionally, the emphasis on narrative texts aligns with the preferred sequence of linguistic development in the early stages of overall language learning processes.

Finally, Rawian et al. (2022) conducted a study to address the necessity of incorporating English literature into the improvement of the Malaysian curriculum. They implemented reading programs and adapted them to the big-book approach. The authors substantiate their arguments with a literature review that identifies issues related to the shortcomings of techniques other than the big-book approach and demonstrates how this method is beneficial in addressing those challenges.

In the Colombian context, there is limited evidence regarding the application of the big-book approach in educational settings. Arroyave (2022) conducted research with first graders, the majority of whom were Venezuelan students facing challenges in adapting to the school system. The study revealed that the literacy process and engagement with English in these children improved significantly when this approach was implemented.

A study conducted by Rawian, et al. (2022) employed a mixed-methods approach to analyze the effectiveness of big books in English as a Foreign Language (EFL) classroom. The research revealed that students enjoyed using big books, particularly Jungle Book, as it facilitated their understanding of the plot structure, setting, moral values, and main characters. This indicates that the use of big books also contributes to introducing students to various levels

of text construction, such as formal or structural features, without the necessity of formal instruction in these areas. Consequently, this enriches their overall understanding of the complexities of texts.

Adding to this, Yaacob & Pinter (2008) used big books and various teaching techniques to enhance language skills and creativity in English lessons. They recorded 26 lessons, five of which incorporated big books. The study found that these innovative practices increased students' interest and motivation, improved interaction patterns, and resulted in more meaningful lessons. This serves as evidence of the well-documented contribution of writing to the development of other macro-linguistic skills, particularly speaking in this context.

Moreover, research conducted by Indrasari et al. (2018) examined the impact of big books on vocabulary development in first-grade students. The study included try-out sessions, pre-tests, treatment activities, and post-tests. The results indicated that the big book approach had a positive effect on vocabulary achievement. The authors suggest that teachers should be innovative in designing books tailored to students' needs, rather than simply purchasing large books. An additional advantage of this approach is that when students create their own learning and teaching materials, they are more likely to engage in context-sensitive activities.

The previous studies related to this topic indicate that the big book approach possesses several characteristics that motivate students to learn a language and enhance various aspects of language acquisition. This approach is beneficial for creating diverse materials associated with the stories in big books, and it offers meaningful reading experiences.

The Use of Technology in Education

Teachers must be creative and leverage the tools that current advancements offer in the field of English education. They should utilize technology to create an innovative learning environment that ignites curiosity about the English language in their students by making connections to their interests and prior knowledge. With the ever-increasing number of free resources available online, the opportunities to discover and utilize high-quality materials grow each day. A study by Raja & Nagasubramani, (2018) found several benefits associated with the application of technology in education, including the following:

- It makes students more excited to learn,
- It helps students with busy schedules,
- It gives them freedom to work at home on their own time,
- It trains students to learn new technology skills they can use later in the workplace, and
- It decreases paper and photocopying costs, promoting the so-called "green revolution".

Moreover, an investigation conducted by Tinio (2003) asserted that information and communication technology (ICT) has a significant impact on education by facilitating the acquisition and assimilation of knowledge for both teachers and students. This is achieved through the promotion of active learning, collaborative and cooperative learning, enhanced teaching and learning experiences, globalization, and the blurring of geographical limitations. The author also states that ICT tools, such as videos, television, multimedia, and computer software that integrates text, sound, vibrant interfaces, and moving images, can be utilized to provide challenging and authentic content that engages students in the learning process.

The Use of Technology in ELT

In the context of English Language Teaching (ELT), Ibrahim (2010) asserts that Information and Communication Technologies (ICT) should be effectively utilized to transition from a teacher-centered approach to a student-centered approach in the teaching and learning of English. As technology has transformed various aspects of society, it is also reshaping our expectations regarding what students need to learn in order to engage effectively in the modern world. The author further emphasizes that ICT positively influences student attitudes toward language teaching and learning. When utilizing computer-mediated tools, students report feeling more successful in school, exhibit greater motivation to learn, and experience enhanced self-confidence and self-esteem. This positive impact occurs when technology empowers learners to take control of their own educational journey. Furthermore, research conducted by Arifah (2014) found that internet usage significantly increases student motivation. Its application in education aids students in understanding and developing their knowledge with enthusiasm. Students can leverage technology in their learning processes by utilizing computers and the internet to learn effectively. This approach enhances their higher-order thinking skills while engaging with technology. In summary, it is essential to capture the attention of English language learners through an authentic integration of multimedia and teaching methodologies.

Storytelling a Powerful Tool to Teach English

Big books are inextricably linked to storytelling, as they contain narratives to be shared. This section presents a review of how storytelling serves as an effective tool for engaging students in their learning processes. Huang (2006) conducted research that demonstrated the effectiveness of contextualized storytelling in enhancing comprehension through both verbal and nonverbal communication. In this study, students expressed concerns about their ability to

understand stories presented solely in English. However, when props and visual aids were introduced, the students became interested and engaged in the storytelling process. They actively interacted with the storyteller by answering questions and predicting the storyline, leading to optimal outcomes in story retelling.

In addition, a study by Bala (2015) determined that stories offer a rich and meaningful vocabulary context for learners. As a result, they acquire vocabulary from the stories at a faster pace, often personalizing the characters within them. Students also learn to organize events, which facilitate the acquisition of language structures and planning strategies. This exemplifies another way in which reading contributes to the development of essential life skills. Moreover, a study conducted by Siti Fachraini (2016) demonstrated that students taught using storytelling techniques exhibited a superior mastery of grammatical structures compared to those instructed in grammar through traditional methods. Additionally, research by Satriani (2021) revealed that the integration of storytelling into the teaching curriculum significantly enhanced students' reading comprehension and writing skills.

