Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an

EFL Classroom

A research study presented as a requirement to obtain the bachelor's degree in Spanish and

English

Ivonne Daniela Herrera Rubiano

Director:

Nelson Mellizo

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de Lenguas

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NOTE OF ACCEPTANCE

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Dedication

Thank God that he has given me the strength and the wisdom to put myself ahead and achieve this goal. To my parents, Leonel and Marcela, who have fought with me, have supported me, and believed that I am capable of doing everything I dream of. Thank you because you have walked, cried, laughed, and stayed up with me throughout this process. I could not thank what they have given for me, the love they have given me and taught me to have for others.

To my grandparents Tulio and Aida, who have helped and supported me to complete this process. To my sister Alejandra, who has been my daughter's second mother while I had to study. To my daughter, for being patient, loving, and being the engine of this fight; for understanding that sometimes Mommy was not there because she had to study. To Carito and Paulis, what a great honor to have run this race with you; to you who have believed in me even when I have not, we did it!

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Abstract

This research follows a qualitative action research methodology that was implemented with the third-grade students of Liceo Femenino Mercedes Nariño. The study shows the proposal that studies the importance of Storytelling Techniques as a way to promote the Productive Skills of students in third-grade students. Similarly, this research seeks to show the importance of the Reflective Process through short stories. The main objective was to determine the effects of implementing Storytelling Techniques, within a Reflective Process, on the development of the Productive Skills of a group of tird EFL graders at Liceo Femenino Mercedes nariño School.

CHAPTER I

Contextualization and Research Problem

The purpose of this chapter is to describe the local and institutional context of the participants of IED Liceo Femenino Mercedes Nariño. Besides, this section shows a description of the Institutional Educative Project, its mission, and its vision. Likewise, the preferences of the participants about their classes and perspectives that include social, affective, cognitive, and cultural aspects are explained. Finally, the justification of the present investigation, the diagnosis, the description of the problem, the investigation question and the objectives are presented.

Characterization

Local Context

The I.E.D Liceo Femenino Mercedes Nariño is located in Rafael Uribe Uribe, which is the eighteenth town of Bogotá, in the San José neighborhood. This school offers academic hours in the morning, afternoon, and evening, as well as extended hours on weekends for adults and people belonging to a post-conflict program, in addition to academic levels from preschool to 11th grade. The school emphasizes the health sciences, in English and French as foreign languages.

Institutional context

The I.E.D Liceo Femenino Mercedes Nariño is a female school focused on the development of the students, in which they assume a role of constant reflection about the context that surrounds them, building their own opinions about the world's reality. In this way, students are able to transform the individual perspectives of their context and how they affect their coexistence with others. Thus, the Institutional Educative Project is based on the development of

Critical Thinking to transform society through respect, honesty, identity, and autonomy. This perspective enables students to act freely and assertively.

By 2025, the vision of the Mercedes Nariño Women's School will be recognized for its national level of teaching: learning, quality, and excellence for its graduates to develop and apply skills in society. In addition, the institution is focused on the development of skills in foreign languages (French and English), basic sciences, and ICTs. All this knowledge is fundamental in the learning process of students as human beings and is considered as a vehicle to transform and help build a respectful society.

The institutional model is humanist and it is focused on the development of social and cultural perspectives in student's learning process. Furthermore, the institutional mission is focused on the importance to encourage women to enjoy a happy life to live with dignity. To conclude, the pedagogical model is based on Critical Thinking and the development of a formative process in education as well as the learning-teaching process using collaborative and meaningful learning. It provides the development of potentialities based on the students' needs, interests, and attitudes.

Finally, in terms of English development at school, it is important to mention that the school has one hour per week for teaching English in primary school. This process is carried out by practitioners from different universities and is monitored by a coordinator. Likewise, the school has an English room available for teachers and students, in which there is an interactive smart board and computers. Additionally, regarding the English study program, the school is guided by the basic guidelines and standards for teaching EFL, established by the Ministry of Education, the school also has a general curriculum about main topics by level.

Participants

To collect students' information some instruments were implemented at the beginning of the research. The first one was an interview that was administered to the head teacher and to the English practitioner from La Salle University who was in charge of the English classes. Its objective was to collect data from the students through the teacher's perception of them and the relation between them and the learning process of EFL. The second instrument was a survey for the students. It was designed to collect data about them and their context. The third instrument was a compilation of field notes, which was an important source to identify not only the students' strengths and weaknesses, but also their needs and the problems related to their learning process (See Annex C).

Besides, the research was implemented in a group of 36 students in a range of ages between 7 and 9 years old. Survey results showed that most of the students were from Bogotá. In addition, from the total of students 32% live in the San Cristobal locality, 62% of them live in different locations. However, they do not live near to the educational institution. (Survey. Additionally, 46% of the students live far from the school and they have to spend 1 or 2 hours to arrive at the school (see Annex A). As a consequence, students wrote that since they have to get up very early in the morning to go to school, they prefer not to go. In conclusion, all of the students lived in the south of the city and most of them lived near the school.

In terms of their family, the data collected by the survey allow to conclude that 71% live with their parents and 29% do not live with their parents. It means that out of the total of the students, most of them live in a regular family (mother, father, siblings, or grandparents), 25% live in a monoparental family, and 4% live in extended families. Therefore, talking about the composition of their families, the data reveals that 53% live in a range of 2 to 4 people, 31%

between 5 to 10 people, and the rest of the students with more than 8 people. The above information allows the researcher to characterize and know the population, their context, and their families. Likewise, by the interview the student's families are an important factor in their learning process since they participate in the girl's process. Families ask and support students in terms of their homework and extra activities (see Annex C).

Regarding their academic likes, they are mostly related to logical subjects like mathematics 44% and Computing 15%; they like Spanish 15% because they expressed that in that subject they can participate, express their opinions, and read stories. (see Annex B). They mentioned Science 6%, Geometry 6%, Philosophy 3%, Philharmonic 3%, French 3%, and students that did not answer 6%. Interestingly, they did not mention English as a subject that they like.

Moreover, based on the survey they expressed that 82% like English and 18% of the students do not like this subject. In addition, 82% of the students answered that they want to learn English, 12% that they do not want to learn this language, and 6% of them do not answer the question. Furthermore, most of the students enjoy the school but in terms of their likes, they do not choose the English class because they think that the class is boring.

On the other hand, some of them want to learn English. Besides, to talk about new strategies to learn English, the students' results showed that 19% prefer reading stories as a tool to improve their language skills, 18% listening to music, 17% chose to watch videos, 15% prefer acting, 15% said that they prefer games, 9% chose mime, and 7% chose activities related to singing and dancing. In that way, Productive Skills can be viable alternatives to work on them to increase their interest in learning EFL (see Annex A). Thus, 44% of the students answered that

they know songs in English related to animals, colors, and the alphabet; those songs are taught by the practitioner (Annex B).

Regarding the practitioner's interview, she said that she uses the audio-lingual method because it was the only method that was successful with them. (See Annex B). As a result, classes are all about repetition, identification of written words, images, and the oral representation of the word. Additionally, students learn some songs but repeating the song, without mime or an image to establish a connection. That is why student's behavior in class is connected with the activities that the practitioner proposes, if these activities are repetitive and only about repeating, students start to be distracted and disturb the class environment (see Annex B).

Based on this analysis, it is important to mention that students need to develop foreign language skills in an active way, in which they seek to integrate them as an active part of the learning process. Giving them the necessary tools to use the vocabulary they have learned to produce, communicate, and express their ideas, thoughts, and opinions.

Diagnosis

To establish and know students' needs, interests, and language level it was necessary to administer three data collection instruments. The first one was a survey that looked to reveal their interests, their likes, and how that information was connected with their process of learning EFL. The second one, was an interview made to the head teacher and a practitioner, it was about their context, the learning and teaching process, and their methodologies and strategies to teach EFL. Finally, to know their target language level it was necessary to do a test to evaluate according to the five skills of the language and vocabulary. This test was designed considering

the information collected during class observations about the topics that were developed in the school.

The survey (see Annex A) was an instrument to know students and it showed that most of the students were in the same range of age and that their likes were related to activities that involved physical development. Thus, it showed that they are interested in learning EFL even if they do not understand. Finally, the data collected was an important source to identify the student's main problem which was the starting point of the research and the research question, that weakness is related to their Productive Skills (speaking and writing). Therefore, I decided to propose the use of Storytelling as a tool to develop their writing and speaking skills to communicate their own opinions, reflections, and ideas about the society through WH questions, yes-no questions, voice recordings, worksheets, posters, descriptions, role play, and the implementation of short dialogues (pair work – group work).

Statement of the Problem.

As a result of the triangulation of the data collected from a survey administered to thirty-four students, five field notes, two interviews to the home teacher, and to a practitioner, and a diagnostic test it is possible to identify some specific weaknesses in the participants. According to the *"Estándares Básicos de Competencias en Lenguas Extranjeras: inglés"* (2006), students from 1st to 3rd grade must understand easy short stories. Also, students supposed to understand spoken sentences and descriptions related to family, friends, games, and known places. In terms of, comprehension abilities, students must be able to react in verbal and nonverbal ways as they listen to someone speaking English. In terms of reading, they are supposed to predict a story

from the title, the images, and the keywords. Regarding production abilities**,** they must use writing and oral language to build monologues and short conversations.

Therefore, after the analysis of the information, it is possible to conclude that students were not able to understand stories, not even to understand short sentences by reading. Likewise, they cannot recognize vocabulary if it is not written in Spanish. Furthermore, they do not understand the topic of a story by reading the title or the keywords if those sources are in English. Students need to listen to the meaning of a word in Spanish to comprehend the meaning. Thus, they are not able to build short sentences using the vocabulary that they learned before. (Field note #2. Annex C).

As well, the school has its EFL program based on the *"Estándares Básicos de Competencias en Lenguas Extranjeras: inglés"* (2006), but the practitioner does not follow that, she follows a table that is provided by the school, there are the main topics and goals that students must achieve. Also, the practitioner said that they do not have enough time to do different activities and that the audio-lingual method is the best method to teach third-grade students because of their ages. Finally, the data collected was an important source to identify the main problem of the student, which is the starting point of the current research and the research question, this weakness is related to the production of language through the use of Productive Skills of students (speaking and writing) within a Reflective and Critical Process, responding to the institutional project. Therefore, I decided to propose the use of Storytelling as a tool to promote the Productive Skills of students to communicate their own opinions, reflections, and ideas about society.

Rationale of the study

Taking into account the aforementioned, this study aims to propose and implement in the pedagogical intervention, a strategy in which the third-grade students of the Liceo Femenino Mercedes Nariño can use the Productive Skills of English to communicate their Reflective Process about short stories told through Storytelling Techniques.

In fact, it is necessary to continue researching the development and teaching of Productive Skills, [as this allows students to not only receive the language, but also to produce it to communicate. Medina and Muñoz (2018) affirm that receptive skills: listening and reading, are how students received the language and, later, they move that language they have received, towards Productive Skills: speaking and writing, since they need to articulate these skills together with what they have received, to produce language that can be communicated (p, 6). As a consequence, by focusing on the Productive Skills of the language, the students of the Liceo feminine Mercedes Nariño will not only receive the language, but also they will produce it in a real context, in which they will communicate their thoughts and reflections.

Storytelling is a pivotal part of the development of Productive Skills since according to Isbell (2004) students can benefit from Storytelling to speak and develop comprehension abilities. Moreover, the Storytelling technique is an important proposal because it allows students to imitate patterns as the structure that they follow and identify in the reading process and the sounds they hear. In that sense, Hillman (1975) explains that while the teacher is reading, he can use different paralinguistic resources to help students in the process of interpreting the story that is told. The connection that is established thanks to the imitation of the sounds, of the vocabulary, of the structures, and phrases that appear in the stories, has a direct relation with the improvement of the written vocabulary that results from listening to stories.

Similarly, listening to words considering the student's actual contexts increases the number of meaningful vocabulary and phrases that students are acquiring to use in their Productive Skills, giving students the tools to express their ideas, world view, opinions, and reflections for themselves. This is how students have the possibility of having real spaces to exchange their reflections with others, to have a voice in society, considering the real context and the social problems exposed in the short stories (Freire and Macedo, 1987. P, 234).

Likewise, in this research, Storytelling is the vehicle to foster Productive Skills as the main point of the learning process. As a result, it is important to explore Storytelling Techniques as a method to put into practice in the classroom, considering that this method provides real learning connected to students' previous experiences establishing a connection between the school and their contexts

In addition, the Storytelling Technique encourages students to develop their speaking abilities, to practice, to speak freely, and to express their ideas and what they want to communicate with very good pronunciation. It is important to mention that their improvement is a result of the reading and the use of Storytelling as an input to encourage them to use EFL. Williamson (1988) emphasizes that teachers should read to their students. As the teachers read to their students, the students get and learn a better feel for the language and its structure to express and communicate their interpretations.

Stories encourage children to learn EFL and participate in class. It is important to recognize that "We are Storytelling creatures, and as children, we acquire language to tell those stories that we have inside us." (Bruner, 2004. p, 107). Students need a real context to create their own stories. Furthermore, telling stories in education is a successful pedagogical technique in the teaching and learning process, students are able to improve their Productive Skills but at

the same time, they are building a Reflective Process in which they take an opinion and a position about the problematic topic inside of the stories.

As a result, students are building their reflective process in which they need to use the Productive Skills to communicate their reflections and to express the connections that they establish with their realities and context as a result of the use of Storytelling Techniques. Finally, this research that is focused on Storytelling to foster students' Productive Skills within a Reflective Process emerges considering student's needs, school context, students' reality, and how it interacts with the EFL learning.

Research question

How does the implementation of Storytelling Techniques within a Reflective Process affect the development of the Productive Skills of a group of third grade EFL learners at Liceo Femenino Mercedes Nariño School?

General Objective

To determine the effects of implementing Storytelling Techniques, within a Refelctive Process, on the development of the Productive Skills of a group of third EFL graders at Liceo Femenino Mercedes nariño School.

Specific Objectives

To analyze the development of the student's Productive Skills within a Reflective Process.

To develop student's Reflective Process using Storytelling Techniques such as promoting interaction.

To use activities through the use of Storytelling Techniques that contributes to the development of Productive Skills within a Reflective Process.

CHAPTER II

State of the Art and Theoretical Framework

This second chapter presents the state of the art, which develops a background on some studies to understand what has been done in this field. After that, the theoretical foundations on which the research rests are presented; those concepts are: Storytelling, Productive Skills, and Social Literacy. These foundations are taken from some authors who leave an impact for this study.

State of the Art

This study attempts to help students in their EFL Productive Skills learning process through the use of Storytelling Techniques in order to show their comprehension and reflections about social issues. Furthermore, Storytelling has been a useful strategy to give the students the possibility to improve and to acquire the Productive Skills (writing and speaking skills) as two of the first abilities in the EFL learning process. According to that, it is important to consider previous research focused on this field; those studies are from Universidad Pedagógica Nacional de Colombia and some national and international universities.

Summary of the Reviewed Studies for the Rationale of the Study

Title	Author(s) (Year)	Scope
Storytelling: an aid to develop oral skills among third graders	Cardenas (2016)	UPN
The use of real women's life stories as a situated writing model.	Hincapie, N. Cely, V. (2018)	UPN
Children Pictures Books to implement fairs approaching to write	Triana, A. (2017)	UPN
Storytelling and story-reading. A way to enhance EFL students' literacies	Rivera, (2016)	Bogota

Storytelling to promote participation EFL second graders	Torres, E. Arias, J. (2015)	Bogota
Storytelling as a strategy to improve speaking skills	Velasquez, M. Rodriguez, W. (2015).	National
Promoting EFL Elementary Students` Speaking Skills through the use of Storytelling	Jimenez, V. (2017)	International
Storytelling to improve speaking skills	Bin As, A. (2016)	International

Table 1: Literature review.

The first study, *Storytelling: an aid to develop oral skills among third graders* (Cárdenas, 2016) was done at Universidad Pedagógica Nacional. The main objective of the study was to develop speaking skills through the use of Storytelling in a public school. As a result of the study, students developed speaking skills in EFL after the implementation of Storytelling. This result evidenced the development of the micro speaking skills since students began to emphasize, understand, and name the emphasis on content words such as nouns, adjectives, and verbs. This perspective coincides with the field of the current research since both studies maintain that students can develop their speaking skills thanks to the implementation of the Storytelling Technique.

The second one, called *The use of real women's life stories as a situated writing model* (Hincapie, N. Cely, V. (2018) was done at the Universidad Pedagógica Nacional with a population of third graders in a public school. This study was focused on the implementation and use of short and real stories about the woman's role as a model to foster student's writing process. The researchers were focused on the development of a Reflective Process through the learning of EFL. As a result, the findings revealed that by using women's role stories as a writing model, students were able to get familiar with some expressions, to show their comprehension

about the main idea of each story that was told. This progress positively affected the students' writing process, as well as their reflections on the importance of women in society.

The previous research is connected to the current research in terms of the use of Storytelling Techniques to foster students writing skills. Additionally, through the use of writing skills students expressed their reflections about a social topic and this is related to one of the objectives that this research attempts, students Reflective Process.

The third research was developed at Universidad Pedagógica Nacional de Colombia and it is *Children Pictures Books to implement fairs approaching to write* (Triana, A. 2017). This study was focused on the implementation and use of CPBs (Children Pictures Books) to develop students writing skills. The researchers worked with a guided process in which students started to write sentences and words even when some of them had problems in terms of the use of formal structures. As a consequence, findings showed that students wrote short sentences using specific patterns learned by the reading of the CPBs. The previous study has a central point connected with this current research that is the writing development through the use of CBPs. These productive skills appear as a result of the interaction between the students and the reading process in which students learned patterns and started to use it following what they learned before the reading.

This national research is called *Storytelling and story-reading. A way to enhance EFL students' literacies* (Rivera, 2016). This investigation was developed at Universidad Distrital Francisco José de Caldas. This study was not focused on Productive Skills, nonetheless, speaking and writing skills were developed as a result of the reading process. Students improved their vocabulary, their communicative abilities, and they learned language patterns. Also, they enhanced their Productive Skills development because it was a resource to encourage student

interaction (teacher-student/student-student). Besides, students-built meanings in EFL to understand, comprehend, and express their oral and written opinions about a story. This research has a common point with this current study in terms of the development of the Productive Skills to express student's voices and reflections as a result of the reading process.

The following research was done at Universidad Distrital Francisco José de Caldas and it is called *Storytelling to promote participation EFL second graders* (Torres, E. Arias, J. 2015). This research was focused on the effects of implementing Storytelling activities on the EFL learning process of second-grade students. Therefore, the results of the investigation showed how an active role in the students generated a powerful participation in a language exchange and the cooperative learning. Likewise, a language exchange and a reflective process were evident between the student's realities and the stories. Those stories encouraged children to learn EFL and participate in class using the foreign language. This research is connected with the present study since both propose the use of Storytelling to develop a Reflective Process in students through the use of Productive Skills.

The third study was *Storytelling as a strategy to improve speaking skills* (Velasquez, M. Rodrigues, W. 2015). This study was done in Pereira, Colombia at the Universidad Tecnológica de Pereira. Further, this research was carried out with a population of third-grade students from a public school. This study had the aim to develop oral skills by using Storytelling. Furthermore, the findings reveal that students develop their speaking skills in a verbal and non-verbal way. Also, they show that they are interested when the Storytelling time involves different tones of voice, different volumes, and sounds about the story. At the end of the research, students increased their vocabulary, which was an important factor in Students' oral expression in EFL.

