

**ILLUSTRATED FABLES: A MEANINGFUL RESOURCE TO APPROACH VYLS TO
EFL**

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This thesis is presented as a requirement to obtain a bachelor's degree in English and
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Abstract

The present study is a qualitative research framed under the principles of action research whose purpose was to implement illustrated fables as a meaningful resource to approach for the first time, first graders from Prado Veraniego School to EFL. Thus, the intervention process was composed of three cycles in which several instruments for data collection such as field notes, recordings, surveys, and artifacts were used to get information from the participants, which then was assayed under the method of triangulation to analyze the VYLs' responses to the illustrated fables and to describe the development of foreign language skills through the use of it. Besides, the work with the illustrated fables was done through a three-level reading sequence (pre, during, and post). Furthermore, the results evinced that illustrated fables not only contributed to the development of vocabulary recognition and recall, and an early awareness of pronunciation but also to establish a relationship between the text and the world, translated into reflections from a cultural perspective, and refinement in the fine motor skills promoted by the activities done across the study. Finally, this study emphasizes the importance of considering education in EFL from an early age, and on a set of needed changes for implementing illustrated fables as a meaningful resource that contributes to the students' education holistically.

Key words: Visual literacy, illustrated fables, EFL, and initial approach.

Resumen

El presente estudio es una investigación cualitativa enmarcada dentro de los principios de la investigación-acción, cuyo propósito fue el de implementar las fábulas ilustradas como un recurso significativo para acercar, por primera vez, a los estudiantes de primer grado del colegio Prado Veraniego al inglés como lengua extranjera. Así, el proceso de intervención estuvo

compuesto de tres ciclos en los que se utilizaron algunos instrumentos para la recolección de datos tales como, los diarios de campo, grabaciones, encuestas y artefactos para obtener información de los participantes, la cual fue posteriormente examinada bajo el método de la triangulación para analizar sus respuestas a las fábulas ilustradas y para describir el desarrollo de habilidades en lengua extranjera haciendo uso de éstas. Además, el trabajo con las fábulas ilustradas se realizó a través de una secuencia de lectura de tres niveles (antes, durante y después) Adicionalmente, los resultados evidencian que las fábulas ilustradas no solo contribuyeron al desarrollo del reconocimiento y el llamado de vocabulario, y una conciencia inicial sobre pronunciación, al igual que a establecer una relación entre el texto y el mundo, lo que puede entenderse como reflexiones a partir de una perspectiva cultural, y un refinamiento de la habilidad motriz fina, promovida por las actividades realizadas durante el estudio. Finalmente, este estudio enfatiza en la importancia de considerar la educación en lenguas extranjeras desde temprana edad, al igual que una serie de cambios necesarios para la implementación de las fábulas ilustradas como un recurso significativo que contribuye a la educación de los estudiantes holísticamente.

Palabras clave: Alfabetización visual, fábulas ilustradas, inglés como lengua extranjera, acercamiento inicial

CHAPTER 1

CONTEXTUALIZATION AND RESEARCH QUESTION

Contextualization

The following study was conducted in Prado Veraniego School from the first period of 2019 to the first half of 2020. Thus, I.E.D Prado Veraniego School is an official institution that carries the same name as the neighborhood where it is located. The neighborhood Prado Veraniego is in the north of the city and belongs to the 11th locality of the city, Suba. According to Freire and Vargas (2018), this neighborhood has an extension of 168.76 hectares, and it is inhabited by about 35.670 persons, who live in about 11.147 homes. Among its points of interest are the wetland Cordoba and the business center Bavaria. Besides, the predominant socioeconomic activities are commerce, garaging, recycling, and some manufacturing industries.

The history of this school started in 1960 as a dream of the community. Prado Veraniego school was built with the help of the Colombian Ministry of Education and the Embassy of The United States. Afterward in 2002, the school unified symbolically the two headquarters that people know today to become into Prado Veraniego School in 2003. The school also implemented an emphasis on tourism in 2007.

On one hand, Prado Veraniego School is divided into two headquarters, A and B, the first facility is located on CRA 46th No. 130th-65th which is for students from fifth grade to eleventh. The second one is on CRA 53rd A No. 128th-51st, and this is for students from kindergarten to fourth graders. Thus, this school receives 1200 students approximately, 640 in A and 320 in B, this data only corresponds to the morning shift. Bearing in mind the aforementioned, this project was carried out in Prado Veraniego B.

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Prado Veraniego B has been strengthened with technology to make easier teaching and learning. Headquarter B has 10 classrooms with a laptop and a video beam for each one, an auditorium, and a multimedia lab with 20 laptops for the students to work in pairs, all of them with internet connection. Thus, this school promotes the integration of technology in the class by allowing the teachers and the students to use these resources daily with no major technical problems

On the other hand, the PEI of the school points at educating active and transforming members of the community. The students at this school learn how to be successful and to work in, and for the community through four essential values: Love, Respect, Honesty, and Commitment, which are in turn, the cornerstones of its pedagogical model. With these four values, the school wishes to educate the students through a “Communication of Quality for Human Development” as its motto states. (Manual de Convivencia 2018-2019, 2018, p.8-10)

In addition, the mission and vision of the school are focused on transforming and lessening the disadvantages of the country. The Manual de Convivencia 2018-2019 (2018) stresses that the mission of the school is to strengthen cognitive, social, and practical processes that allow the students to appropriate themselves of the values mentioned above and to coexist in harmony. The vision, on the other hand, states that by 2020 the school will be distinguished as one that educates people for life as well as to transform this country into one fair and supportive. (Manual de Convivencia 2018-2019, 2018, p.8,9)

Characterization of the Participants

The participants in this study were first graders from grade 101. According to the mentor teacher in her Plan de mejoramiento segundo y tercer periodo de 2019 this grade was composed

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of 24 boys and 9 girls all between ages 6 to 7. (Vega, 2019, pp. 1,2) Besides, there were 4 students with special needs, 1 with cerebral paralysis, and 3 with visual affectations. Moreover, it is relevant to clarify that the children's English level was not assessed, for there was no level of language to. Therefore, this situation was better understood as a reality to be faced than problematic to be corrected, as this was their first experience with English formally.

The students, in addition, were given a survey, which was conducted with the help of the mentor teacher, and not fully answered by the students because of their writing and reading current skills had not been developed. (See, appendix A) It was possible to determine that 20 from the 24 who participated in the survey lived with their both parents, 3 had a single-parent family, 1 lived with an extended family, and 1 with a stepfamily. The family classification is based on the article "Types of Family" by Blessing (n.d.) Moreover, the mentor teacher also added in an interview done on April 12th, 2019, that most of her students' parents worked in either maintenance, general services, or babysitting. The head teacher also claimed that the neighborhood is too expensive, forcing the students' parents to relocate, the reason why the attendance of class is inconstant, as the students along with their parents are forced to move to an inexpensive neighborhood. (See, appendix B)

Statement of the Problem

Based on the information obtained during the diagnosis period (observation, interaction with the students and the headteacher, a survey for the students, and an interview for the headteacher). By considering the importance learning a foreign language can have in them as well as to learn it meaningfully and holistically, it was determined that the students of grade 101

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needed to be approached meaningfully to EFL to keep them motivated to learn English during the rest of their school life, by seizing the features the participants started the study with.

Regarding teaching EFL to first graders, the MEN (2006) stresses they should be in A1. The MEN has a scale that is based on the Common European Framework of Reference for languages (CEFR) version of 2001, which indicates that students from 1st to 3rd grade should be in A1, from 4th to 7th in A2, and from 8th to 11th they are supposed to raise B1. Besides, the MEN also contemplates B2 for intermediate learners, C1 for pre-advanced, and C2 for advanced learners (p.2). Nevertheless, the population this study worked with had not raised the standards, for they had not had previous encounters with English in the classroom, a common phenomenon in public primary schools, where either the students only take English classes until they are in sixth grade or the English class is given by a professor with no language formation.

The MEN states that the students in first grade have to be able to understand verbal and non-verbal communication, short texts if they are illustrated, memorize and utter songs and rhymes as well as to respond questions about their close environment. Nonetheless, as the reality of the students of grade 101 was different, they could not do most of the activities mentioned in the standards due to an inexistence of English.

On the other hand, the CEFR in an update done in 2018 by the Council of Europe, included finally a section for the level below A1 known as pre-A1, which represents the first point to start learning English. The CEFR stresses that the learner's comprehension at this level is limited although they can understand, and memorize through visual support, which is understood as the recognition of words and simple commands. This chart is only about listening

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skill because the CEFR does not consider the other three skills either, as these are developed in the next level, A1.

The CEFR defines Pre-A1 as: “a ‘milestone’ halfway towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity, but relies upon a repertoire of words and formulaic expressions.” (Council of Europe, 2018, p. 46). Bearing in mind the legislation, but mainly the characteristics and reality of the students, it was necessary to find meaningful resources that allowed them, in their first English school year to build up the basis for the rest of their learning process of EFL.

Rationale

Learning English has become transcendental to be connected with knowledge and communicated with the world. English has constituted as a lingua franca; it means that this language has established not only as of the point of encounter for the speakers of the different languages of the world but also as the language for scientific knowledge and divulgation. Thence, learning English enables people to learn the multicultural differences of the world, be aware of the transformations of the world, and keep connected to it.

Besides, understanding that language is not a discipline or a domain the student must learn but the medium for which experience becomes knowledge. In this study language transcends the boundaries of school and for this reason, it was opted for a more integrative vision of language, one that enables children to experiment and perceive language from different insights; this included their bodies, as well as their perceptions, which were also taken into account by being registered on reflections.

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In addition, the students of grade 101 were very young learners (VYLs) with no formal English experience, this required of a meaningful approach. According to Henrichsen (2010), the term VYL refers to a child between ages 3 to 7 who are still learning and discovering the world. The first graders of Prado Veraniego School were in this stage, they were just learning how to write and read in their native language and refining expression in their L1 too. Bearing in mind the aforementioned, this study was designed to be as meaningful as possible for them, because their attitude towards English might depend on this initial encounter. Therefore, it was intended to make this experience attractive and varied, expecting to have positive effects on their learning and their perception of EFL.

Children, moreover, must grow holistically in all the areas of life, this study looked for promoting a more integrative education where values and knowledge found each other. Thus, bearing in mind what is stipulated in the Manual de Convivencia, the students need to learn values and knowledge to be active members of their community and further agents of social transformation. This integration of knowledge with values make of them, better people in a world that is urged of people with these features.

Regarding the EFL learning process, this one should be an attempt to integrating the four basic skills in such a way that learners perceive language as natural as possible. Even though the participants of this study were in their first English school year, it was always intended to create a rich environment of spontaneous and natural forms of language. “The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading.” (Brown, 2001, p. 232). Therefore, it was attempted to connect the participants to the multiple ways English manifests, as well as to provide enough inputs to support their initial process.

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Even though this study was not an Integrated Skills Approach based (ISA) this one considered learning EFL holistically as that is the way language is used naturally. Halliday's Three-level language theory, which appears in his volume 4 dedicated to language on early childhood (2003) clarifies that language is neither learned nor acquired but constructed socially; therefore, the child from his birth constructs language from the interaction. The three-level language theory explains that language goes through three stages: thoughts and ideas, wordings, and finally expressions that can be of three types, sounds, gestures, and writing. Halliday's theory explains perfectly how language is complex as well as this is found holistically and not isolated, as people combine receptive and productive skills when sending a message or even answering a question. and Therefore, that is the reason why learning EFL must be done through the integration of skills.

Finally, this study becomes important for all the teachers who not only want to teach English as a subject but also as a means that may have an impact on the students' lives by considering fables a valuable resource that may exemplify situations proper of humanity by presenting authentic samples of the real use of language that can be meaningful and interesting when starting a learning process of EFL with VYLs Thence, fables may be an attractive resource that not only portrays language but also contains values and human experience.

Research Questions

1. How do 101-first-grade students from Prado Veraniego School respond to the use of illustrated fables to approach EFL?
2. What does the use of illustrated fables reveal about the development of foreign language skills of 101-first-grade students from Prado Veraniego?

Research Objectives

1. To analyze the first-grade students' responses to the use of illustrated fables as a resource to approach EFL.
2. To describe the effect of using illustrated fables on the development of foreign language skills of first-graders from Prado Veraniego School.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This section holds, on one hand, the state of art, a review of relevant studies conducted in Colombia or abroad regarding YLs and the use of illustrated fables to teach EFL, and on the other hand, theoretical foundations that are relevant to support the present study. Thus, Illustrated Fables to Approach VYLs to EFL is the first theoretical construct, this one is composed of the characterization of children's literature, which includes fables and the definition of visual literacy. The second one is Teaching EFL to VYLs, this is made of the distinction between YL and VYL, the main features about how they learn, and how these can be seized to teach EFL. Therefore, these constructs will be explained and developed next, for they underpin this study.

State of Art

This section contains important foundations that support the present study by reviewing recent studies conducted not only in the Colombian context but also internationally. They, besides, provide different insights into what may occur when illustrated stories, including fables, are used in the first level of learning EFL, the level proposed in the scale of the MEN, dedicated for 1st to 3rd graders.

Firstly, in 2006, José Leonardo Chaparro carried out a project entitled Promoting Communicative Interaction in the EFL Classroom through Visual Stories in the Instituto Pedagógico Nacional with second graders. Chaparro utilized the book Gogo's adventures with English, written by Methold K. in 2001. The purpose of this project was to promote communicative interaction through visual stories, which in turn were mediated by technology mainly. Chaparro concluded that visual stories are an excellent resource in class to promote

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interaction and confidence. He also concluded that L1 played an important role throughout the process.

Chaparro's project was important for the present study because of the use of visual stories that created opportunities for speaking comfortably by using images as visual support for the exchange of meanings. Moreover, the population Chaparro worked with was within the range proposed by the MEN, which recreated what could happen with kids of these ages.

In addition, Felipe Vargas and Andrés Zamora conducted a research project in 2016 known as Improving the Speaking Skill through the Use of Fables in Third Grade Students from Liceo Femenino Mercedes Nariño. These two researchers noticed that low participation in the class was caused by a lack of motivation. Vargas' and Zamora's objective was to determine the impact of fables in the oral production of girls from 305 and 306. As a conclusion, Vargas and Zamora found that fables favored and increased the students' participation as these stories are closer to their reality, and these present language in an entertaining way. Vargas and Zamora (2016), also stressed that even though the classes were not fully in English, this strategy helped students reduce the anxiety they felt when speaking to others. (Vargas & Zamora, 2016, p.66)

As the previous study, this project was carried out with a population that is within the range proposed by the MEN. This project is relevant because it makes clearer the fact that children at this stage do not interact purely in the foreign language although the use of fables may be a great resource that maximizes the opportunities of doing and learning.

Thirdly, Oscar Felipe Calderón Llanos, (2017) carried out a research project titled Vocabulary Ability within Interactive Stories with second graders in Prado Veraniego School. The main objective of this research was "to establish how the Interactive Storytelling within

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Task-based learning influences the development of Vocabulary Ability of second graders of IED Prado Veraniego.” (Calderón, 2017, p.10) To do it so, Calderón Llanos used three types of tasks: Information, reasoning, and opinion tasks, which consisted of filling the gaps. Calderón Llanos could conclude with this research that interactive stories mediated by storytelling are a valuable resource for the students to learn new vocabulary although he advises using adaptable stories that help the children understand them easily. Calderón also claims for more research as he has problems with the children’s parents to allow him to conduct the research.

Calderón’s study is relevant for this study as this illustrates, on one hand, the power of stories in the development of language, and on the other hand, the difficulties that come working with this population. It is clear with these studies presented above that the stories for kids have the potential to captivate the students’ interest by presenting them themes that fit with their lives. With this work, it is also possible to predict what can happen with the population of this school, especially with the children's parents, as Calderón complained that he had difficulties to obtain the informed consent back signed by the children's parents, a similar situation was lived throughout this study.

Moreover, Ph.D.-student Mukhlash Abrar from Queen’s University Belfast, in the United Kingdom carried out qualitative research in 2016 called Learning from Fables: Moral Values in Three Selected English Stories. Thus, this study was conducted with primary and junior high school students using three fables: The Rabbit and the Turtle, The Fox and the Goat, and The Monkey and the crocodile. Abrar’s objective was to explore whether the fables were remembered by the students and whether these were seen as a fount of learning instead of just fun. Abrar found that not only kids but also teenagers enjoyed reading the fables, as well as

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these, were remembered by them thanks to the moral teaching they had, which fitted in their lives and suited with some values of the Islamic culture.