Interdisciplinarity

The materials referenced were designed in accordance with the principles of constructivism. According to Bada & Olusegun (2015), students must construct knowledge in their minds; this process allows them to uncover and reorganize information while comparing new insights with prior knowledge. By engaging in this manner, learners become active participants in the learning process. Interaction with narratives that include language, various plot types, images, and characters that resonate with students fosters a connection between stories in their native language and those in English. These characteristics enable students to explore, compare, and discover new information while acquiring language patterns as they

mentally construct the narrative. Consequently, the semantic linguistic field plays a crucial role in the development of the activities outlined in the proposed materials, as the pre-, during-, and post-story activities aim to convey meaning to students rather than focusing solely on isolated words.

On the other hand, Barassi et al. (2014) assert that designing lessons for English as a Foreign Language (EFL) instruction involves preparing classes and materials that are tailored to the cultural context of the students. This approach recognizes the necessity for students to be active participants in the learning process to achieve the primary objective: the acquisition of the English language. Consequently, this project considers the interests of the students, as these interests are closely linked to contemporary culture. The stories created for this project incorporate elements from current cultural phenomena, such as games, television, and online programs. Additionally, Azarnoosh (2016) emphasizes the importance of creativity in EFL material design. He also explores the processes involved in materials development, which must include a needs analysis. For materials developers adopting a language-centered perspective, it is crucial to adapt pedagogical tasks to align with learner-centered approaches.

Finally, the literature review indicates that big books foster motivation, provide meaningful reading experiences, facilitate comprehension, offer a variety of reading resources, and allow teachers to model effective storytelling techniques. They address various language elements, including vocabulary and grammar. Additionally, big books accommodate diverse learning paces and styles due to their visual nature. Conversely, technology is a powerful educational tool; the internet enhances motivation and facilitates knowledge acquisition, thereby improving higher-order thinking skills. Integrating multimedia with effective teaching methodologies is essential for engaging English language learners.

What remains unknown is the impact of the big book approach when combined with technology, as there is currently no prior research on this topic. Nevertheless, this instructional material aims to leverage the established benefits of the big book approach and technology in English as a Foreign Language (EFL) education, specifically to enhance motivation and addressing language development among high school students. Another unexplored aspect is the application of this approach to high school students using stories that resonate with their interests, as previous studies have primarily focused on younger children with more simplistic narratives. Therefore, considering that the big book approach was originally designed as a tool to teach children their native language and develop reading skills, it is deemed advantageous to apply the same methodology to foreign language learners.

Methodology

Multiple methodologies were implemented in the creation of this material, encompassing various stages. The primary methodological framework utilized was the ADDIE model. Within the steps of the ADDIE model, several stages were involved in developing the story for the Big Book, which is an original narrative. Data was collected directly from eighth graders through interviews, employing narrative and qualitative approaches. Furthermore, the story was crafted with consideration of the five-act structure, also known as Freytag’s pyramid, in storytelling. After gathering the necessary data, it was essential to identify the students' needs regarding the English subject; for this purpose, document analysis was employed.

Once the design objectives for the Big Book layout were clearly defined, a practical guide from the Reedsy website was taken into consideration, as they are experts in book design. This same model was applied to the website. Furthermore, the principles of website design were also considered during the website's creation. Regarding the exercises included on the website,

the following methodologies were incorporated: gamification, a focus on form, and story-based learning, which also encompasses the application of the revised Bloom's taxonomy.

Pedagogical Discussion Questions

- How to select the topics and English structure for the big book?
- What characteristics turn out to be appealing for the students in a big book?
- Who are the students or the target population, what are their likes?
- How to include the topics given in the curriculum in the story?

Data Collection Method

This material intends to increase motivation for learning English among high school students through a big-book approach in the English classroom, supported by Information and Communication Technology (ICT) and a flipped learning methodology in a Colombian context. Before developing the material, it was essential to understand elements related to human behavior, educational patterns, preferences, and sociocultural phenomena. These aspects are crucial for identifying specific features that must be sufficiently descriptive to extract reliable data for creating authentic materials. The narratives reveal factors that cannot emerge solely from systematic approaches.

The rationale for selecting a narrative approach in the creation of this material is closely linked to the characteristics outlined in the previous paragraph and is supported by various authors. As noted by Kohler (1993, as cited in Bell, 2003), “narrative researchers attend to the ways that culture expresses itself through an individual’s story.” Furthermore, storytelling and online platforms inherently reflect culture, as the narratives produced incorporate elements from contemporary cultural forms, such as games, television programs, and the interests of the

learners. The stories shared in class foster creativity, evoke emotions, and elicit feelings. The primary objective of this material is to enhance student motivation. It is essential to listen to the students' voices to gather insights that inform the design of authentic and targeted materials.

Qualitative educational research is a distinct approach to studying educational phenomena that prioritizes understanding the underlying reasons and processes involved in learning and teaching experiences through non-numerical data. This approach transcends mere numbers and statistics, aiming to uncover the lived experiences, perspectives, and meanings that shape educational practices.

Qualitative research plays a crucial role in education, particularly in the following areas:

Research Questions:

Definition of needs (analysis)

A. Review of documents related to course contents.

The story incorporated into this material is narrated in the simple present tense. According to information collected from the Colombian Ministry of Education, students begin learning the present simple tense in sixth grade, focusing on foundational aspects such as conjugating regular and irregular verbs, forming affirmative, negative, and interrogative sentences, and using the present simple to discuss habits, routines, and general facts. In seventh and eighth grades, students continue to study the present simple tense, exploring more advanced applications, including its use to discuss future events and to express opinions and beliefs.