This international research was carried out at Universidad Veracruzana in Mexico and it is called *Promoting EFL Elementary Students` Speaking Skills through the use of Storytelling* (Jiménez, V. 2017). This study was developed with fifth-grade students at a public elementary school, in which the researcher attempted to improve students' speaking and vocabulary skills through Storytelling. The results showed an improvement in students' speaking skills and they produced sentences using new vocabulary to express their ideas. In addition, by the implementation of Storytelling, students worked on their writing and comprehension processes to produce and express their ideas and opinions related to what they heard in the reading process. This research is related to the current study in the student's use of Productive Skills to communicate and express their opinions after the implementation of Storytelling Techniques.

The last international research was carried out in Indonesia, at the University of Syiah Kuala. *This study is called Storytelling to improve speaking skills* (Bin As, A. 2016). This research established the students' mastery of EFL, and the implementation of Storytelling Technique to foster speaking skills. Likewise, the results of the research showed an improvement in students speaking skills that were taught by the Storytelling Techniques. They were significant in terms of vocabulary. As a consequence, the Storytelling Technique encouraged students to develop their speaking abilities, to practice, to speak freely, and to express their own ideas and what they wanted to communicate with very good pronunciation.

It is important to mention the relationship that this study has with the current research in terms of the development of one of the Productive Skills that is speaking. They mention how through the implementation of Storytelling Techniques students started to use speaking skills as a need to communicate their opinions and reflections. Finally, through the use of speaking skills students started to improve their proficiency in this language skill.

To conclude, those research are an important background about what has been done, the results obtained, and how the implementation of the Storytelling Technique is successful in terms of improving the students' Productive Skills (writing and speaking). They also show how, through the implementation of this technique, students can improve the four language skills even when the study focuses on two of them: Productive Skills. This technique is a good tool to get students to develop critical thinking, express their ideas, and construct meanings about the world around them.

Theoretical Framework

As mentioned in the introduction to this chapter, the theoretical framework seeks to explain the theoretical bases on which this study is based First, the theoretical construction of Productive Skills is presented. Following this, the concept of Storytelling is constructed as a Pedagogical Technique. Finally, the concept of Social Literacy on which the Reflective Process is framed and presented.

Productive Skills

First of all, it is important to note that Productive Skills are part of the skills involved in the learning of language by the student. These linguistic skills are divided into two groups according to their function, in such a way that there are receptive (reading - listening) and productive (speaking-writing) skills. On the one hand, receptive skills are also recognized as passive, which have to do with the inputs that students receive and understand without producing language. On the other hand, Productive Skills are also known as active skills since they concern the production of language by students as a result of previous interaction with Receptive skills: listening and reading, respectively (British Council, 2019).

Furthermore, when someone begins the process of learning a foreign language, he/she is unconsciously exposed to both groups of receptive and productive language skills, which work together even when the focus of the process is only one of them (Golkova & Hubackova, 2014, p.477). This is the case of the current research since it is focused more on the process of promoting productive Skills. These skills are defined and developed in the following lines, considering the existing theory about them,

Regarding the conceptualization of Productive Skills, Medina and Muñoz (2018) affirm that receptive skills: listening and reading, are how students received the language and that, later, they move that language they have received, towards Productive Skills: speaking and writing as students need to articulate these skills together with what they have received, in order to produce language (p,6). The above allows understanding these language Productive Skills as a process carried out by the apprentice, in which the knowledge is received thanks to the receptive skills and the language is transmitted towards forms of written or oral communication and.

Besides, this group of skills is responsible for the production of language, in which information, thoughts, and reflections are expressed, communicated, enunciated, and portrayed either orally or in writing (Golkova & Hubackova. 2014. p, 478). Additionally, Productive Skills are the practical application of receptive skills, which allow students to put into practice the knowledge received in the form of inputs, through the implementation of listening and reading skills (Bashrin, 2013, p.10). Passive knowledge, such as listening and reading, represents not only an input, but also a springboard for the active implementation of grammatical structures, passive vocabulary lists, and sounds heard and repeated from a foreign language with the objective to be communicated (Riggenbach & Lazaraton, 1991, p.129).

Moreover, Productive Skills represent an important element within the communicative processes of the students, since these are the ones that allow them to interact with the other, either from writing or in oral interaction (see Figure 1.). These skills allow students to produce language, with a communicative purpose, establishing a dialogue between the language and its use through interaction with other cultures, points of view, opinions, and reflections. Therefore, the communicative process carried out by means of these skills allows learners to be given a voice, either through the use of language signs or through oral expression within a communicative situation (Hossain, 2015. p 6).

Figure 1: Relation between the Communicative Situation and Productive Skills

Finally, the speaking skill is part of the productive ones because of its nature, which is the oral production of language. According to Bygate (1987), speaking can be defined from interaction skills that implies a communicative exchange that requires the speaker to make decisions about the communicative act, in order to show real-life use of the skill (p, 9). Furthermore, writing is a productive skill in which the learner also expresses ideas, thoughts, reflections, and opinions but in a textual way, by using signs to represent or transmit language.

(McDonough & Shaw 2003, p.133-134). As a group of skills, speaking and writing work together; that is to say that the learner develops both simultaneously to produce language rather than to receive it. In this process, it is important how students use their Productive Skills to write sentences and interact orally not only about the short stories read during the Storytelling time, but also about the reflections made on the theme and problem of those short stories.

Development of Speaking through Writing

According to Underwood (1997), speaking a foreign language involves three micro communicative skills. These are a mechanical process that the brain performs in a natural way to be able to communicate: the pronunciation of a word, the construction of grammatically correct sentences, and the knowledge of vocabulary. In addition, that process includes accuracy, that is the correct use of vocabulary grammar, pronunciation in controlled and guided activities; and fluency which is the ability to keep going when speaking spontaneously (Gower. 1995. p, 99).

Moreover, it is important to mention that Speaking is being considered in many ways; two of them are the spontaneous process of language and the formulaic language that consists in routines, written patterns, written sentences, and written expressions that children memorize and that enable them to communicate with a minimum of language competence (Ellis & Brewster, 2014. p, 2014). On the other hand, speaking is related to the context in which this communicative process takes place, it is the sociolinguistic competence: when, why and in what way can and does language occur (Florez, 1999).

Development of Writing through Speaking

The relationship between speaking and writing focuses on the fact that both abilities are in charge of the production of the language and not in the reception of it. This relationship allows

one skill to enhance the development of the other. In other words, a child's development to express the meaning and her/his oral interaction is enriched thanks to the writing processes prior to her/his intervention (Weissberg, 2006. p, 76). Additionally, according to Levelt (1989), this relationship between the two Productive Skills of the language was based on a cognitive vision of speech processing and writing, which is the role of speaking in the development of writing has focused on one's own or collaborative conversation of students of the foreign language and the influence of that process of speech on the writing ones.

Furthermore, Broughton et al (1980) note that the teaching of writing skills takes elements of spoken language that students have heard from their teacher or peers. This development of the structure can be guided by the teacher, in which students produce their compositions in a written way (sentences, paragraphs, texts, etc.) with the support of the teacher, who provides the communicative situation orally and reinforced by some worksheet. This is how the work and development of the Productive Skills of the language can be brought to the classroom simultaneously. According to Kantor and Rubin (1981), writing within language learning has been perceived as a more advanced code that develops from speech.

Storytelling as a Pedagogical Technique

To define the concept of Storytelling, it is necessary to point out that it is described as a pedagogical teaching technique, which uses language as a central element of teaching, within a communicative field (Cruz, 2001, p, 7). Furthermore, the art of Storytelling is considered one of the oldest teaching techniques, which has stood the test of time (Chambers, 1970). Therefore, it is defined by Serrat (2010) as a vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and ideas, through the use of

language. As a result, the aforementioned description has the power to influence, evoke, or teach the listener by means of some event or problem exposed within the story that has been told.

According to Pederson (1995) and Ellis and Brewster (2014), teachers become storytellers and that narration is based on a pedagogical technique, which has as one of its objectives to maintain the interest and attention of the listener. Additionally, Hsu (2005) points out that learning stories play an important role in the language development of students since they work directly with two of the four language skills: listening and reading, which serve as input for the Productive Skills: writing and speaking. When students listen to stories, they can share their emotions, their depiction of humor, action and suspense, anticipation, and surprise from the story (Ellis & Brewster, 2014.p,). In addition, Storytelling as a pedagogical technique is considered as an interactive process of the language, which can be used as a tool to teach and improve the four skills, everything will depend on the implementation of the teacher (Dujmović, 2006. p, 5).

In addition, the use of Storytelling as a pedagogical technique in the classroom develops listening skills, improves verbal expression, increases comprehension, creates mental images, highlights verbal thinking, increases vocabulary and language patterns, and enhances writing (Cruz, 2001. p, 10). Its implementation in the classroom requires a careful search of the stories, considering the context, the age of the students, and the level of complexity of the language (Harmer, 2007. p, 99).

Furthermore, Storytelling as a Pedagogical Technique to teach EFL creates opportunities to develop and strengthen language skills, at all levels (morphological, syntactic, pragmatic, semantic, and phonological). It represents one of the best ways to develop in students the use of creativity and personal experiences to understand how words are formed to express ideas,

emotions, and opinions; how are they ordered to build sentences, to play with words and make sense of a story or reflection about the story (Cruz, 2001. p, 7). In the same way, the possibility of working with the four linguistic skills transforms the learning of the language into an integral and simultaneous way, despite the teaching process having a specific purpose Chambers (1970).
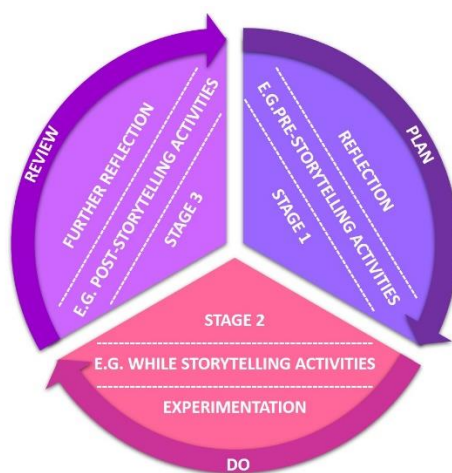
Figure 2. *Storytelling Technique (Ellis & Brewster,2014. p, 22).*

Besides, Storytelling as a Pedagogical Technique helps to increase students' listening and reading comprehension through teacher performance and their ability to carry out Storytelling. Likewise, in the discourse, it allows an improvement in fluency, constant learning of vocabulary, and the narrative structures of the language (Wellhousen, 1993). Additionally, these techniques (see Figure 2) allow the development of a process of connection between syntactic, morphological, and phonological language with semantic and non-verbal representations of stories. This process not only affects the understanding of oral language and its verbal expression, but also the understanding of the word, its structure, composition, and creation (Bell, 1991).

Finally, Isbell (2002) states that when the pedagogical techniques of Storytelling and receptive language skills are mixed, both help the development of imagination and creativity as inputs, thus generating the possibility that students themselves build their opinions based on what they heard to then use their Productive Skills to capture these reflections orally or in writing in order to communicate and express them.

Social Literacy

First, Barton and Hamilton (1995) define Social Literacy as a set of social practices, which are understood from the existing relationship with the other and with society. Similarly, for the National Literacy Trust (2006), Social Literacy is viewed from a broad sense of the language, such as the ability to read, write, speak, and listen to society and its practices. According to these two definitions, Phillip (1998) argues that literacy is a skill that over time has a real and decisive impact on society. As a result, these social practices are measured through literacy events, which represent learning activities in which literacy has a role and a social impact.

Regarding literacy, Baynham (1995) defines it as a situated social practice that has four characteristics in which the learner has the opportunity to express thoughts, beliefs, and worldview; those characteristics are: First, literacy practices should be seen as a literacy event, which seeks to build or contribute to society from the transformation of social practices; Second, literacy events are considered social and interactive because they are held in community and with the aim of transforming that community; third, the role of the teacher in the literacy process is to facilitate and guide the learning and use of language skills in order to reflect and propose changes that can generate a social impact. Fourth, the tools used by the teacher must allow reciprocal exchanges for students to learn about social relationships.

Furthermore, the construction of Social Literacy goes beyond the ability to know how to read, speak and write, it requires a Reflective Process that makes it difficult to interact with the written text, the social context, reflections and opinions of oneself, and other people (Learner, 2001). This is how these social practices are connected to the possibility that each person has spaces for exchanges with others as an individual and with having a voice in society, considering the real context and social problems (Freire & Macedo, 1987. P, 234).

Moreover, Literacy is meaningful as its goal is to take advantage of the language to make students interact, and to contribute to their communities as social members. As well, teachers must recognize that Literacy is a practice that is developed in different contexts. Literacy is then a practice with a social purpose; an event that offers students the opportunity to learn, interpret, analyze, and make decisions that benefit their own and collective purposes.

Additionally, this research has a socially situated Literacy perspective because it is focused on the development of Productive Skills (writing and speaking) within a Reflective Process. For this process, it is important how students use their Productive Skills to reflect upon stories with topics related to their relations with the others and with the world in which they live. Finally, Literacy in this study goes beyond helping people learn how to listen to and speak in a foreign language; it holds a social perspective in which students reflect upon real situations and construct ideas in order to become free (Freire & Macedo, 1987. P, 206).

To conclude, studies that have been carried out at national and international level on the field that this research seeks to study are exposed, being an important contribution to it. Likewise, this chapter developed the theoretical concepts on which the present study is based, from the theoretical contribution that several authors have made in this field.

Chapter III

Methodological Design

This chapter presents the study design used in this research. It shows a brief description of the

type of research, the research paradigm, and the explanation of the methodology for data

analysis/ Additionally, the data collection procedures and instruments, the table of categories,

and indicators, the participants, and the ethical considerations followed by this study are

presented. These elements mentioned above are focused on achieving validity and reliability of

data triangulation and analysis.

Type of study

This research is based on the Qualitative Research paradigm, since it arises from the

problem observed in the classroom, what was crucial to determine Storytelling as a Pedagogical

Technique in the promotion of Productive Skills within a Reflective Process in an EFL

classroom. This paradigm responds to a type of research that is proposed from and for the

population, which means that the first observation is essential to identify the needs and the

potential problem. In addition, the information provided by the implementation of this type of

research allows finding and establishing a solution to this problem (Parkinson & Drislane, 2011).

Furthermore, Sandoval (2002) argues that some of the concerns of this paradigm have to

do not only with the construction of objective knowledge, but also with subjective and

knowledge. In this sense, this type of research has a dialogical character, in which its elements of

analysis are directly related to the participants, their context, and their personal experience. As a

result, this type of study uses narrative and descriptive approaches to know the participants, their

needs, strengths, and weaknesses by the implementation of participant observation or case study

(Mills, 2013).

Additionally, it is important to point out that qualitative research requires data collection through the use of instruments such as field notes, artifacts, interviews, life stories, recordings, and conversations. The data obtained by the field notes are not analyzed by using quantities but descriptions, reflections, and interpretations that are supported by theories that are focused on those specific events. However, data collection is not the only necessary process to do an analysis, this activity requires a reflective and interpretative process of the collected data, which allows the researcher to know the participants, their needs, experiences and above all, to make visible the impacts and limitations that may arise during the research (Creswell, 2007).

Regarding what was mentioned previously, qualitative research focuses on the experiences that someone has and how those experiences affect their life, modify their practices and interpretations of a problem (Delgado & Chapetón, 2015). The current study sought to recollect student's information about their experiences in an English class, their needs, and their participation when Storytelling Techniques are used to foster Productive Skills within a Reflective Process in an EFL classroom. To conclude, the qualitative paradigm of this study is connected and works together with the action-research type of study.

Research method

This study belongs to an Action Research modality, which is defined in the field of education as a paradigm to study a social reality or an educational practice, in order to generate an educational change. In this way, researchers undergo a process of research, reflection, and constant transformation. As a result of the process mentioned before, the researcher presents a proposal that makes this change effective (Colmenares & Piñero, 2008, p. 104).

Patricia Cross (1987) defines Action Research in the educational field as a self-directed process in the improvement of the teaching practice, since it is designed, directed, and used by

the teachers themselves to reflect on their own practice and its possible impact. That is why action research is defined as the study, research, and solution of a specific situation within the classroom. In the same way, it is important to mention that the results obtained from the research process in the classroom have great importance for the research professor since it provides tools that can be implemented to improve the teaching practice achieving an impact for the students' learning process.

This current study is based on the Action Research paradigm defined by Mills (2007. p, 20) as "any systematic research carried out by teacher researchers, principals, school counselors or other interested parties in the teaching-learning environment to gather information about how their private school operates, how they teach and how well their students learn. " This means that this research paradigm is focused on the development of a research study done for other teachers since it considers not only in the teaching process and its affectation.
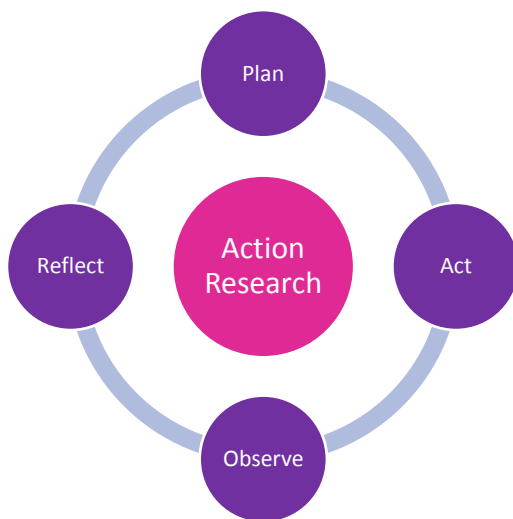

Figure 3. *Action Research Stages (Ferrance.2000. p,9).*

In addition, Action Research arises from a specific problem as mentioned above. This model presents a cyclical structure that follows the following stages: planning, which refers to

identification, information, and analysis; action, which is about testing, collecting and

questioning; observation, in which analysis, reports, and sharing take place: finally, the last stage

is reflection, in which the evaluation, implementation,   and reflection appear

(Ferrance.2000. p,9).

Data Collection Procedures

To collect data, it is important to have specific instruments that provide validity and

reliability during the triangulation process and subsequent analysis of the data. In addition, those

elements for collecting information are designed considering the most important and pertinent

elements to answer the research question of the current study. Based on that, the instruments that

are proposed and used in this study to analyze the results are field notes, audio recordings,

artifacts, and transcriptions.