Mukhlash Abrar's research is relevant for this study because of the connections the researcher makes about life and culture, as well as the hidden values that fables have, which can also fit in the Colombian context. It is prevailing to remind that Prado Veraniego School has an emphasis on values. Hence, the fables were chosen in this project as means that strengthen the relationship between students and teachers as well as to make connections with the curriculum and the institutional values. Moreover, this study evinces that children learn from fables memorable experiences, which can become meaningful for the rest of their lives.

Finally, Mastelloto and Burton (2016), undertook research titled *Storytelling in English with Young Learners* whose objective was to see the effects of stories that come from oral tradition in the passing on culture as well as the learning of L2. According to Mastelloto and Burton, the use of these stories helps the students connect with emotions and feelings, which in turn entails empathy and awareness about cultural differences and customs. Mastelloto and Burton (2016) concluded that the stories have 5 benefits on children: 1. Emotional and social growth. 2. Narrative literacy and critical thinking. 3. Metacognitive skills development. 4 cross-curricular connections, and. 5. Learning English as a foreign language. (Mastelloto & Burton, 2016, p.18)

The previous study is essential for the present work because it evidences that the use of stories in teaching English has multiple benefits for the students, which goes from metacognitive and social skills up to the unconscious learning of a foreign language, in this case, English, evidencing so, that English should be considered as the means for the students to learn, and not

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as the final and factual result of the process of learning. Therefore, Mastelloto and Burton's work contributes to this study by illustrating the possibilities and benefits that folktales (stories that come from oral tradition) give in a learning environment.

These five studies provided this study with a panorama of what might happen when using fables in a classroom with students from the first cycle of learning EFL. They also enriched the current study with different insights on the benefits as well as the difficulties that working with the first cycle of language learning entail. Nonetheless, these 5 studies also evidenced that there is a lack of research on the initial process of EFL, a crucial stage for the rest of the students' academic life.

Theoretical Framework

Illustrated Fables to Approach VYLs to EFL

This theoretical construction is the result of the need for a pedagogical resource that fulfilled all the needs and requirements that the VYLs from Prado Veraniego School had when the study started, which included not knowing how to write or to read and not to have had English classes before. As it was mentioned in the rationale, these features were not considered a problem to intervene but an inexistence, to begin with. Thus, the illustrated fables were a pedagogic resource that was composed of the genre of children's literature, specifically of fables, and the set of competencies of visual literacy, both required and combined to help children understand as well as to approach them to EFL.

Children's literature. It is a vast genre that is composed of several types of genres whose purpose is to help children connect their experiences with the world they are still discovering. The division between children's and adults' literature seems to be blurred, as both

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genres deal with inherent situations to humankind. However, the difference resides in the experience and understanding the readers can have. This does not mean that children's literature results easier and simple, on the contrary, this genre portrays complex narrations that represent the situations children face daily.

Besides, children's literature is mainly composed of stories that come from oral tradition. Kiefer, Hepler & Hickman propose the category 'Folk Literature' to describe the immensity and richness of children's literature. "All forms of narrative, written or oral, which have come to be handed down through the years." (Kiefer, Hepler, & Hickman, 2007, p. 278). This umbrella term includes epics, ballads, legends, folk songs, myths, and fables. For the richness of this genre, children's literature was considered the keystone of this study by considering the fables the main resource the children would learn EFL with, due to their stories are entertaining and they can also provide hidden learning, both important in their integral development.

Regarding the aforesaid, the fable is an antique and, in most cases, short narration that portrays situations to reflect on. "Some fables give direct while others, indirect lessons, which means a comparative model of thoughts and behaviors." (Eslit, 2013, p. 8) Moreover, Kiefer, Helper & Hickman (2007) mention the feature of 'Beast Tale', that means animals, either wild or pets, behave like humans. Most of the fables are within the category 'Wise Beast/Foolish Beast based': the animals that outwit others, like the tale of the *Tortoise and the Hare*, a fable that was addressed in this study.

It is prevailing to clarify that fables were chosen in this project as a means that portrays situations children live either inside or outside the classroom. As it was mentioned above, regarding the characteristic of Beast Tale, fables have the power not only to recreate situations

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children live daily but also to promote reflection through moral teachings that enable children to think about their behavior and their relationship with others. On the other hand, Fables gather the experience and the cultural richness of different folks, a richness that has been passed on from generation to generation, and that should keep passing on, as these stories contain good models of living and worthy experiences that help children grow in all the human aspects, considering that education cannot be understood as the mere act of transmitting information, but as an act of construction and transformation through meaningful experiences.

Finally, it is also necessary to clarify that the label children's literature does not define the audience the books were done for. Jasinski (2016) advises that children may read books for adults as adults for kids, she adverts that this is merely a label that encloses a collection of texts that were or not written and illustrated for youth; therefore, adults can also read children's literature as many do. (p.23). Thus, Children's literature, as it was illustrated above, has a set of characteristics that make this genre a great one to educate. It is for this reason, that children's literature cannot be reduced to an audience, as this has persuasive resources to transform the way people think without mattering whether they are children, teenagers, or adults.

Visual literacy. This has been understood as a set of visual competencies that can be developed by the seer, which in turn, entail a capacity of understanding and interpretation. Moreover, the definition of visual literacy makes important by being the means for which the students of grade 101 understood the fables throughout the intervention period, even when their reading and writing skills were early developed, the ability of understanding and deducing from visual material remained vital for them.

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The International Visual Literacy Association (2011) frames visual literacy as a set of abilities that enables the seer to find, interpret, evaluate, use as well as create visual media. Besides, these visual skills permit the learner to understand and analyze the context from cultural, ethical, aesthetical, intellectual, and technical components. Thus, The Visual Literacy Association stresses that a visually literate individual is someone who not only consumes visual media but also creates from his knowledge and culture.

Bearing in mind the aforementioned, visual literacy is then, a set of visual skills that enable people to read, comprehend, and interact with visual materials from the superficial to the deep. Considering that the students of grade 101 did not read or write, visual literacy was the main means to approach children to the fables that were brought to the class. Besides, the type of images and visual materials used were videos, flashcards, animated sequences of stories, and presentations, all these visual resources had the purpose of helping children understand the fables by reading visual content. This occurred during the whole study, for even though they learned to read in their L1, they still needed visual support to get to the message of the fable.

In addition, being visually literate transcends the barriers of comprehension as this proposes a new vehicle for communication, which should go accordingly to the technological transformation of society. "To be literate, in other words, is to be conversant in the dominant expressive language and form of the age." (Cambridge, 2016, p. 4) the ever-changing world of technology never stops; therefore, teachers must help children learn how to use technology to understand as well as to communicate.

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In addition, Callow (2005) proposes a tryptic to understand the relationship between language, culture, visual content, and reader, to do so, he proposes a model made of three dimensions: the affective, the compositional, and the critical. (p.13)

So, Affective is about the individual's active role when interacting with an image, which goes from, the first impression it causes on him to the comprehension and analysis or even the creation of visual content. Compositional, as its name indicates deals with the parts and components of the image, which play collectively to make meaning (semiotic, structuralist, linguistic, and artistic dimensions) within the broad range of symbols produced culturally. And, Critical refers to the socio-critical stand that the individual must have in the analysis of the images, as Callow states that all images have a hidden message, even those that seem neutral, and these may privilege, downplay or silence any discourse. Hence, the importance of a critic viewpoint to address visual content.

Then, as a conclusion, Illustrated fables to approach VYLs is the proposal that finds support theoretically in children's literature and visual literacy, both so necessary to make, in their first year of English, a meaningful close up by taking advantage of the abilities they had already developed, and in turn, contribute to keeping developing those they were just learning like writing and reading.

Teaching EFL to VYLs

Considering that the population this project worked with were first graders between ages 6 to 7 from Prado Veraniego School who are within the category of VYLs. It is prevailing to characterize this type of learner to understand how to teach EFL to them and make in turn, of this first encounter, a meaningful experience that contributes to the rest of their learning process.

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Very Young Learner (VYL). As it was briefly mentioned in the rationale, the category young learner refers to the children between ages 3 or 5-7 who are learning from the world through interaction, this also includes language. Thus, VYLs come with a limited amount of knowledge. “Your students are still learning a lot about their world, which includes learning their native language. Very young learners may have only recently begun to learn to read and write in their native language.” (Henrichsen, 2010) However, Scott & Ytreberg (1990) stress that this stage starts at 5 and agree on Henrichsen that this one ends up at 7. They also clarify that when the learner is within 7 to 10 or 12, they are considered YLs, although this section only treats about VYLs because of its importance for the study.

Scott & Ytreberg (1990) also mentioned that VYLs are capable of doing a set of tasks that go from informing the teacher what they are doing, plan activities, argue and show why they disagree with, up to use vivid imagination and a wide range of intonation patterns in their mother tongue. (p.2) It is evident that VYLs have a big arsenal of abilities that enable them to learn what is taught to them as long as this be interesting and adequate to their age.

Now it is also necessary to make an understanding of the way VYLs learn and what to consider when teaching VYLs. To this, Henrichsen (2010) emphasizes firstly on the importance of paying attention to their understanding, as most of the VYLs do not let the professor know whether they are understanding or not, as they, even when they have not understood, they will rather say yes or nod with their heads. To this, it is necessary to help them make meaning through visual and simple instructions as words seem to be insufficient.

In addition, VYLs learn from everyday life and with connections with senses. As it was mentioned above, words seem to be insufficient to teach VLYs; they need of colorful posters and

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experiences that implicate the five senses, in case of not having realia for all the situations, it is highly recommended to support the lesson on pictures. Thus, In the case of the students of grade 101, when the study started, they neither knew to write nor read, so they needed, throughout the study, different stimuli that helped them understand what the teacher was talking about: this kind of stimuli included posters, slides, sounds, and even puppets. Besides, the activities they did implicated the refinement of their fine-motor skill, as they had to color, cut, stick, paint, and decorate.

As was also mentioned above, VYLs' experience is limited, therefore, the lessons should be focused on teaching them aspects that make part of their lives. According to Henrichsen, VYLs have a limited amount of knowledge, so it is important to help them make connections with their everyday life. Thus, it is recommended to present vocabulary that they know in their FL, instead of presenting words or pictures that are not so significant for them although it is also necessary to introduce them to cultural differences as this is also part of learning, especially in EFL.

Finally, VYLs learn in society, in the interaction with others. VYLs enjoy talking to others, therefore, they need activities that involve them as a group, as well as activities they can participate in individually. About this, the students of grade 101 learned songs and played some games as a whole class, it was also attempted to promote activities where they had to talk to their peers to get information. The aforementioned, considering the 3 dimensions of language proposed by Halliday (2004)

The aforementioned characteristics were about the way VYLs learn. However, it must be mentioned that as their amount of knowledge is limited, the professor must simplify his use of

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language, of course, this does not mean that English must limit to words, but to expressions accompanied with non-verbal communication, as these expressions will help the VYLs to get accustomed not only to the sounds of English but also to avoid translations, as it was mentioned in the first paragraph, VYLs have a set of characteristics that enable them to understand instructions and to communicate with others. Moreover, VYLs need routines that make them feel secure about the process as they also need constant rewarding, for this contributes to their mood and their motivation to keep learning.

Teaching EFL to VYLs has to be designed accordingly to the abilities and limitations these learners have. Thus, as their experience is limited, the use of visual material supported on multimedia is a great option to teach them a reality that, in the possible, should be close to them although it is also necessary to teach them the diversity of English as a lingua Franca. Besides, the teacher must promote group and individual activities that teach them not isolated words, but phrases or chunks of language that help them express their ideas and thoughts. And finally, the teacher must be patient to teach VYLs, by being resourceful as well as he must also scaffold his use of language, accompanying this one with gestures to help them the get to understanding.

The following figure 1 is a visual representation of how the two constructs of illustrated fables and teaching VYLs EFL establish a relationship with culture and communication, and how these try to be a means for communication in L2 and a potentiator of skills.

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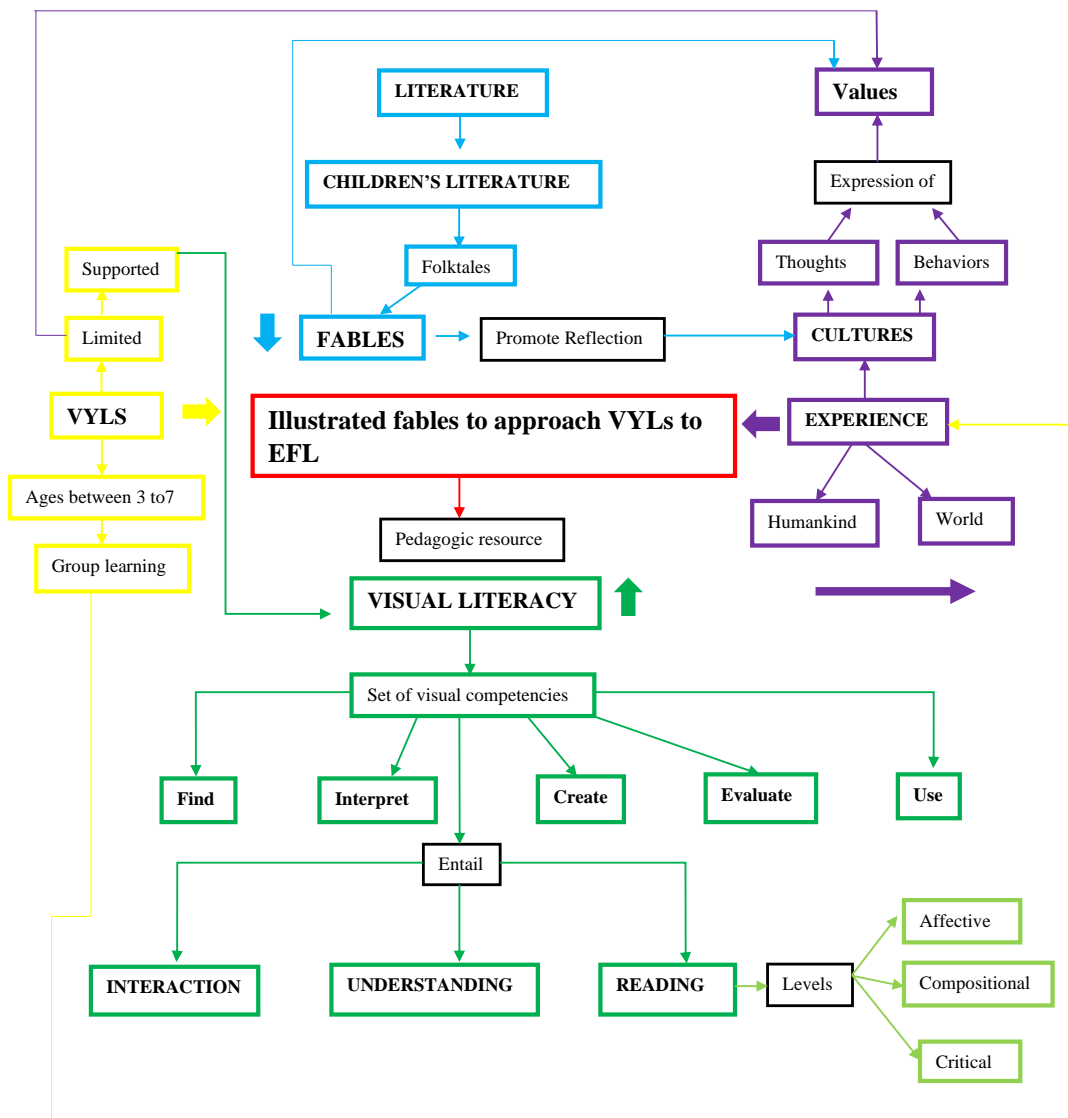


Figure 1. Illustrated fables to approach VYLS to EFL representation. Own resource

Figure 1. illustrated fables to approach VYLS to EFL. Own resource

CHAPTER 3

RESEARCH DESIGN

This section of the study includes all the relevant aspects of the methodological framework for the development of the study, starting with the research paradigm, the type of research, the data collection instruments, which were defined and characterized with the purpose they had in the study, then a rationale that explains the use of the instruments for the data collection and its suitability to answer the formulated questions. And finally, a description of the data collection procedures throughout the study.

Research paradigm

This study framed within the paradigm of qualitative research. According to Merriam (1994), qualitative research provides the educative field with significant contributions not only in the knowledge base but also in the practice, as this type of research focuses on seeking meanings. (Merriam, 1994, pp. 5,6). Furthermore, McDonald (2012) agrees on Merriam by stressing that the fundamental goal of qualitative research is to interpret as well as document an entire phenomenon from an individual point of view of reference. Therefore, the purpose of this type of research, in the field of education is to comprehend, describe, and interpret the executed processes in terms of learning and teaching.