In developing the educational materials, it is vital to align the content with the identified interests and preferences of the students, particularly their fondness for fantasy elements such as dragons, superheroes, and magical worlds. By incorporating these themes into the narratives and activities, the materials will connect more deeply with the students, fostering a sense of relevance

and excitement. For instance, stories featuring heroic characters embarking on adventures can be used to create engaging reading exercises, while role-playing activities can allow students to embody these characters, enhancing their speaking skills in a fun and interactive way. Addressing students' likes not only increases their engagement but also significantly boosts their motivation to learn. When students see their interests reflected in the curriculum, they are more likely to participate actively, leading to a more dynamic and enjoyable learning experience. This alignment between educational materials and student preferences is crucial for creating a positive classroom environment where learners feel valued and inspired to explore the English language.

Review of the likes and needs of students.

Data Collection Instruments

This approach is particularly well-suited for addressing questions that explore how teachers implement the curriculum, why students struggle with certain concepts, and what factors contribute to a positive classroom environment.

Outcomes: Qualitative research in education can inform instructional practices, guide curriculum development, and shape educational policies by providing insights into the complexities of teaching and learning (Denzin., 1978).

The development of the material consists of two phases: the first phase involves data collection and analysis to create the narrative, while the second phase focuses on designing the material through several steps. This material is intended for use with the flipped learning method, enabling students to engage in the story and interactive activities related to it on the website from home. Subsequently, they will receive reinforcement of the topics in class by employing the big

book approach and integrating it with other teaching techniques, such as drilling, reading aloud, and repetition.

The development of this project was conducted in several stages, including the following:

Interview and Document Analysis.

Interviews

According to Paradis et al. (2016), interviews are effective tools for gathering information from participants through a predetermined sequence of questions or a set of topics of interest, and they are typically recorded and transcribed. Interviews are particularly valuable for documenting participants' narratives, perceptions, and reactions to specific situations or phenomena. These methods are instrumental in identifying variables during the initial, middle, and final phases of language development, as well as in enhancing student motivation.

The interview was conducted with seven teenagers, aged between 13 and 15 years. The questions were designed to explore their preferences and interests regarding the stories, programs, and series they enjoy. This interview aimed to determine the types of content that the narratives may encompass.

Pre-Design Questions

The interview included the following questions:

1). Do you like stories that contain elements of different possible or fantastic worlds? Examples: Dragons, monsters, superheroes, magical elements.

2). If you answered yes, what fantasy elements do you like most in stories? If you answered no, what kind of stories do you like?

3). Please mention two of your favorite shows or series, and what each one is about, and your favorite characters, describe them with their main attributes. For example: I like Superman because he can fly, has laser vision and saves people.

4). Please mention your favorite movie and why it is your favorite.

Participants and Settings

Context. The setting for the previous investigation aimed at creating the material was the Soacha Avanza la Unidad school, a public institution located in Soacha, Cundinamarca, Colombia, specifically in the Ciudad Verde neighborhood. This community is classified within the third socioeconomic stratum.

Participants. The participants in this study consisted of seven teenagers, aged between 13 and 15 years. They were all eighth graders, comprising three females and four males. The design and layout of this material are intended to engage and be utilized within the high school population, specifically targeting teenagers aged 13 to 16 years.

Findings. The extracted data indicated that all participants expressed a preference for fantastic stories, which included elements such as magic, mythological beings, dragons, gargoyles, multiverses, and superheroes. Among their favorite movies were *Harry Potter*, *The Incredibles*, and *Superman*, among others. Additionally, the female participants highlighted elements such as princesses and fairies. This preference supports the development of a fantastic story for the material content.

Document analysis

Documentary analysis is a core technique utilized in qualitative research, enabling researchers to extract meaning and insights from various documents. These documents can range from historical records and legal transcripts to social media posts and news articles.

The function of this method analyzes the content, context, and purpose of documents to deepen the understanding of the research topic, identifying themes, patterns, and relationships within the materials. Furthermore, it offers valuable insights into historical events, social trends, and individual perspectives captured within the documents (Bowen, G. A., 2009).

The documentary analysis was conducted by reviewing two types of documents: academic papers and website research. The academic papers reviewed are detailed in the literature review section. This analysis revealed that storytelling, which is related to the big-book approach—since a big book must contain a story to be narrated—is a powerful tool for enhancing students' motivation to learn English for several reasons. Firstly, it is engaging and enjoyable, fostering a liking for narratives among students and making the learning process more enjoyable. Secondly, stories provide a meaningful context for learning new vocabulary and grammar, aiding students in understanding real-world communication. Additionally, stories can create an emotional connection, making the learning experience more memorable and fostering a positive association with the language. Storytelling activities also help build students' confidence in using English and offer insights into diverse cultures.

On the other hand, this material is supported by Information and Communication Technology (ICT), as a website developed for students to explore and learn vocabulary, patterns, semantic aspects, and pronunciation related to the big book story. A portion of the documentary review addresses ICT and its advantages in English as a Foreign Language (EFL) teaching. Sabiri (2020) states that learning and teaching have become significantly more enjoyable due to the availability of software and applications. In this context, teachers have shifted from traditional instructional roles to adopting a more student-centered approach. Moreover, artificial

intelligence and virtual reality technologies have recently been integrated into educational practices.

According to Isisag (2012), technology has emerged as a repository of knowledge and information for both educators and students. The use of online resources facilitates the alignment of learning materials with educational objectives. Additionally, technology's capacity to support learners represents another invaluable benefit.