Instruments	Description
Field Notes	Field notes are an important source of data collection because this instrument has descriptions and reflections on events that take place in the real context of the investigation. These notes have two moments; the first is an objective narration about what the researcher observes; the second is a subjective reflection that the researcher makes keeping in mind the observed evidence. According to Maxwell (2012), a definition of field notes refers to one of the most important ways to gather reliable information (p.94). The field notes are an important contribution since they allow the teacher researcher to reflect on the practices that are being developed during their teaching practice.
Audio Recordings	According to Kember (2000), audio or video recordings are a useful strategy for teachers' researchers to teach and to observe at the same time what is happening in the classroom. Furthermore, audio recording is a way of collecting complete, accurate, and detailed information about discussions in class, conversations, interactions, interviews, and arguments. This data collection instrument brings valid, clear, and reliable information about students speaking skills.
Artifacts	"Artifacts are physical evidence of writing comprehensions such as notebooks, workshops, handouts, etc. Its main objective is to analyze work and the process that the students will have

	had in implementing the study" (Carr & Kalmbach, 2006, p. 77). It provides individual student's information about feelings, reflections, points of views, and beliefs.
Transcriptions	As Kember (2000) points out, it is necessary to make a detailed analysis of the data collected from recordings on audio and video tapes. To analyze the transcription implies a translation Slembrouck (2007) or transformation of sound-image of recordings into text Duranti (2007). Additionally, this process is selective, and it requires a study of what is analyzed. As a consequence, only certain phenomena or characteristics of the recording are relevant for the analysis. The data and the transcription of each recording are important and provide evidence about what is analyzed. Lapadat et al. (1998) define transcriptions as an integral process in the qualitative analysis of language data, which is widely used in research studies and professional practices.

Table 2*. Instruments description*

Data Analysis Approach

The approach chosen for this research is the grounded approach methodology. This methodology is described by Strauss (1967) as a systematic analysis procedure of categories established by the analysis of the field notes, artifacts, audio recordings, video recordings, and transcriptions that involve a continuous process of coding and comparing the data to construct a theory. To conclude, the Grounded Approach provides a clear framework to understand the phenomenon that is the central point of the investigation (Strauss, 1967). As a result, the grounded theory is an inductive process derived from the analysis in which the theory is developed based on what the researcher had previously gathered by the implementation of the current research.

The triangulation process is considered as a trustworthy method to avoid biases. Additionally, triangulation is defined as the use of multiple methods of data collection sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the

convergence of information from different sources and theory to support inferences and analyses
(Denzin, 1978).

Table of Categories

In order to analyze the data collected and the implementation of Storytelling Techniques
to foster Productive Skills within a Reflective Process in third-grade students, it is important to
define the categories of analysis and indicators for each one of them. As a result, it makes
possible to know the impact that the research has, as well as the development of the study
objectives, in order to answer the research question. The following table shows the categories
and their indicators:

Unit of analysis	Categories	Indicators
Productive Skills	Productive Skills as a language vehicle in a Reflective Process	• Students speak about their written reflections by using short sentences. • Students produce written and spoken simple sentences related to the main topic of short stories. • Students propose solutions by writing to specific problems presented in short stories reading
	Storytelling as a Pedagogical Technique in an educational environment	• Students use new vocabulary from the short stories reading in writing and oral exercises • Students use in oral activities the pronunciation learned during the Storytelling time
	Social Literacy as a Reflective Process within the classroom	• Students reflect orally and in writing their context through the study of short stories • Students write about how they can apply the reflections made about short stories

Table 3. Unit of analysis, categories, and indicators.

Participants

The sample of this research was made up of 15 third grade students from the Liceo
Femenino Mercedes Nariño, who have been part of the research since the beginning of the study

and who completed 90% of the activities developed and implemented in this study. This selection is made to analyze the student's process in terms of the use of Storytelling Techniques to foster students' Productive Skills within a Reflective Process. In addition, the sample was made considering the entire group of students since in the second semester of implementation the group was divided by a disposition of the school's coordination.

Ethical Considerations

Finally, to talk about the ethical considerations, Burns (2010) argued that "ethical considerations are an important part of any research enterprise. Questions relating to the conduct of research are issues inevitably confronted by teachers early in the research process" (p.71). According to that, this research study asked for parents' permission with an informed consent that allowed the development of this research, avoiding any problem during the investigation (see Annex E).

Moreover, Burns (2010) adds that "simple information and consent form can be useful in setting out clearly for learners what the participation will involve and how the results of the process will be used" (p. 74). For that reason, it is necessary to guarantee the students anonymity by changing students' names and keeping their personal information confidential. At the same time, all the video recordings were edited to hide their faces.

CHAPTER IV

Pedagogical Intervention

This chapter portrays the vision of language, the vision of learning and the classroom, as well as the instructional design of this study, in which are developed the three cycles of the implementation of Storytelling as a Pedagogical Technique to foster Productive Skills within a Reflective Process. In addition, a timetable of the cycles mentioned above is presented. These cycles are connected with the theoretical framework of the study, showing consistency with the current study as a pedagogical technique to foster Productive Skills within a Reflective Process.

Vision of language

The present research covers two visions of language that are functional and self-expression. According to Tudor (cited in Vera, Chapetón, and Buitrago, 2018), this study follows the functional vision of the language because of the use of language with a specific communicative purpose. That assumption is about the learner's use of the language in order to transmit or communicate a message. As a result, in the pedagogical intervention of this study, this vision is reflected because all the activities follow a specific use of the language to communicate and transmit students' reflections.

The second vision covered by this research is self-expression. Tudor (cited in Vera, Chapetón and Buitrago, 2018) argues that this vision allows people to express their emotions, aspirations, ideas, points of view, and explore their interests or opinions about a specific topic. According to that, the current study uses Storytelling as a Pedagogical Technique to give students a specific topic related to a short story on which they can produce their own reflections and opinions through the use of Productive Skills.

Vision of learning

To talk about the vision of learning it is important to mention that this research embraces two visions of learning: Experiential learning and the role of effect. Tudor (cited in Vera, Chapetón and Buitrago, 2017) states hat Experiential Learning is considered in a naturalistic way; for that reason it is related to the natural approach in which the language needs to be learned within a real use of the language, generating a real interaction with the language.

According to Tudor (cited in Vera, Chapetón, and Buitrago, 2017), the experiential learning requires a direct experience with the language. Thus, this learning implies two factors: the first one is related to "Experiential exposure to substantial amounts of input in the target language" (p, 85): this research exposes children to the English through the input of reading stories with social topics in order to give them a real context. The second factor is "communicative purpose", in which students are able to learn the target language and use it to communicate their ideas, opinions, and points of view about a real social situation.

Furthermore, the second vision of learning is the role of affect. According to Tudor (2001), this vision has three important factors in the students learning process: cognitive, psychological, and experiential (p. 67). In that sense, these factors generate an affective interaction with the students learning process, and as a result of that interaction, students are able to process an effective and mindful learning. This is reflected in the design of the activities proposed in each cycle of this research, in which the social context of the students and the topics in which they are interested are considered. Those elements allow an effective interaction with the target language learning process.

Pedagogical Approach

This section presents the Communicative Approach as the pedagogical approach in which the current intervention is based. According to Richards and Rodgers (1999), language is considered as communication. It means that a language must attempt to develop communicative competence. Hymes (1972) points out that communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community. In that sense, the Communicative Approach aims to make communicate competence the goal of language teaching (Richards & Rodgers, 1999).

This pedagogical approach allowed the current research to foster student's communication through the use of the Productive Skills within a Reflective Process in which takes place student's experiences, opinions, interventions, and reflections. In that sense, this approach is based on the idea that "learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language" (Berns, 1984, p. 5).

Additionally, this approach helps students to communicate their oral and written productions, increasing their fluency and vocabulary acquisition in the target language. In addition, the Communicative Approach allows students to have more confidence when they interact in writing and oral ways with other people. This approach also leads to gains in the areas of grammar, patterns, vocabulary, and sociolinguistic discourse through communication (Pokorna, 2013). Finally, Larsen-Freeman (1986) states that the most obvious attribute of the Communicative Approach is that "almost everything that is done is done with a communicative intention" (p.58). This is how, in this approach, content is of primary importance for the

Reflective Process that students are expected to develop. This communicative interaction is a result of the opportunity to communicate through written and oral expression.

Instructional Design

The pedagogical intervention of this study is designed considering the student's problem and likes in terms of the target language. Thus, the process is divided into three cycles which aimed to foster Productive Skills within a Reflective Process by Storytelling as a Pedagogical Technique in an EFL classroom. Each cycle of the current study was designed in three units divided into an introduction, a development of the central theme, and a closing activity. These units were designed to allow students to produce their reflections orally or written about the short stories

The design of the activities of each cycle were done considering all the important strategies to tell a story that are part of Storytelling as a Pedagogical Technique. Those strategies were the use of different voices, the alternation between soft and loud speech, the use of pauses to build up suspense, and the use of visual support: drawings, pictures, puppets, and flashcards (Ellis & Girard, 1992). Therefore, all the units have a storybook that is related to the theme of the cycle. Those short stories are the central element taken as ~~an~~ input that gives ~~to~~ the students the possibility to reflect and show those reflections through the use of Productive Skills.

Additionally, each activity has four stages connected with the research question and the objectives of the study (see Annex E). According to Kern (2003), there are some curricular components that can show the process in which students use their writing and oral skills to reflect, these components can be understood from situated practice, instruction, critical formulation and transformed practice. In this sense, the use of Storytelling deals with a situated practice in which students interact and use the target language in a real context.

The cycles of this study aimed to foster student's language production, interaction, and communication, in order to accomplish the dispositions released by the Ministerio de Educación Nacional, in terms of the communicative competence, which concerns oral and written production for third-grade students in Colombia. To develop each one of the cycles, this study is focused on the fosterage of the Productive Skills within a Reflective Process, as explained below.

Cycle I: World Citizens. During the first Cycle of the study application, the purpose was to make the students familiar with the Storytelling Techniques, through the use of Productive Skills to show what they thought about a social problem related to their context. In addition, in this part of the intervention design, students had their first experience with the Reflective Process in a target language and with the process of building their reflections in order to stand a point or an opinion about a problem from the story. Furthermore, the main objective of this first cycle was that students learned not only about using Productive Skills to show their Reflective Process about short stories, but also about the importance of helping others and how they could express ways of doing it through the use of the target language.

In addition, this cycle was Called *World Citizens* because students are expected to be aware that they are able to reflect by using Productive Skills to produce short sentences in written and oral form, using key vocabulary related to the short story. As a result, students identify the importance to act as World Citizens in order to help others (see Annex E: Lesson plan n°1). During the application of this cycle, data collection instruments such as recordings, field notes, and students' worksheets are implemented.

Cycle I: World Citizens. August to October 2019			
Stage	Objectives	Activities	Indicator
Unit 1.	To promote students'	The teacher shows a picture related to the short story,	1.1
Help if you can.	Productive Skills to	says the word, and students repeat.	1,2

	create a solution for a real situation. To use their Productive Skills to answer W questions about the short story. To reflect on how people can help others.	The teacher reads the short story while she asks questions about the reading and the vocabulary learned before. Students answer WH questions about the story. Students connect the previous knowledge with the short story to establish what ~~was~~ the moral was inside the story. Students develop a worksheet in which they have to write their opinions and reflections. Students work on their reflections, using formulaic language, in which they memorize their opinions and reflections. Students speak and tell their reflections about the short story.	1,3 2,1 3,2
"The lion and the mouse" by Jerry Pinkney August – September 2019			
Unit 2. You must respect others. "Be Kind" by Pat Zietlow. September – October 2019	To enhance student's Productive Skills when they report what they understood. To reflect on why it is important to be kind to the people that are around them. To identify How can they be kind even if they are girls?	The teacher shows a picture related to the short story, says the word, and students repeat. The teacher reads the story while she asks questions about the reading. The teacher asks yes/no questions according to the different situations shown in the short story. Students read per turns some sentences of the short story as a second time, Each student says a sentence to answer the following question: When you are kind? All the students use their writing skills to think and express in a sentence how they can be kind at school. Students present orally to their classmates a way to be kind at school.	1.1 1,2 2,2 3.1 3.2
Data Collection: Field notes – Audio recording - Worksheets			

Table 4: *Cycle I of the intervention.*

Cycle II: Save the Earth. During the second cycle, students begin to take a voice to express their reflections about taking care of the earth, which is the central theme of this cycle. Through the use of Productive Skills, students express how they can help the earth by considering the story told during Storytelling time. The reflections made by the students begin

from the written production, to give way to oral language in which they have a first approach to the enunciation of their reflections through memorization, a process that allows them the first approach to oral communication**.**

The activities are guided by the teacher to allow students to use the Productive Skills as a process in which they are learning how to express their reflections. it means, that the speaking activity is made as a result of the written activity. As a complementary activity, students draw and write how they can apply what they read into real practices (see Annex E: Lesson plan n°2). n this way, trough the Storytelling time students learn structures and vocabulary that then they use to write and communicate orally their reflections. During the application of this cycle, data collection instruments such as recordings, field notes, and students' worksheets are implemented.

Cycle II: Save the Earth. October 2019 to February 2020			
Stage	Objectives	Activities	Indicator
Unit 3. You can make a big difference. "The Earth Book" by Todd Parr. October – November 2019	To use their Productive Skills to talk about real situations around them. To communicate in a written and oral way, their points of view about a problematic. To reflect on How can they do Big changes to help the earth?	The teacher presents the key vocabulary of the short story, emphasizing the pronunciation and the relation with the short story. The teacher reads the story while she asks questions about the reading. Students talk about alternatives or proposals to take care of the earth according to the short story. Students learn and sing a song about taking care of the earth. Students write in a worksheet about their proposals to take care of the earth. Students make a mural in which they write their ideas and then they present their draws and speak about their reflections. Students identify and express in an oral way: which practices affect the Earth. Students write a poster about which practices help the earth.	1,1 1.2 2.1 2.2 3.1

Unit 4. You have not to litter. "A cloud of trash" by Karanjeet Kowr. November 2019 – February 2020	To motivate them to use Productive Skills to promote changes in their community. To identify words and/or phrases related to the short story topic. To make a reflection about how they can motivate an impact on others.	The teacher presents the key vocabulary of the short story, emphasizing the pronunciation and the relation with the short story. The teacher reads the story while she asks questions about the reading. Students discuss in pairs why it is bad to litter trash. Each group tells In front of the class their reflection. All the class thinks about how they can teach others to use the garbage. Students write their reflections. Students present orally what they wrote as a reflection about how they can teach other to use the garbage.	1.1 1.3 2,1 2,2 3.1
Data Collection: Field notes – Audio recording- Worksheets			

***Table 5:** Cycle II of the intervention.*

Cycle III: Discovering Myself. Finally, the third cycle of the current research seeks to increase students' participation by using Productive Skills to express and communicate their reflections on short stories. The activities proposed in this cycle seek to make students aware of the use of productive skills to express their opinions, their points of view, and ideas. For this reason, students are expected to participate in class activities by answering W questions, interacting in oral and written assignments, and reflecting on the importance of discovering themselves, accepting their physical and thinking differences (see Annex E: Lesson plan n°3).

For the development of this cycle, it is important to use the vocabulary and structures worked on throughout the pedagogical intervention. Such vocabulary and structures provide students with the necessary tools to produce and interact in the foreign language. During the application of this cycle, data collection instruments such as recordings, field notes, and students' worksheets are implemented.

Cycle III: Discovering Myself. February to April 2020			
Stage	Objectives	Activities	Indicator
Unit 5 Discovering myself. "My inside weather" by Jen Thorpe Lara Berge Emma Becket. February to March 2020	To develop Productive Skills by answering questions To establish inferences and connections relying on the context and the vocabulary presented at the beginning of the Storytelling time. To reflect and express their ideas about feelings, what they feel, and what they need	The teacher presents the key vocabulary to make students familiar with the key expressions of the short story. The teacher reads the story while she asks questions about the reading. Students read some parts of the short story per turns. Students answer short questions about their feelings and how they are feeling at the moment. The teacher asks students to write in a post it what is the weather side of them and according to that: how are they feeling at the moment. Students talk about their reflections and tell why it is normal to feel that. Students paste their post it in a wall mural. Students write what they need at the moment, according to the weather inside of them. Students paste their reflection on the wall mural. Students express what they need when they are feeling a specific emotion The teacher ends the session making a reflection about the feelings and how we can face those emotions and solve our needs.	1.1 1.2 2.2 3.2
Unit 6 Claim your differences. "Same Differences" by Calida Rawles. March to April 2020	To use their Productive Skills to talk about themselves. To use productive skills to communicate their opinions. To reflect in a critical way about their role as girls.	The teacher presents the key vocabulary to make students familiar with the key expressions of the short story. The teacher reads the story while she asks questions about the reading. Each student has a mask and a mirror. First, they wear the mask and the practitioner asks if they are different or just the same. Second, the practitioner asks the students to take off the mask and look at themselves in the mirror. The practitioner asks: Are you different?	1,1 1.3 2.2 3.2 3.3

	To build a critical point of view about what can they do and their value as women.	Each student thinks about three things that make them different from other girls and they write it in their masks. Students share what they wrote and how they feel about it (Happy, shy, sad, uncomfortable, etc.) Finally, all the class does a reflection to talk about how even if we are different, we have the same rights, possibilities to do big changes, opportunities to change the world, and help someone else that looks different from us.	
Data Collection: Field notes – Audio recording – Worksheets – Class video			

Table 6: *Cycle III of the pedagogical Intervention*

Lesson Plan Model

The following table presents the model Lesson Plan used for each of the sessions of the pedagogical intervention. Each one of them has a first moment, called warm-up, followed by the pre-reading moment, in which the vocabulary and short story are introduced; later, the Storytime takes place, in which the time to tell the story is given through the use of Storytelling Techniques; Finally, a post-reading moment is developed, in which the activities are focused on the use of Productive Skills to make students produce and communicate their reflections on the short story read previously.

Teacher's name: Daniela Herrera Rubiano.	Date: Agosto 20 – 27/ 2019.
Grade: Third Grade.	Lesson Length: 1 hour/8:15 – 9:15
Topic: Animals, Adjectives – Verbs.	Constructions: I can…
	Helping, offering to, respecting...
Prescribed Learning Outcomes:	SW name and describe different ways to help. W learn the correct pronunciation of the new vocabulary. SW get familiar with helping vocabulary and with speaking and writing skills.
	SWBAT recognize some specific ways to help in a community. SWBAT reflect on the moral of the fable creating short sentences. SWBAT Reflect and transfer the moral into the real world

	SWBAT represent the whole idea of the fable in a phrase	
Stages and Estimated time	Specific objectives	Description/Procedures.
Warm-up 10 min	● SW follow commands ● SWBA to Identify colors	T paste some animals tracks that have specific colors and Ss have to *follow* some commands to arrive at the animal track. Ss have to listen to the command and follow it to arrive to the specific color (animal track).
Development of the class Post-reading Storytime Post-reading 45 min	● SW has a new role related to be a lion or a mouse	Delivery of the masks. Ss receive a mask related to a lion and a mouse. Half of the course is going to receive a lion mask and the other one a mouse mask. Then all together are going to Identify the main characters of the fable.
	● SW describe the physical characteristics and behavior of the lion and the mouse.	It is… The lion is/The mouse is… Ss are going to be divided into two groups: the lion's group and the mouse's group. Those who are in the lion's group are going to describe the lion and those who are in the mouse's group are going to describe the mouse.
	● SW listen to the fable and identify animals and the principal idea of the fable "The lion and the mouse". ● SW recognize, understand, and comprehend the main idea of the fable. ● SW learn and clarify new vocabulary	The practitioner is going to read the fable, showing the Ss the storybook, and telling them the story taking advantage of the intonation and sounds to highlight the new vocabulary. Let's play the fable! Ss listen and watch the fable because each one has their own copy of it. Ss are going to discover and practice new vocabulary that was inside the fable using flashcards with images and sentences with that vocabulary. Ss practice pronunciation through the new vocabulary They are going to have a magic box with some adjectives and images. Ss will decide which ones are according to their animal.

	through the fable.	
	● SW complete the handout about the short story ● SW answer questions about elements that were in the fable	Listening comprehension - Let's do the handout Ss will develop the handout considering the previous reading and vocabulary presentation. Ss will answer some questions about the fable. What did the lion/mouse do? Was the lion in a hurry? What do you see?... What is the lion/mouse's color? I can see a… How is the lion/mouse big/small (adjective)?
	● SW listen and read again the fable. ● SW answer questions about the main idea of the fable. ● SW reflect on the moral of the fable. SW makes a draw showing their reflection.	Storytelling the fable together. Ss read and listen to other students - teacher reading the fable. Ss answer questions related to the fable. Do you like it? Why? What is your opinion? Was the lion kind or rude to the mouse? Was the mouse kind with the lion? How was the mouse? Are we all important? Should we respect others? Each S is going to write what they think is the most important message they could learn through the fable (How can I help others at school?). S present their own reflections orally; they memorize their sentences and then they communicated them in front of their classmates

Table 7 : Lesson Plan Model.

