

STORYTELLING TO IMPROVE THE PROCESS OF LISTENING SKILLS

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**ACCEPTANCE NOTE**

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## **Abstract**

This qualitative research is an action research project developed in the School Prado Veraniego, branch B; the participants were students from second grade. It attempted to answer the following research question: How are listening skills such as receiving, attending and understanding shaped by using storytelling with second graders at Prado Veraniego School? In this study the teaching process was based mainly in the reading of Children's Literature. Some strategies I used in the implementation were the reading aloud, images and storytelling strategies. The findings revealed that by using storytelling strategies students were able to get familiar with some expressions, sounds of words, key vocabulary and the main idea from each story was told.

Key words: Listening skills, receiving, attending, understanding and storytelling.

## **Chapter I**

### **Introduction**

This first part of chapter one deals with the main information from the school Colegio Prado Veraniego E.I.D. First, it describes the external and internal context of the institution. Then, I introduce the population taking into account facts related to their cognitive, socio-affective, cultural and linguistic characteristics. Finally, I present the diagnosis, the statement of the problem, the research question, the research objectives, the rationale and the previous research related to the problem.

### **Characterization**

#### **Local Context**

The School Colegio Prado Veraniego I.E.D. is the place where I carried out this project. This institution has two branches: A for high school and B for elementary school. They are located in Prado Veraniego neighborhood in the locality of Suba, which, according to Centro de Documentación e Información de la Localidad de Suba (2013), belongs to stratus three. In the beginning it was a residential zone, currently it is commercial zone.

The B branch, in which the research took place, is located at Carrera 53A No. 128-5. It is bordered to the north by avenue 129, to the west with avenue Villas, to the south with

avenue 127 and to the east with Autopista Norte. Considering the surroundings, it is a quiet place, there is a Cami next to the school, and there are several grocery stores and few repair stores. Additionally, in terms of transportation, the neighborhood is well located because it is closer to 129 street and the Autopista Norte; something which makes easier the access of students to the school.

### **School's context**

Regarding the institutional project of the school, it is laid out as follows. First of all, according to the school's "Manual de Convivencia" (2016-2017), the institution has as the basis for its teaching, *values and communication* in order to educate not only students but human beings. This important aspect is contemplated in the mission: "Colegio Prado Veraniego, I.E.D, generates and strengthens in the educational community, cognitive, social and practical processes oriented towards the formation of competent human beings through communication with high quality that allows them to appropriate values for a healthy coexistence."

Also, the vision aims to prepare humans committed to their development taking into consideration values and harmonious coexistence. This important aspect is considered in the vision: "Colegio Prado Veraniego I.E.D, and aims to position itself at the local and national level by 2020, as an institution that prepares people committed to their human development, to continue their academic training, to live their values and lead positive processes of social change to enable a harmonious coexistence that allows the construction of a fair and solidary country."

Furthermore, the PEI is “with quality towards human development” contributes to the particular character of all members of the community in general. Also, this aspect is seen in the “Manual the Convivencia” (2016-2017): “Colegio Prado Veraniego, I.E.D, basis its action, its conceptual, organizational, pedagogic, educational, administrative approach on the principles, criteria, and humanistic, scientific and cultural values that identify, develop and give its particular character as an educational organization that gives to the integral development of all members of the PRADISTA community, through quality communication.”<sup>1</sup> As a result, these facts help to determine that *values and communication* are the institutional emphasis.

### **Children context**

There were 10 girls and 22 boys between 6 and 7 years old. The majority of students come from Prado Veraniego neighborhood, which belongs, to stratus three but with a social economic characteristics of stratus two. In addition, some of the students live with their parents and belong to nuclear families whereas other students live with other relatives such as a grandmother, father in law, uncle or aunt. Family members are used to helping their children with homework, but in some cases, neighbours are the ones who help them and take care of them as well (Interview, March 3<sup>rd</sup>. Lines 100-112).

Regarding the classroom organization, there are pairs of students per desk. The arrangement of the classroom was in vertical separate columns. Students supported each other while they were doing the activities that the teacher proposes as they were arranged in seats with one strong (good-skilful-competent) student and one weaker (weak) student. In addition, they change their positions each week.

Considering cognitive aspects, they were learning how to write and read in their mother language. The activities seemed to do included copying words on their notebooks and study guides many times. They were writing in cursive letters because it was useful for processing cognitive stages such as visual space, fine motor skills and coordination (Interview, March 3<sup>rd</sup>. Lines 1-12).