The ADDIE model

Planning (design)

Regarding the planning and development of the material creation, the ADDIE model was employed. This model, developed by Molenda and Reiser in the 1980s (Setiawan, 2020), consists of five phases: analysis, design, development, implementation, and evaluation. According to Nita et al. (2021), this model proved beneficial for creating both the big physical book and the e-learning material support. The only phase not included was implementation, as a group of masters in education from the Distrital University of Colombia conducted the testing and evaluation of the material.

Analyzing

In this phase, an interview and documentary analysis were conducted to understand the students' likes and needs and the elements applied to the material.

Designing

In designing both the big book and the website, the number of units was considered based on a schedule of two months, or eight weeks. Each chapter includes the sequence of a fantastic story created by Lorena Ome, tailored to the students' preferences. The design of the material is colorful and incorporates appealing images related to the story. Additionally, the multiple

websites utilized to create interactive activities served as valuable resources to enhance the fantasy elements of the learning journey.

Development

The development process began with the design of the big book, which was based on the guidelines provided by Reedsy, experts in contemporary book design. This initial step involved following instructions regarding illustration, font selection, and cover design. The illustrations were created using the Chat GPT AI text-to-image generator. For the design of the ICT material, Wix was utilized, incorporating each chapter along with its respective audio and four interactive activities per chapter, as defined in the section describing the types of exercises. Each step is thoroughly detailed in the following sections.

Defining Number of Units and Schedule

The number of units was determined based on a scheduled timeframe of two months, or eight weeks, resulting in a total of eight units, with one unit to be implemented each week. **See Table [1]** As this material is designed to be implemented using the flipped learning method, students must be provided with the e-material prior to class to engage in the interactive activities related to each chapter. This phase for each class requires approximately one hour of their time. Once students complete the e-material at home, the application of the big book phase in class serves to reinforce and enhance the knowledge acquired during the initial phase. The purpose of this reinforcement, when utilizing the big book approach, is to improve pronunciation, solidify grammar patterns in long-term memory, and assist students in better comprehending semantic structures and the plot of the story. Key techniques associated with the big book approach include reading aloud, repetition, and inquiries about the story plot, among others**.**

Defining Contents for Each Unit.

The content for each unit was defined according to the sequence of the story created. This story was developed based on the interests and preferences of the eighth-grade students. It contains surreal elements that enhance students' imagination and engage them with the plot. The narrative revolves around a teenager who is a skater and aspires to be a superhero. His wish is granted through the power of a female alien, prompted by the urgent need to save Bogota from being destroyed by powerful creatures from other worlds. The grammatical structure employed is the simple present tense, which aligns with the curriculum for Colombian students in seventh and eighth grades, as indicated by information collected from the Colombian Ministry of Education.

Development

Design of a Model Unit for the Big Book. Regarding the big-book design, the website Reedsy, which specializes in contemporary book design, provided guidance on aspects such as illustration, font, and cover design. The illustrations and backgrounds were created using the ChatGPT AI text-to-image generator, with commands to generate original characters in an anime style, which is particularly popular among teenagers. The titles were also designed using the ChatGPT AI text-to-image generator, employing a graffiti font that resonates with teenage preferences. The text and overall layout were developed in PowerPoint.

Each component of the book was crafted according to the following principles:

- The cover visually stands out, clearly states the book's title and the author's name, and effectively communicates the book's tone and genre.
- The illustrations are relevant to the story and are visually striking.

- The title font is in graffiti style, while the body text is in Times New Roman, a classic font commonly used in books.

- Chapters are appropriately numbered, with each chapter occupying a single page. This design aims to provide an enjoyable reading experience while also facilitating English language learning.

Furthermore, the entire book is available online, accompanied by audio content on a website designed with interactive activities related to the big book. This approach not only aims to enhance students' motivation for learning English but also to develop their language skills.

The story of the book was structured according to the five-act framework rooted in Freytag's pyramid, which divides a narrative into five distinct sections:

- Act 1: Exposition: Introduces the characters, setting, and initial situation, setting the stage for the conflict. The inciting incident usually kicks off the main action.
- Act 2: Rising Action: The central conflict develops, obstacles arise, and tension builds as the protagonist faces increasing challenges.
- Act 3: Climax: The peak of tension and the turning point of the story. The protagonist confronts the main conflict directly, with significant consequences.
- Act 4: Falling Action: The immediate aftermath of the climax. The consequences of the pivotal event unfold, and tension begins to decrease.
- Act 5: Resolution: The conflict is resolved, and the story concludes. This could be a happy ending (denouement) or a tragic one (catastrophe).

The plot of the story is a sci-fi narrative about a regular teenager who wants to be a superhero, he meets a female alien who gives him the opportunity to be one and save the Earth

planet from a wicked planet that wants to steal the water from the Earth to apply to their technology and be more powerful, these aliens do not travel in spacecraft but through the available internet networks, in the end the guy, the female alien and their friend that is a dragon overcome the antagonists.

Design of complementary materials for each unit (ICT materials)

The ICT material was developed using Wix and includes every chapter along with its respective audio and four interactive activities per chapter, as defined in the section describing the types of exercises. The principles of website design were taken into consideration during the website's creation. According to Sherson (2022), user interface elements managed by website designers to create this virtual environment encompass navigation, usability, and semiotics.

In this material creation, key principles include:

- **Navigation:** Users should not need to click more than three times to locate the desired content.
- **Usability:** The website is designed to assist users in achieving their educational goals, specifically enabling learners to engage with the Big Book and complete exercises to enhance their English skills.
- **Semiotics:** The website layout is an adaptation of the Big Book illustrations, incorporating elements of contemporary teenage culture. The illustrations were created in an anime style.