Qualitative research became important as it helped the preservice teacher master the profession of teaching by motivating the researcher (preservice teacher) to research and find optimal forms of teaching. Thus, doing qualitative research for this study contributed to look for better ways to approach VYLs to EFL by using illustrated fables, a procedure that has not been widely explored, but that need to be urgent, due to the dynamics of the world, which demand the

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learning of a foreign language from a very young age. Besides, this research also confronted the educative reality and the theory to see how it works in the school environment.

Type of Study

This study is framed under the principles of action research. Sagor (2000) defines action research as a disciplined process of inquiry whose main purpose is to help the actor refine his actions. Sagor also claims that action research accomplishes three purposes: 1. Building the reflective practitioner. 2. Strengthen the curriculum by focusing on areas of interest. And 3. Building professional relationships for cooperation and research (p.8) Therefore, this study is framed under action research to help the preservice teacher master the profession of teaching by taking action.

Action research, according to Sagor must follow seven steps to guarantee the reliability of the study. These steps are, selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action. Thus, this section will be focused on the collection of data, which will then be analyzed under the Triangulation method. "Triangulation is like studying an object located inside a box by viewing it through various windows cut into the sides of the box." (Sagor, 2000, p.5). in other words, triangulation is a process of observation and analysis, which consists of contrasting from different points of view or insights (collected data), the same phenomenon to assure their understanding and the further trustworthiness of it.

Data collection instruments

To assure the reliability of the study, six instruments were used to have a better insight into the phenomenon of interest, the use of illustrated fables as a meaningful resource to

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approach VYLs to EFL. Thus, these were the data instruments used for data collection, which were analyzed under the triangulation method to assure the trustworthiness of the study.

Table 1.

Data collection instruments

RESEARCH QUESTIONS	DATA SOURCE #1	DATA SOURCE #2	DATA SOURCE #3	DATA SOURCE #4	DATA SOURCE #5
1. How do 101-first-grade students from Prado Veraniego School respond to the use of illustrated fables to approach EFL?	<i>Field notes</i>	<i>Survey</i>	<i>Artifacts</i>	<i>Reflections</i>	
2. What does the use of illustrated fables reveal about the development of foreign language	<i>Recordings</i>	<i>Artifacts</i>	<i>Field notes</i>	<i>Surveys</i>	<i>Interviews</i> <i>Reflections</i>

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skills of 101- first-grade students from Prado Veraniego?					
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Field notes. According to Merriam (1994), these are personal documents that describe actions, behaviors, or experiences from the individual point of view of the researcher. Field notes allow the researcher to write down all the aspects he considers relevant about the participants of the study, this may include their attitudes, behaviors, responses, and strategies of learning, which in turn may be considered worthy of the study.

The purpose of using field notes in this study was to register from the researcher's point of view, the attitudes, and important happenings throughout the process of intervention. By using field notes, it was evident, for instance, that the students' reception changed when they learned how to read in L1, this happened in the first intervention of 2020 on February 18th. (See, Appendix D). Besides, field notes had the purpose of preserving the researcher's memoir, as the happenings will surely be altered by the pass of time if they are not written.

Interviews. These are oral recordings that allow the researcher to know and analyze the participants' perceptions. According to Sagor (2000), interviews permit to make discourse analysis, as they preserve parts of the speech, which can be played as many times as needed either to understand the recording or to extract important information. One of the benefits of interviews is that this instrument preserves the real voices of the participants, their perceptions,

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and responses to the asked questions. Moreover, it is always necessary to clarify which purpose their responses will be used for. (p.108)

According to Merriam (1994), it exists three types of interviews: Highly structured, semistructured, and unstructured. Highly structured interviews have already predetermined the questions and the order of it, the problem with this type of interview is that responses obtain from them, tend to be too rigid. On the other hand, semistructured interviews combine open questions with structured ones, and its structure is less rigid than highly structured. On the contrary, unstructured interviews are informal, they tend to be exploratory and flexible, so these are more like a conversation. (p.73). In this study, the participant's responses were systematized and transcribed as *Reflections* and the type of interview done was semistructured.

Artifacts. These are understood as the documents not produced by the researcher, but by the participants, which can give the researcher different insights into the research. "The data can furnish descriptive information, verify the emerging hypothesis, advance new categories and hypothesis, offer historical understanding, track change and development, and so on." (Glasser & Strauss cited in Merriam, 1994, p. 126). Thus, for this research, artifacts were the works done by students, which served to support the hypothesizes as well as to track the children's improvements.

In this study, the artifacts helped see the process the participants were carrying on, as these artifacts reflected not only vocabulary retention, in activities like matching, but also comprehension in artistic expressions like drawings.

Recordings. This is the most common way to register an interview according to Merriam. "This practice ensures that everything said is preserved for analysis." (Merriam, 1994,

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p. 87). Thus, recordings are a good way to preserve information without time affectation.

Besides, these auditive registers enable the researcher to go back and forth in the recording to analyze and find information that can be valuable for the study. Recordings were used to track the students' improvements mainly in pronunciation and vocabulary recall.

Surveys. According to Sagor (2000), surveys are very used for action researchers because of their efficiency and versatility. Sagor also claims that surveys can be conducted rapidly as well as they can provide different types of data such as affective, cognitive, or attitudinal. The only drawback he points at is that the responses given by the participants tend to be shallow, so he recommends combining surveys with interviews to get more detailed information. (pp. 106, 107).

The surveys were the way used to obtain information from the students about their families, likes, and dislikes, as well as to assess their learning from the intervention.

Data Collection Procedures

This section of the study contains the data collection procedures followed throughout the study, as well as the way the instruments were used to collect data. The study was divided into two stages, one for observation and the identification of the problem; this stage went from March 2019 to June 2019. Besides, during this stage 10 field notes were written, they were also conducted, 1 survey for the participants and 1 semistructured interview to the headteacher to characterize the population as well as to identify the problem they had. Afterward, from August 2019 to June 2020 the second stage was implemented, which consisted of 3 cycles of intervention, whose purpose was the implementation, collection of data, and the interpretation of them.

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The first step of the process was to have parental permission as the study was conducted with minors. The researcher sent participants' parents an informed consent that explained the purpose and the project to the benefits of learning EFL to ask for their permission to obtain information from the students as they were minors. Furthermore, this document also explained to them that the collected information would only have academic purposes, therefore, this would not be divulged in any place as well as their identities would be protected as they were not relevant for the study but their responses and attitudes towards the intervention. The consent informed was sent three times and only gotten back until April of 2020. (See, appendix E)

Consequently, a survey and an interview were conducted for the participants of the study and the headteacher of grade 101 in the first half of 2019. The survey was designed for the children of grade 101 and the purpose of this one was to know about their socioeconomic condition as well as their preferences and habits after school time. The survey was conducted on April 12th, 2019. Regarding the semistructured interview for the headteacher, this one was also conducted on the same day, after class time. Therefore, the purpose of using these two instruments was to collect information about the children's close environment as well as the teacher's background and knowledge of her students. (See, appendices B and C)

Afterward in the second half of 2019, a stage composed of three cycles was planned for the intervention with the participants. The stage of intervention and data collection started in the first week of September 2019 and it concluded in the first week of June 2020. Thus, it was proposed to collect 12 field notes, 4 per cycle, although the crisis for Coronavirus only let 6, record 'reflections' each session along with recordings, photograph 1 artifact per session at least and conduct 3 surveys, one in March 16th, 2020, another one in April 21st, 2020, and finally another on May 29th, 2020 to verify learning along with perceptions and attitudes.

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As a conclusion, this chapter presented the research paradigm and the type of study, it also presented the instruments used for data collection and the data collection procedure. Thus, this chapter described in detail the procedures followed during the two main stages of the project, from the beginning of the stage of observation in March 2019 to the collection and analysis of collected data in June 2020.

CHAPTER 4

PEDAGOGICAL INTERVENTION

The following chapter introduces significant visions for the study such as the visions of language, learning, curriculum and classroom because these were the basis of the pedagogical intervention. Then, the pedagogical intervention is developed along with its cycles and lesson plans, whose objective was to begin the English learning process of the students of grade 101 by using illustrated fables.

Vision of Language

The vision of language is supported by Halliday's social conception. He proposes a semiotic language conception, in which language is a means for knowledge, and in which, language transcends the notion of the symbolic system of rules, as this is conceived within a culture. "Language is not how we know something else; it is what we know; knowledge is not something that is encoded in language — knowledge is made of language." (Halliday, 2007, p. 346). Therefore, language is a social construction that must be developed in society, as language is the means for which people have created and transmitted knowledge.

In addition, Halliday (1976) stresses that learning a language must transcend the mere act of memorization and translation, for languages are made in society, the learning of them must include cultural characteristics proper of the individuals who speak them. Thus, Halliday claims that cultural creations like dance, music, architecture, art, mythology and folklore are symbolic resources with which people exchange meanings. (p.36). Therefore, according to Halliday, language is a pure semiotic situation.

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As language is an inner expression of meaning, it was necessary to design an intervention that portrayed the beliefs and values of language expressed in English. Thence, the fables were chosen because these recreate inherent situations to human beings as well as they also contain a vision of the world, a set of beliefs and a system of thoughts focused on good values and ways of living. Therefore, the illustrated fables were the meaningful resource used to approach VYLs to EFL

Vision of Learning

Learning was understood as experiential learning due to the characteristics of the population and the need for making the process meaningful. This conception is based on Tudor (2001) who states firstly that language learning can be neither seen nor measured; however, there a set of patterns of use that may indicate learning. (p. 77). Besides, Tudor also emphasizes two important aspects that are transcendental in experiential learning, known as the 'naturalistic form of learning': he firstly claims that the learner must be highly exposed to the target language (TL) by providing significant amounts of inputs of a different type. He secondly stresses the importance of orienting the language learned onto communicative purposes. (p.79).

Regarding the aforementioned, learning was conceived as experiential learning. Tudor explains learning by doing can be understood as learning to swim (p.9); this means that even though learners do not know all the patterns of language, they should be exposed to them naturally to contribute to their interiorization, experiencing, and learning in their own way. Thence, this study intended to use the illustrated fables as a meaningful resource to approach VYLs to EFL by exposing them constantly to real English, allowing so their prediction and interpretation.

Vision of Curriculum

Curriculum and education are two concepts that must work cooperatively. Education is the act of transmitting, and in the best of the cases, constructing knowledge, while curriculum, according to Null's proposal (2011) is the heart of education because this one, puts into consideration ethical and philosophical concerns that are transcendental in the student's development in society. Therefore, education is the act of passing on as well as constructing knowledge, while the curriculum is the cornerstone that leads the process of education by planning and deciding what to teach, how to do it, and what it is necessary to construct knowledge, make community and preserve common welfare. Hence, Null's proposal on the liberating curriculum was the principle of this study.

The liberating curriculum, an alternative to lead children into independence based on traditional values. This vision of curriculum seeks to construct a person through reflection, reason, and deliberation by considering the abilities of all students. "It is a course of study that draws upon all of the talents and abilities of students to make them more human and compassionate." (Null, 2011, p.8). Moreover, this vision of curriculum strengthens the four values (Love, respect, honesty, and commitment) professed by the institution while the students go through critic and reflection.

Vision of Classroom

The classroom is conceived as a public place where communication and coexistence take place. The classroom is a "lively social community" according to McNamara (1994), in this place, children not only learn but also interact, coexist, and share in their native language.

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Therefore, the classroom is a particular scenery and it is the teacher's responsibility to mediate ethically to help children learn.

The main conception to make the classroom an ideal place to learn is based on the Input Hypothesis. "The classroom is the source of input for the language students, a place where they can obtain the comprehensible input necessary for language acquisition." (Krashen & Terrell, 1995, p. 59) Even though this study was not about language acquisition but language learning, the classroom was considered the main scenery where the VYLs of Prado Veraniego School could be approached to EFL by using illustrated fables as a meaningful resource.

In addition, Krashen (1982) proposes four conditions to help learners learn. Thus, the majority of class time should be used to supply inputs, the teacher should attempt to speak the target language as long as possible, the goal of the course is to enable the learners to express their ideas in the target language and solve problems (p.138). These considerations were taken into account and it was also intended to accomplish them as much as possible.

Instructional Design

The objectives of this study were first, to analyze the first-grade students' responses to the use of illustrated fables as a resource to approach EFL, in regards to the question, How do 101-first-grade students from Prado Veraniego School respond to the use of illustrated fables to approach EFL? And secondly, to describe the effect of using illustrated fables on the development of foreign language skills of first-graders from Prado Veraniego School to answer the research question, What does the use of illustrated fables reveal about the development of foreign language skills of 101-first-grade students from Prado Veraniego? Thence, the basis of

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this intervention was six fables, considered entertaining and educative whose main purpose was to close up the students to EFL.

The intervention was, besides, divided into three cycles and the topics selected for it were taken from the long-term planning done by the headteacher to fit into the topics proposed for the elective school year. Furthermore, it had established that each cycle would last 6 weeks, although the first one required an extra week to help children get familiarized to the teaching model based on illustrated fables; and the lesson plans were designed to promote vocabulary retention and recall as well as to make connections to prior topics (recycling).

In addition, the lesson plan format considered relevant information for the study not to miss the research objectives. For the intervention, 6 lesson plans composed of 3 sessions each were designed and planned, including the exception of the 1 cycle that had 7 sessions. Besides, these lessons plans had: the name of the lesson plan, the cycle it belonged to, the name of the researcher, the name of the headteacher alongside the assessor name, and the objectives to be developed in the lesson, as well as a brief description of the procedure and the length of the phases. Moreover, each session lasted approximately 90 mins, which were carried out weekly, and they always had the accompaniment of the headteacher. (See, appendix F).

Table 2.

Cycles of the study

CYCLE	LESSON	FABLE	OBJECTIVE AND CONTENT	LENGTH
1 Getting to know me	Me and my strengths	<i>The Tortoise and the Hare</i>	Objective: Recognize my strengths and weaknesses. Content: Identifying myself with adjectives, introducing to others, being	4 sessions (4weeks) of 90 mins approx. 8 class time hours.

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			good and not so good at. Use of I AM for self-recognition	September 6 th 13 th October 4 th November 11 th , 2019
	My body and my appearance	<i>The Three Little Pigs</i>	Objective: To recognize my body and how to describe it. Content: Body parts, physical appearance and recycling colors	3 sessions (3weeks) of 90 mins approx. 6 class time hours. February 18 th 25 th March 10 th 2020
Instruments for data collection			Artifacts, field notes, recordings, survey	
2	My close acquaintances	<i>The Farmer and his Sons</i>	Objective: To describe my family and their jobs Content: Family members, professions, and Farm. Use of chunks, I want to, and He and She is.	3 sessions (3weeks) of 90 mins approx. 6 class-time hours. March 16 th , April 3 rd , April 21 st , 2020
	My friends, my teacher, and my school are important too	<i>The Thief and his Mother</i>	Objective: To recognize the importance of school and the people I share with. Content: Professions, occupations, school supplies and facilities.	3 sessions (3weeks) of 90 mins approx. 6 class time hours.
Instruments for data collection			Artifacts, field notes, recordings, survey, reflections	
3	My relationship with the world	<i>The Lion and the Mouse</i>	Objective: To appraise animals' life. Content: Pets and farm animals, wild animals and their habitats. Use of indefinite article A and AN	3 sessions (3weeks) of 90 mins approx. 6 class time hours. May 12 th , May 20 th . June 2 nd , 2020
	My relationship with the world	<i>The King and the Royal Trees</i>	Objective: To appreciate the value and richness of nature. Content: Natural sources and food, recycling.	3 sessions (3weeks) of 90 mins approx. 6 class time hours.
Instruments for data collection			Artifacts, field notes, recordings, survey, reflections	

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Cycle 1: Getting to Know Me. The first cycle was designed to connect the participants with themselves. Thus, this cycle consisted of two lessons plans, one of 4 sessions and the other one of three, and in this first cycle, the students were taught vocabulary to understand the fables, adjectives to describe either the characters or even themselves, and the pattern I am, to start putting into context the adjectives learned.

Lesson plan 1. As it had been mentioned above, this lesson plan consisted of 4 sessions destined to prepare the children to understand and assimilate the fable, The Hare and the Tortoise. To do so, the researcher used a set of visual materials and activities to introduce nouns that appeared in the fable, adjectives to describe the characters and themselves afterward, and a stage of reflection based on the pattern I am good, and I am not so good, to identify strengths and weakness to improve.