CHAPTER V

Data Analysis

In this chapter, the findings and analysis of the data collected during the pedagogical intervention are presented. Those findings include the achievements and limitations of the study. In addition, data analysis procedures are included, related to the approach and perspective applied to the current study. Likewise, the categories of analysis and their respective indicators are presented, on which the results obtained in this study are based. Finally, the elements shown throughout this chapter are evidence of the reliability, validity, and triangulation process of the study.

Data Management

The pedagogical intervention of the current research was focused on teaching Productive Skills of the EFL as a means of expression and development for reflective and critical students, through the implementation of Storytelling as a Pedagogical Technique. Consequently, the categories of analysis emerged during the pedagogical intervention in the classroom as a result of the application of various activities that sought to develop processes of reflection through the use of the Productive Skills of language: writing and speaking.

Moreover, it is necessary to mention that there were some limitations that affected the development of the pedagogical purpose. The first limitation was the hourly intensity that the school assigns for the English subject, being this one-hour (60 minutes) weekly for primary. The fact that affected the development of the classes, since the time was limited, and it stopped with continuity processes. In addition, the period of intervention in the classroom was affected by the Colombian context and its problems, since during the last semester of the year 2019, a strike in the teaching sector took place, which generated that students did not have the class for two

weeks in a row. As a consequence of this limitation, the activities had to be reconsidered, modified, and postponed.

Besides, the second limitation that took place during the practice period is the current state of health emergency that the country is going through as a consequence of the COVID - 19 pandemic. This health problem led the country to enter in a mandatory quarantine, in order to decrease the contagion rate. All the above affected the development of the last cycle of the investigation, which could not be applied since the schools were closed in order to protect the educational community. As a result, the scope of the current research was less than initially expected in terms of the number of activities, these were reduced and only those corresponding to cycles 1 and 2 could be applied. As a consequence, the analysis indicators were reduced in two of the categories, considering the applied activities. The progress made during the application of cycles one and two of this research is analyzed and evidenced.

Further, students advanced since before the practice students did not produce any type of interaction or communication through the use of English, they only repeated some sets of words. Additionally, an important advance was made in the confidence and empowerment of the students to reproduce their reflections, in which they understood that the most important is not to say them structurally perfect, but to understand the process, improve the production in the foreign language and above all, give a voice to your thoughts and opinions.

Data Analysis

The triangulation process is considered a reliable method to avoid bias and is the one carried out during the present analysis. Triangulation is defined as the use of multiple methods or sources of data collection in qualitative research. This in order to develop an analysis and understanding of the phenomena that occurred during the implementation of the investigation

(Patton, 1999). Finally, triangulation has been seen as a qualitative research strategy to test validity through the convergence of information from different sources and theory to support analysis (Denzin, 1978**).**

Category 1: Productive Skills as a language vehicle in a Reflective Process

Productive Skills are defined as the transmission and expression of information, thoughts, and reflections in oral or written form. (Golkova and Hubackova, 2014, p.2). These skills allow students to produce and communicate ideas, opinions, reflections, and a desire to do something, both textually and orally, using the verbal and written system, to transmit language (McDonough and Shaw 2003, p.133-134.) In this sense, productive language skills become a vehicle that allows students to communicate and externalize what they have built as a result of the learning process, of their life experiences, world configurations, and contexts. As a result, Productive Skills arose in response to the application of Storytelling as a Pedagogical Technique. The research focuses on the use of these skills, in order to achieve communication and expression of the Reflective Processes of the students in EFL.

Indicator 1.1. Students speak about their written reflections by using short sentences.

The purpose of this indicator is to demonstrate how through the use of Productive Skills in response to the application of Storytelling as a Pedagogical Technique, students began to produce and communicate their reflections in the form of short sentences. This activity that was carried out during the pedagogical intervention had the objective of promoting the use of Productive Skills, in which the students wrote their reflections on the themes exposed in the short stories, to then express them orally in the foreign language (see Annex G).

Universidad Pedagógica Nacional
Departamento de Lenguas

Nombre: _____

Grado: _____

Worksheet about: *The Lion and The Mouse.*

1. Draw and write a sentence answering the following question: How can you help others?

I can help my classmates in the activities

I can help my classmates in the activities

T: How can you help others?

S1: I can help my classmates with the homework

Figure 4: Worksheet: The Lion and The Mouse.

How can you help? August 29ᵗʰ.

Transcription 1. The Lion and The Mouse

How can you help? September 1ˢᵗ.

41. In the next activity, the teacher gave
42. each student a worksheet, in which
43. students had to write their sentences
44. in English (…)
58. (…) Finally, Ss and teacher practiced
59. pronunciation and the teacher told
60. them that one part of the homework
61. was to learn the sentence because
62. the next class they had to present
63. their sentences to their partners.

Field Note 1: August 29ᵗʰ, 2019. Annex L.

As an example of this, in the previous activity, Productive Skills were developed within a Reflective Process. The students wrote their reflections on the short story called The Lion and the Mouse (see Annex F) on a worksheet. Those reflections arose in response to the question

How can you help others? Following this, the students answered the same question orally, relying on the short sentences they had previously written. This activity was significant for the students since it allowed them to write and talk about their reflections, which they did after reading stories. These reflections sought to give students a voice on the topic covered during the Storytelling exercise.

As presented above, writing is often used within foreign language teaching to develop other skills such as language practice, acting, or speaking. Furthermore, writing is known as a productive skill that allows students to write about what they want to refer to orally (Harmer, 2004. p, 33). As a result, the indicator shows that the students not only produced short sentences, expressed their reflections in writing, but also used orality to communicate these reflections, in which they condensed the central theme of the story (even a small mouse. can help a great lion) and his opinions on how he could help others, regardless of whether they were children.

Also, when analyzing this indicator, it was found that thanks to the activity, the students managed to express orally what they had written, this allowed them to use writing as the main source of orality, as support and as the initial springboard to interact in a spoken way within the communication processes in the classroom. Discovering that both writing, and orality were the vehicle that allowed them to express what they proposed as a reflection in response to the question: how can you help others? Through the use of Productive Skills, students were aware that their reflections on the short story deserved to be communicated, that they could use those skills to express their voices and opinions on how they could help others. According to Freire and Macedo (1987), students constantly reflect on what they read and analyze that content compared to their existing experiential knowledge bases.

As Ellis and Brewster (2014) point out that the formulaic language consists of routines, written patterns, written sentences, and written expressions that children memorize, and that enables them to communicate with a minimum of language competence. From the pedagogical implementation, students began to use Productive Skills together, understanding that one could support the production process of the other. Additionally, they found that the ability to speak is a process that can start from the use of formulaic language, in which the use of memory allowed them to communicate and express orally the reflections that they had written in short sentences.

In conclusion, the results gathered for this indicator showed that, by implementing these activities, students not only began to use Productive Skills to communicate their reflections but also they started to communicate their reflections regarding a problem and by the use of the foreign language.

Indicator 1.2: *Students produce written and spoken sentences related to the main topic of short stories.*

This indicator aimed to show how students used Productive Skills to express sentences related to the short story's topic, told by the teacher during the Storytelling time. To accomplish this, students made sentences in written and oral form. The activities that respond to this indicator seek to promote the use of the Productive Skills of the language by abstracting the main topic of the stories to produce sentences related to it (see Annex I). During this process, students expressed their own constructions on the short story problem orally and in writing, based on their central theme.

Moreover, the examples presented below correspond to the activities carried out during the intervention, these were about the short story called The Earth Book (See Annex H). These

activities were implemented as an exercise after reading the stories, in which the oral and written expression process was mediated by two questions: Do you help to take care of the Earth? and How can you make the Earth a better place? These questions sought to promote in the students an analysis on the central theme of the short story, which corresponded to: Take care of the Earth to make it a better place. These activities consisted of worksheets, in which students answered a specific question by writing. Likewise, they answered orally a short question asked by the teacher.

| T: Do you help to take care of the earth? |
| S: Yes, Recycling the trash |

Transcription 2. October 29ᵗʰ
The Earth Book.

| T: Do you help to take care of the earth? |
| S: Yes, I turn off the lights. |

Transcription 3. October 29ᵗʰ Story
Story The Earth Book.

Firstly, it is important to note that Productive Skills are the practical application of receptive skills, which allow students to put into practice the knowledge received as contributions to the implementation of listening and reading skills (Bashrin, 2013, p. 10). Evidence revealed that students were able to produce sentences related to the central theme of the short story thanks to the previous reading of the same one. This previous approach helped students accomplished the use of the vocabulary and patterns needed to enunciate the sentences in response to the posed question. Additionally, the written and oral excerpts were communicated by the students as a result of their understanding and internalization of the short story.

Furthermore, knowledge such as listening and reading represents not only an entry, but also a springboard for the active implementation of grammatical structures, passive vocabulary lists and sounds that are heard and repeated from a foreign language in order to communicate

(Riggenbach & Lazaraton, 1991, p.129). As the evidence shows, students produced short sentences orally, and in writing, using the vocabulary that appeared in the short story, they appropriated it and made their own constructions related to the questions in light of the short stories.

What is more, this shows how students managed to take elements presented as inputs by reading the short story, to express their answers. These patterns and vocabulary allowed them to appropriate the central theme of the story, the expressions that reflected it, and the examples shown in the story. Later, the students included those elements mentioned above in their oral and written constructions, to answer the questions inside the activities.
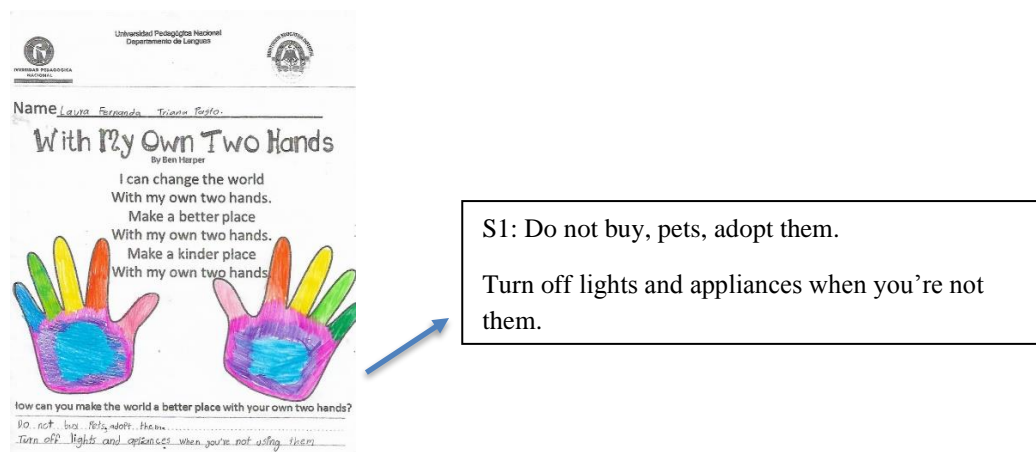

Figure 5: With My Own Two Hands. How can you make the world a better place? October 29th.

To conclude, Hossain (2015) affirms that these skills allow the student to produce language, with a communicative purpose, establishing a dialogue between language and its use through interaction with other cultures, points of view, opinions, and reflections. These activities allowed students to use Productive Skills and produce language orally and in writing, with the purpose to answer questions about the topic worked on in the story. In addition, they managed to establish a dialogue between the topic worked on in the story and different ways to apply this

theme to their real and daily practices. As a result, students not only wrote and enunciated orally sentences that were connected with the topic: Take care of the Earth to make it a better place, but also they construct sentences related to real applications of that topic: Turn off lights (See Figure 4. With my own two hands).

Indicator 1.3: Students propose solutions by writing to specific problems presented in short stories reading.

The last indicator in this category aimed to show the use of the productive skill to write solutions to the problems of the stories. These solutions had the purpose of showing the real proposals of the students about practices that could contribute or improve the problem raised in the short story. In addition, following the study objective of the use of Productive Skills within a Reflective Process, the activity proposed, sought that students represent by writing their reflections on how they could help or solve the exposed problem.

Taking into account the above, the activity implemented during the intervention, had the objective of making students write sentences giving a solution to the problem exposed in the short story called The Earth Book (see Annex H) this problem was: The importance to take care of the Earth. Furthermore, the activity was proposed as a post-reading one, in which students had to complete the premise: Our great ideas to take care of the Earth, with their own ideas and solutions. This activity was related to the problem within the story because students reflected on this, and then proposed a written solution. Finally, this activity was developed in a group poster, in which each student individually wrote their solution.
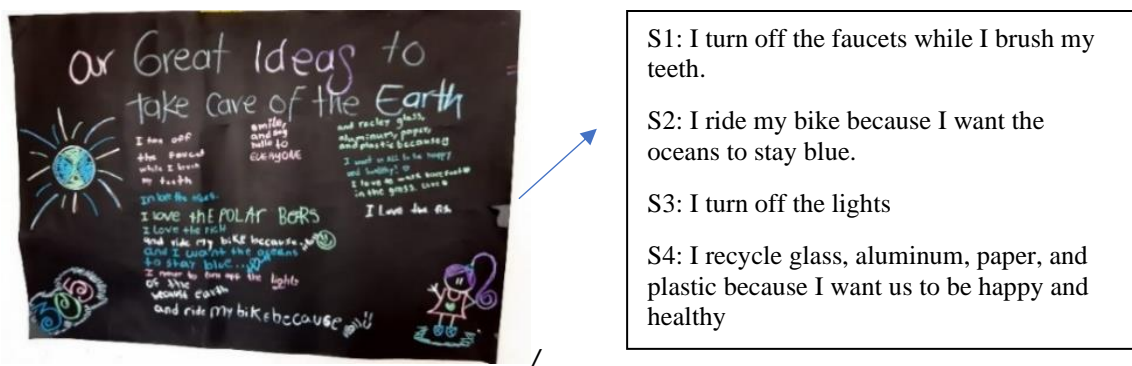
Figure 6: *Our great ideas to take care of the Earth. November 5th*

In addition, they wrote the solutions, taking into account the different ways to take care of the Earth that had been presented during the reading of the short story, thus, showing that they achieved an appropriation of the central idea of the story, of what the possible solutions presented in the story meant, as well as the importance of the practices that each one of them wrote, in order to respond and provide a solution to the problem worked: Take care of the Earth. This allowed students to have the necessary input to pass their solutions to written words, achieving progress in their process of writing in the foreign language and improving their written representations, thanks to the grammatical patterns learned as a result of reading story.

According to Salima and Zahira (2015) and Grossmann (2009), writing allows students to represent their opinions, ideas, reflections, and notions in clear and well-organized words, in order to communicate a message. Through the implementation of this activity, students represented, through short sentences and in written form, their reflections on what solutions they proposed to help to take care of the Earth.

Besides, during the activities exemplified above, students were able to clearly understand the main idea of the short story, as well as its problems, which they connected with their daily practices by writing the solutions. As a result, students used writing, productive skill, with the aim

to communicate what they considered relevant and necessary to take care of the Earth, through the written word and the use of the signs of the foreign language. As a consequence, students began to use written language to communicate and voice their opinions. Brown (1995. p, 340) points out that writing is a process in which students develop their own ideas, offer their own critical analysis, and find their own voice to compose and express themselves.

In conclusion, students managed to produce written solutions in short sentences, related to the problem worked during the time of the Storytelling. As a result of the implemented activity, it was possible to point out how students connected what they had understood of the short story, with their written productions. This process allowed students not only to practice the writing process, but also to find that their reflections and opinions could be expressed by the words, in order to promote changes in social practices. Likewise, the activities presented throughout the analysis of this category and its indicators allowed showing how students used Productive Skills throughout the intervention, as a vehicle for the expression and communication of their constructions within a constant Reflective Process.

Category 2: Storytelling as a Pedagogical Technique in an educational environment

The main objective of this category is to show how Storytelling as a Pedagogical Technique allows students to develop and acquire some elements of the foreign language within an educational environment. Therefore, by implementing this pedagogical technique, students improve their acquisition and expansion of vocabulary, as well as their pronunciation of the target language within a learning process. According to Cruz (2001), this pedagogical technique in an educational environment allows students to develop listening skills, which improve verbal expression and increase comprehension, in order to improve language skills. In addition, it

encourages oral and writing processes, by acquiring new vocabulary. Finally, it allows practicing and improving the pronunciation of the foreign language

Indicator 2.1: *Students use new vocabulary from the short stories reading in writing and oral exercises.*

This indicator intended to evaluate how students use the new vocabulary from the short stories they read in writing and oral exercises. Likewise, this indicator seeks to demonstrate learning, acquisition, and use through Productive Skills of the vocabulary learned through short stories, evidencing an expansion of the vocabulary they had about the foreign language. To achieve this, two instruments are considered: a worksheet, which shows the written productions and a video that shows the oral productions made by the students, in which they used the vocabulary learned from the reading stories. These stories, which allowed the presentation of the vocabulary and which became an input for carrying out the exercises are: My Inside Weather (see Figure 6) and Be Kind (see Figure 8).
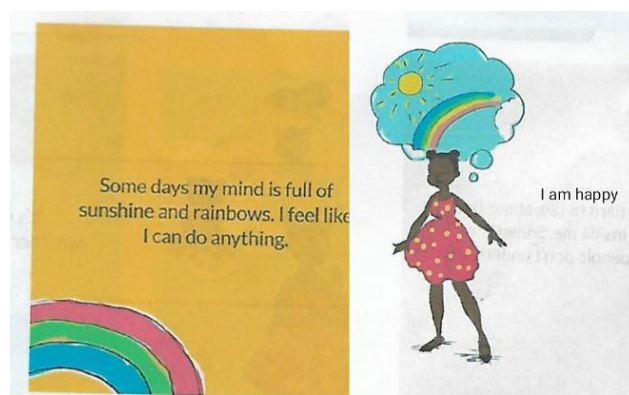
T: Tell me, how are you?

S2: I am happy

T: And, What is the name of the emotion?

S2: Happiness

T: How is the weather inside of you?

S2: Sunshine

Transcription 4. *March 3ʳᵈ. Story:*   **Figure 7**: *Story Book: My Inside Weather.*

My inside weather. How are you?