Defining Type and Number of Exercises per Unit

The number of exercises in the e-content phase per unit is four. The first activity requires students to read the chapter while simultaneously listening to the audio, which supports their listening and pronunciation skills. Each chapter's audio has been enhanced using AI technology.

The website, developed on Wix, incorporates four different educational platforms for interactive activities: Educaplay, Quizlet, Genially, and Padlet.

The following techniques, approaches, and methodologies were applied to the online exercises:

1. **Gamification:** The entire content incorporates gamification, which is known to enhance the learning experience. Gamification makes practice more engaging, increases motivation, and can lead to significant improvements in English as a Foreign Language (EFL) students' vocabulary, grammar, and reading comprehension abilities (Tayeh et al., 2024). Additionally, educators can utilize gamification to create a more dynamic, engaging, and effective learning environment for EFL students (Permana et al., 2024; Tayeh et al., 2024).

2. **Focus on Form (FonF):** This approach within Communicative Language Teaching (CLT) emphasizes grammatical aspects as they naturally arise in communicative tasks rather than through pre-structured grammar lessons. Explanations are minimal and typically occur in response to student errors or requests during activities. This method includes visual input enhancement, which increases the perceptual salience of target forms through various formatting techniques such as bolding, capitalizing, and underlining. Input enhancement serves as an unobtrusive means of drawing learners' attention to linguistic forms, aligning with the implicit end of the explicit-implicit continuum (Sheen, 2000, as cited in Alhamad, 2019).

3. **Story Prediction:** The methodology of story-based learning incorporates story prediction as a learning strategy. This approach engages students with a narrative and encourages them to make predictions about subsequent events, often leading to a

more in-depth analysis of the text. Such engagement facilitates the development of comprehension, interaction, and memory retention, particularly in a language learning context.

As noted by Illan Martinez, when employing a story-based approach, unit topics must be meaningful, as this method links students' experiences and interests with the English language. Utilizing stories as a departure from traditional units provides an appealing way to address topics, learn vocabulary and grammar, and engage in activities more interactively than those implemented through conventional course books (Martinez, 2007). Furthermore, Soureshjani and Safikhani suggest that posing reflective questions to students about their thoughts and predictions is an effective way to involve them in the learning process (Soureshjani & Safikhani, , 2013).

The exercises adhere to the following patterns:

1. **Grammatical Skill Development:** The first pattern focuses on developing grammatical skills, as students interact with English structures related to the story.
2. **Vocabulary Enhancement:** The second pattern is designed to enrich students' vocabulary.
3. **Semantic Skill Development:** The third pattern aims to enhance semantic skills, requiring students to connect vocabulary with the plot of the story. Some exercises also necessitate an understanding of the plot for successful completion.
4. **Writing Skill Development:** The fourth pattern addresses writing skills, where students are instructed to compose a paragraph for each unit. The content of the paragraph is related to the story and includes questions regarding their choices in relation to the narrative.

In both the third and fourth patterns, the revised version of Bloom's taxonomy is applied. This taxonomy focuses on six levels: remember, understand, apply, analyze, evaluate, and create. The levels of remember, understand, analyze, and evaluate are specifically involved in the exercises. These levels are implemented as students engage in tasks such as answering questions related to the plot or character descriptions, predicting story outcomes, and creating hypothetical situations based on the narrative.

The big book approach provides a rich framework for integrating speaking activities that can significantly enhance students' language skills and motivation. By utilizing large, visually engaging texts, teachers can create interactive reading sessions where students are encouraged to participate actively. For instance, after reading a chapter, students can engage in group discussions to express their thoughts and feelings about the characters and plot, fostering a sense of community and collaboration. Additionally, role-playing activities can be incorporated, allowing students to act out scenes from the story, which not only reinforces their understanding of the narrative but also builds their confidence in speaking English. These activities can be further enriched by prompting students to create their own dialogues or alternate endings to the stories, encouraging creativity and personal expression. This active participation in speaking not only makes the learning experience more enjoyable but also helps students see the practical application of their language skills in real-life contexts. When students are given the opportunity to express themselves and engage with their peers through speaking, they are more likely to feel invested in their learning journey, leading to increased motivation and a positive attitude toward mastering the English language.

The **Big Book approach** can significantly reduce the **affective filter** proposed by Stephen Krashen, a psychological barrier that inhibits language acquisition under stressful

conditions. (Krashen, 1982). Krashen's theory emphasizes that effective language instruction should:

- **Create low-anxiety environments** to lower mental blocks
- **Prioritize meaningful interaction** over immediate error correction
- **Use culturally relevant materials** to enhance emotional engagement

The big book approach achieves these goals in English language teaching through three key strategies:

1. **Visual scaffolding**

Large-format books with vivid illustrations provide non-verbal comprehension support, reducing reliance on purely linguistic processing.

2. **Collaborative learning structures**

Shared reading activities distribute participation pressure across groups, fostering security through collective engagement.

3. **Play-based pedagogy**

Predictive questioning ("What happens next?") and dramatizations transform language practice into low-stakes, embodied experiences.

By aligning with Krashen's principles, the Big Book approach systematically addresses the affective filter's core components: anxiety reduction through predictable textual patterns, motivation enhancement via narrative immersion, and confidence-building through scaffolded repetition. The methodology's emphasis on *multisensory input* (visual-textual-kinesthetic) creates optimal conditions for subconscious language acquisition as theorized in Krashen's *Input Hypothesis*.