Furthermore, related to the socio-affective and cultural aspects, all of the students liked to spend time with their families and they liked going to school, to the cinema, watching cartoons and playing sports as well. Ranging from 83% to 96% of students liked going to the library, reading books, painting, going to the museum, playing puzzle, listening to music, doing handicrafts and singing (Survey March 6<sup>th</sup>)

Furthermore, 90% of the students like classes; the other 10% does not like them. Some of them said, “I do not understand” as an argument. Additionally, when English class starts they eat their snack. They take 10 to 15 minutes eating snacks. There is a lack of time for English class. Therefore, the time for the English class is not enough.

In addition, about students’ linguistics competency, 90% of students like English classes even though it is their first interaction with EFL. During this first academic period, the teacher teaches vocabulary (greetings, my name is..., and some commands) according to the table of contents she proposes (Interview, March 3<sup>rd</sup>. Lines 15-38). It includes main themes. This table of contents is not included in the formal curriculum. Besides, there were no books to work in English.

## **Diagnosis**

In this section, I present the analysis and results of the information gathered through field notes, a survey and the teacher's interview.

First, the observed classes were supposed to be in English, however, the teacher in charge of the group was not an English teacher. She was teaching some vocabulary about greetings even though she did not speak the second language. She tried to have good pronunciation of the words she taught. In addition, there was not a communicative purpose because students just copy the vocabulary into their notebooks and they repeated the words; it was not meaningful for children (Field note II, lines 24-27 and field note III, lines 30-32).

In addition, regarding students' behaviour in class, they were very energetic, the majority of boys constantly walked around the classroom. They liked to talk to each other and when the teacher was absent for a moment they started to fight as a game, but also they stood up and went close to the door waiting for the teacher. This situation caused indiscipline. In addition, the teacher seemed to speak loudly almost all the time because some of the students did not follow the instructions or they did not listen to her and they did different activities in relation to the activity the teacher proposed. In addition, they were in the process of adapting to first grade. It demanded from children more responsibility. Moreover, there were two students repeating the first grade.

Furthermore, taking into account, students' acquisition of EFL, they are in their first contact with the English language. The first observed class showed children like videos in English. They were able to repeat the vocabulary the teacher taught (Field I, lines 21-31). In addition, the teacher translated the words into Spanish. Students usually repeated what the teacher said and they wrote the sentences in English, after that they rewrote them. It means

that, they were practicing writing skill but without a meaning in terms of communication.

Finally, in relation to students' language skills, it was possible to make an activity as a diagnosis, (Field note III, lines 3-34), for knowing how students are in relation with listening, speaking, reading and writing skills. The activity seems to show that students are able to understand some words even though the vocabulary was new for them. In addition, it was important to mention that students understood the meaning without translation but representing or acting the meaning. They were able to repeat the vocabulary and understand what it meant. It could be reflected when they say in Spanish the meaning of the word. Moreover, in writing and reading skills it was important to mention that they were in the process of learning how to write in their mother language, so they were able to write by repetition but not in a meaningful way. They were not able to read in English either.

### **Problem Statement**

By triangulating the information collected through a survey applied to each student, four field notes and an interview to the home teacher the problem statement identified as follows.

According to "*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*" (2006), students from 1<sup>st</sup> to 3<sup>rd</sup> grade are supposed to recognize when teacher speaks in English and student have to react in a verbal and no verbal way. Furthermore, they should understand the general idea of a story when the teacher is making movements, gestures and when the voice changes as well. In addition, they should not only understand but also comprehend some vocabulary and expression of EFL, all of this process, in regards to listening skill.

By analysing, the information-collected I could evidence that students were not able to recognize and understand the general idea of a story using English. They needed the translation into Spanish to recognize and comprehend what the teacher had taught such as basic vocabulary and greeting expressions (Field note I, lines 19-33 and field note IV, lines 6-26). Although the teacher had planned a table of main topics for teaching EFL, it was not enough for students' learning process, because the method by repetition was not meaningful. Therefore, students were not able to understand and comprehend the English language.

### **Research question**

How are listening skills such as receiving, attending and understanding shaped by using storytelling with second graders at Prado Veraniego School?

### **General Objective**

To characterize how listening skills such as receiving, attending and understanding are shaped by using storytelling with second graders at Prado Veraniego School.

### **Specific Objectives**

- To determine how storytelling helps students to get familiar with English by hearing stories.
- To identify how, through storytelling, students attempt to get the main idea of the story.
- To recognize how repetition helps students remember vocabulary, events, characters and the main idea of a text.

## **Rationale of the Study**

Through this project I aimed to apply a methodology that helped students to learn the language in context and consequently to develop their listening skills. Storytelling seemed to be an appropriate resource that allowed students to promote the acquisition of English as a foreign language.