In addition, the vocabulary that students learned and used to communicate orally and in writing represented keywords that were related to the theme of each story. This is how in the oral

activity (see Transcription 4), students used words that appeared in the short story (see Figure 6) and represented a direct relationship with the story to answer questions that the teacher asked them regarding the topic of the story: My emotions. Students learned, appropriated, and were able to use the key vocabulary to write and speak.
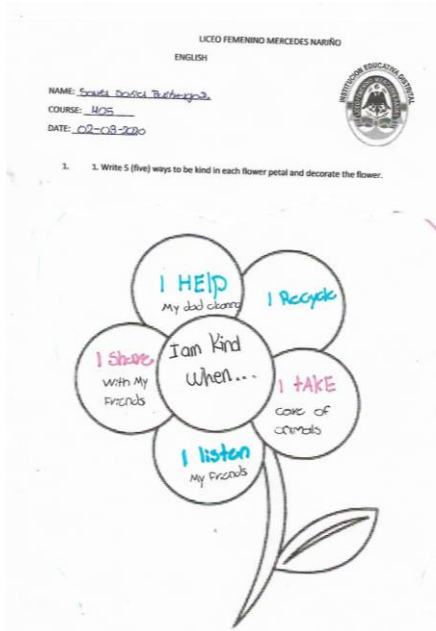

Figure 8: *October 22nd.Worksheet about*   **Figure 9**: *Story Book: Be Kind.*
The story: Be Kind. I can be Kind when

The evidence presented above shows the results obtained in the student's production, regarding the use of the vocabulary learned from the stories, in oral and written exercises. Uchiyama (2011) in his research points out that Storytelling contributes to increasing the range of vocabulary since students can acquire new vocabulary by listening to stories. Following this, during the intervention, the short stories were sources of presentation of the vocabulary to the students, who managed to develop the written and oral exercises using the vocabulary they had learned while reading the short stories. The evidence presented above shows the results obtained
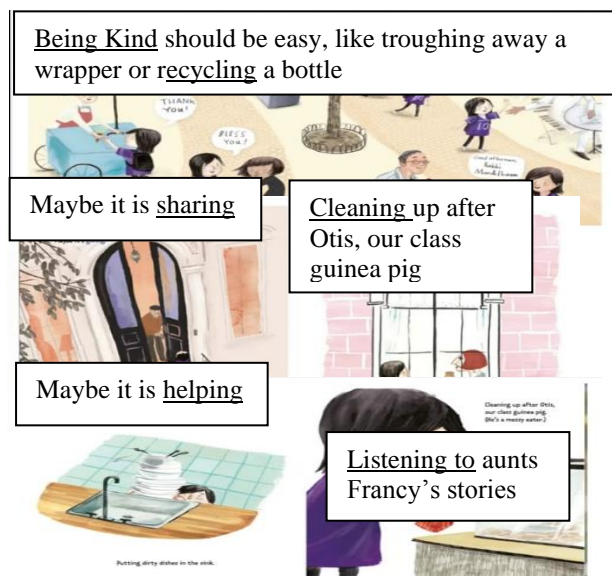
in the student's production, regarding the use of the vocabulary learned from the stories, in oral and written exercises. Uchiyama (2011)

Through stories, students put vocabulary in context and have the possibility to connect words with units of meaning that allow them to establish synonyms and relationships between them. This process makes it possible to enrich production processes through the use of language. (Richards, 1976. p, 88). This indicator and its effectiveness are demonstrated by the development of the worksheet (see Figure 7) by the students, in which they wrote short sentences in each petal, to respond to the premise I can be kind when.

Moreover, these sentences evidenced how the students managed to make meaningful connections between the vocabulary used inside the short story (see Figure 8), in order to write their sentences. Likewise, the vocabulary used by the students was directly related to the central theme of the short story: Be Kind. Consequently, students managed to connect the central theme of the story, establish connections between vocabulary and possible ways of Being Kind. Finally, they produced these sentences in written form that evidenced the knowledge in the form of keywords that they learned and extracted from the short stories.

In conclusion, it is evident that through reading the short stories, students expanded their vocabulary, considering that at the beginning of the study they were not able to make short sentences orally and in writing form, and their vocabulary was limited to animals, colors, fruits, and body parts (see Annex A and D). The short stories allowed students to take ownership of the vocabulary and to produce their written and oral sentences related to the specific topic worked on in each activity.

Indicator 2.2: *Students use in oral activities the pronunciation learned during the Storytelling time.*

This indicator was established to demonstrate how through the use of Storytelling as a Pedagogical Technique, students improved their pronunciation of the foreign language. Thanks to the exposure to auditory inputs, through reading the stories. Students began to improve their pronunciation, in terms of oral fluency and student's accuracy.

Moreover, the achievement of this goal was reflected in students' oral productions, corresponding in turn to two activities: the out-loud reading of the short story: My inside Weather and a short-answered question related to the story: The Earth Book. According to Ellis and Brewster (2014), the strengthening of speech skills in children, such as pronunciation, is a process that can be carried out significantly, taking into account that children are good imitators as long as they have a good language model presentation (p, 37). This process of promoting pronunciation sought to provide students with the linguistic and sound elements through orality in the foreign language, as a result of the reading.

T: Do you love the Earth?
S1: Yes, because I live here.
T: How Can you help to take care of the Earth
S2: Recycling the trash

T: Who wants to help me to read?
S1: And sometimes it feels like it is raining inside me. It can be a drizzle making me feel sad, or a storm making me feel angry.
T: Very Good!

Transcription 5: *October 1ˢᵗ.*

Transcription 6: *August 27ᵗʰ. Story The*   *Story "\Be Kind.*
Lion and The Mouse.

First, Ellis and Brewster (2014), point out that the teaching of pronunciation should not focus on the production of isolated sounds, but should aim at their execution within sentences. Related to that, the activities taken in this indicator, allowed students to learn the pronunciation of words by exposing sentences that were presented in the reading of the short story. This allowed them to pronounce their own sentences that answered the short questions that the teacher

asked them (see Transcription 5), in a fluid and precise way. In terms of the naturalness and precision with which they pronounced most of the words that were part of their answers, there was a markable improvement from students' pronunciation in oral production. Likewise, students stated their answers using the increasing or decreasing intonation, corresponding to the words they spoke and the intention inside their oral responses.

Additionally, Housen and Kuiken (2009) affirm that the fluency and precision of the proclamation within speech are not independent of each other, but complement each other in a contextualized way (the repetition of key-words in a listening passage) or meaningful (choosing the correct word in a sentence or passage reading aloud). As a result, the activities show that the reading of the short stories promoted students listening skill since in their oral responses, the pronunciation was natural, fluent and contained the phonological reproduction of the keywords that appeared within the stories that were read by the teacher. These sentences pronounced correctly by the students made up of words and expressions that the teacher emphasized in their pronunciation, during the reading. As well, students transfer the pronunciation of the short story keywords and expressions into their own pronunciation process.

Besides, the reading aloud process allowed students to improve their reading. This was evidenced in the reading aloud of the fragment of the short story My inside Weather, in which students achieved recognition of words pronunciation while reading the short story. Additionally, they were able to read fluently, correctly pronouncing the words and sentences in the foreign language, emphasizing the intonation of the sentences according to the intention of the fragment of the short story that they were reading.

In conclusion, this category and its indicators showed how through the application of the pedagogical technique of Storytelling, students improved their oral and written production.

Likewise, they applied their vocabulary range and the pronunciation of words and sentences adequately and fluently. The above within an educational environment that enriched their EFL learning process.

Category 3: Social Literacy as a Reflective Process within the classroom

Social Literacy allowed a connection between reading and productive language skills within the social structures in which they were embedded (Barton and Hamilton, 1998. p, 7). Even when Literacy is traditionally understood as the relationship between reading and writing, there are those who believe that speaking skills are part of this relationship, as an important source of construction between what is configured as a Literacy process between the individual and the written language, allowing them to effectively communicate what they think, reflect and think (National Literacy Trust, 2012). To carry out this process during the pedagogical intervention, it was important how students used the Productive Skills to reflect orally and in writing form on short stories topic and problem after the Storytelling time in the classroom.

Indicator 3.1: Students express in writing and orally how they can apply the reflections made about short stories.

This indicator seeks to show how students began to produce and communicate their reflections in the written and oral form within a Social Literacy practice. To achieve this, the activity had the objective of promoting the Reflective Process of the students on the main problem that was shown during the reading of the short story: Be Kind. This Reflective Process carried out by the students was guided by a question: How can you be kind? This with the aim to leads students to give possible applications of their reflections on a short story, by using the Productive Skills of the foreign language. As well, students wrote on a worksheet their reflections on the problems exposed in the short story, then, using oral skills, students established

a verbal interaction, in which they told to their classmates their own reflections with possible

application in their social contexts (See Annex J).
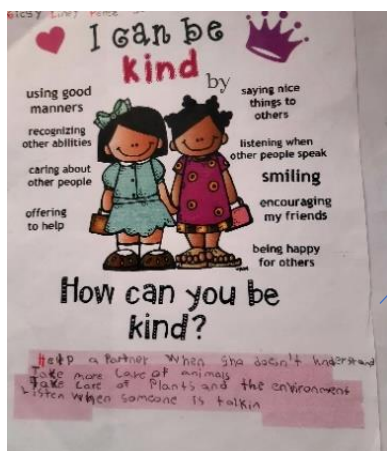
Help a partner when she doesn't understand.	T: How can you be kind?
Take more care of animals.	S1: Sharing food with people.
Take care of plants and the environment.	T: How can you be kind?
Listen to when someone is talking	S2: Helping a classmate who is ill.

Figure 10*: Worksheet about the story 1ˢᵗ· Be Kind I can be Kind/I can help.*

Transcription 7*. October Story Be Kind.*

Students expressed in writing and orally how they could apply the reflections they had

made about the short stories in their contexts. In addition, students exposed the punctual way in

which they might apply these reflections on how to be kind to others and nature. This allowed

them to take a critical position on the problem exposed in the Be Kind story, in order to propose

a change from the application of their own reflections. The prayers made by the students showed

an advancement and improvement of the Productive Skills

Waxler and Hall (2011) argue that Literacy skills have had a real and decisive impact on

society over time. This is evidenced in the reflections made by the students about the short story.

In these reflections, students were able to express, through the use of Productive Skills, their

proposals on how they could be kind. In addition, they wrote and enunciated through speech and

writing, short sentences in a clear way, in which the analysis of the problem they carried out in

order to solve the problem of the short story was evident. Thus, students were able to reflect and

communicate these reflections through sentences that dealt with practices that they considered as ways of being kind in everyday life.

To conclude, according to Barton and Hamilton (1998), Social Literacy is considered a social practice, which allows a connection between reading and productive language skills within the social structures in which students are embedded. This indicator and the instruments presented to show how the students answered the questions orally and in writing, considering the idea of the short story. However, the students had grammatical errors in the written sentences, since the story did not present an exact pattern related to the question they had to answer, which required a more conscious and autonomous writing process, in which the students abstracted the notion of being kind, to then represent it through practical reflections related to different contexts of society (nature, school, family and friends).

Indicator 3.2: *Students reflect in writing their context through the study of short stories.*

The objective of this indicator was to show how students reflect on their context in writing through the study of short stories. The objective of the activity presented was for the students to establish a connection between short stories, their themes, and social practices within their own context. According to Barton and Hamilton (1998), the process of recognizing students' own realities allows them to reflect on the practices that take place in their environments. The short stories read to the students and which served as input for the students' written reflections were: Be Kind and My Inside Weather. These two short stories showed two daily problems for the students, which were: Being kind to others and my emotions. These activities were developed thanks to the implementation of worksheets and short reflections written in a reflective post-it (See Annex K).
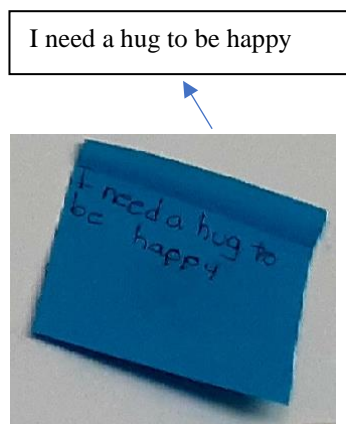
I need a hug to be happy

I am Kind When:

I help my partners

When I respect the opinions

When I request the favor

Figure 11: Reflective Post it about the story: *story My inside Weather To be-I need. March 6th.*
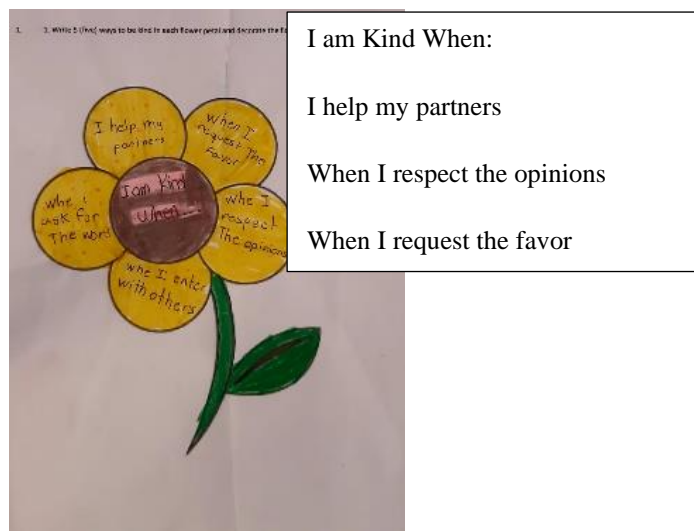
Figure 12: Figure 9*: Worksheet about the Be Kind I can be Kind/I can help*

According to Freire and Macedo (1987), The Reflective Process carried out within Social Literacy allows students to communicate and analyze their contexts from a critical perspective. Likewise, it allows reflection on their social practices, visions, and opinions with the aim of being free. Students recognized sentences in which they talked about how they could be kind in their own context. In addition, they wrote the short sentences after contrasting the practices that they could put into practice, with what the short story presented about being kind (See Figure 11). Through the use of writing, students communicated and put into words their reflections, which were framed as social practices that could transform their relationships with others within the contexts in which they lived. It is important to highlight how students passed their reflections from the oral and subjective plane to sentences with direct and objective practices, through writing.

The second activity previously presented (See Figure 10), showed how the students took the central theme of the story: my emotions, to carry out a Reflective Process about themselves, their needs, and how they could meet those needs. As a result, they wrote a short sentence

expressing their reflections on what they needed to feel in a specific way. These sentences showed how the students managed to connect the emotions presented during the reading of the short story, with specific social practices that could influence how they felt or wanted to feel.

Therefore, through reflection, they managed to internalize the problem presented, establish an opinion and a point of view that they represented through the written word: "I have a hug to be happy" and "I am kind when I help my partners". This process of writing allowed them to assume a reflective stance in front of what they felt, in order to communicate it, to give it the power to be expressed, to be visible through the use of the signs of the foreign language. Social Literacy allows the composition and production of reflections on social practices, which constitutes a dynamic and open process for the construction of a broad meaning, ranging from concepts to opinions and worldviews (Bernárdez, 1995. p, 78).

To conclude, the data analysis developed during this chapter showed how through the use of Storytelling as a Pedagogical Technique, students fostered and developed their Productive Skills within a Reflective Process. In addition, the pieces of evidence and instruments that support the results and advances obtained by the students in relation to the categories and indicators of analysis were presented (see table 3).

CHAPTER VI

Summary of the Results

This research aimed to determine how third-grade students of the Liceo Femenino Mercedes Nariño foster their Productive Skills within a Reflective Process using Storytelling Techniques in an EFL classroom. During the observation process and before the pedagogical implementation it was observed that pupils had difficulties in terms of using English as a Foreign Language, more specifically with the use of Productive Skills to communicate through sentences and short interactions. Likewise, they showed problems with the use of English as a foreign language to express their own ideas, reflections, and thoughts. As a consequence, students only repeated words and sentences that made it seem like a routine in the class.

Taking into account the aforementioned problems and after the process of pedagogical intervention in the classroom, students showed a notable improvement when Storytelling is implemented as a Pedagogical Technique to improve the Productive Skills of Students within a Reflective Process, in which pupils reflected on the short stories, their central themes, possible solutions to the problems, and finally, they reflected on their own contexts, taking into account these central themes.

Further, Storytelling as a Pedagogical Technique, encouraged and strengthened students during the process of developing their Productive Skills, in order to defend their point of view, to have a voice to express and communicate their own ideas, opinions, and reflections. That process showed them that their opinions and reflections were important and that even as children, they could have an opinion that deserves to be told, a voice that deserves to be heard regardless of language.

As a result of the current research, students began to use Productive Skills to build short sentences and begin to participate in communicative situations, using the vocabulary and structures learned through short stories during Storytelling time. All of the above was done using EFL. Likewise, the work of activities that sought the development of Productive Skills, allowed students to begin to be aware of the use of writing and speech as skills that can help enhance each other and that said relationship allows them to communicate, express and above all take a voice to tell what they think, believe, think, and reflect on everyday issues, which are part of their contexts, which were presented and worked through the use of Storytelling.

As evidenced, students' oral production had an improvement in terms of fluency, pronunciation, and the interaction given between the teacher and the students, when they answered questions using the foreign language. Additionally, short stories as a means of presenting the language, allowed students to have significant learning processes, enhanced social Literacy, through which students carried out Reflective Processes within Literacy events (Activities). By producing thoughtful short sentences, students created a medium that allowed them to communicate using speaking and writing skills.

Taking up the writing skill, the students began to produce short sentences, following patterns taken from the short stories, they began to incorporate the new words into their productions. Furthermore, students achieved the necessary structures to be able to produce in writing the reflections on social problems, presented in the stories. Writing was a process presented as such, in which students produced their sentences after planning, writing, and correcting them. This process allows them to recognize their mistakes and understand that writing is a process that requires several attempts to obtain the final version of what you want to communicate through it.

Moreover, regarding oral skills and their development during the pedagogical intervention, the students improved considerably, in terms of confidence to use the target language to communicate their opinions, ideas, strengths, and reflections. Additionally, students began to produce communicative interactions by understanding that they could strengthen this skill through the use of writing, thanks to repetition and memorization as part of their initial process. Finally, the students discovered that by using oral skills they could express their reflections.

In addition, the activities applied during the intervention had a great impact on the development of Productive Skills within a Reflective Process. These skills were developed as a mediation between the language and the Reflective Processes carried out by the Students, allowing them to express it in oral and in writing form. As a result, students made the worksheets and then talked about those reflections to communicate it to their classmates, using the knowledge learned during short stories, making it evident in their productions. All these processes through which students used the Productive Skills, allowed them to approach these reflections on the themes of short stories, to their own contexts, proposing solutions that positively affect their behaviors and social practices.

CHAPTER VII

Conclusions

This chapter develops and highlights the conclusions of the current study, which arise as a result of the analysis of data collected during the pedagogical intervention. Additionally, these conclusions are presented in light of the research objectives proposed at the beginning of the study.

Considering the general objective of this research: to determine the effects of implementing Storytelling Techniques, within a Refelctive Process, on the development of the Productive Skills of a group of third EFL graders at Liceo Femenino Mercedes nariño School.

, it is possible to conclude that students developed their Productive Skills within a Reflective Process, thanks to the implementation of Storytelling Techniques and the subsequent development of guided activities that led them to express through writing and orally the reflections they made on these stories.

In that sense, students found that through Productive Skills they could communicate and express what they reflected on. This changed their perception of the language, their learning process, and the use of the language as a vehicle of communication. This perception that they acquired about English allowed them to communicate and to use Productive Skills as a means to give voice to what they had to say.