Lesson plan 2. This lesson plan was made of 3 sessions and this counted on a pre-reading session, which consisted of preparing children to understand the fable, The Three Little Pigs, by bringing class different inputs related to this. In addition, the parts of the body and physical appearance were the topics used for the participants to describe themselves and to compare with others as well as to recycle some of the adjectives learned in the lesson plan 1.

Cycle 2: My Close Acquaintances. The second cycle had the intention of closing children to their families and relatives as well as to the professions and occupations they find in the neighborhood. Thus, the main intention of this cycle was to make children aware of the reality they live in their neighborhoods by tackling topics like family or jobs as well as to treat their current reality, school.

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Lesson plan 1. This lesson plan was destined to speak about family, starting from close relatives to far ones. In addition, the pattern He or She is was recycled to talk about relatives to talk about the participants' relatives' names and to introduce professions. The fable used in this lesson plan was The Farmer and his Sons.

Lesson plan 2. The second lesson plan treated the school as the place where the children spend long time in it. Thus, topics like professions and occupations were tackled for this lesson plan as well as to reinforce school supplies and the importance of attending school. To achieve letting the children see the transcendence of education, the fable used was The Thief and his Mother.

Cycle 3: My Relationship with the World. The last cycle of the intervention was thought to make children aware of animal life and diversity as well as their role in the world and the current environmental situation the planet passes by. As the other cycles, this one has 2 lesson plans of 3 sessions each, and in this cycle, it was intended to dive the children in important matter for the sustainability of the planet and the richness diversity of it.

Lesson plan 1. In this lesson plan, composed as the others of 3 sessions, children explore the differences and similarities between pets and wild animals along with the animals' habitats and the possibility of petting them. The purpose of this lesson was to make children aware of the biological richness and the importance of all living beings by using the fable The Lion and the mouse. (See, appendix G)

Lesson plan 2. This lesson plan was oriented to illustrate and promote a mind changing attitude towards the climate situation the planet passes by. To do so, the lesson plans were oriented to make awareness of the importance of water and its direct relationship with food as

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well as to teach actions that can be beneficial for the planet such as classifying and recycling waste. The fable for this lesson plan was *The King and the Royal Trees*.

This proposal, nevertheless, had to be adapted to the contingency of the virus COVID-19 to two cycles of intervention, the first one preserved its name, *Getting to Know Me* and its content, while the second cycle had to be reformed not only in name, *My Relationship with my Family and Animals* but also its content, as in this cycle was replaced the second lesson plan for the first one of the third cycle, as this was considered more pertinent to be addressed.

This chapter presented the theoretical foundations that supported the pedagogical intervention along with the visions of language, learning, and classroom, which were the keystones to undertake the study. Afterward, the instructional designed was also presented, which included a description of each cycle that composed the intervention. Hence, the following chapter presents the analysis of data collected during the pedagogical intervention as well as the findings.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

The following chapter presents, develops, and reports the analysis of the collected data during the intervention process to respond to the questions formulated in chapter 1. Thus, a brief description of the data analysis procedures used to classify, triangulate and guarantee worthiness is presented, then the description of the approach for the analysis of the collected data, and finally, a description and a discussion of the categories that emerged from the data.

Procedures for Data Analysis

For the analysis of the data, this study considered the grounded approach as the most appropriate to analyze the raw data systematically. “This involves reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal.” (Quinn, 2002, p.432). Besides, the inductive analysis was used for the logical analysis of data. According to Quinn (2002), the inductive analysis means a dive in the details of the data to find out important interrelationships, which should follow a logical chain of exploration and confirmation, which must end up in a creative synthesis of the findings. Therefore, the grounded approach and the inductive analysis were used to analyze the students’ responses to EFL as well as the illustrated fables, bearing in mind that this approach enables the researcher to discover and explore from the experience and not with pre-established categories.

Besides, this section of the study contains the stages followed for the organization and classification of data. Thus, this process was carried out by considering the proposal of Sagor (2000), who recommends starting by coding and characterizing data, then making a matrix to

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give the data the opportunity of analysis and emerge, and making a list of findings to classify the obtained information. It is prevailing to clarify that these steps were considered although they were not followed strictly.

The first stage consisted of virtualizing the data to protecting it from loss. firstly, a personal account on OneDrive was created to protect the information of damage or loss, these data were stored in different folders, which in turn, also had subfolders to classify the period they belonged to. So, they were used to classify the information into the period of time the data had been collected regarding the cycles of intervention. It is necessary to mention that the artifacts and the activities the students developed during the intervention period were virtualized, for the institution demanded the students have evidence of the work done in class stuck in the notebook. In addition, for the physical materials, all of them were saved in a drawer to protect them from the dust. After having organized and stored the collected data, it was proceeded to revise them to find the possible categories that could emerge from these data. Thus, numbers, labels, and highlighters (virtual tool) were used to classify the data into the possible category they could belong to. This classification allowed systematic management of the data as well as its interpretation within the possible-emergent categories revealed by them.

Finally, having done the aforementioned steps, it was proceeded to analyze the data within the potential categories to develop a more elaborated discussion under the conceptual framework proposed in chapter 2. Thus, the result of this analysis expressed in categories is presented next.

Categories of the Analysis

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On one hand, *Learning by Heart through Illustrated Fables* and *The Illustrated Fables and its potentiality to refine fine-motor skills* are the two categories that emerged from data in response to the first research question, How do 101-first-grade students from Prado Veraniego School respond to the use of illustrated fables to approach EFL? Besides, the subcategory, *An approximation to reflection from their own experience* focuses its attention on the first objective of the research, which was to analyze the first-grade students' responses to the use of illustrated fables as a resource to approach EFL.

On the other hand, the categories *The Illustrated Fables as a resource to get to Comprehension from their reality* along with *The Illustrated Fables and its Mighty role in the Development of Skills in EFL* flourished from data to answer the second question, What does the use of illustrated fables reveal about the development of foreign language skills of 101-first-grade students from Prado Veraniego? And both discuss the second objective of the research, to describe the effect of using illustrated fables on the development of foreign language skills of first-graders from Prado Veraniego School, in the subcategories, *Reiteration to strengthen learning*, *Reading from illustrations to written language*, and *Reading and its benefit on Pronunciation*. Moreover, figure 2 illustrates the emerging categories as well as subcategories from the data analysis process.

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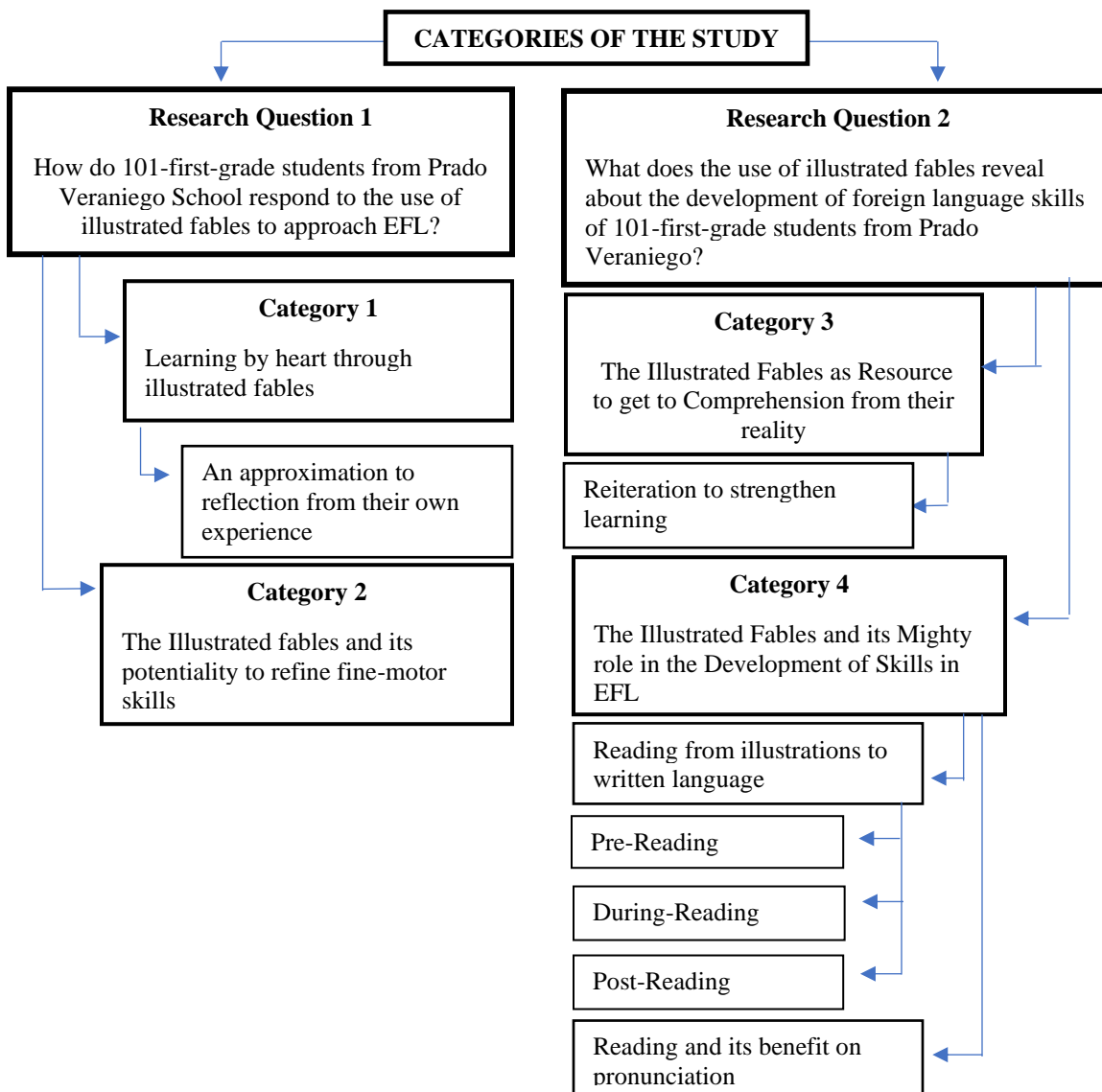


Figure 2.

Emerging categories and subcategories illustration

After having briefly explained the categories and the subcategories that emerged from the process of data analysis, it will develop each category next. These categories will be complemented theoretically with the framework proposed in chapter 2 along with theoretical foundations that support the statements done in this section. Besides, It is prevailing to clarify

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that the acronyms found in the fragments of field notes mean: PT (pre-service teacher) FS (female student) MS (masculine student) HT (headteacher), and R (researcher)

Category 1: Learning by heart through illustrated fables

This category refers to the potential the fables have to be remembered into the frame of the experience the VYLs from Prado Veraniego School had with them as a resource to approach them to EFL. Fables as it was explained in chapter 2, belongs to an umbrella term known as folk literature, which makes part of a huger term, Children's literature. Kiefer, Hepler & Hickman consider that children literature has by itself, enough reasons to be considered in education, which includes personal values, a perspective of universality of experience, and of course, educative values, which includes learning how to read and be critic. Hence, this category expresses the students' responses to the fables and how they had a positive impact on the students' lives.

The following data show how the students remember and retell the story in their own words, which is understood as learning meaningfully.

S15: El granjero estaba viendo a sus hijos por la ventana y el granjero estaba ¡Muy mal! Y después se despertaron los hijos y, el granjero les dijo que, a los hijos, que el granjero estaba muy mal y después se fueron a cultivar plantas, y después llovió y crecieron las plantas y ahí fue el fin.

(Survey 2, April 21st, 2020)

S17: “Se trató de un granjero que se estaba muriendo y llamó a sus hijos y los hijos estaban durmiendo, y los hijos vinieron y el granjero les dijo: —Encuentren un tesoro que está en la tierra.”

(Student 7's recording, April 21st, 2020)

S13: A MS13 says: ahí es cuando se encuentra la tortuga con la ... Ahí cuando lo reta a la carrera. Ahí se está preparando. Ahí sale la liebre a correr muy rápido. Ahí se puso a comer y se quedó dormida. Ahí la pasó despacio. Y ahí es cuando se despierta la liebre y corre para alcanzar la tortuga, pero la tortuga le gana.

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(Field note 2, November 1st, 2019)

The aforementioned samples evidence that the students through the illustrations present in the fables not only understood the story but also, they found a way to remember and retell by reconstructing the sequences of the fables perfectly. Another relevant aspect to talk about learning by heart was the interest the students had in retaking the stories, mainly the music videos.

R: A MS11 approaches the PT and says: Profe, póngalo otra vez, ponga el video de la tortuguita.

(field note 2, November 1st, 2020)

R: A MS stands up and approaches the PT to ask him if they will see the video *The Hare and the Tortoise*.
“profe, ¿ahorita pone el video de la Tortuga?”

R: While the Ss do the activity, the PT plays the music video of *The Tortoise and The Hare*: the students work better and in silence.

(Field note 1, September 6th, 2019)

Thus, the fragments of the field notes 2 and 1 evidence the students found the fables interesting, mainly the videos; therefore, the students ask for them frequently and they also contributed to their attention and learning.

An approximation to reflection from their own experience. As it was mentioned above, children’s literature has a set of features that help readers get close to the human experience as Kiefer, Hepler & Hickman (2007) state. Thus, fables have an especial feature and it is the possibility of teaching a lesson either directly or indirectly to the reader, which were related to the values professed by the institution in the Manual de Convivencia as well as in the vision of the curriculum.

S3: A mí me gustó The Hare and the Tortoise porque nadie se debe creer más que otros.

(Survey 1, March 16th, 2020)

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S16: Porque me enseñan hacer responsable y porque me dan amor y compartir momentos

(Survey 1, March 16th, 2020)

R: A FS11 says: “Yo aprendí que la liebre se durmió y por eso la tortuga le gana. A MS26 says: A que no debemos ser confiados.”

(Field note 2, November 1st, 2019)

S17: Me gusto los tres cerditos porque por el contenido. Porque es trabajo en equipo

(Survey 1, March 16th, 2020)

S17: Encontraron un tesoro que era la tierra, y se dieron cuenta que sí podían trabajar la tierra, podían sacar frutos de ella.

(Survey 2, April 21st, 2020)

As it was illustrated above, children’s perception of the fables often is anchored to lessons they learn from their families or school. Despite they are VYLs, they can express their ideas and agree as well as disagree with the characters’ attitudes as Scott and Ytreberg (1990) claim. Besides, the data also revealed they obtained a lesson from each one of the fables, and they by themselves can recognize it.



(Survey 1, student 12’s response, March 16th, 2020)

R: The PT asks them what they learned from the fable? A MS29 says: que el lobo se quemó la cola por meterse en la chimenea. A MS27 A no meterse en la casa de los demás. A FS11 a respetar.

(Field note 4, March 10th, 2020)

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The pieces of data revealed that children's responses are complex and varied. Besides, the data also demonstrates that they are developing an early conception of fairness in which children celebrate when the bad one receives punishment. Shaw et al., (2012) explain that children about six to eight develop a sense of fairness and that they even try their best to behave fairly. Therefore, the students' responses revealed that interest to be fair, which found support on the school's or family's values.

Category 2: The illustrated fables and its potentiality to refine fine-motor skills

The second category demonstrates that the use of illustrated fables in an EFL classroom with VYL fostered another type of learning. Since the population was children ages 6 to 7, doing crafts was considered a meaningful way to approach EFL in its initial year. Therefore, these activities contributed to the refinement of fine-motor skills, which make part of the seven domains of early childhood.

In education, the seven domains of early childhood development are considered extremely important when teaching VYLs as the ones this study worked with. The seven domains are a set of skills children must develop in the stage of childhood. These are a set of abilities that contribute to children's holistic growth and, therefore, these include the development of fine and gross motor skills, language, cognitive, social/emotional, adaptive, and moral. Thence, this category will focus mainly on fine motor skills although the illustrated fables also contributed to foster other types of skills.

S12: Me gusto mas The Three Little pigs porque aprendi palabras nuevas y hice una sopa de letras colorie y busque palabras.

(Survey 1, March 16th, 2020)

R: ¿Qué es lo que más te ha gustado de la clase de inglés?

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S26: ... Escribir

(Reflection, student 2's, March 10th, 2020)



(Artifact 3, student 29's and 13's, October 4th, 2019)

The aforementioned fragments of data evince that children like doing the activities that involve fine motor skills, for they said it in their responses, as well as they, tried their best when decorating either with colors or any other material. Regarding fine motor skills, this one is understood as the coordination between hand and-eye, and writing, cutting, and coloring contribute to foster the development of this skill, as making a stick puppet illustrates above.