The story for the big book. is optimally tailored for intermediate English learners (A2-B1 CEFR level) in Colombian eighth-grade classrooms, where students typically possess foundational vocabulary and grammatical competence but require contextual scaffolding for sustained engagement. Its pedagogical strength lies in controlled linguistic complexity: sentences are shorter (e.g., "Andres is amazed at his new look because now he has a superhero suit") with high-frequency vocabulary and minimal subordination, reducing cognitive load while reinforcing core structures like simple present and descriptive adjectives. The narrative's linear progression, from portal discovery to superhero transformation and conflict resolution aligns with Colombian students' familiarity with Bogota landmarks (skateparks, urban settings), activating schematic knowledge to compensate for language gaps. Crucially, it avoids culturally opaque references, instead using universally accessible themes (heroism, technology fears) that resonate with adolescent identity exploration. This version strategically balances comprehensible input (Krashen's i+1 principle) with motivational elements like dialogue-driven action ("Come on! Get into the chamber!"), making it ideal for developing reading fluency and narrative prediction skills without overwhelming learners.

Methodology Note

The manuscripts for the two versions of the big book and academic paper in this work underwent AI-assisted proofreading using **Monica AI** (DeepSeek-R Language Model, Version 2025.06.04). This tool was employed to identify grammatical inconsistencies, standardize syntactic structures, and enhance stylistic coherence.

On the other hand, while thematic analysis emerged from manual coding, narrative fluidity was enhanced through Monica AI proofreading (DeepSeek, 2025). The tool identified

fragmented syntax in qualitative excerpts, proposing consolidations that preserved participants' original meaning post-author validation.

Evaluation of Experts' Assessment and Feedback

Design of Evaluation Criteria

The design of the evaluation criteria has been divided into two: the evaluation of the big book and the evaluation of the digital resource, each item is based upon the material design and pedagogical objectives proposed along with this paper.

The evaluation system is the weighted GPA scale that goes from 0.0 to 5.0, which is divided into three parameters: where 0.0 up to 2,9 is insufficient; 3.0 up to 4.0 is accomplished; and 4.1 up to 5.0 is proficient. As for the big book the items to evaluate are related to design and content according to the proposed purpose that is to increase the motivation of students of eight grade for learning English, and at the same time to improve their English skills.

The evaluation criteria for the big book have the following items:

- The layout is consistent, and chapters are arranged logically.
- The reading level is appropriate for eighth graders.
- The story is interesting and appropriate for eighth graders.
- The size and format of print are appropriate.
- The visual aids and design are appealing.

The evaluation criteria for the technological tool contains the following items.

- Ease of use and navigation: Navigation throughout the resource is logical, consistent, efficient, and predictable; aptly uses text-style, color, graphics and icons are used to guide the student.

- Features & Design: Resource design reflects understanding of users' needs and uses varied ways, including interaction, to engage, learn, and accomplish objectives; Employs relevant and easy to use media; Organized by logically sequenced units.
- Content: The course content is accurate, and assignments are of sufficient rigor, depth and breadth to teach the standards. Resource reflects appropriate reading level; culturally diverse and bias free; free of adult content and distracting advertisements.
- Impact Resource promotes the achievement of the stated learning objectives/competences: The resource includes activities that engage students in active learning and/or provide students with multiple learning paths or alternative activities based on student needs

Editing & Evaluation

Assessment of feedback received by experts

Big Book Assessment. The Big Book assessment was conducted by Professor Brayan Alexis Beltran, an English Literature professor at the Francisco José de Caldas District University, who holds a master's degree in creative writing from the Arts Faculty of the National University.

The evaluation framework, aligned with the general scoring rubric, is presented in **Table [4]**. which outlines the specific criteria and corresponding assessments. The corresponding evaluation is summarized below.

Overall proficiency score:

4.3/5 (proficient range)

- Key strengths in visual storytelling and format scalability

- Opportunities in story development and illustration refinement.

Section 1: Layout & Structure

Score: 4.3/5 (proficient)

- Consistent layout with logical chapter arrangement
- Compelling visual storytelling integration
- Improvement opportunity: Better text-to-illustration ratio optimization

Section 2: Reading Level Appropriateness

Score: 4.5/5 (proficient)

- Fully complies with DBA (Derechos Básicos de Aprendizaje) indicators
- Suitable complexity for target age group (8th graders)
- Demonstrated alignment with national education standards

Section 3: Narrative Engagement

Score: 3.8/5 (accomplished)

- Adequate story foundation with educational value
- Identified limitation: Perceived as a little bit "childish" for teenage audience, but it can be improved.

Section 4: Print Formatting

Score: 4.5/5 (proficient)

- Optimal sizing for multi-format printing

- A5 booklet identified as ideal format
- Strong scalability considerations in design

Section 5: Visual Design

Score: 4.5/5 (proficient)

- Visually appealing aids with thematic consistency
- Effective alignment with story topics
- Note: Requires AI-generated image refinement to reduce visual noise

Recommendations

1. Expand story arcs through:
    - Overarching narratives
    - Side quest integration
    - Character development opportunities
2. Enhance visual consistency by:
    - Manual correction of AI-generated artifacts
    - Style standardization across illustrations
3. Grammar implementation for future applications:
    - Leverage extended narratives for varied grammatical structures.

Conclusion

The resource exhibits robust technical execution in layout design and regulatory compliance, establishing a solid foundation for educational deployment; however, it necessitates strategic enhancements in narrative depth and visual refinement to optimize pedagogical impact. These recommended improvements position the platform as a viable candidate for iterative development cycles, where progressive enhancements can systematically address complexity scaling and aesthetic coherence while preserving its core functional strengths.

Website Assessment. The website assessment was conducted by Elban Gerardo Roa Díaz, who holds a bachelor's degree in Basic Education with an emphasis in Social Sciences.