Regarding the analysis of the development of the Productive Skills of the student within a Reflective Process, it was possible to determine that students initially wrote sentences copying what they saw in the short stories and stated it orally by memorizing the written sentences they had made. previously. However, as the process progressed, they built their own oral and written

sentences to express their reflections. In addition, the oral interactions they carried out increased their naturalness, in which the students answered questions about their reflections without having subsequently carried out memorization exercises.

Moreover, it was possible to conclude that exposure to the reading of short stories through the implementation of Storytelling Techniques, allowed students to enrich their vocabulary, acquire structures and patterns of the language, improve their pronunciation and understanding of English. This allowed them to include the knowledge acquired in their written sentences and oral interventions, thus, showing an improvement in their productions and their understanding of the stories, their central topic, their problems, and possible solutions.

Besides, the development of the student's Reflective Process using Storytelling Techniques, to promote interaction, it was possible to conclude that the use of Storytelling Techniques allowed students to reflect on social problems they saw in their contexts, and which were presented in the short stories reading. This is how these problems became the input for their reflections, which they not only carried out to complete a post-reading task, but also became the excuse to promote interaction within the classroom, where they socialized their reflections and they could discover that his voice had a place within the classroom and that that voice was a valuable part of the process of learning the foreign language.

Further, students interacted using the Productive Skills of the language, in order to communicate and express their constructions. In addition, the development of reflective thinking through the use of Storytelling Techniques, allowed students to make connections between language and social practices that recognized in short stories, which enriched their interaction process, turning reflections into possible solutions. that could be applied to their own contexts.

Additionally, the use of activities through the application of Storytelling Techniques contributed to the development of Productive Skills within a Reflective Process. The implementation of Storytelling Techniques promotes and allow the development of specific activities, in which students take the input in the form of the presentation and reading of the short stories, to make outputs as processes of production and communication of their own voices orally and in writing, through the use of the foreign language. The presentation and reading of short stories with social themes allow students to propose solutions or changes in their own practices, and this process of Social Literacy promotes the use of language skills as a tool for externalization, empowerment, communication, and interaction.

To conclude, providing students with the necessary tools to empower themselves and assume their thoughts, criticisms, reflections, ideas, and opinions as an indispensable part of society and the educational environment, gives them the power to think of themselves as active agents of change inside the society. Likewise, the practices mentioned above redefine the educational process as a complete process, that seeks to educate students as citizens who can contribute to their communities. This is how the teaching-learning process of the foreign language change and stop being the end, to be the mediation that transforms the thoughts and practices of the students.

CHAPTER VIII

General Recommendations

Research in the educative field is an extremely important practice for the teaching-learning process, which allows teachers to carry out processes of analysis and reflection of their pedagogical and disciplinary practices inside the classroom. This investigative process allows the language teacher to draw a line that links the theory with praxis, in order to be in a constant seeking and reflections that can be applied to the teaching of foreign languages within specific educational and social contexts.

Additionally, it is important to continue investigating the use of Storytelling Techniques within the scope of teaching English as a foreign language in children. Also, on the use of Productive Skills as a determining agent in the processes of Social Literacy carried out in the classroom. Although multiple investigations have been carried out in the use of Storytelling Techniques, it is important to strengthen the theoretical and practical field of this study.

Regarding the educational institution, a suggestion is made to extend the hours set aside for the English class. This is because learning a foreign language is a process that requires constant practice and continuity. As a consequence, it breaks with the continuity of the process, and it is exposed to the fact that students can last more than a week without class since as it is a weekly meeting it can intersect with other activities that cause the class to be canceled. However, the possibility that the institution opens for students to have these language learning spaces and for teachers in training to implement their research, offers students different ways of meeting the foreign language. At the same time, for research teachers, it enriches their study and their teaching reflection and process.

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Annexed

Annex A. Survey (April 2919).

Annexes
Annex A. Survey (Excel document).

Universidad Pedagógica Nacional
Departamento de Lenguas
Maestro en formación:.

Nombre: _____
Seudónimo: _____
Grado: _____

Querida estudiante en esta oportunidad quiero conocer un poco de ti, de en dónde vive.
experiencias en el colegio, al igual que tus gustos y habilidades en el inglés.
Responde cada pregunta de manera clara.

1. ¿Cuántos años tienes? _____
2. ¿En qué ciudad de Colombia naciste? _____
3. ¿En qué barrio vives? _____
4. ¿A qué se dedican tus padres? _____
5. ¿Vives con tus padres?
   a. Sí.
   b. No.
   Si tu respuestas es no, por favor escribe con quien vives
   _____
6. ¿Con cuántas personas vives? _____
7. ¿Qué actividades de entrenamiento re gusta realizar? _____
8. ¿Cuáles son tus pasatiempos?
   _____
9. ¿Prácticas algún deporte? _____
10. ¿Te gusta leer?¿Qué te gusta leer?
    _____
11. Te gusta ver películas?¿Qué películas?
    _____
12. ¿Te gusta ir al colegio?
    a. Sí.

   b. No.
   ¿Por qué? _____
   _____
13. ¿Cuál es tu materia favorita? ¿Por qué?
    _____
14. ¿Cómo es tu relación con tus compañeros?
    _____
15. ¿Te gusta el inglés?
    a. Sí.
    b. No.
    ¿Por qué? _____
16. ¿Te gusta trabajar en grupo?
    a. Sí.
    b. No.
    ¿Por qué? _____
17. ¿Te gustaría aprender inglés?
    a Sí
    b. No.
18. ¿De las siguientes actividades cuáles te gusta hacer en
    la clase de inglés? Marca con una X todas las
    actividades que te gusta realizar
    a. Escuchar música.
    b. Ver videos.
    c. Leer cuentos.
    d. Actuar.
    e. Hacer mímica.
    f. Cantar y bailar.
    g. Realizar juegos.
    ¿Por qué? _____
19. ¿Tus papás o las personas con las que vives saben inglés?
    a. Sí.
    b. No.
20. ¿Practicas inglés en casa?
    a. Sí.
    b. No.
    ¿Por qué? _____
21. ¿Ves televisión en inglés?
    a. Sí. ¿Cómo se llama el programa? _____
    b. No.
22. ¿Sabes canciones en inglés?
    a. Sí. ¿Cuáles? _____
    b. No.

Annex B. *Interviews. April 2019*. Liceo Femenino Mercedes Nariño.

TEACHER OSCAR FUENTES.

Bueno profe, la primera pregunta es:

¿Qué papel tiene la enseñanza del inglés como lengua extranjera según el PEI, la misión y la visión del colegio?

Es importante empezar diciendo que el PEI de la institución es un PEI que está todavía en construcción, en el cual se han avanzado a pasos agigantados los últimos años, pero debido al contexto y a las diferentes situaciones de las políticas públicas educativas del país se sigue definiendo.

En el marco de la enseñanza de la lengua extranjera, el colegio la contempla dentro del PEI como una parte fundamental, de hecho, es uno de los dos énfasis de la institución y se trabaja desde preescolar hasta grado 11 y en la medida fortalecida. Se trabaja, pues, aún más en los grados decimo y once.

La segunda es:

¿Tienen en cuenta los estándares básicos de competencias de lengua extranjera inglés para la enseñanza? y si es así ¿Cómo se ve reflejado en la maya curricular?

Bueno hace un par de años estuvimos trabajando con la Universidad Pedagógica Nacional, quien asesoro el proceso de la lengua extranjera en la parte teórica para organizar este plan de estudios y desde allí se tiene en cuenta los estándares que son relativamente recientes, pero digamos que el colegio si los contempla y está dentro de su plan de estudios. Dentro del área de humanidades también juegan un papel importante porque es una de las directrices con las cuales se trabaja en la institución.

¿Cuál es el contexto escolar de las niñas del grado 305? hablando un poco de esa relación entre docente-estudiante, entre ellas mismas y su entorno. Como tal el contexto escolar.

Este es un grupo de 36 estudiantes, que la mayoría viene desde preescolares juntas. Conmigo están desde el año pasado la gran mayoría, es un grupo que tiene unas dificultades en la parte convivencial, pero que se han venido superando. El hecho de que el colegio sea femenino pues tiene sus pros y sus contras, pero una gran ventaja es que las relaciones entre las niñas crean lazos de amistad bastante fuertes. En el salón siempre procuramos hacerlo todo de la manera más amena, yo les digo a ellas que somos una familia, la familia de este año de 305, entonces tratamos de respetar las normas. Creo que de mi parte es una relación muy amena, muy cercana para ellas, de brindarles lo que yo sé, mi apoyo, mis conocimientos, de compartir con ellas también en el juego. Yo trato de dedicarle tiempo a las niñas que tienen dificultades, lo que hace que el ambiente en el aula sea ameno. No es un salón donde los profesores digan no puedo hacer clase o que las actividades que realizan o que tengan propuestas son difíciles de realizar porque las niñas no dejan. El ambiente es bueno, la mayoría de los papás son comprometidos con las niñas, pues, aunque no falta, por ejemplo, esos casos donde se ve el abandono o que les prestan poca atención a sus niños en sus actividades académicas.

Bueno esa respuesta va asociada con la siguiente pregunta y es:

¿Cuál es el contexto familiar de las niñas?

A grandes rasgos, tienen contemplado que, por ejemplo, este grupo la mayoría son familias compuestas por papá y mamá, más o menos el 80% y el restante, familias monoparentales que viven solo con su papá o mamá. Muy pocas niñas tienen hermanas en otros grados. Los papás muestran un alto nivel de compromiso que es extraño, ya que la tendencia es que según van aumentando de grado escolar los padres van dejando de ser tan comprometidos. Pero en mi caso, este año los padres son bastante comprometidos con material, acompañamiento o citaciones a una reunión o para un caso específico, siempre están ahí acompañando y en ese orden de ideas los papás muestran un buen nivel de acompañamiento.

PRACTITIONER UNIVERSIDAD DE "LA SALLE".

¿Cuál es el enfoque metodología y las estrategias que utiliza para enseñar inglés como lengua extranjera?

Como son niñas pequeñas, me enfoco mucho como en escucha, en traer como audios, pues básicamente utilizar el método actual, pero mucho el audio lingual porque ellas son muy auditivas, entre más escuchen más aprenden, digamos que uno les muestra una canción y ellas la recuerdan, en cambio si uno utiliza otro método, pues es más difícil que memoricen.

¿Cuál es la actitud de las niñas frente a esas técnicas o estrategias utilizadas en el proceso de enseñanza - aprendizaje del inglés como lengua extranjera?

Bueno, la actitud frente a esas técnicas, pues digamos, como al principio notaba que no era positivo usar otros métodos, entonces empecé a implementar estás y ha sido muy positivo. La actitud de las niñas me gusta mucho, es como "profe vamos a cantar la canción", "profe tal cosa". Ha mejorado mucho su actitud frente a la clase.

¿Cómo es el comportamiento de las niñas durante las clases de inglés?

Pues el comportamiento de las niñas, hay casos: unas son terribles, otras muy juiciosas durante la clase y también es que a veces uno tiene cierta empatía en la clase de inglés, entonces creo eso también influye.

¿Cuál es el beneficio de las estrategias y técnicas que usted utiliza para la enseñanza del inglés de las niñas del grado 305?

El beneficio es que, si las estrategias que yo utilizo son, si las niñas tienen una actitud positiva pues ellas van a aprender, adquirir el idioma y van a aprender los conceptos, van a poder usarlo en el contexto

¿Cuáles son las metas que usted tiene en términos del proceso de enseñanza del inglés a las niñas del grado 305?

Mi meta en términos de proceso de enseñanza es no tanto que ellas aprendan, sino más bien como yo quiero que ellas sean. Por ejemplo, la meta es que yo llegue a la clase y no digan cómo no cuando yo les pido que guarden el cuaderno de otra materia, hay unas que dicen como no, entonces no sé si de pronto no les gusta la clase de inglés o la. Metodología que utilizo.

¿Y en cuanto al aprendizaje?

Pues digamos, nosotros tenemos una maya y la idea es que ellas adquieran ese vocabulario y lo puedan utilizar en un contexto.

saben cómo se escucha el número y así lo escriben, por ejemplo "ONE" y escriben tal cual suena.

¿Y en cuanto a la comunicación entre ellas, muy difícil aún?

Pues como son tantas uno no puede cómo decirles dialoguen entre ustedes las 2 porque no lo van a hacer, y uno no puede cómo estar pendiente de ellas o de las otras entonces es muy difícil.

¿El colegio les da esa Maya?

Si

¿Tiene usted en cuentas los estándares básicos de competencias en lenguas extrajeras – inglés en la planeación de las clases?

Si, el colegio nos da esas mayas basadas en las que tiene el ministerio.

¿En su planeación de clase tiene en cuenta eso que deben saber las niñas de primero a tercero según los estándares?

Si y también está en la página del ministerio de educación, hay unas guías que uno utiliza que dicen: para tercero trabaja esto, una se llama "Bony Bonita"

Y ¿Te ha funcionado cuando utilizas esas estrategias que el ministerio plantea?

Pues la verdad no es que haya utilizado muchas porque yo entro y no las encuentro, y digamos a veces para el tiempo de las clases me parece que es mucho para una hora es mucho lo que da el ministerio. Entonces yo sí tengo, por ejemplo, para los lugares de la ciudad, yo sí me fije que las que yo viera estuvieran ahí, pero no todas porque el tiempo de la clase no da.

¿Te guías más por la maya?

Si.

Respecto a la producción del inglés ¿Qué habilidades han desarrollado las estudiantes del grado 305?

Escritura.

Lenguaje oral.

Digamos que con este curso se han desarrollado escritura y lenguaje oral. Pues porque digamos que con las canciones ellas las cantan y pues está bien para la edad que tienen. Y digamos, con ellas, escriben los números, son capaces de escribirlos porque les hice una evaluación y lo hicieron. Yo tengo otro curso que no, ellas no saben bien cómo se escribe,

Respecto a la comprensión del inglés ¿Qué habilidades han desarrollado las estudiantes del grado 305?

Escucha.

Lectura

Ellas comprenden, no una oración completa, pero si como palabras estratégicas o cosas del vocabulario con respecto a la compre

Annex C. *Field note N°1 and N°3.* Observation– Liceo Femenino

Mercedes Nariño.

Sate/Hour	Observation	Opinions/Comments
02 /03/19 – 8:15/9:15	The English teacher came to the classroom. She is a student from La Salle University, and she is doing her practice in English. Girls were sitting in their places, and the teacher greeted them in English. Then she asked them to take out their notebooks and write the date. Students began to take out their notebooks. They were talking and playing around the classroom. However, the teacher asked them to be silent, and they started to sit down and wrote the date. The teacher said: "let's repeat date, the second of April". Some of the Ss repeated, but other Ss said that the activity was boring. After that the practitioner put a poster on the board, it was about the alphabet and the teacher asked them to repeat the pronunciation of each letter. A S was speaking with a partner about a movie and she was out of her place. In addition, it happened during the teacher's explanation.	Ss met the teacher before so they knew that she was coming to teach them English. Ss recognized her as a teacher and not as a practitioner. She asked them to write the date on their notebooks, but they did not use their notebooks. Ss were bored and had a non-concentrated attitude. They were not paying attention to the teacher and those who did the activity were doing that because they had to. They were not motivated about the English class or the repetition activity. Ss were disinterested. Ss are not interested about the activities. Moreover, their attitude was to ignore the teacher even when she was explaining a topic. They knew that she is the teacher, but they did not care if she was in the classroom doing an activity. When the activity was more focalized, they did the activity because the teacher was looking at them. But the other rows of Ss were not paying attention, they took advantage of this to play, speak, and do other kind of activities.

Date/Hour	Observation	Opinions/Comments
	The third activity that the girls had to do was related to the repetition of the alphabet by rows. Most of the Ss did the activity, but others were talking.	There was not any kind of interaction in English between Ss and the teacher. They did not use English to communicate or to refer to something related to the class. English was used only to repeat. Ss were not able to speak or comprehend sentences in English because they did not use it.
	The class was developed in Spanish, but they used English during the repetition activities or in the pronunciation explanation. Moreover, class instructions and commands were given in Spanish all the time.	Ss showed interest in the activity when the teacher showed them the images. It was easier for them because they connected the image with the word. Also, when they started to repeat again, some of the Ss were bored and unmotivated for the class. However, when they had to develop the activity alone, they were interested in participating, they were raising their hands to have the chance to participate.
	The next activity was about professions and occupations. The teacher had some images related to a profession or occupation, then she told them the profession and the Ss had to repeat. The first time that they repeated they did the activity with the teacher, the second time they had to do it alone, identifying the correct profession. Ss were focused on the activity because of the images, and they completed the activity with an interested attitude.	The activity was too long for them, so a group of Ss began to do other activities. Also, the allocation of shifts to carry out the activity did not make it easy for the girls to remain interested in participating, because the teacher allowed only girls who were sitting in front of the classroom to participate. They preferred to play on a cellphone and the teacher did not involve them in the activity. The use of the grades to control their behavior was not successful; they showed with their attitudes that receiving a bad grade was not something important to them.
	After 8 minutes doing that activity a Ss started to play with her cellphone, some of her classmates were looking at her and talking about the cellphone. The teacher was doing the activity with some Ss and when she noticed that some of them were with a cellphone, she started to give them bad points.	English class was boring for them and it was not important. Their attitude and behavior were related to looking for a different activity to not be bored. They did not care about the consequences of their own behavior.
	Then she did the same activity, repetition by rows. Each row had to repeat the profession or occupation considering the image. After that the practitioner started to ask some Ss to name the profession or occupation related to the image that she was showing them. A girl that was sitting at the back of the classroom wanted to participate but the teacher did not consider her. As a result, the S started to talk and play with her classmate.	Ss attitude was rude to the teacher and most of the time they were saying and demonstrating that English class was truly boring for them. Is English class not the place to sing? Why? Ss who were far from the teacher did different activities from the English class.
	The teacher explained to her Ss the correct pronunciation of "B" and the differences between the "B" sound and the V" sound. In that moment two Ss began to throw papers and the teacher told them that they had negative points because of their behavior. She asked to those Ss their names and she wrote negative points on her class list.	English class was not only boring for them; it was demanding and boring because they were doing the same kind of activity during the whole class. Every moment that they had without the teacher's attention, they were playing, moving their bodies, having fun in their own way.
	While the teacher did that, a Ss started to sing out loud in Spanish and the teacher told her that English class is not the space to sing. She asked them "why are you undisciplined?" "You are going to lose more points", "You, what is your name? you have to change your place and sit-down here".	Ss did the activity quickly because they wanted to leave the classroom to go to break time.
	Teacher gave them some paper activities about profusions that they did the last class. The activity consisted of matching words with images. At that moment, some Ss said that they were bored, and tired, other girls were pushing others and screaming.	
	Finally, the practitioner asked them to sit down and she told them that if they wanted to go to the recess time, they should spell their own names. Ss made a line in front of the classroom door and the teacher was there asking them to spell their own name. Ss were going out the classroom and the class finished.	

Field note #3 – Liceo Femenino Mercedes Nariño.

Date/Hour	Observation	Opinions/Comments

| 09/03/19 – 7:15/8:15 | Students arrived from the sports class and they were organizing their places to receive their refreshments. Teacher left the classroom, giving them some minutes to eat. Ss were eating, talking, and sharing time with their classmates. They were going outside and inside the classroom freely.