R: The FS15 makes a window and write the following: Hale para ver.

(Field note 3, February 25th, 2020)

R: De las actividades que hacemos en clase, ¿cuál es la que más te gusta?

FS8: Los colores

R: ¿Los colores? ¿te gusta trabajar con colores?

FS8: ¡Sí!

(Reflection, student 1's, March 10th, 2020)

R: A MS4 asks the PT if they can color the sequences.

(Field note 1, September 6th, 2019)

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(Students 10's and 15's artifact, March 3rd, 2020)



(I want to be activity, Students 4's and 6's artifact, April 3rd, 2020)

It is possible to claim data revealed that the students had an interest in doing crafts as well as doing activities that involve writing and coloring. These activities contribute to foster the VYLs' fine motor skills by giving them the opportunity of doing as well as exploring their likes. Besides, the results are varied, and they all show the creativity of the children and their willingness to do the activities the best they could.

Category 3: The illustrated fables as a resource to get to comprehension from their reality

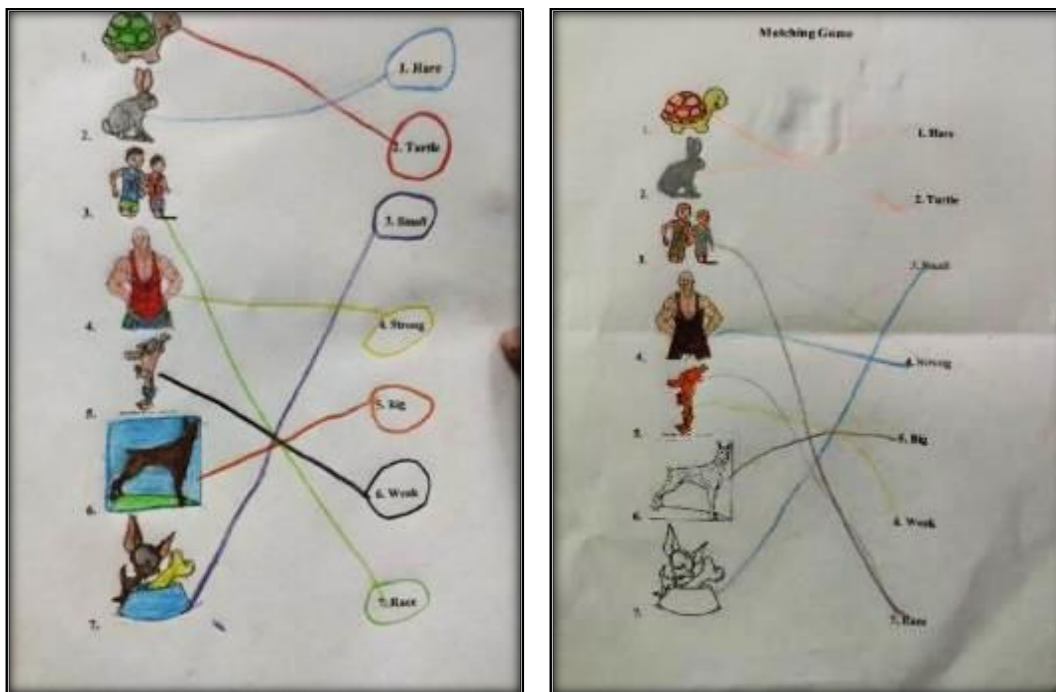
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The following category emerged from the process of data analysis and it is also the reflection of the contributions of the Illustrated Fables to develop foreign language skills of the VYLs from Prado Veraniego School. Thus, the illustrated fables helped introduce and build up essential vocabulary, which was considered important not only for the comprehension of the stories but also for the rest of their learning process of EFL. Thence, these contributions will be developed next.

Learning vocabulary is necessary to learn a foreign language as this one permits the exchange of meanings in all areas of human communication. Thus, it is prevailing to define the concept of vocabulary to then dig in its importance for communication and comprehension. "Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning." Alqahtani (2015). Besides, that relationship between words and meaning are only constructed socially.

The following pieces of data are a reflection of how learning vocabulary requires preparation. These are fragments of the first activity concerning the fable *The Tortoise and the Hare* belonging to the first cycle of intervention, *Getting to know me*. Thence, it is evinced that learning vocabulary requires preparation, an introduction to the essential vocabulary to understand what the fable is about. It also demonstrates that through visual support, the students could make meaningful relationships between the words, their meanings, and their close reality.

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(Artifact 1, students 3's and 8's, September 6th, 2019)

The data illustrate the challenge the VYLs from Prado Veraniego had in their first encounter with EFL and afterward with the fable. The VYLs at that time were just learning how to decode and encode written language in their L1 through the syllabic method. Moreover, the data also show that the students through this activity could see that the words in English may represent a reality that they already know as well as another they may unknow. From the data, it was also possible to find out that learning requires introduction and preparation.

R: By using PowerPoint slides, the PT presents the vocabulary needed to understand the fable. This time, they must repeat at least twice. Some Ss do not speak.

(Field note 1, September 6th, 2019)

R: The Ss along with the PT impersonate actions of the vocabulary presented, which was proposed as comparisons. E.g. Fast VS slow, Strong VS Weak

(Field note 1, September 6th, 2019)

FS11: After looking at the first flashcard, a FS11 answers tortois /tɔrtəs/

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(Field note 2, September 13th, 2019)

Concerning vocabulary learning, Moeller, Ketsman & Masmaliyeva (2009) explain that learning vocabulary is a central activity either in EFL or ESL as this learning is needed in the development of the four skills. Therefore, they recommend becoming the classroom a rich scenery of oral and written samples of language, as well as they also advise to make meaningful activities that contribute to store the vocabulary in long-term memory, as this is the only way it is learned. Therefore, in this study, it was intended to do varied and meaningful activities that contributed to that learning.

Going back to the matching activity, this also demonstrated that even though some students were able to solve the activity without any visual support, most of them did not, which in turn, evince that solving any activity is not a clear indicator of learning or even less of memorization, as the fragments of the field notes revealed the few responses obtained when recalling it. What was possible to establish from these data was that the students could recognize from the vocabulary a reality that they already knew in their L1, in actions like Sleep or Race, or in comparisons like Big or Small, or Fast and Slow, and another they unknew in animals like Hare or Tortoise, which was close to their immediate reality but not the same. Therefore, the activities done helped them recognize that English represents a similar reality to the one they know as well as to introduce them to new elements.

Me gusta la clase de inglés porque aprendo otro idioma y otras palabras nuevas

(Survey 1, student 5's, March 16th, 2020)

Cuando se me hace difícil o confuso a la hora de escribir las palabras ya que no es igual que el español.

(Survey 1, student 11's, March 16th, 2020)

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The activity portrayed below consisted of drawing themselves and decorating it with different materials such as lentils, pasta, glitter, etc. Besides, they also had to choose one adjective used to describe the characters of the fables and themselves (discover their qualities and weaknesses), and use the pattern I am, which had been used from the first lesson implicitly. Moreover, when the work was done, they had to go in front of the classroom, show his drawing, and use the pattern along with the selected adjective.

R: Most of the Ss use the adjective *Healthy*, the one chosen by the PT to guide the activity.

(Field note 3, February 25th, 2019)

S16: she does not show the drawing to the other but says: *am totful* /θɔʔfəl/

(Field note 3, February 25th, 2019)

S23: A MS23 goes in front and shows the drawing to their classmates and says *Helty* /hɛlθi/

(Field note 3, February 25th, 2019)



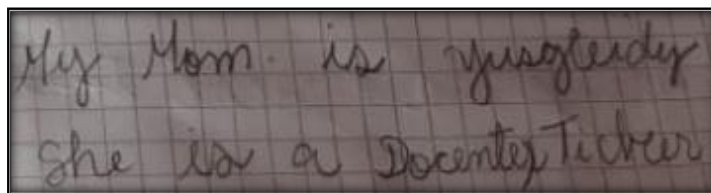
(Artifact 4, Getting to know myself, September 13th, 2019)

The data above recreate the experience had with vocabulary and how the use of this as a vehicle to express their ideas. Even though most of the student selected the same adjective and drew the illustration done by the pre-service teacher, this cannot be understood as mere imitation, for Kiefer, Hepler & Hickman (2007) explain children go through different stages to learn to

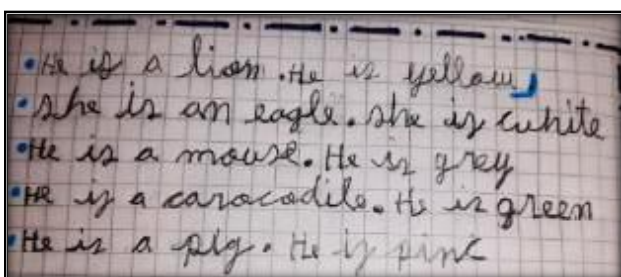
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express, using language, among them imitation. In words of Halliday, this is their own way to learn how to mean. Furthermore, Vocabulary is important as it makes communication possible. Wilkins (1972) cited in Alqahtani (2015, p.22) stresses that the value of vocabulary resides on its importance for communication, as even without grammar structures, communication can flow; nevertheless, without vocabulary nothing can be conveyed.

With this in mind, it was intended to provide more opportunities for the students to communicate their understandings by using not only isolated vocabulary but also short chunks that express their ideas from their reality. The fragments of data belong to the second cycle known as My relationship with my family and animals. The purpose of these activities was to talk about family, professions, and animals by using patterns of language.



(Student 11's artifact, April 19th, 2020)



(Student 12's artifact, May 12th, 2020)

The data show how the students went from searching isolated words to integrate them into a short sentence with sense although it is necessary to clarify that some students used L1 to do it instead of L2.

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The importance of reiteration to strengthen learning. The data also revealed the importance that repetition has to favor learning meaningfully as it was seen at the beginning of the intervention that introducing and complementing activities is not enough to learn vocabulary. Thus, the lesson had several moments to reinforce vocabulary retention and to recall it, for as it was mentioned above, this one was considered elemental to understand the fable as well as it is part of their learning process.

R: After having seen the slides, the PT proceeds on assessing learning. To do so, the PT plays with the Ss and the Puppet Sir William to pass around the class with the song Enny Menny Minny Moe, the person who has the puppet has to answer the question about the body part.

(Field note 3, February 25th, 2020)

R: To finish the class, the PT shows again the Slides and asks them for their meaning.

(Field note 1, September 6th, 2019)

The fragments of field notes 3 and 1evince the importance of retaking and recalling the vocabulary learned during three phases: At the beginning, in the middle, and at the end of class as a wrap-up activity.

The following artifact consisted of reinforcing two topics: the parts of the body and to recall the colors. To do so, the researcher guided the activity by telling the students what part of the body and what color they should color. Then, it was also requested to draw themselves and write the parts of the body they could remember.

S8: Este...saber el cuerpo, o sea me encanta como algo de inglés...osea a mí me encanta los colores en inglés, y también, este... ropa en inglés, y también, cuerpos, y...cosas de barbies, algo así, todo lo que sea de inglés.

(Student's reflection, February 25th, 2020)

S28: lo que me gusta de la clase de inglés es las partes del cuerpo.

(Survey 1, March 16th, 2020)

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S22: Aprender cosas nuevas las partes de mi cuerpo y de las cosas a mi alrededor.

(Survey 1, March 16th, 2020)

S27: También nos enseñaste como historias, *The body...* [...] Y no sé..., lo de las partes del cuerpo.

(Student's reflection, March 10th, 2020)



(Student 22's artifact, March 3rd, 2020)



(Survey 1, students 3's and 17's, March 16th, 2020)

These data fragments demonstrate that repetition played an important factor to remember the parts of the body. Even when the students did not remember all the body parts practiced in class, it is possible to establish that they remembered the ones they repeated most: head, hand,

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foot, and eyes. The data also revealed that this topic resulted interesting to them; therefore, it seems it was easy to learn.

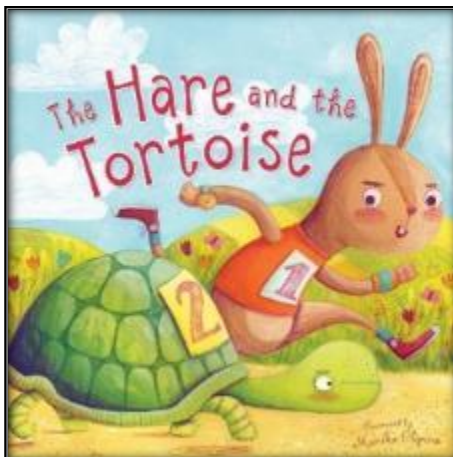
Category 4: The illustrated fables and its mighty role in the development of skills in EFL

The next category emerges from the data and demonstrates how illustrated fables contributed to the development of foreign language skills of VYLs of first grade from Prado Veraniego School in their initial learning process of EFL. Thus, the data manifest that there was a reading development that started from a visual reading to the combination of pictures and written language. Besides, it also shows the influence on the students' pronunciation. Therefore, these revelations will be set forth up next.

Reading from illustrations to written language. As mentioned in category 1, repetition and replacement were fundamental aspects of the implementation of this study. Regarding reading, three stages were considered in the implementation. Therefore, the pre, during, and after reading activities were intended to maximize learning opportunities at the time of Time Story, the space dedicated to reading the fable, which was strategically moved from the first lesson to the third one to expose more to children to different types of stimuli and inputs.

Firstly, the Pre-Reading stage was considered as a moment of preparation, which contributed to getting children close up to the experience of reading the story. Besides, it is prevailing to remember that at the beginning of the intervention, they did not read written language, although that was not an impediment, as they could read illustrations, which varied from flashcards to PPT Prezi, or Pow Toon presentations, all of them done by the researcher to fulfill the requirements of the students.

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(Picture used to elicit early knowledge, September 6th, 2019)

R: The PT projects an image of the fable *The Hare and the Tortoise*. He asks questions about what they believed the story was about and the color of characters.

R: A FS9 says “La Tortuga es verde”

R: A FS13 says “is green

R: A FS11 says “se trata de una tortuga que tiene una carrera con un conejo”

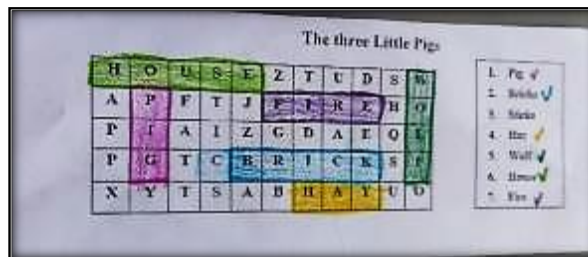
(Field note 1, September 6th, 2019)

The aforementioned fragments of data are part of the reading activity of the fable *The Hare and The Tortoise* and the activity had two purposes: firstly, to assess, recall and recycle vocabulary, and secondly, to explore the ideas as well as their early knowledge regarding the story. about this stage was possible to conclude that some students could recall and recycle vocabulary; nevertheless, it was not as expected as they did not remember the keywords of tortoise and hare although they guessed the story was about a race between a tortoise and a hare.

In addition, reading is a process of interaction and perception of the text. Richards and Schmidt (2003) cited in Sheet and Younis (2009) explain that reading is an interactive process, which implies the understanding of its content. In this pre-reading activity, it was reflected an inferential comprehension, as the students recurred to their intuition to guess what the story was

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about. Besides, as they read a picture, Callow (2005) explains that through visual literacy, the reader uses a set of competencies to understand the reading. It is an encounter between the culture, the reader, and the content.