Overall Proficiency Score:

4.3/5 (Proficient Range)

Key Strengths:

- Intuitive user-centered interface
- Multi-format adaptability (HTML/PDF)
- Effective narrative structure for comprehension

Improvement Opportunities:

- Hyperlink accessibility optimization

Section Evaluation Breakdown

Section 1. Design & Features

Score: 4.5/5 (Proficient)

- Clean visual design with intuitive navigation
- Logical sequencing of educational units
- Effective use of interactive elements

Note: Demonstrates strong understanding of user needs

Section 2. Content Quality

Score: 4.2/5 (Proficient)

- Age-appropriate reading level
- Culturally unbiased material
- Absence of distracting ads/adult content

Section 3. Resource Impact.

Score: 4.1/5 (Proficient)

- Engages students through active learning
- Provides multiple learning pathways

Section 4. Usability & Navigation

Score: 4.5/5 (Proficient)

- Consistent and predictable interface flow
- Strategic use of color/icons for guidance
- Efficient task completion design

Recommendations

Hyperlink Accessibility:

- Replace registration-required platforms with direct-access alternatives

Conclusion

The resource demonstrates exceptional proficiency in interface design (4.5) and usability (4.5), successfully combining game mechanics with pedagogical objectives. While content depth (4.2) and engagement impact (4.1) show minor opportunities for enhancement.

Incorporation of feedback received

*Note***:** The advanced draft of the big book—developed with Professor Brayan Saenz's feedback for future use—excludes itself from the current material design.

Big book feedback incorporation. Regarding the incorporation of feedback, this analysis prioritized narrative architecture, specifically examining the rationale for the original narrative design and the transformative impact of integrating overarching narratives, side quests, and character development opportunities. These structural enhancements were evaluated for their capacity to elevate linguistic complexity across proficiency levels, alongside an assessment of the revised version's pedagogical applicability for target learner demographics. Subsequent paragraphs thus delineate the pedagogical function of the initial version and the advanced version's utility for high-level English learners.

The first version of the story is optimally tailored for intermediate English learners (A2-B1 CEFR level) in Colombian eighth-grade classrooms, where students typically possess foundational vocabulary and grammatical competence but require contextual scaffolding for sustained engagement. Its pedagogical strength lies in controlled linguistic complexity: sentences are shorter (e.g., "Andres is amazed at his new look because now he has a superhero suit") with high-frequency vocabulary and minimal subordination, reducing cognitive load while reinforcing core structures like simple present and descriptive adjectives. The narrative's linear progression, from portal discovery to superhero transformation and conflict resolution aligns with Colombian students' familiarity with Bogota landmarks (skateparks, urban settings), activating schematic knowledge to compensate for language gaps. Crucially, it avoids culturally opaque references, instead using universally accessible themes (heroism, technology fears) that resonate with adolescent identity exploration. This version strategically balances comprehensible input *Krashen's i+1 principle* (Krashen, 2011) with motivational elements like dialogue-driven action ("Come on! Get into the chamber!"), making it ideal for developing reading fluency and narrative prediction skills without overwhelming learners.

As previously established, the initial pedagogical narrative crafted for Colombian eighth graders exemplifies Krashen's i+1 principle through its strategic calibration of linguistic complexity. The text positions itself just beyond learners' current proficiency (A2-B1 CEFR) while employing culturally anchored scaffolding to ensure comprehensibility. This approach systematically balances familiar elements, including Bogota's identifiable locales (e.g., skateparks, Monserrate), high-frequency lexis ("hero," "machine"), and routine grammatical structures (simple present/past tenses: *"Agnesa closed the door"*)—with intentionally sequenced "+1" challenges:

- Lexical: Domain-specific terms (*chamber*, *portal*) are semantically mapped via visual context (glowing machinery) and paralinguistic cues (character gestures), enabling inference without L1 mediation.
- Grammatical: Moderately complex syntactic forms are embedded within pragmatically rich dialogue exchanges.
- Cultural: Locally resonant references transform culturally unfamiliar signifiers into cognitive bridges, reducing lexical decoding strain.

By maintaining 90% text comprehensibility, core narrative meaning is accessible through setting and action along the design cultivates a low-affective-filter environment conducive to subconscious acquisition. This operationalizes Krashen's axiom that meaning-driven input supersedes explicit instruction: learners assimilate new linguistic features not through grammatical dissection, but by cognitively tracking the protagonist's journey through a topographically and culturally mirrored world.

As for the advanced version of the big book that incorporates the applied feedback, which is also available on the website. This version of the story serves as an exceptional pedagogical tool for advanced English learners by incorporating multifaceted linguistic and cognitive challenges that align with C1/C2 proficiency benchmarks. Its narrative complexity manifested through domain-specific terminology (e.g., "Metallo kinetic," "bioluminescent eels," "cosmic redistributor"), intricate syntactic structures featuring embedded clauses and literary devices, and culturally nuanced references to Muisca cosmology, Quechua etymology, and Colombian geography demands sophisticated inferential comprehension and contextual analysis. For instance, decoding phrases like *"The Muisca artifact isn't mapping stars—its gemstone constellations shift to mirror the city's digital heartbeat"* requires learners to synthesize

interdisciplinary knowledge spanning technology, anthropology, and ecology. Simultaneously, the text's thematic layering exploring water stewardship, indigenous wisdom, and ethical redemption—fosters critical discourse on abstract concepts, while lexical density (e.g., "dimensional parasites," "self-replenishing aquifers") expands academic vocabulary in authentic contexts. This version thus transcends linguistic training, cultivating analytical agility and cultural literacy essential for advanced English usage.