According to Rost (2002), listening seems to be the first step in learning a language. It means this first step is transcendental in the configuration of the bases of linguistic development groups of sounds of simple meaning and isolated words have a decisive influence on the later development of the child's linguistic communication.

This first listening step could complement the other skills: Speaking, reading and writing. Thus, the aim of this project was to use storytelling in a meaningful and creative way. Meaningful because a story contains real experiences, in which children can keep a relation with their real life. In addition, students were able to understand the structure of the target language and the differences between their mother tongue in terms of intonation, stress and rhyme. This can be achieved through repetition. Stories contain natural repetition not only of the sounds of words but of vocabulary and expressions. Consequently, storytelling allows students to imitate the sounds, intonations, stress and rhyme of the English language.

## **Previous research related to the problem**

This section presents the previous research studies about the problem. It was important to mention that there were some students from the Universidad Pedagógica

Nacional who had not worked on this problem because most of the investigations have been based on storytelling in relation to reading, writing and speaking skills. Thus, there is no research on using storytelling to improve listening skills concretely; it is a complement to the other skills, but not the starting point to develop them. In order to this, the following literature is related to storytelling as a tool to promote EFL in general.

The first study is an investigation by one student from the Universidad Pedagógica Nacional, which uses storytelling as a tool to enhance EFL students' learning. Gil (2007) developed a research project called *The Role of storytelling in fourth grade students' literacy process and its influence in students' engagement in the English classes*. This research intended to inspire and motivate children to create a meaningful connection between the EFL and students' knowledge and experiences. The author used storytelling to provide a context to teach the language. After implementing the project, the results showed that storytelling was successful because it achieved the objectives, because children were involved in their real context and they wanted to attend English classes.

The second study is by Barbosa (2015), from Universidad Pedagógica Nacional. He developed a research project called *Storytelling as a meaningful resource that provides real setting for learning vocabulary in context*. This project took advantage of the use of storytelling as a significant resource because it allowed students to have real interaction in situations where the English language was spoken. In addition, an appropriate environment for learning vocabulary was provided. As a result, the students had significant learning in context where there was interaction not only with the teacher but also with classmates. In addition, vocabulary was used in communicative situations.

Finally, Cárdenas (2016), from the Universidad Pedagógica Nacional developed the research *Storytelling: an aid to develop oral skills among third graders*. This research project emphasized on the oral skill by storytelling. As a general conclusion, this study argues that through storytelling students develop oral skills in the target language. In addition, one fact to consider is that when using storytelling, students were able to emphasize on stressed syllables and words. Students mark the stress on content words such as nouns, adjectives and verbs. In addition, they understood that function words were unstressed.

The previous information with regard to local, school and children context and besides the diagnosis facilitated the construction of the research question and the objectives. Later on, the chapter two will present the theory that supports the research.

## **CHAPTER II**

### **Theoretical Framework**

This chapter presents the constructs that support the research. In the literature review the concepts of listening skills and storytelling which are defined from the points of view of some authors are presented. Then, in the State of the Art some studies are presented to comprehend what has been done so far.

### **Literature review**

#### **Listening skills**

Listening is a skill present in the activities that we carry out in our daily life. We listen to a variety of things such as, what two or more people are saying in a conversation, music, interviews and announcements on the radio. Listening is not only a process but also a skill, which, acts as a fundamental bridge for the acquisition of a second language.

Carter and Nunan (2001) point out that the listening skill involves a complex process that in turn makes possible to understand a spoken language. According to Renukadevi (2014) listening is considered as one of the basic language skills and it is related with the speaking, reading and writing language skills.

On the other hand, listening implies psychological phenomena. McLaren (2006) states that listening skills take a cognitive level within people's heads. Listening as a communication skill belongs to the receptive abilities; Students receive and process information but do not need to produce a language to do this, while productive skills such as speaking and writing require production (Harmer, 2007).

According to De Vito (2000), listening consists of a six-stage process. *Receiving* as the perception of sound; *attending* as a selection that our brain focuses on; *understanding* as the process to analyse what we have heard; *remembering* as the step to keep the information in the mind's storage bank; *evaluating* as the process to evaluate the information the listeners have received. Finally, *responding* as the stage where the listeners manage to reach a total understanding of what the speaker said. These stages allow students to acquire the L2 by being exposed to comprehensible "input" (Krashen, 1985).