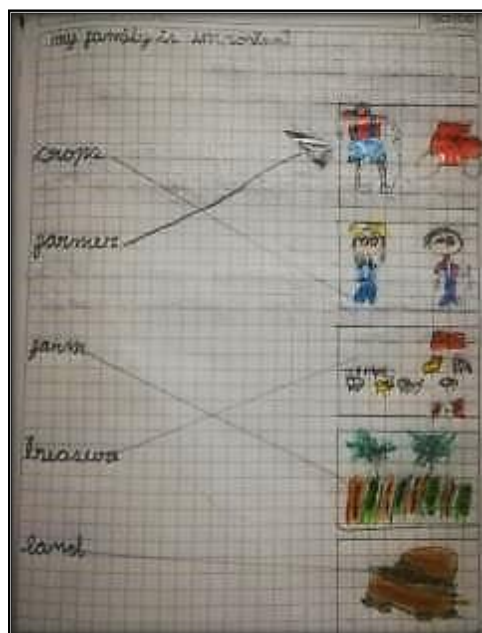
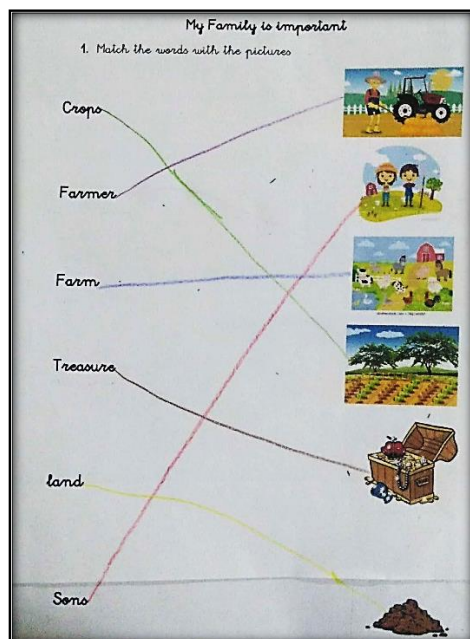
(Student 9's and 26's artifact, March 10th, 2020)

R: When the PT projects the Prezi presentation, three students yell “Los tres cerditos”

(field note 4, March 10th, 2020)

R: A FS16 says: “se trata de 3 cerditos que se van de la casa y cada uno hace su casa. A MS11 says: y entonces los 3 cerditos, cada uno hace su casa, y viene un lobo y el lobo les tumba las casas a los cerditos. Then a FS23 continues “y el lobo les tumba las casas, pero cuando se mete por la chimenea se quemara la cola.

(field note 4, March 10th, 2020)



(Students 13's and 9's artifact, April 21st, 2020)

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(student 1's and 6's artifacts, June 12th, 2020)

The aforementioned data evince an adaptation of the pre-reading stage as well as the reading of written language accompanied by pictures. The shown data above also illustrates inferential comprehension. Moreover, Sheet and Younis (2009) stress that one of the features readers must acquire is vocabulary recognition. Thence, it was proceeded to reinforce vocabulary to maximize the opportunities of recognition and understanding. Furthermore, in the second half of the first cycle, most of the students already knew how to read, which allowed the reading of pictures along with written language.

In addition, During Reading evinces how children despite the efforts done in the pre-reading stage to strengthen vocabulary recognition to get to comprehension supported through the reading process mainly on visual literacy, as they were just learning how to read in L1 and some of them did not know how to encode. Therefore, illustrations were an adequate vehicle to help them read the fable.

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(Sequence of images used for the Hare and The Tortoise, September 6th, 2019)



(Sequence of images used for the Three Little Pigs, March 10th, 2020)

The aforementioned pictures intend to illustrate the design done by the researcher in the four fables addressed during the two cycles of intervention. Furthermore, they also demonstrate the combination of written language with images, which were read by the students by using some competencies proper of VL that include interpreting, evaluating, and even finding information from the resources used.

R: The Ss yell to answer firstly, even when they do not have the floor, the SS say: “Ahí es cuando se duerme. Ahí le gana la Carrera.”

(field note 2, November 1st, 2019)

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R: The second time, the PT plays the video, he makes pauses and asks. What happens here? He selects the S and he/she responds correctly. E.g. “ahí la liebre se queda dormida.”

(Field note 2, November 1st, 2019)

R: The Ss watch a video song of the story in silence, the only moment they speak is when the wolf is punished by the pigs. The Ss celebrate that moment.

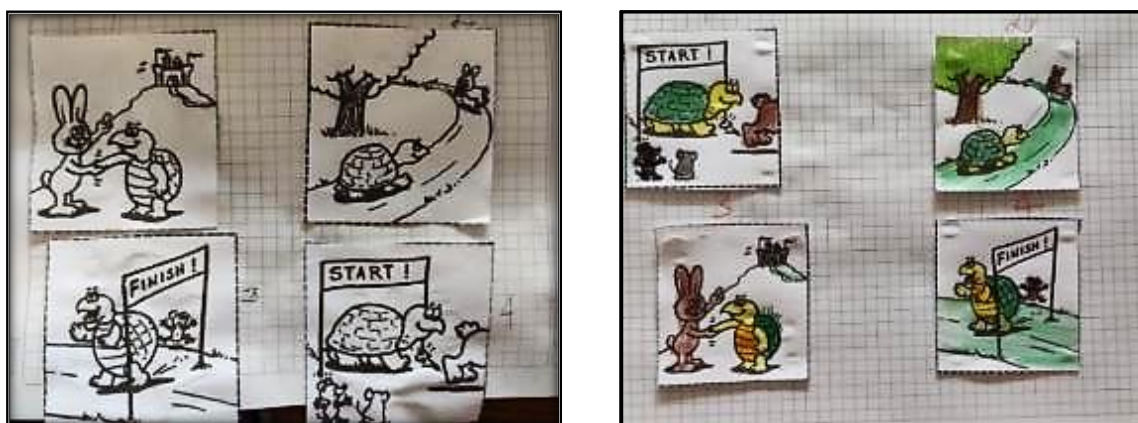
(Field note 4, March 10th, 2020)

R: The Ss impersonate the actions of the story alongside the PT, at the third situation they tried to pronounce it. They did it twice. *but the Wolf came, and he huffed and puffed until he threw down the house*

(Field note 4, March 10th, 2020)

The data demonstrate a desire for anticipation and prediction of the story, an exercise of verification of comprehension done by the researcher as well as the involvement of the body to potentialize comprehension. These data also reveal how the students did an excellent literal reading of them, as they were able to explain what happened in the stories perfectly sequenced.

Finally, Post-Reading describes the stages the students went through when reading a fable. In this stage, children were able to show appreciative comprehension, and this one was also used to revise comprehension.



(Artifact 2, students 3 and 24, September 6th, 2019)

S12: Me gusta de The Tortoise and the Hare porque es divertida

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(Survey 1, March 16th, 2020)



(Student 12's artifact, March 10th, 2020)

La historia comenzaba que había un papá que estaba enfermo y llamó a sus tres hijos que estaban... como que estaba a punto de morir. Entonces les dijo que fueran a encontrar un tesoro, y ellos cavaron y cavaron, y comenzó a llover, y el tesoro era unas plantas.

(student 6's recording, April 21st, 2020)

The data above show some of the activities done in the post-reading stage. These consisted of rearranging the story, knowing their perceptions about the story, and drawing their favorite part of the story too. Thus, these data evince how the fables were intended to get to reflection as well as self-interest. It is important to mention that the students at the beginning of 2020 were able to read written text, which influenced their pronunciation, an aspect that will be analyzed and discussed afterward.

To conclude, the VYLs from Prado Veraniego went through three stages of reading that helped them appraise better the fables addressed during the intervention. In this three-level reading stage it was intended to carry out the triad proposed by Callow (2005) as the students started in the affective level or their impressions towards the visual material, then they passed to the compositional, as they saw the illustrations and took from them, their own interpretation, and

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finally, they ended up in the critical, for they reflected on the fables from their culture. These three levels of reading also contributed to elicit and reinforce vocabulary.

Reading and its benefit on pronunciation. It was observed at the beginning of 2020 that the majority of the students already know how to read written language (reading L1) this learning and advance in this skill brought along a mayor interest in figuring out how to pronounce the words as well as anticipation when they were introduced to new vocabulary. Thence, this aspect is fundamental to be developed as this represented a significant advance in EFL.

R: In the same exercise, the FS11 asks me whether it is dhin or tin for /θɪn/

(Field note 3, February 25th, 2020)

R: the Ss read them and they softly pronounce words like wulf, /wʊlf/ fair, /faɪr/ jei, /heɪ/ esteecks, /stɪks/ breecks, /brɪks/. The PT let them pronounce softly and then he cues the right pronunciation for them to repeat at least twice.

(Field note 4, March 10th, 2020)

R: The students anticipate by reading and using the codes of L1. A FS11 says: Jay, /hey/ feere /faɪr/

(Field note 4, March 10th, 2020)

El granjero, Farmerr /fɑːr'mɛr/ los hijos, Sonhs /sʌns/ el cerdito Peek /pɪg/

(Student 12's recording, May 12th, 2020)

Teger /'taɪgə/ Mouse /maʊs/ Rrabbit /'ræbɪt/ Leon, /laɪən/ Elephant /ɛləfənt/ Nose /noʊz/ Elle /aɪ/ Arm /ɑːrm/
Green /gri:n/ Black /blæk/ LLellow /jɛloo/ Farmer /fɑːr'mɛr/ ear /ɪr/

(student 4's recording, May 12th, 2020)

The fragments of data demonstrate that the students had an interest in discovering how to pronounce from learning how to read in L1. Data show that the students tried to find somehow the right pronunciation of the words by using the sounds they know in their first language, but mainly by trying to decode the words into the system that they had just learned. Although they

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made mistakes when pronouncing, they found a way to remember the vocabulary, through the codes of their L1. It is essential to address that this advance was only perceptible until they learned well how to read in L1 and not all the students learned to read throughout the intervention.

The following data corresponds to a short reading exercise whose purpose was to see whether they could read a fragment of the fable *The Farmer and His Sons* after having watched a video that contained the same dialogue.

A father, being at the point of death, wished to be sure that his sons would give the same attention to his farm.

(Fragment taken from the fable *The Farmer and His Sons*, April 30th, 2020)

A father beink at the paing of diath wished to be shure dhat is son hits the same attention to is farr.

(student 8's recording, April 30th, 2020)

The far and has sons. A father beik at the poin of deAd wiched to be woud sur that has sons [...] the some attention to has far.

(Student 11's recording, April 30th, 2020)

A father beink at the point of dieth wished to be that his song woud giv the some attention to his farm.

(Student 9's recording, April 30th, 2020)

S5: Escuchar juicioso en ingles porque aprendo a pronunciar.

(Survey 1, student 16's, March 16th, 2020)

The data evince that even when the students had difficulties in pronouncing some words like death or would, they could recognize and pronounce well some others like father or Sons. Moreover, Oxford University Press (2016) claim that pronunciation is essential in the development of the four basic skills, for it is necessary to be fluent, emit clear outputs as well as understand inputs. In writing, pronunciation plays a vital role in word recognition, and finally, in reading, although it was believed that pronunciation does not affect reading or writing, it does, as

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good pronunciation contribute to recognizing the vocabulary and understanding better. To sum up, pronunciation is essential to learn a L2 or in the case of this study, a foreign language, for this keeps everything together.

This chapter presented a methodic analysis of the data collected and a discussion of the findings. In the first place, data revealed concerning the first question and objective that, the VYL's responses to illustrated were varied and rich while regarding the second question and objective too, the illustrated fables contributed to the development of skills in vocabulary recognition and recall, as well as to pronunciation, and this was only possible through repetition, which was implemented in the three-level reading sequence. In the next chapter, the conclusions, implications, limitations, and further research are discussed.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of the study, based on the categories and subcategories that emerged from the analysis of data in chapter 5 concerning the use of illustrated fables as a resource to approach VYLs to EFL, their responses to it and the contributions to develop foreign language skills. Besides, a discussion about the implications and limitations along with some further research is also included.

Conclusions

Concerning the first research question, how do 101-first-grade students from Prado Veraniego School respond to the use of illustrated fables to approach EFL? data evinced that the VYLs had three types of responses towards the illustrated fables, one of recalling, another of interpretation, and an artistic one with benefits in their fine-motor skills. Therefore, these responses show the potential of illustrated fables to be interesting and meaningful in VYLs. Recalling was the first response and data showed that the VYLs could retell the story in their own words omitting no detail, showing so, confidence, understanding, liking, and learning. Besides, concerning the second response, interpretation, they were able to establish not only a personal but also a global relationship with the text (the fables addressed in the study), which was translated firstly into literal responses, or direct allusions to the content of the fables, and into an appreciative, or deeper analysis of them, based on a cultural referent whose basis resides on either home or school.

The third response, the artistic one, is the reflection of refinement fine-motor skills. From this response, it was possible to see that the activities done in class such as cutting, coloring,

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pastings, or decorating, contributed enormously not only to the polish of fine-motor skills, essential in the seven domains of early childhood but also that these were the main vehicle for the expression of their ideas and understandings, considering they did not know how to write or read. Therefore, the artistic creations represented not only an improvement but also a means for communication and learning.

The three aforementioned responses express that illustrated fables provide a type of learning that was not expected since the focus of the study was on EFL. The illustrated fables contributed to developing another type of learning that had to do with a cultural perception founded on a set of values professed at home or school, and the activities done in the class were stimuli to refine skills that are essential in their holistic growth.

In regard to the second research question, what does the use of illustrated fables reveal about the development of foreign language skills of 101-first-grade students from Prado Veraniego? which was oriented to describe the development of foreign language skills through the use of illustrated fables. Data demonstrated that through the three-level reading sequence, it was intended to foster the students' ability to recon, retain, and recall vocabulary, as this was considered indispensable for the further understanding of the fable, and to build up needed vocabulary for the rest of their learning process. Thus, data revealed that most of the students were not only able to learn some vocabulary but also were they capable of reusing it in familiar situations, related to their close environment through the use of chunks that resulted more meaningful than the isolated words, although it is also necessary to clarify that not all the students could adapt themselves to the use of these chunks, recurring to L1.

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In addition, data also evinced the transcendental role reading in L1 had in the development of an early awareness in the pronunciation of EFL. the VYLs of Prado Veraniego felt more interested in learning EFL once they learned how to decode written language, as this decoding promoted anticipation for discovering the right pronunciation of the words or the text found in the illustrated fables. Thus, some students were aware of some differences between the sounds of Spanish and English.

To conclude, learning vocabulary was only possible through repetition in the three-level reading sequence. Understanding the importance of vocabulary in the four basic skills, reiteration was essential to achieve development in vocabulary recognition and recall by making use of short chunks that enabled the students to put into a close context the vocabulary learned. Besides, learning to read in L1 made a significant difference in the process of learning EFL, as the students could find more motivation to find out what the written language found in the illustrated fables communicated to them. therefore, learning vocabulary was an enhancement in the speaking skill mainly, understanding that vocabulary is ultra-important for communication as well as pronunciation to be fluent and understandable. Besides, there was an approximation to writing by implementing the use of chunks.

Implications

Teaching EFL requires to pose a set of implications and adaptations not only in the methodology but also in the mentality. The following section of the document discusses the needs of a research project like this one requires for its implementation. Thus, the implications this study had for the ELT community, the school this project took place in, the participants, and

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the researcher are developed, as the exploration of resources for teaching EFL currently calls for so.

Firstly, undertaking a research project that involves EFL and literature implies renovation in the education field. The implementation of illustrated fables as a resource to approach EFL to VYLs requires fundamentally a transformation in the mentality of how EFL is taught as an end and not as a means to promote learning. Besides, this mind changing also requires urgently to consider EFL education from an early age, for the new dynamics of the world demands so. Therefore, the field of education needs to reconsider the form EFL is taught, not only its methodology but also the population this education is oriented for.

In addition, teachers and educators of EFL should rise a spirit of innovation based on researching that in turn takes into account the students' interests. This study also demonstrated the importance of inquiry for the transformation of the circumstances that surround the Colombian educative system. Therefore, the dynamics of the world demand for teachers willing to investigate and explore new and more accurate methodologies that allow the teaching of EFL in correspondence to the different adversities of the profession as well as to assume his role as a teacher and take action on his field based on the interest his students can have, as these are motivators for learning.

Concerning Prado Veraniego school, it is necessary to dedicate more time to EFL learning. Considering Prado Veraniego School is ruled by MEN, this institution does not have EFL education in primary or headquarter B, which for the use of illustrated fables as a resource to approach EFL to children, it was needed opening a two-hour space in the schedule to give English and VYLs the opportunity to meet each other. Nevertheless, the undertaking of this

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project required much more time to be executed correctly, as time was often insufficient to immerse the VYLs in learning.

Besides, the acquisition of materials and technologies that permit the teaching of EFL to VYLs based on illustrations. One of the aspects to consider when tackling illustrated fables is the purchase of books and the renovation of a library that includes children's literature with illustrations and accessible to the children. Furthermore, to count on technology always available, as children enjoy facing their findings by watching and contrasting the information. Therefore, having books for children as well as having technology is indispensable for the teaching of EFL mediated by illustrated fables, as these two elements contribute not only to teaching but also, to learning mainly, considering the first years of learning where children have not learned to write or read yet.

Regarding the participants of this study, they need to continue immersed in the learning of EFL through resources like the illustrated fables that foster values for real life. Prado Veraniego school professes the teaching of four values, Love, Respect, Honesty, and Commitment. Besides, the vision of the institution states that its students will be social transformers of their close reality. Thus, the students need to keep involved in a reflective and holistic learning that potentiates their abilities to be active members of society.