Teacher returned to the classroom, he asked them to sit-down. Ss that had "bad behavior" were sat in front of the board, near to the teacher. Ss started to organize and clean their places. They threw away their garbage.

Teacher gave them Spanish textbooks and he asked them to open it on page 48. Ss were sit-down asking for the page number and they were waiting for instructions. He told them that they were going to work on reading comprehension.

First, they made a review about what they did in their last class. Some Ss were speaking and the teacher decided to stop the class and he asked them to be quiet.

A Ss asked the teacher if those books were his books and he answered "No, those books are of all and these must be taken care of by everyone. "

Teacher asked a Ss to read the first part of the text and he opened the discussion about the different texts that exist to be read. Ss were participating and answering, "we can read tales", "newspapers", "books". Teacher told them that those examples were true, and he began to read a short story. He asked them to read first the tittle to do a "prediction" about what would be the topic of the story. Ss were participating and very interested about the activity. Teacher opened to his Ss the possibility to express what they inferred from the title of the text. Ss were participating, raising their hands to tell their opinions.

After that, they started to read the text in turns. When they finished the reading the teacher asked them "what is the main idea of the text?", Ss started to build the main idea among themselves.
All of them read again the first paragraph of the story to clarify what was the main idea. Ss were sitting listening and paying attention to the reading that was made by a classmate. Girls were very motivated, and they were screaming "me" to be chosen to read. A S made a mistake during the reading and all of her classmates corrected her.

10 minutes later some students began to talk aloud, and that interrupted the activity because listening to the reader was difficult. Therefore, teacher told them that they had to be quiet and listen to their classmates in order to be respectful. After that, the teacher asked them if they liked to read and all the Ss answered "yes" | Ss arrived at the classroom very active and they needed some minutes to organize themselves and their stuff. They received their refreshments and that was a strategy to make them more relaxed. Ss liked to talk with their classmates, they enjoyed free time. They did not have any restriction to go outside the classroom without teacher's permission.

Ss were organized because of their behavior. Ss were more relaxed and focused on the teacher's instruction. Ss followed teacher's instructions. They were organizing their places to continue with the classes. Ss were peaceful and had a receptive attitude.

Ss respected the teacher, they were receiving the books and their attitude was very interested about what they had to do. Girls were in their places, orderly.

Ss connected their ideas with the knowledge that they learned in previous classes. Some Ss were very interested to talk about what they had learned the previous class; they participated several times. Other Ss were not interested to talk about previous classes. However, the teacher involved them, he asked them to be quiet to develop the activity.

Ss were comfortable to ask the teacher whatever they imagined.
Teacher listened. Ss did not care if the question was or was not related to the activity. Ss had participation in the class and the teacher gave them that space to think and be free to express themselves.

Ss opinions were used as an important device to the class. The teacher encouraged them to participate giving their opinions based on the knowledge that they learned before. To connect those opinions, he explained to them that there are a lot of things to read. Considering their ages, they are in a high level in terms of reading comprehension because they made some inferences about the text and those inferences were connected to the information that the title gave them.

All the steps of the activity were made by the Ss, in that sense, the teacher was a facilitator. Ss worked as a team to construct their opinions and to identify the main idea of the text. The reading part of the activity was not difficult for them and was not a boring activity. All of them were paying attention and participating. They did not have any problem to read aloud. Ss respected their classmates when they were reading. Reading was a pleasant activity for them, they enjoyed the activity. Reading was not a stressful activity, they made mistakes but all the Ss corrected that mistake in order to learn.

When Ss had to do a long activity or during a long period of time they started to be bored and their interest changed to be focused on a new activity.
The teacher told the importance of listening to others to be respectful. It was a good strategy because Girls started to be quiet and listening again to their classmates. They liked to read stories and to read it aloud.
Reading process was not only related to reading a story, this process was connected to some questions in |

	To conclude the class, they answered some questions that were in the book and the teacher told them the importance of reading and connecting those readings with the reality and other contexts. Mr. Fuentes told them that they had to return the books and took out their English notebooks, while he took attendance. After that moment, Ss asked him to do the riddles activity. They made that activity while they were waiting on the English teacher. All the Ss wanted to participate.	order to know if Ss had understood the story. It is important that at the end of the reading the Teacher showed them the importance of connecting those readings with the reality as a way to understand other realities, cultures, and societies. Students enjoyed the riddles activity. All of them showed their interest to participate telling the riddle and discovering the answer.

Annex D. *Diagnosis test (May 2019).*

Annex D
Diagnosis test.

Universidad Pedagógica Nacional
Departamento de Lenguas

Nombre: _____
Seudónimo: _____
Grado: _____

a. Escribe en inglés cuántos objetos hay en cada conjunto. Observa atentamente cada imagen.

1. How many apples are there? _____

2. How many ice creams are there? _____

3. How many bananas does the monkey have? ____._____

4. How many oranges are there? _____
5. How many flowers are there? _____

_____

b. Observa el monstruo y responde las siguientes preguntas en inglés.
1. What is the monster's name?

Hello! My name is Bart.

_____
2. What is Bart's color? _____
3. How many teeth does Bart have? _____
4. How many fingers does Bart have? _____
5. How many hands does Bart have? _____

c. Lee las siguientes oraciones y responde en inglés las preguntas de la 1 a la 5.
The Dog and the Cat.
I have a dog and a cat.
The dog is Brown.
The cat is gray.

My dog's name is "brownie".
My cat's name is Minino.
Mi dog has blue eyes.
My cat has a red apple.

1. What is the color of my cat's apple? ....
2. What is the dog's color?............................
3. What is the cat's color? ....
4. What is the dog's name? ....
5. What is the cat's name? ....

d. Lee las preguntas y responde cada una de ellas en inglés.
1. When is your birthday? ....
2. How old are you? ....
3. Which cake color do you like? ....
4. Do you like birthday parties? ....
What is your favorite food?

LISTENING.
e. Escucha atentamente y usa las palabras que aparecen en el cuadro para completar cada respuesta.

Red. White. Yes. Black. Yes. Purple.
Orange. Yes. Yellow. Brown.

1. What is your favorite color?
I like ....
2. What is your favorite color?
3. I like ....
4. Do you like blue?
.........., I do.
5. Do you like green?
No, but I like ....
6. Is green your favorite color?
....
7. What is your favorite color?
I like ....
8. Do you like red?
No, but I like ....
9. Do you like gray?
............, I do.
10. What is your favorite color?
I like ....
11. Do you like black?
No, but I like ....
Colors – transcription.
1. What is your favorite color?
I like red.
2. What is your favorite color?
I like white.
3. Do you like blue?
Yes, I do.
4. Do you like green?
No, but I like black.
5. Is green your favorite color?

Yes.
6. What is your favorite color?
I like purple.
7. Do you like red?
No, but I like orange.
8. Do you like gray?
Yes, I do.
9. What is your favorite color?
I like yellow.
10. Do you like black?
No, but I like brown.

F. SPEAKING.

They understand and answer questions about them, their parents and their likes.	
Present simple.	
Complete sentences.	
Short sentences	
Words	

Q1	Q2	Q3	Q4	Q5
Q6	Q7	Q8	Q9	Q10

Hello,
What is your name?
How are you?
What is your name?
How old are you?
What is your father's name?
What is your mother's name?
What is your favorite color?
What is your favorite fruit?
What is your favorite animal?

Annex E

Skills	Question	Correct	Incorrect	Correct percentage	Incorrect percentage
Vocabulary	1	27	7	79.4	20.6
	2	26	8	76.4	23.6
	3	19	15	55.8	44.2
	4	30	4	88.3	11.7
	5	28	6	82.4	17.6
Grammar	1	28	6	82.4	17.6
	2	11	23	32.4	67.6
	3	25	9	73.6	26.4
	4	7	27	20.6	79.4
	5	18	16	53.3	46.7
Writing	1	15	19	44.2	55.8
	2	18	16	52.9	47.1
	3	20	14	58.9	41.1
	4	18	16	52.9	47.1
	5	19	15	55.9	44.1
Reading	1	16	18	47.1	52.9
	2	20	14	58.9	41.1
	3	10	24	29.5	70.5
	4	9	25	26.5	73.5
	5	11	23	32.4	67.6
Listening	1	20	12	62.5	37.5
	2	22	10	68.7	31.3

	3	15	17	46.8	53.2
	4	16	16	50	50
	5	21	11	65.6	34.4
	6	19	13	59.3	40.7
	7	24	8	75	25
	8	15	17	46.8	53.2
	9	10	22	31.3	68.7
	10	23	9	71.8	28.2
Speaking	1	29	5	85.3	14.7
	2	25	9	70	30
	3	20	14	58	42
	4	15	19	44.2	55.8
	5	17	17	50	50
	6	19	15	53.8	46.2
	7	16	18	48	52
	8	14	20	42.2	58.8
	9	18	16	52.9	47.1

Annex E.
Consent from.
de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

|	
Facultad, Departamento o Unidad Académica	Facultad de Humanidades – Departamento de lenguas.
Título del proyecto de investigación	STORYTELLING AS A WAY TO BUILD ORAL SKILLS TO FOSTER A CRIT
Descripción breve y clara de la investigación	Participar, conversar e interactuar en la lengua extranjera
Descripción de los posibles riesgos de participar en la investigación	Ningimo
Descripción de los posibles beneficios de participar en la investigación.	
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Ivonne Daniela Herrera Rubiano. N° de Identificación: 1018481717 Teléfono: Correo electrónico: del_idherrerar093@pedagogica.com Dirección: Transvesal 13 #42-73 sur

| |
|---|
| • The teacher will introduce the new topic of the unit by the use of a song called with my own two hands. Teacher will administer a copy of the chorus of the song to each student.
• Students will listen to the song
• The teacher and students will sing the song together
• Teacher will introduce the new vocabulary related to the earth and the Eco practices by using body language and images
• ☐ The teacher will make some questions about the new vocabulary: What is…? Is it ok for the earth? Is it a good or a bad practice? |
| CENTRAL ACTIVITY: Storytelling
• The teacher will read the story "The Earth Book"; she will use body language and intonation to help students to construct meaning and to help students to understand the story.
• Students will listen carefully and see what the teacher does while she reads the story.
• Students can follow the reading and read in their own copy of the short story.
• Also, they will participate in the reading process during the second reading.
• Students can show what they understood by answering teacher questions about how they can help to take care of the earth.
• Students will participate in the last reading in which they can connect the new vocabulary and their own opinions with the short story. |
| POST-ACTIVITY: It is the moment to reflect
• Once teacher has finished the Storytelling and reading process, students will discuss what are the most important ways to help the earth
• Students will do a poster in which they can draw or paint their own way in which they can help to take care of the earth
• Students will write a sentence in which they describe what they draw or what they paint
• Students will present to their partners their draws or paints and their sentence |
| CLOSURE: Real ways to help the earth
• The teacher will present to the students a poster in which are going to be four ideas related to recycle, reuse, plant trees and go green
• The teacher asks students about what they think are real ways to help the earth
• The teacher asks students to think ways in which they can help the earth even when they are children
• Students will participate expressing their opinions and reflections
• Students will write in a poster their own ideas about how they can help to take care of the earth. The object of this poster to show other partner that help to take care of the earth is not a difficult task, |

COURSE: 405	DATE: February: 15 – 25. March: 03
	LESSON PLAN Nº: 4
TEACHER: Ivonne Daniela Herrera Rubiano	NAME OF THE UNIT: BE KIND - REMEMBERING

OBJECTIVE
• To refresh the topic of the unit KIDNESS • Students will reflect on the importance of be kind • Students will remember the main vocabulary • Students will reflect about different ways to be kind • Students will use their Productive Skills to show their own reflections
SEQUENCING
PRE-ACTIVITY: Warm up. • The teacher will introduce the previous topic of the unit by the use of a song called Kindness. • The teacher will write the chorus of the song on the board and paste kay images related to the lyric song • Students will listen to the song • The teacher and students will sing the song together • Teacher will introduce the previous vocabulary related to kindness and the kind practices by using body language, intonation, and images • The teacher will make some questions about the previous vocabulary: What is…? Is it kind or not? Is it a good or a bad manner? How can you be kind with your partners?
CENTRAL ACTIVITY: Storytelling • The teacher will divide the group into five groups • The teacher will give them a memory game to match an image with the correct word • Students will do the activity carefully and match the correct image with the word • Students have to use the previous vocabulary activity to remember and match   .
POST-ACTIVITY: It is the moment to reflect • Once students finish the last activity of matching the teacher will deliver a copy with a flower in which students have to write 5 ways to be kind • Students will write five words or expressions related to be kind • Students will complete the copy and decorate the flower • Students will give the flower to a partner as compromise of be kind

•   Students will explain their five ways to be kind to their partner
CLOSURE: Real ways to help the earth •   The teacher will give to the students a post it in which they have to write a word that represents the way in which they can be kind at home •   Students will write their word •   Students will read their word •   Students will paste their post it on the wall •   The teacher finishes the class with a reflection about the importance to be kind all the time and in all the places,

Annex F*: Story Book: The Lion and the Mouse.*
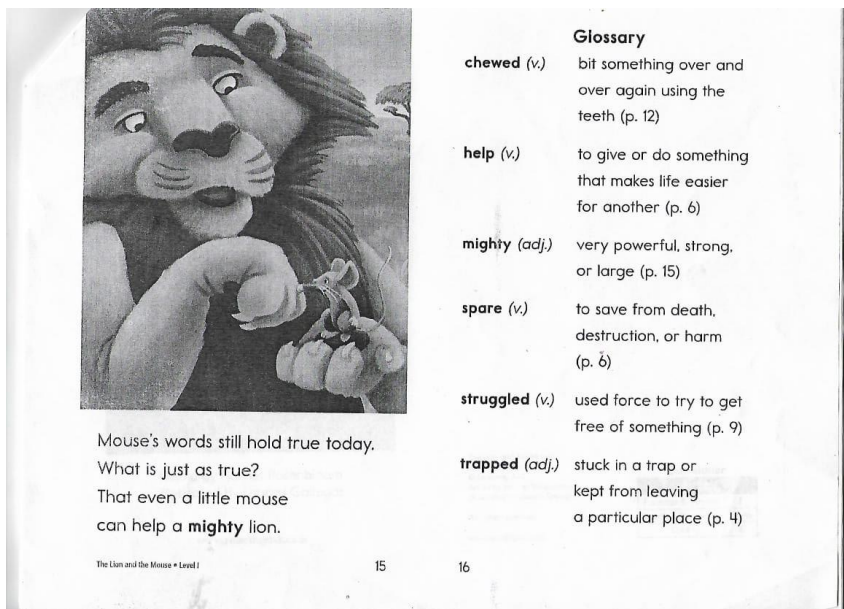
Annex G. *Worksheet: The Lion and The Mouse. How can you help? August 29th.*
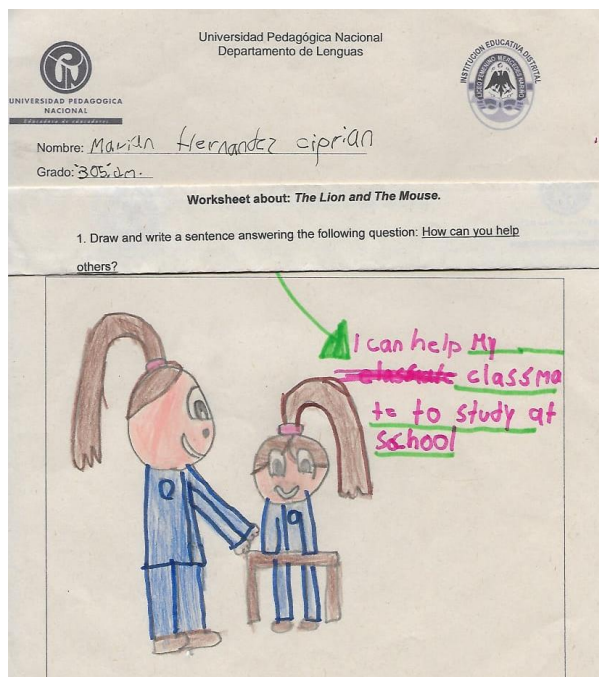
Annex H. *Story Book: The Earth Book.*
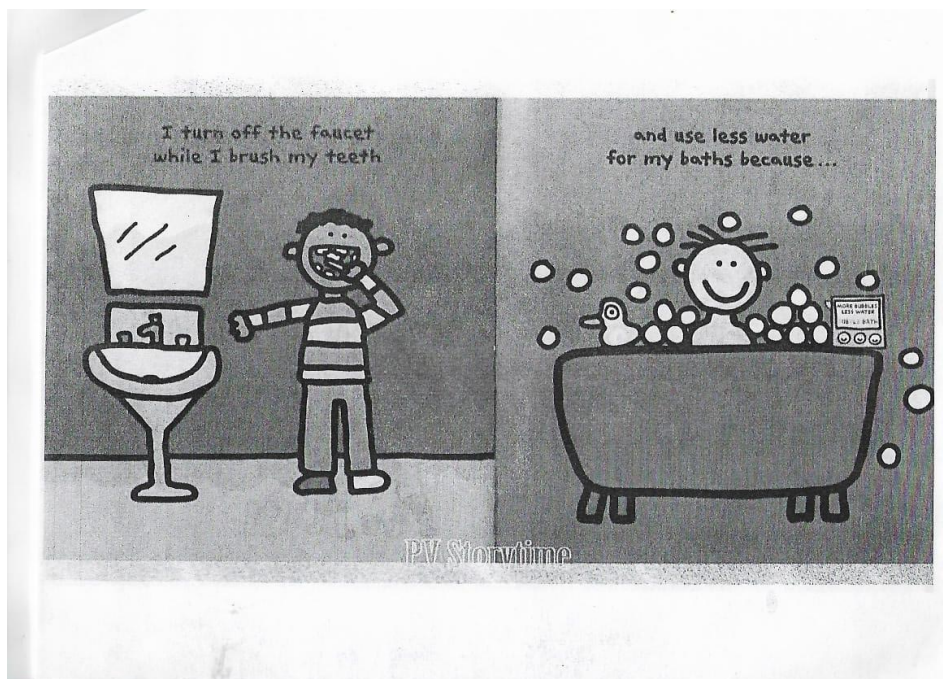
Annex I**.** *With My Own Two Hands. How can you make the world a better place? October 29th.*
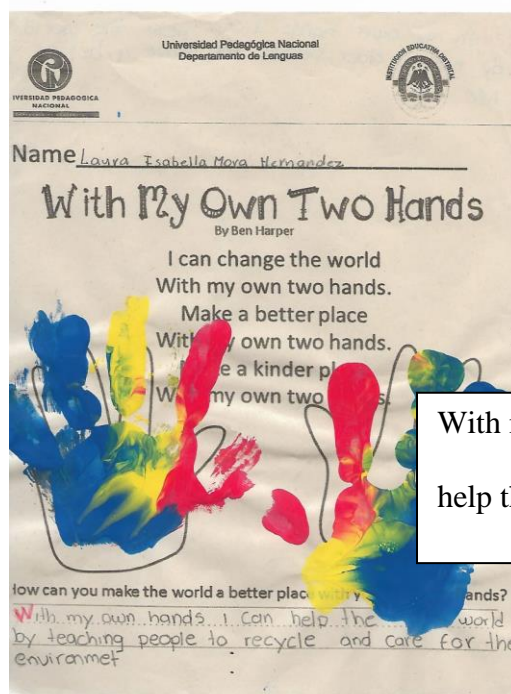
With my own hands I can help the world by teaching

Annex J. *Worksheet about the Story: Be Kind. I can be Kind/I can help. October 1st.*

I can be kind sharing

~~my wisdom with others~~

I can be kind Sharing my wisdom with others

Annex K. *Worksheet (Reflective Process) about the Story: Be Kind. I can be Kind/I can help. October 1st.*

Annex L. *Field Notes pedagogical Intervention.*

Field note #2 – Liceo Femenino Mercedes Nariño.