Taking into account the previous idea about "input", Nunan (2001) refers to *the nature of listening*. He states the importance of emphasizing in the comprehension of the "input". It means, "listening is vital in the language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking." (Rost, 1994 as cited by S. Yıldırım & Ö. Yıldırım, 2016, p.2097)

Furthermore, listening skills involve not only the information process already mentioned but also the top-down process. Bottom-up process happens when listeners "attend to data in the incoming speech signals" (Rost, as cited by Carter & Nunan, 2001, p.7). It means that students have to pay attention to specific details and they need to

understand all the information in the various listening activities. The top-down process occurs when listeners “utilise prior knowledge and expectations to create meaning” (Rost, as cited by Carter & Nunan, 2001, p.7). It means that it is not necessary for students to pay attention to specific details but to the context. They both take place at various stages of *cognitive organization*: phonological, grammatical, lexical and proportional (Renukadevi, 2014).

According to Carter & Nunan (2001), “this complex process is often described as a *parallel processing model* of language understanding: representations at these various levels create activation at other levels. The entire network of interactions serves to produce a *best match* that fits all of the levels” (McClelland 1987; Cowan 1995).

### **Storytelling**

According to Ellis and Brewster (2014), a brief definition of *storytelling* is “telling a story to people who are willing to listen” (p.25) and the main goal “is to maintain the listener’s interest and attention” (p.25). When students listen to a variation of stories, they can share their “emotions, the humour, the action and the suspense, the anticipation and the surprise of the story” (p.26). Also, storytelling can be used as a teaching tool and listening skills strategies, where teachers can help to reinforce students’ learning.

According to Harmer (2007), storytelling is a kind of *intensive material*. Students improve listening skills and gain valuable language input. It means that the storyteller not only can use it to improve listening skills but also other competences. There are other advantages: “it allows students to practice listening face to face interactions and, especially, allows them to practice listening “repair” strategies, such as using formulaic expressions

(*sorry? What was that? I didn't quite catch that*), repeating up to the point where communication breakdown occurred, using a rising intonation (*she didn't like the...?*), or rephrasing and seeing if the speaker confirms the rephrasing (*You mean she said she didn't know anything?* If the speaker says something like *she denied all knowledge of the affair*) (Harmer, 2007, p.306).

Another advantage, when storytelling and listening skills are mixed, is that they both aid children's imagination. Isbell (2002) argues, "Storytelling encourages children to use their imagination, create visual images, and actively participate..." (p.28). In addition, it provides "a way to bring children into the act of story making, creating stories with the teacher" (p.28). When children are living the stories, they get involved on an adventure. Later on, when stories are told, they move from being listeners to being participants, then they become in the storytellers.

### **State of the Art**

Luchini and Arguello (2006), worked on a piece of research named *Listening skills teaching: Some pedagogical considerations*. This project was carried out at Instituto Superior Josefina Contte with forty students. The objective of the project was to help "understand the complex process underlying listening comprehension." The teacher in charge of designing a pedagogical intervention was Mabel and she worked on listening skills comprehension in classes. The previous research shows the importance of *underlying listening comprehension* as a strategy to include listening skills teaching in L2 classes for communicative purposes before the integration with other communicative skills. In addition, this work can help first grade students' listening skills to provide tools that allow

to strengthen their language and to reach meaningful learning.

Another piece of connected research was done by Renukadevi (2014) called *The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening*. The author refers to the listening difficulties students had to face L2 acquisition. This project sets *strategies for effective teaching of listening* such as the Top-down and the Bottom-up strategies. On the one hand, the Bottom-up strategy, “concentrate on specific details while listening and recognizing word-order patterns” ((Renukadevi, 2014, p. 61). In addition, it refers to a *conscious development*, in which, students plan, monitor, control and evaluate their listening. These characteristics belong to the metacognitive process and they have many implicit advantages on students’ L2 acquisition. This research focuses on the teacher’s role for using “strategies for comprehension through a process approach to teach listening” (Renukadevi, 2014, p.62).

The previous research is related with another study called *Test Takers’ Listening Comprehension Sub-Skills and strategies* (Barta, 2010). It took place at the Budapest Business School, and fourteen Hungarian students were the participants. This research was studied by *multiple choice and completing a table* task as “sub-skills strategies as categories” to improve *listening comprehension*. This project was focused on applying tasks taking into account the pre-listening and post-listening stages. These stages are related to the six-stage process that are presented in the framework of this current project.

According to Nasser (2011), who worked on a piece of research called *the effect of teacher’s storytelling aloud on the reading comprehension of Saudi elementary stage students*. Storytelling allows students to increase interest in the “reading process, stimulated

discussion, and enhanced self-confidence in the participants”. In addition, the author and many researches consider that “reading aloud to students allows them to become literate and motivates them to be active participants in the reading process.” This project presented the results of using storytelling on an experimental group and a control group subjects. The first group had satisfactory results in relation to the listening competence; it was not possible to control all the variables. The second group was controlled, as a result, it did not enrich listening skills and students did not felt confidence. This project is relevant because it shows how listening skills is a complement for reading skills by using storytelling.