Finally, this study implied for the novice researcher to dedicate time to the investigation as well as to be creative to sort all the difficulties. Carrying a research project was a challenge for the researcher to firstly, invest time in the literature review and the implementation of the project, secondly to be imaginative to create materials that were according to the needs and likings of the students, and thirdly, to be willing to attend the specific needs of each one of the

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children this project worked with and to ignite an inquirer spirit to understand and adapt to those needs. Therefore, carrying through this research project implicated discipline, constancy, and creativity.

Limitations

This section of the chapter includes the challenges and difficulties faced throughout the intervention. This study had to sort several difficulties not only in the intervention phase but also in the collection of data due to different adversities that affected the performance of what had been planned at the beginning of the intervention. Therefore, the protests in the country in 2019, the extracurricular activities carried out in the joint of the new mayor of Bogotá, the number of students, and the contingency of COVID-19 were the main limitation this study had.

Firstly, a set of protests, manifestations, and riots that took place in 2019 and 2020, reduced the time for intervention and altered the schedule. Most of the teachers who work in public institutions are attached to Fecode, a syndical organization for educators. Bearing in mind the long period of protests in the country accompanied by the manifestations of Fecode, which put off programmed sessions for intervention, impeding them and forcing the researcher to look for strategies to sort this inconvenient that was a feature of 2019 and the first month of 2020 too.

Consequently, during the second half of 2019, the change of mayor triggered extracurricular activities that were done in the time destined for the intervention. Some of the sessions were inadvertently changed by recreative activities promoted by the former administration of Bogotá in order to execute the budget destined for that period. Coincidentally, these ludic exercises were programmed on the exact day this study took place. Therefore, this

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situation also took time from the intervention phase, making the researcher be creative and adaptive to these circumstances.

In addition, the number of students and their dependence on the teacher approval also influenced the performance of the study. The first graders of Prado Veraniego at being VYLs were to use to call for the teacher's attention and approval. This particularity obliged the researcher to invest a long time on revising the student's works as well as to organize the class, as they woke up and go to the teacher's place to show constantly to feel assured of their process. Thus, as the group was numerous, the preservice teacher had to look for strategies for group control and order, which was also oriented by the headteacher.

By last, the mandatory quarantine was the biggest challenge this study had to deal with. From March of 2020 up to the date, the country has established obliged quarantine for schools, children, and old people. This action along with the particularities of each participant of the study such as not having a computer or stable internet access made the researcher be innovative and find in technology and mediation with the students' parents a vehicle not only to keep the study but also to continue his teaching process, which was considered fundamental for the development of the students. Therefore, the contingency of COVID-19 was the toughest difficulty this study sort through technology and accompaniment.

Further Research

It is necessary to keep researching methodologies that permit VYLs to start learning EFL as well as to explore the different gamut that runs children's literature. It is crucial to keep researching the role these stories can have not only in the approach and development of EFL but also in the suitability these have in the holistic growth of VYLs from the seven early domains of

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early childhood. Besides, it is necessary to keep on researching the opportunities that stories give children to express themselves by considering all the components these have, as the scope of this study was not enough to see it completely. Finally, to insist on the importance of foreign language education from an early age from methodologies that understand and take into account their characteristics as learners as well as to provide more time for the developing of EFL learning.

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Appendices

Appendix A. Students survey sample, April 12th, 2019

Encuesta grado 101

1. ¿Cuántos años tienes?

6

2. ¿Cuántos hermanos tienes?

5

3. ¿En dónde estudian tus hermanos? (en caso de que tengas)

U-8

4. ¿Te gusta el colegio? ¿por qué?

Sí No

5. ¿Vives en el barrio Prado Veraniego?

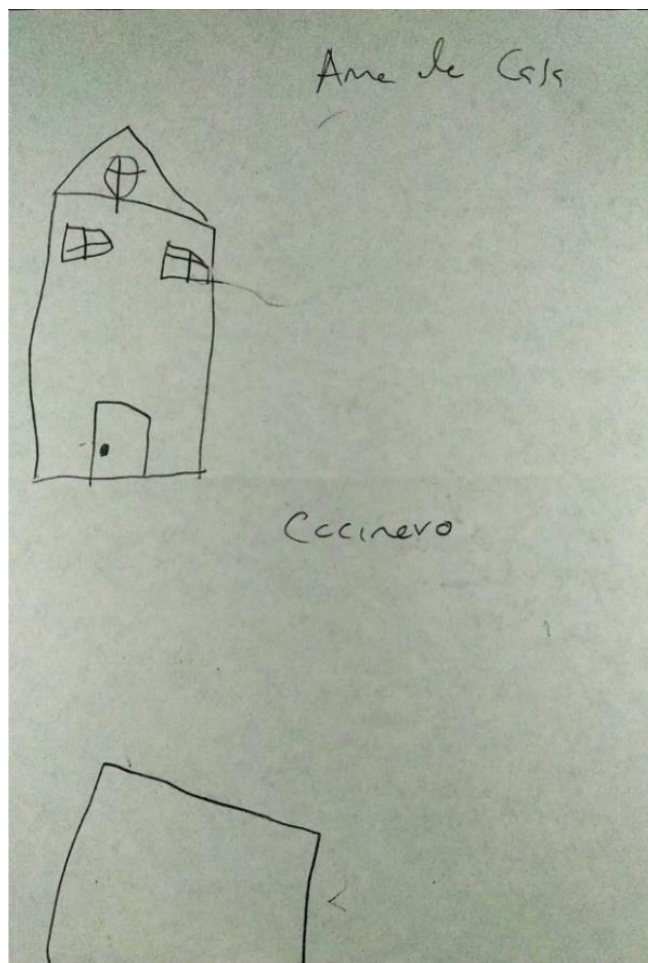
Sí No

6. Sino vives en Prado Veraniego, ¿dónde vives?

H...

7. ¿Con quiénes vives en tu casa?

8. ¿En qué trabajan tus papás?



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Appendix B. Headteacher's interview, April 12th, 2019

Date		April 12 th , 2019		Interviewed		Interviewer
Place	Prado Veraniego School, 101-classroom			Olga Vega		Sebastian Orozco
Start-time	12:17pm	End-time	12:22pm	Profession	Headteacher	Researcher
Length	4mins. 25 secs.		Transcription			Line
I: ¿Hace cuánto es profesora?						001
Ht: Soy profesora de aula desde al año 2000, pero desde 1989 estoy trabajando con la SED en el área de educación especial, en un programa que se llamaba Centros de Diagnóstico y tratamiento. En 1995 el alcalde Mockus le dio por nombrarnos orientadoras desde cada una de nuestras profesiones, en este caso, fonoaudiología para apoyar los PEI de los colegios, luego la asociación de orientadores no aceptó que fuéramos orientadoras, solo sí teníamos el título de especialización en orientación educativa y ahí fue donde me cambia a ser docente de aula.						002 003 004 005 006
I: ¿Por qué decidió ser profesora?						007
Ht: Porque me cansé de vivir y observar como para el distrito, las profesoras o profesores de apoyo éramos los trompos de poner a donde querían. Ya había pasado una reestructuración, dos no, y coyunturalmente en el colegio donde trabajaba renunciaron dos compañeros y solicité a la directora de la escuela que me ubicara como docente de aula.						008 009 010 011
I: ¿Por qué trabajar con niños en vez de adolescentes o adultos?						012
Ht: Los resultados pedagógicos se observan mejor en niños que en adultos y personas mayores, se pueden enseñar hábitos, rutinas, pero a un adolescente y a una persona adulta es muy difícil cambiar hábitos que no permiten enseñanzas.						013 014 015
I: ¿Hay algo que no le guste de su profesión?						016
Ht: Los padres de familia que consideran que la educación pública es la guardería, que a ellos no se les puede exigir los deberes como padres, y que no les importa si sus hijos aprenden o no. Y obviamente, la remuneración económica.						017 018
I: ¿Quiénes son los habitantes del barrio Prado Veraniego?						019
Ht: La mayoría de los habitantes del barrio son comerciantes independientes; algunos se dedican al reciclaje, puesto que en el barrio existen varias empresas dedicadas a esta labor, así como fábricas de muebles, vestidos, y por supuesto de mecánica. La mayoría viven en casa de familia pagando arriendo por apartamentos que tienen que compartir baño o cocina o las dos. Otros son empleados como secretarías, operarios.						020 021 022 023
I: ¿Quiénes son sus estudiantes?						024
Ht: Son 30 estudiantes de los siete años de edad con una gran habilidad comunicativa oral. Sin embargo, en la escritura, les hace falta; no se callan, pero trabajan, la mayoría viven en papá y mamá, o padrastros. Algunos padres son separados con grandes problemas de comunicación y dirigencia de tareas, hábitos y rutinas para con sus hijos. Sus niveles de atención son bajos, así como su nivel de escucha, son pocos: a los que se les dificulta seguir instrucciones. Existe un estudiante con Parálisis cerebral asociado a estrabismo severa, aprende auditivamente y en forma táctil: tiene una personalidad arrolladora. En el curso hay 8 estudiantes con gafas por hipermetropía, o miopía, o astigmatismos; una estudiante tiene heterocromia (Ojos de diferente color) a la cual no se le pueden colocar gafas porque puede perder visión. Dentro del aula hay matriculados tres estudiantes venezolanos. En conclusión, en lectoescritura solo seis estudiantes no han adquirido su proceso lector por falta de apoyo familiar. Y en los procesos matemáticos encontramos cinco con dificultades para realizar mecánicamente sumas con unidades y conteo hasta 50.						025 026 027 028 029 030 031 032 033 034
I: ¿Cómo desarrolla su clase de inglés?						035
Ht: No hablo inglés, pero tengo buenas bases de inglés, desde mi colegio siempre he escuchado música en inglés; mi hija me hace ver películas en inglés y desde que estoy en este colegio y escucho a los estudiantes practicantes, me preocupo por tratar de enseñar principalmente vocabulario con pronunciación. Si no sé, recurro al estudiante observador o al computador. Siempre tengo video y guía de trabajo para la hora de inglés.						036 037 038 039

Appendix C. Reflection recording sample, March 10th, 2020

<p>FS27 Female student number 27 R Researcher</p>	
<p style="text-align: center;">Recorded responses</p> <p>1.R: Hola, te voy a hacer unas preguntas y tú me 2.respondes, ¿listo? 3.¿De las dos fábulas que vimos? ¿recuerdas la de <i>The</i> 4.<i>Hare and the Tortoise and The Three Little Pigs</i>? ¿cuál 5.te gustó más? 6.FS27: La de la Tortuguita 7.R: ¿Y por qué? 8.FS27: porque se trataba de una carrera bien chistosa. 9.R: ¿Qué hemos aprendido a lo largo de estas clases de 10.inglés? 11.FS27: E... inglés 12.R: ¡inglés! ¿Cómo que cosas? 13.FS27: También nos enseñaste como 16.historias, <i>The</i> 14.<i>body</i>... 15.R: ¡<i>The body parts!</i> 16.FS27: Y no sé..., lo de las partes del cuerpo. 17.R: ¿Hay algo que no te guste de la clase de inglés? 18.FS27: No, me encanta 19.R: Te encanta. Listo, gracias. 20.FS27: Sí, me encanta, profe.</p>	<p style="text-align: center;">Reflection</p> <p>1. For her, the fable <i>The hare and The Tortoise</i> was hilarious. Thus, she could remember that the funniest part of the story is the race, as the Hare fell asleep in the middle of the race and the Tortoise wins it.</p> <p>2. She can remember the word body, and it is was due to the drilling technique and the <i>Parts of the Body Song</i>. This song was used as the warm-up during three lessons, and it seems, that it helped memorize at least that word.</p> <p>3. She may have difficulties to remember what we have learned due to the long period of holidays.</p> <p>4. She enjoy taking English class, and she even ratifies her preference to it, which feels good.</p>

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Appendix D. Field note sample

Field Note #5	Number of students	28	Grade: 101	date	September 6 th , 2019
School: Prado Veraniego B			Assessor: Johana Montaña		
Teacher: Diana Aya			Practitioner: Sebastian Orozco Forero		
OBSERVATION			INTERPRETATION		
1.The PT gets in the classroom and says hello to the Ss. The Ss 2.greet the T			The Ss' attitude towards class is good, they are energetic and willing.		
3.The PT organizes the class and plays a video about differences 4.and similarities. The PT tells the SS to stand up and participate in 5.it although some Ss do not do it. After two attempts, the PT 6.changes the activity.			Some activities demand more time to be adapted, especially when it is the first class in English.		
7.By using PowerPoint slides, the PT presents the vocabulary 8.needed to understand the fable. This time they must repeat at 9.least twice. Some Ss do not speak.			The PT must try to involve all the Ss as well as to pay attention to what happen in the classroom to create an ideal environment for learning.		
10.The Ss along with the PT impersonate actions of the vocabulary 11.presented, which was proposed as comparisons. E.g. Fast VS 12.slow, Strong VS Weak			The Ss enjoy impersonating actions and they seems to be a great resource for them to learn.		
13.Then the PT assigns a FS8 to give the Ss the next activity. This 14.one is a match. At the beginning the PT do not project the slides 15.to see if there was any vocabulary retention, but the Ss come to 16.him asking for help (except one MS3 who did an 70% without 17.visual support) The PT projects the slides and goes with them			It is important to monitor the Ss' work; some can do it faster than others. It is also important to find the way to balance the group, especially because this grade is competitive.		
18.Some Ss, boys and girls wake up from their desk to say to the 19.PT that they do not understand. A MS9 says "Profe, no 20.entiendo, yo no me acuerdo.			The memorization of vocabulary implies the use of it. Repetition is the key to interiorize it and store it in long-term memory, although the memorization cannot be through excessive repetition but through usage and reinforcement.		
21.After having let the Ss try for over 3 mins without any visual 22.support and to see that they cannot solve it. The PT passes on 23.the PPT, repeating each one of the words and making the Ss 24.repeat them at least twice too. However, some Ss do not 25.pronounce, for they pay attention to solve the matching or to 26.talk to their peers			Seeing an image and repeat twice or three times is not enough to get to memorization. It is then necessary to reinforce and support with visual aids, this repetition strengthens learning		
27.Once the Ss finishes the activity, the PT asks for the 28.vocabulary, but they do not tell too much about it			The interiorization of vocabulary takes time although it is needed to keep on refreshing the Ss minds with questions		
29.The PT projects an image of the fable <i>The Hare and the</i> 30. <i>Tortoise</i> . He asks questions about what they believed the story 31.was about and the color of characters. The Ss start talking about 32.it. The PT besides, asks questions about the color of the 33.characters and what they are.			1L appears to give responses. As the Ss do not know English, they use their 1L to give expression to their ideas.		

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34.A FS9 says “La Tortuga es verde”	The Ss can answer in their L1, which can be understood as a sample of understanding; however, they do not know English, they respond with the code they know, Spanish
35.A FS13 says “is green	They remember the colors because that was the previous topic
36.A FS11 says “se trata de una tortuga que tiene una carrera con 37.un conejo”	Prediction is important for the Ss to find motivation before reading a story. In other words, it means to give them a reason to read, something to find that can be meaningful.
38.The PT calls the Ss to read the fable, but some Ss (boys) do not 39.want to come. When the PT is reading the same Ss keep talking 40.and no paying attention. Despite the PT calls their attention, 41.they keep on doing it, and at the end of the reading, most of the 42.Ss do not pay attention	Short span attention is difficult to deal, especially with a big group, besides, the Ss are not used to this type of activities.
43.The PT asks some questions about the fable and despite he had 44.believed the Ss had not paid any attention to the fable, they 45.respond in Spanish the sequences of the story	It was interesting to see that the Ss can understand the story easily, even when they seemed not to have paid attention.
46.Then the PT assigns another S to give the Ss another material, 47.the arranging of the story with pics. The Ss must organize them. 48.The HT tells the PT that the SS can cut.	With this I could see I had underestimated the Ss’ skills
49.While the Ss do the activity, the PT plays the music video of 50. <i>The Tortoise and The Hare</i> : the students work better and in silence.	Music video worked quite well. Apparently, the Ss are accustomed to do homework or task by watching videos.
51.Some Ss have problems to arrange the Story because the S who 52.gave them the pics did not give them all, so they did not have 53.them.	It is prevailing to be attentive to the activities the Ss do, for this type of mistakes may affect their learning process.
54.A group of FSs do not arrange the story, but just cut and paste 55.(FS 8,9,10) the PT goes and explains them again how to do it 56.properly.	In this age, some Ss do not pay attention, so it is much better to illustrate how.
57.A FS 8 insists she does not understand the activity. Profe, no 58.entiendo, ¿me ayuda? The PT goes and tries to clarify her 59.doubts	Some Ss willingness is quite short and they give up easily. It is necessary to keep working on it
60.A FS17 calls the PT for each decision she must make. She even 61.calls the PT to ask him the orientation of the sheet.	There still are children who are dependent excessively on the PT. It is necessary to let them experience by themselves
62.A MS4 asks the PT if the can color the sequences.	While some Ss have problems to solve it, some others want to do more, they want to decorate.
63.Having passed enough time, some Ss can solve the puzzle, but 64.not everybody, the PT decides to paste on the board the pictures 65.to assess the right order of the story. The Ss verify whether their 66.order is right or wrong	Some Ss rip out the pics and rearrange the story
67.To finish the class, the PT shows again the Slides and asks them 68.for their meaning.	The Ss do not remember most of the vocabulary; however, they say some words.