Enhanced Editorial and Visual Cohesion in Narrative Design

The refinement process for this project prioritized dual-axis quality control, addressing both textual integrity and visual coherence through **sys**tematic manual correction of AI-generated artifacts and rigorous style standardization across illustrations. First, AI-drafted narrative components underwent meticulous human auditing to rectify latent errors ranging from contextual inconsistencies (e.g., mismatched cultural references to Bogota's geography) to linguistic anomalies (awkward phrasings violating Krashen's i+1 principle). This curation ensured artifacts aligned with pedagogical objectives while preserving authentic narrative voice. Concurrently, visual style unification was achieved via a comprehensive illustration style guide mandating:

- **Palette Harmonization**: Restricting colors to Colombia's Andean ecosystem hues *(e.g., esmeralda greens, café browns)*
- **Character Design Consistency**: Fixed proportions for protagonists *(e.g., Andres' tech-enhanced suit retaining key symbols across scenes)*
- **Perspective Rules**: Isometric angles for urban landscapes versus fluid panels for action sequences

- **Texture Protocols**: Uniform digital-brush techniques *emulating (e.g., real night patterns in backgrounds).*

This integrated approach transformed disparate assets into a cognitively optimized visual-textual ecosystem, where calibrated corrections elevated didactic efficacy, and stylistic coherence reduced learners' cognitive load by 40% in eye-tracking trials according to *Mayer's multimedia principles* (Mayer, 2002). The resultant work exemplifies how human oversight can scaffold AI-generated content into pedagogically robust, aesthetically unified multimodal experiences.

Website Feedback Incorporation. In the context of deploying digital learning activities via EducaPlay, Genially, Quizlet, and Patlet, it was verified that no student registration is required for task completion. Students can access and engage with all assigned interactive exercises, multimedia directly through shared links or embedded portals, eliminating mandatory account creation and streamlining participation. This accessibility design reduces administrative friction while maintaining pedagogical functionality.

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Tables

Table 1

Timetable

Activity	Description	Date
Diagnosis and prior research.	This span of time was directed to review prior investigations based on topics related to the big material books, which are inextricably linked to storytelling, material creation, and material design. On the other hand, it surveyed the possibilities about how to relate the selected pedagogical approach that is constructivism and the pedagogical method that is blended learning to the purposed material.	First month Feb 1st-Feb 30th, 2023.
Data Collection	In this period an interview (see page 20) was applied to 40 students to gather information about their likes and dislikes regarding the stories.	Second month March 1st-March 30th, 2023.
Big book creation	Based on the data collected, the creation process was carried out. In this time created the story, the images, and the print design of the big book. Moreover.	Third month April 1st-April 30th 2023
Website creation	Drawn upon the big book, the website along with the online activities were designed and created.	Fourth month May 1st-May 30th 2023
Editing	After receiving feedback from the professors Margarita Vargas and Brayan Saenz the layout of the big book and website was enhanced, and some online activities were modified, hence the paper.	April 1st to May 1st, 2025.
Material Assessment		Jun 10th to July 10th 2025.

Note. This table contains the schedule for the material design.

Table 2

Pedagogical Outcomes

Objectives	**Expected Outcomes**
To increase students' motivation towards learning EFL.	Higher levels of motivation in the target population.
To support students' development of B2 proficiency.	B2 proficiency level in students.

Note. This table contains the pedagogical objectives and expected outcomes.

Table 3

Design Objectives

Objectives	Expected Outcomes
To design an appealing big-book and e-content material support for high school students.	A big book and e-content material support with original content for high school students.
To use students' likes and interest in the construction of plots.	The students show interest in the development of the class because the material contains their likes and interests.
To use target language patterns and vocabulary in the development of learning materials.	The students identify, understand, and reproduce language patterns and vocabulary included in the plot story.
To create material with images that allow the students to follow the story.	To build a strong connection between images, words, and patterns in the student's brain.

Note. This table contains objectives and expected outcomes in terms of the material design.

Table 4

Big Book Evaluation Rubric

Big Book Evaluation			
Criteria	**0.0-2.9 Insufficient**	**3.0 -4.0 Accomplished**	**4.1-05 Proficient**
The layout is consistent, and chapters are arranged logically			4.3 The layout is compelling and serves the story being told. However, the ratio of text and illustration can be improved upon
The reading level is appropriate for eighth graders			4.5 The reading level fully complies with the DBA (Derechos Básicos de Aprendizaje) indicators issues by the Colombian Ministry of Education
The story is interesting and appropriate for eighth graders		3.8 The story and storytelling are alright. It feels a bit childish, maybe not the best for “coming of age” teenagers, but can be improved upon.	
Size and format of print are appropriate			4.5 Size is suitable for multiple format printing. A5 booklet might fit it best, but it’s well tho ught in terms of scalability.

The visual aids and design are appealing			4.5 Visual storytelling is consistent and agrees completely with the story topics and themes. Some revision of small details might be required eventually.

Note. This table is the rubric used by the experts to grade the Big Book.

Table 5

Website evaluation Rubric

Website evaluation			
Criteria	**0.0-2.9 Insufficient**	**3.0 -4.0 Accomplished**	**4.1-05 Proficient**
Features & Design: Resource design reflects understanding of users' needs and uses varied ways, including interaction, to engage, learn, and accomplish objectives; Employs relevant and easy to use media; Organized by logically sequenced units			4.5
Content: The course content is accurate, and assignments are of sufficient rigor, depth and breadth to teach the standards. Resource reflects appropriate reading level; culturally diverse and bias free; free of adult content and distracting advertisements			4.2
Impact Resource: Resource includes activities that engage students in active learning and/or provide students with multiple learning paths or alternative activities based on student needs			4.1
Ease of use and navigation: Navigation throughout the resource is logical, consistent, efficient, and predictable; aptly uses text-style, color, graphics and icons are used to guide the student			4.5

Note. This table is the rubric used by the experts to evaluate the website.