Date	Observation	Opinions/Comments
27/08/19 – 8:15/9:15	1. The session started on time and 2. students were arriving in the 3. classroom because they were 4. receiving their refreshments. 5. English teacher asked them to sit	1. Ss arrived at the classroom very 2. Active and they needed some 3. minutes to get organized and to 4. organize their own stuff. They 5. we're eating their refreshment and

6. down and to be quiet to start the
7. class. Ss were in a receptive
8. attitude and some of them
9. expressed their emotions because
10. of the class.
11. English teacher told the students
12. what activities they were going to
13. do that session. Then, the teacher
14. asked the students to go out of the
15. classroom to do a warm-up
16. activity. Ss were excited, they
17. started to scream and run in the
18. classroom.
19. As a consequence, the teacher
20. had to ask them to be quiet and to
21. remember that their behavior was
22. very important to develop all the
23. activities.
24. Ss went out of the classroom and
25. the teacher asked them to do a
26. circle.
27. Moreover, the activity was called
28. "Follow, follow", Teacher
29. organized some animal tracks and
30. Ss had to follow instructions about
31. directions and colors. Once all the
32. girls passed, Ss returned to the
33. classroom. In this warm-up, Ss
34. were motivated and participating in
35. a good attitude.
36. Ss returned to the classroom and
37. they were sitting on their desks.
38. The teacher delivered to each
39. student a copy of the fable. Before
40. reading the text for a second time,
41. teacher and Ss practice the new
42. vocabulary, associating the word
43. and an image.
44. Ss were saying the word to
45. practice pronunciation and the
46. Teacher showed them those
47. words using the images and
48. mimic. Students were participating
49. and raising their hands to say a
50. word or even to show the mimic
51. while they were pronouncing the
52. word.
53. After the new vocabulary activity,
54. the teacher told them that they
55. we're going to read per turns.
56. Some Ss were excited to read but
57. other was scared and shy. Girls
58. started to speak and to be
59. distracted, the reason why the
60. teacher had to ask them to sit
61. down and quiet to listen to them
62. classmates.
63. Ss started to read and the teacher
64. corrected them and them
65. pronunciation. At the end of the
66. reading, the teacher asked some
67. questions to make students reflect
68. on the morale of the fable. The
69. teacher asked them "As a young
70. girl, how can you help your
71. classmates at school?"
72. This question activity was difficult
73. for them because they had an
74. answer, but they did not know how
75. to say that in English. As a result,

6. expecting for the teacher's
7. explanation. Their attitude about
8. the class started to be better and
9. more receptive.
10. Instructions were more
11. understandable in this session
12. and Ss were more focused on
13. identifying and understanding
14. what they were supposed to do.
15. Nonetheless, when the teacher
16. explained the warm-up activity,
17. they started to run, associating
18. that being outside was
19. synonymous with a break or free
20. time. As a consequence, it was
21. necessary to clarify the purpose
22. of the activity.
23. It is necessary to establish a
24. rewarding system as a tool to deal
25. with Ss behavior and as a
26. motivation for them. As well, it is
27. important to do more activities in
28. different spaces to give them the
29. elements to understand that the
30. classroom is not the only place to
31. learn.
32. All the activities that are a game
33. are very interesting for Ss. even if
34. the purpose of the activity is to
35. learn. Ss are not conscious about
36. the teaching and learning process
37. that is why they are more open to
38. it and they enjoy it more than
39. other activities in which the
40. learning purpose is clear for them.
41. To deliver a copy of the text to
42. each student was better than only
43. presenting the slides to them.
44. They were looking at the words,
45. images and they felt the reading
46. process more personal. The fact
47. that changed their attitude and
48. their interest in the activity. It was
49. a good strategy to work with the
50. new vocabulary because they
51. connected the image of the word
52. and the event that was on the
53. fable in order to associate
54. meanings and establish concept
55. connections.
56. The possibility to connect the
57. knowledge with their bodies was
58. a very interesting activity for them.
59. It was a way to express those
60. things that they do not know how
61. to say in English. Moreover, it was
62. an activity that showed them that
63. even with our body we can
64. communicate.
65. Giving them the possibility to have
66. a role in the activity generates a
67. good attitude and catches
68. students' attention. It was evident
69. when they were reading per turns,
70. that they were concentrated and
71. focused to know which part was
72. their part. However, some girls
73. started to be distracted, they were
74. speaking about how to color the
75. story.

76. the Teacher had to tell them that it	76. Pronunciation is considered as
77. did not matter the language and	77. one of the elements that are
78. that the most important of the	78. important and had an effect,
79. activity were those answers that	79. impact, and relation with the oral
80. they were thinking and building. Ss	80. communicative process. Because
81. started to participate in Spanish	81. of that, it is an element that is
82. and then all the students build the	82. present and that is developed in
83. sentence in English.	83. the class. They are learning the
84. When they finished the reading	84. correct way to pronounce
85. activity, the teacher collected	85. something.
86. student's homework and some Ss	86. The first stimulus that the student
87. told the teacher that they had	87. received to reflect on the fable is
88. forgotten the homework, so the	88. short and yes-no questions that
89. teacher decided to give them one	89. conduct Ss to think, reflect and
90. more class.	90. establish a clear point of view.
91. To conclude, the teacher gave	91. Those questions start to model
92. them the homework that was an	92. students' reflections in order to
93. image and an adjective (friendly	93. give them elements to create them
94. and unfriendly) with a space in	94. own answers.
95. which they had to draw which	95. The use of Spanish to express
96. character would be described by	96. their ideas are a beginning to make
97. that adjective	97. them familiar with the English
.	98. language. The idea is to take
	99. Spanish as an initial point to
	100. learn a foreign language.
	101. All the activities that are
	102. going to assess reading
	103. comprehension is going
	104. to be homework and it is
	105. the way in which it is
	106. possible to know if they
	107. are really understanding
	108. the texts and how there
	109. are using that knowledge
	110. This homework is an
	111. important activity in which
	112. students are going to
	113. connect new knowledge
	114. with the fable_ in order to translate.

Field note #5 – Liceo Femenino Mercedes Nariño.

Date	Observation	Opinions/Comments
1/10/19 – 7:15/9:15	1. The session started one hour after in	1. The video activity was proposed
	2. order to have the time to record the	2. to conclude the first cycle of the
	3. video. Ss were waiting for the class	3. research in which Ss had the first
	4. and some of them said that they were	4. experience with storytelling and
	5. very excited because of the video.	5. the Reflective Process.
	6. The class started and the teacher	6. Furthermore, it was a strategy to
	7. asked the Ss for their homework and	7. motivate students and to show
	8. they give the teacher their folders.	8. them that English has a lot of
	9. Only one Ss told to the teacher that	9. ways to be learned.
	10. she had not done the homework and	10. Ss are in an active and
	11. the teacher gives her the opportunity to	11. participative attitude even when
	12. do it and the Teacher helped the	12. they have to do homework. This
	13. student to understand what she had	13. homework is being chosen as a
	14. to do.	14. complement of the class and is
	15. Each S had all the activities	15. selected to be data that could be
	16. organized in their folders and the	16. analyzed as par if the research. In
	17. teacher remember them that them	17. that way, it is important to
	18. responsibility and organization could	18. consider all the student's
	19. have a grade	19. processes and help them to
	20. The teacher asked Ss to take off the	20. complete the tasks on their own
	21. bags their worksheets in which they	21. but with meaningful guidance.
	22. had their English phrases. The	22. This course (305) is one that
	23. teacher asked them if any student	23. needs external motivation all the
	24. had pronunciation doubts in order to	24. time and for the teacher, one of

25. help them. Some Ss asked the
26. teacher and others were practicing in
27. groups.
28. Moreover, some Ss were playing the
29. reason why the teacher had to
30. intervene and asked them to be on
31. their desks. At that moment, Camila
32. that is the student with special needs
33. asked the teacher if she had the
34. possibility to be in the video and some
35. classmates answered "yes Camila,
36. you are part of the grade" and the
37. teacher told her that she had to
38. appear because she was port of them
39. and Camila started to practice the
40. colors to tell it in the video.
41. The teacher asked the Ss to help her
42. to paste in the board some letters and
43. images to start the recovering. Four
44. Ss helped the teacher to do it and
45. when they had finished the teacher
46. told the Ss the rules that each student
47. must consider during the video
48. recording. Those rules were: respect
49. partners turn, be quiet during the
50. recording, and clap their hands at the
51. end of each phrase recording.
52. The teacher started to record the
53. videos and each S said the phrase.
54. The teacher was helping students to
55. pronounce in an appropriate way the
56. sentences. Ss were paying attention
57. and helping their classmates to
58. practice their phrases.
59. When one Ss finished the other Ss
60. clap their hands
61. saying, "Good job". After that, when
62. all students were recorded, they
63. wrote some new words on them
64. notebooks and at that moment some
65. Ss asked what the new story and
66. what kind of activities we would be?
67. would do. To conclude, the teacher
68. and the Ss went outside the
69. classroom and they share snacks
70. together to conclude the first cycle.

25. the most effective is to give rem
26. positive and negative points.
27. Nonetheless, it is important to
28. mention that the Teacher can use
29. a better rewarding system.
30. This exercise is a begging part of
31. the Ss process in which they are
32. having the first relation with
33. English. As a consequence, they
34. are working with both languages
35. in 50 - 50 percent in order to give
36. them the confidence to try and
37. learn. It is important to mention
38. that this process is going to be
39. increasing and they are going to
40. use less Spanish and more
41. English.
42. When the teacher is working one
43. by one it is difficult to manage Ss
44. behavior and it is necessary to
45. use a method to catch them
46. attention again.
47. The process with the Ss that has
48. special needs are a different
49. process in which she is working
50. vocabulary. Nonetheless, the
51. teacher Is using this specific
52. situation to show students that
53. they can put into practice what the
54. learn with the short stories. They
55. can be kind, help their classmate
56. and understand that all of them
57. are different and those
58. differences make them special
59. and an important part of the
60. society.
61. It was necessary to establish
62. clear rules for the students to
63. make them conscious about what
64. was necessary to record the
65. video. Furthermore, talk in public
66. is not a way task and because of?
67. that, the Teacher told them to clap
68. their hands in order to recognized
69. and highlight Ss effort. The
70. teacher decides to use this
71. activity to make them confident
72. and empowered about them
73. speaking process even when this
74. starting point is only related to
75. repetition and memory, they are
76. breaking their fears to talk in
77. public.
78. The activity of record a video was
79. an interesting activity for the
80. students in which they were
81. participating in an active attitude,
82. focus to show what they did and
83. learned before. Moreover, they
84. discover that even if they are
85. saying a phrase that was written
86. before they can speak English
87. and they can show them
88. reflections and opinions.
89. The activity related to close the
90. cycle was a way to show them
91. that English is more than a
92. subject, it is a space in which we
93. are learning together as human
94. beings.

Field note #6 – Liceo Femenino Mercedes Nariño.

Date	Observation	Opinions/Comments
08/10/19 – 7:15/9:15	1. The class started with the assistance 2. control and after that, the Teacher 3. told them about the new story's topic 4. that was abbot to take care of the 5. earth. Moreover, the Teacher taught 6. them a song named "With my own 7. two hands". After that, Ss were 8. interested to practice the song and 9. they were motivated to sing the song 10. following the music, this activity was 11. a challenge for them. As well, Ss were 12. asking all the time about the right 13. pronunciation of some words to sing 14. the sang in a proper way. 15. The Teacher was singing with them 16. and answering Ss questions about 17. the pronunciation and meaning of the 18. words. That explanation of the new 19. vocabulary was made with mimics 20. and some synonyms that they 21. learned before by the reading and 22. development of the previous short 23. stories. 24. The teacher gave them a copy of the 25. chorus of the song and a space in 26. which they had to write how they 27. thought they could help to take care 28. of the earth with their own two hands. 29. Furthermore, the Teacher told them 30. that they had the option to color or 31. paint two hands that were printed in 32. the copy. Ss wrote phrases 33. considering the song's message. 34. Nonetheless, they asked the teacher 35. about how to say in English some 36. words. When they finished them 37. phrases, they started to paint and 38. color their copies. Some of the 39. students decided to paint and color 40. their copies according to the main 41. topic, they use color green and blue 42. to color and paint the earth 43. After that activity, Ss were sitting on 44. their desks finishing the activity and 45. asking about the next activity. They 46. were motivated and focused on class 47. development and topic. As a 48. consequence, they were paying 49. attention and interested in the activities. 50. The second activity was related to the 51. new vocabulary presentation and 52. explanation, to do it, the Teacher had 53. some images about keywords and 54. some expressions that were inside of 55. the short new story named "The Earth 56. Book". The teacher used mimic and 57. corporal expressions to communicate 58. and be understandable. Ss were 59. asking about the meaning of some 60. words. At the same time, Ss were	1. It is important to talk with the 2. students about the activities that 3. are going to take place in the 4. classroom, in order to make them 5. conscious about the class, to 6. motivate them and to involve 7. them as an important part of the 8. class. The use of a warm-up 9. connected and related to the 10. central topic is a strategy to 11. involve them in the topic and to 12. make Ss be into the class topic 13. atmosphere. Therefore, music 14. and mimic activities change the 15. routine of a normal class making 16. Ss more interested and relaxed 17. about the class. 18. Students' interests and questions 19. most are answered by the teacher 20. in order to clarify, to teach them, 21. and to show them that all the 22. questions are important. It is 23. important to teach students new 24. vocabulary in different interesting 25. ways. Moreover, it is important to 26. teach them how to pronounce 27. those new words and 28. expressions. As a consequence, 29. students are learning the writing 30. word and the way to reproduce 31. that word by the reading and the 32. listening. 33. It is useful to work with some 34. written examples to develops 35. students writing process because 36. they are going to be familiar with 37. the patterns without the 38. explanation of the grammar rule. 39. Moreover, students. 40. When the teacher gives them the 41. possibility to use different 42. materials and to decide how to 43. color, paint or decorate 44. Students were in an active way 45. assuming that they can create, 46. explore, and decide how and what 47. they want to Express. 48. Students writing process showed 49. that even when they do not know 50. how to express something they 51. are thinking and reflecting on the 52. topic and they are wondering 53. about how they can express them 54. opinions in English. 55. The usage of different activities 56. motivates them and makes them 57. feel interested in the next 58. surprise about what and how they 59. are going to develop the task. It is 60. necessary to develop different 61. activities related to the main topic, 62. in order to catch student's

61. participating when the teacher was
62. giving synonyms and making
63. questions related to the keywords.
64. The third activity was the reading
65. process. At that time, the teacher
66. gave to each Ss a copy of the short
67. story and they were very interested
68. because of the images of the book
69. and the draws. The teacher divided
70. the storytelling activity into three
71. moments and students were in a
72. receptive attitude. Nonetheless,
73. some of them were speaking and not
74. paying attention to the reason why
75. the teacher had to be quiet.
76. The first part of the reading was
77. focused on the new vocabulary and
78. how it appears inside of the short
79. story. In that sense, Ss had to be
80. concentrated in the reading to
81. discover the new vocabulary and how
82. it was used in the story. This reading
83. was made by the teacher and
84. followed by the students in their own
85. books. Furthermore, this activity
86. started to be a competition and Ss
87. were excited to discover the word and
88. how that was connected with the
89. story
90. The second reading was made by the
91. Ss and the teacher was focused on
92. the pronunciation/ Ss were nervous
93. and raising their hands to read.
94. Nevertheless, some of them were not
95. comfortable to participate and they
96. express that saying phrases as "I am
97. nervous" or "I cannot". Moreover,
98. some of those Ss that were not
99. comfortable to read started to raise
100. their hands and participate
101. because they saw them
102. classmates doing the reading
103. process.
104. During the second activity of
105. reading the teacher was
106. focused on the pronunciation,
107. to correct them and to showed
108. them that they were able to
109. read, learn, and use the
110. vocabulary learned before.
111. The last reading was made by the teacher using mimic, body language and intonation. It is important to say, that this reading was developed by the use of some questions, in order to know if Ss understood the story. Questions were: "what do you have to do to take care of the water?" "Do you think that it's important to turn off the lights?".
112. Finally, those questions were the last part of the class. Moreover, two Ss tried to answer it in English using the vocabulary learned at the beginning of the class, Nonetheless, all of them reflected on the reading and what the book told them.

63. attention and motivation.
64. The explanation of the new
65. vocabulary that is inside of the
66. short story is an important activity
67. to give to the students an input
68. that they will use in a spoken or
69. written way to express the
70. reflections that they build about
71. the central topic.
72. To explain new vocabulary for
73. kids it is not enough the usage of
74. images, it is also necessary to
75. work with the kinesics language,
76. to take advantage of the
77. nonverbal language. As a result,
78. students have the possibility to
79. create a mental image about the
80. concept and to connect it with a
81. body expression.
82. Students are having an
83. improvement in terms of
84. comprehension, they receive the
85. stimulus in English and them
86. answer sometimes in English or in
87. Spanish without the translation of
88. the word, expression, or question
89. made by the teacher.
90. The use of a personal copy of the
91. short story it's a good strategy to
92. work with Student's motivation
93. They can follow the reading and
94. read each word identifying the
95. new vocabulary learned before
96. and learning in an implicit way the
97. patterns and structures of the
98. phrases. Moreover, they are more
99. concentrated in the reading
100. process and they can read
101. and participate in the
102. reading without any
103. interference or difficulty.
104. The use of short stories
105. with images and draws
106. catch their attention and
107. make them feel more
108. interested and familiar with
109. the reading processes.
110. Furthermore, they have
111. the possibility to build
112. meaning by establishing
113. connections between the
114. image and the word. It
115. develops a semantic
116. process in which they
117. connect a sing (the word)
118. with the image.
119. Students connect the
120. previous knowledge (new
121. vocabulary) with the
122. one that appears inside the
123. short story by the reading
124. process. They build
125. connections between what
126. they learned and what they
127. are learning.
128. The porpoise of the
129. reading process is not the
130. pronunciation but it is a
131. strategy to give students
132. the proper way to say a

		133. word that they will use in 134. their spoken reflections. It 135. is good for them to connect 136. the visual stimulus of the 137. word bu the reading and 138. the listening one because 139. they are going to recognize 140. the word in both cases and 141. they are going to connect 142. the word with its audio 143. image. As a consequence, 144. they will now and have the 145. word as part of them 146. speaking process. 147. Students reading is 148. necessary to show them 149. that they can use their laud 150. reading in a foreign 151. language and that they are 152. learning by a process. In 153. addition, it is important to 154. foster students' confidence 155. in the learning of the 156. foreign language because 157. if they are comfortable, they 158. will be more familiar with 159. the language and the 160. learning process will be 161. natural and spontaneous.