Appendix E. Consent informed Sample

UNIVERSIDAD PEAGÓGICA NACIONAL

Bogotá D.C. Marzo 09 2020

Respetados Padres de Familia,

Permiso Consentido

La I.E.D Prado Veraniego, en convenio con la Universidad Pedagógica Nacional apoyan los procesos de investigación que desarrollan sus estudiantes en los últimos semestres de sus programas. De acuerdo con lo anterior, el estudiante Jonh Sebastian Orozco Forero está realizando un proyecto de investigación para optar por el título de licenciado en educación básica con énfasis en español e inglés.

Así, el proyecto consiste en la observación y la aproximación de los estudiantes del grado segundo al inglés a través de las fábulas. Para esto, se requiere recolectar materiales como audios sobre el proceso de los estudiantes, sus aciertos y dificultades. Es pertinente aclarar que la información obtenida en el proceso tiene un propósito exclusivamente académico y, por lo tanto, ni la integridad, ni la identidad de los estudiantes será divulgada, ya que éstas no son pertinentes para el estudio, como sí lo son sus respuestas y actitudes. Además, el proyecto está orientado con el propósito de enseñar a los estudiantes inglés, lo cual puede ser benéfico a lo largo de su vida escolar.

Reconociendo la importancia de esta información, y teniendo en cuenta que su hijo(a) hace parte del grupo de estudiantes con quienes se adelanta el estudio, solicitamos su autorización como padre y/o madre del menor para hacer uso de las respuestas dadas en algunos procedimientos pedagógicos llevados en el salón. De ser así, le solicitamos que diligencie el siguiente formulario autorizando la participación del menor.

Universidad Pedagógica Nacional



Yo María Olga Sastaque identificado con C.C.

24138900, padre de familia y/o acudiente del(a) estudiante

David Alejandro Mora Sastaque del curso, 201

concedo permiso para la recolección de material de audio e imágenes de sus trabajos en la clase de lengua extranjera en la que participe mi hijo(a). esta autorización tiene carácter exclusivo para análisis pedagógico y didáctico, en el desarrollo del proyecto del estudiante de licenciatura Sebastian Orozco Forero y tendrá vigencia el tiempo de aplicación del proyecto.

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Appendix F. Lesson plan Sample

Name of the lesson plan	<i>Me and my Strengths #1</i>	Cycle 1	<i>Getting to Know my self</i>	Grade	101	Prado Veraniego
Population	<i>30 students</i>	4 sessions of 90mins approx.	<i>September 6th 13th October 4th November 11th, 2019</i>		Headteacher	<i>Olga Vega</i>
Objective	To identify strengths and weakness		Assessor	<i>Johana Montaña</i>	Practitioner	<i>Sebastian Orozco</i>
Vocabulary	<i>Animals and adjectives</i>	Goal: <i>At the end of the lesson the students will be able to recall the fable The tortoise and the hare</i>				
Procedures						Time
<p>1. Different or the same: In this activity the Ss will have to prove their concentration while they watch a video. This game consists of seeing images and pairing them. The T will use a tv set to play the video, and he will also use a puppet (Virginia) to illustrate how the Ss must respond to video. The purpose of this activity is to awaken the Ss for the next activities.</p>						10 mins
<p>2. Vocabulary introduction: By using PowerPoint slides, the T will introduce the vocabulary the Ss need to understand the fable. These slides are about animals, places, adjectives, and some verbs, these are to describe the characters or the actions the perform. Thus, the T will make the Ss repeat the vocabulary aloud, at least twice for their further retention as well as to help them pronounce correctly.</p>						15 mins
<p>3. Matching game: Once the Ss have listened to and repeated twice the vocabulary, they will be given a chart for them to match written language with pictures by using different colors. With this activity it is expected that they can remember some of the words. Furthermore, in case the Ss cannot complete the activity easily (as they are still learning to read) the T will pass the images back for them to fulfil the it successfully. When the Ss finish the matching, they will have to color the images too.</p>						25 mins
<p>4. Meeting the fable, The Tortoise and the Hare: The purpose of this section is to arouse the Ss’s interest, and attention. Thus, the T will show a picture related to the fable. He will ask questions about the characters, their colors and all the things the Ss can see. Besides, the T will try to recycle vocabulary and content that the Ss have already learned.</p>						7 mins
<p>5. Reading the fable: The T will sit down with the Ss in a horseshoe, he will read the Story slowly, and he will also use images to help the Ss understand the story. For this procedure, the T will have to organize the Ss and wait for them to be calmed down.</p>						5 mins
<p>6. Asking questions about comprehension: Once the fable was read, the Ss will go back to their seats, then the T will ask questions about the fable for him to assess the Ss comprehension as well as their reaction to the fable.</p>						5 mins
<p>7. Jigsaw puzzle: Another activity to assess the Ss’s comprehension of the story is to give them a jigsaw puzzle for them to arrange the right sequence-order of the story. To do it so, the T will give them Six pieces randomly, which have the sequence of the fable. The Ss will have to organize them correctly, paste it on the notebook, and color them too. The SS can work either individually or in pairs.</p>						25 mins
<p>8. Wrap-up: Clarifying the right order of the fable by pasting on the board the six pieces and discussing with the Ss whether they did it well or not.</p>						5 mins
<i>Me and My Strengths #2</i>	Goal	<i>At the end of the lesson they identify the strength that characterizes them most. —Recalling the fable, The Hare and the Tortoise</i>				
Vocabulary	<i>introduction of themselves by using I AM ,Adjectives to describe personality,</i>					Time
<p>1. Enny Menny Minny Moe with a ball: To introduce the second lesson, the T will bring the class a ball marked with the slogan I AM around it. With this ball the T will also assess vocabulary recalling by asking question about its shape and colors. The purpose of this ball is to teach the Ss how to say their names as well as to help the T memorize them. The game consists on passing on the ball to all the Ss, the T will ask What’s your name? and then they will have to answer I am [...] In case the Ss cannot respond as it is expected, the T will use the puppets to impersonate the right way to do it. On the other hand, the ball will also be introduced as a mechanism to claim control and silence, therefore, the person who has the ball is the one who can speak only.</p>						20 mins
<p>2. Watching an animated book: To refresh the Ss’s minds, the T will play an animated book on the video beam. The feature of this book is that the reading is quite slow, and it also has images and subtitles for the Ss to track the reading.</p>						5 mins

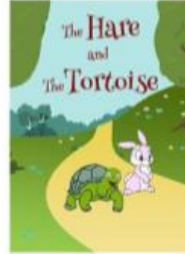
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<p>3. Introduction of new vocabulary: The T will use a Powtoon presentation made by himself about some adjectives to describe either the Hare and the Tortoise's characters' personalities or their own too. The T will pass on the images slowly, and he will also make the Ss repeat at least twice. Moreover, the Ss will be given a paper with the words that appear on the Powtoon presentation. With colors the Ss will have to choose which adjectives fit them better and which do not. This exercise is also for them to strengthen their early reading skill by comparing and finding words from the screen to the paper.</p>		15 mins
<p>4. A creative moment: The T will give the Ss a colorful paper for them to draw themselves. The T will also bring the class lentils, macs, glitter, and glue for them to decorate the art piece as they wish. In addition, the Ss must select one of the adjectives they identify most with and write it in their drawings.</p>		25 mins
<p>5. Pasting on a big cartel: As soon as the Ss have finished their works, the T will leave on their desks, a piece of tape for them to paste on a huge cartel their drawings. This cartel has two divisions: one to talk about what I am good at, and the other for the things I am not so good at. On this session they will identify what they are good at and in the last of this lesson, they will do the one they are not so good at. (10 mins)</p>		8 mins
<p>6. Sharing: With the time remaining, the Ss will stand up and they will say <i>I am [...]</i> depending on the adjective they had selected before. This space is for the Ss to reflect on themselves and to know their peers too.</p>		20 mins
<i>Me and My Strengths #3</i>	Goal	<i>In the lesson, the Ss will create their own version of the fable</i>
Vocabulary	<i>Recycling adjectives for personality and nouns from the fable</i>	
<p>1. Simon says and Touch: The T will paste around the class some flashcards made by himself about either the adjectives or the characters of the fable. This activity consists of asking the Ss what this is, and the main idea with these flashcards is to see how many words they have memorized along these two sessions. Thus, the T will ask them to show for instance big, and the Ss will have to point and if possible, touch the flashcard. On the other hand, the T will ask questions about the characters to see if they can make relationships between the vocabulary present in the flashcards and the fable, the Tortoise and the Hare.</p>		15 mins
<p>2. Watching a video about the fable: The T will play a musical video about the fable. This video is for the Ss to bear in mind the story. Once the video has been played, the T will ask questions about the right order of the story and what happens to the characters by pausing the video and giving the Ss the floor by using the colorful ball I AM</p>		10 mins
<p>3. Making a pop stick puppet: Once the Ss have watched and talked about the video, the T will deliver the materials and he will also explain the procedures for the Ss to make a pop stick puppet. The T will assign two monitors to help him give the implements needed to do the puppet. First, the Ss will have to work in pairs, they will have to cut off the characters, choose one of the two, and color it as they wish, then they will decorate the pop stick, and finally they will paste the figure on the pop stick with glue. The Ss only have one glue per line, which means they must share and be respectful.</p>		25 min
<p>4. Acting out the fable: As the Ss worked in pairs, they will have to prepare the fable to present it in front of the students. The Ss can decide the way they want to perform it, and as they do not speak English, they can speak in Spanish.</p>		15 mins
<p>5. Some performance: The T will look for volunteers who wish to recreate the story. Thus, the Ss will come to the front of the classroom to show their peers their performance. The rest of the class must pay attention and they can even be jurors of the presentations by refreshing the students-performers' minds about the forgotten scenes or important details in the fable.</p>		20 mins
<p>6. Assessing memorization: To finish this session, the T will use back the flashcards to contribute to build up the Ss' vocabulary. This time the T will hold the flashcards in his hands, and he will pass on them, pronouncing firstly, and then the Ss twice. The T will ask what this is to see who learned the words and how many.</p>		5 mins
<i>Me and My Strengths 4</i>	Goal	<i>The Ss will reflect about the teaching of the story and they will show their favorite part</i>
Vocabulary	<i>Reinforcing of nouns and adjectives from the fable and personality, Use of I AM NOT</i>	
<p>1. Recalling adjectives: The T will replay the presentation made on Powtoon about personality, this to help the Ss remember the vocabulary. The Ss will have to repeat each one of the words, at least twice.</p>		10 mins
<p>2. Eenie, Meenie, Miney, Moe: With the flashcards and a ball, the T will ask the words learned.</p>		12mins

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<p>3. Retaking the Cartel: The T will paste the cartel where the Ss had pasted what they are good at on. The T will ask what they had choose to contextualize and refresh their minds.</p>	10 mins
<p>4. Drawing what I am not so good at: The T will give the Ss the paper for them to draw what they are not so good at, and to paste on the cartel that already has the positive aspect.</p>	20 mins
<p>5. Sharing: The Ss will stand up of their desks and they will say: <i>I am not so good at</i> and then, they will paste on the cartel their drawings.</p>	15 mins
<p>6. Retaking the Story: Based on the video, the Tortoise and the Hare, the T will play it, and he will ask questions about it while he is playing.</p>	5 mins
<p>7. Changing the end of the story: The T will give the Ss a sequence with the Story <i>the Tortoise and the Hare</i>. The Ss will have to color the sequence and they will also have to choose an alternative end.</p>	20 mins
<p>8. Discussing the moral of the story: In a horseshoe the T will ask questions about the story like what the teaching of the tale is, or what they would have done if they were the tortoise or the hare. These questions to orient the class to the purpose and moral of the story.</p>	13 mins
<p>9. My favorite part was: In a paper, the Ss will draw their favorite part of the story. They must title the sheet with the title <i>My favorite part of the story</i>. The drawing will be paste on the notebook.</p>	5 mins

Annex 1. PPT vocabulary Introduction



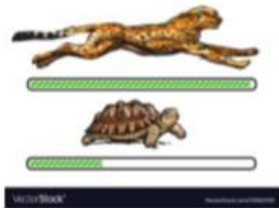
Hare



Tortoise



Fast VS Slow



Race



Strong VS weak



Big VS Small



Annex 2. Sequence during reading

The Hare and The Tortoise

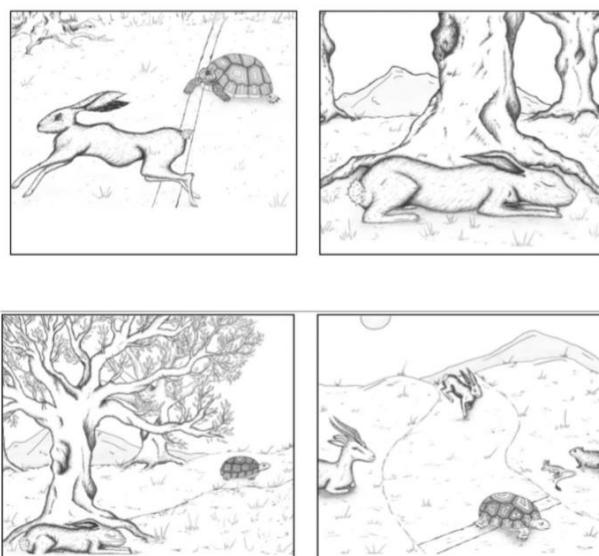


Annex 3. Music video The Tortoise and the Hare

<https://www.youtube.com/watch?v=WF8iaqRqI60>

Annex 4. Rearrange story activity

The Tortoise and the Hare Puzzle

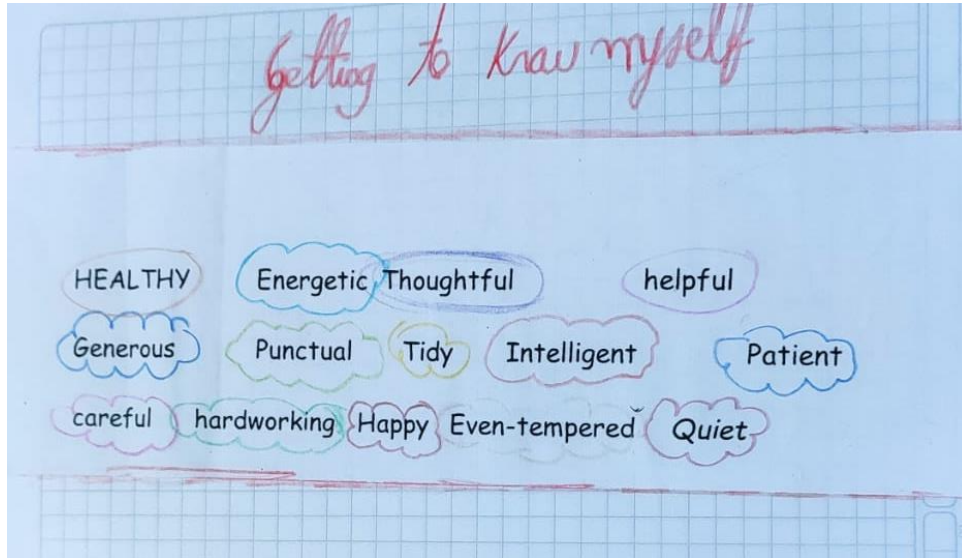


Annex 5. Flashcards sample 1



Annex 6. Flashcards sample 2



Annex 7. Students' Artifact sample 1**Annex 8. Students 'Artifact sample 2****Annex 9. Powtoon presentation**

<https://www.powtoon.com/c/esqHomIXg6/1/m>

Annex 10. Students 'Artifact sample 3