Another piece of research was the one done by Dujmovic (2006). It is called *Storytelling as a method of EFL teaching*, in which, presents strategies and tips to help *the teacher as a storyteller* to prepare the “performance” for students of a storytelling. One of the advantage of having a “good performance” is involving children in the stories “This imaginative experience helps develop their own creative powers”. This project is useful for the current one as it contributes with the experience of using storytelling as a tool for increasing children’s imaginations. In addition, the author states the importance of listening the stories by *natural repetition*, “Repetition also encourages participation in the narrative” (Dujmovic, 2006, p.78).

To conclude this section, Jones (2012) states on his project *Creating a Storytelling Classroom for a Storytelling World*, how the interaction students-storytelling could impact them in a classroom by using the four steps he proposes. *Generic structure and raising awareness, language focus, Getting started on the stories, Improving the quality of the story—a focus on reaction and Becoming an active listener*. It is relevant as a storyteller to follow strategies that makes of the learning a meaningful experience.

These previous researches are useful for this current project, because they present on the one hand the stages of understanding listening skills, before integrating the other skills and on the other hand, the stages in which telling stories could result in meaningful learning. Now, following in the footsteps of Jones (2012) children "will need substantial exposure, time and practice to develop their ability" (p.6). It means that gradually and taking into account these stages first grade student will improve their listening skills.

## CHAPTER III

This chapter presents all the information about the type of research. This section shows a brief definition about qualitative research, action research and a description about the data collection instruments and procedures, and the ethical issues related to the study.

### **Type of Research**

#### **Qualitative research**

Qualitative research is a paradigm that allows understanding the meaning of a social phenomenon considering a natural setting. It means that the researcher meets the population in their field such as setting, institution or school, site in order “to observe behaviour in its natural setting” (Merriam, 1998, p. 7). She also highlights a qualitative research is a flexible process which could adapt many conditions during the study. This project can be adapted according to the variations and conditions that its presents.

Moreover, it focuses on participants, it can build theories or hypotheses and it is descriptive. Obtained data cannot be evaluated with quantities but with descriptions and interpretations that have to be supported by theories.

#### **Method of Research**

This project was based on *action research*, “the entire body of research in which the practitioner is engaged in collecting data or information for the purpose of solving a practical problem in an authentic setting” (Hubbard & Power cited in Carr& Kalmbach, 2006, p. 32). It means that not only the researcher has participation but also the participants of the research. Moreover, *action research* attempts to give a solution to an issue (identified from the first observations) and it focuses on the benefits of the students’ learning. As a

result, it gets the improvement of some teaching strategies and it works as a *co-creating* process with students, members of the school and community, therefore there is an *action* (Carr & Kalmbach, 2006, p. 32).

This research gathered information to identify a problem and give a solution. Firstly, the information was compiled by observations, a survey of the students and an interview to the teacher in charge. Then, the information was analysed and the results allowed determining a problem. Finally, a solution was proposed. Moreover, students' opinions not only were considered but also the teacher in charge and mentor.

### **Data Collection Instruments and Procedures**

During the implementation of the pedagogical proposal, data was collected to analyse what was happening, to propose and apply changes if necessary and then to answer the research question. In this study data was obtained throughout three instruments: Diaries, field notes and artifacts. These instruments were chosen due to the accuracy and pertinence they offer in regards to the data collection (Herbert & Shonamy 2008, p. 160).

**Diaries** could be used to collect students' experiences. They could have a variety of forms such as notes taken by the researcher where it is possible to include the impressions or anecdotes, audio or visual recordings. As this type of data needs to be transformed (transcriptions or summaries) at the same time the information becomes manageable. Diaries were useful for recording the observations along the implementation of the pedagogical proposal. One of the advantages was that the teacher-research could get all kinds of information such as anecdotes, impressions, photos, student's activities and videos.

**Field notes** could be used to reconstruct specific events and observations.

According to Wolfinger (2002) they allow the researcher to gather data about not only experiences and descriptions but the general and specific details and they could be useful to analyse determinate activities. This instruments register students' behaviour, and how they carried out the activities were planned in the pedagogical program.

**Artifacts** are a physical tool such as notebooks, workshops, crafts, etc. whose main objective is "to analyse submitted student work" and the process that the participants will have had in implementing the proposal" (Carr & Kalmbach, 2006, p. 77). It provides individual students information about feeling, point of views and beliefs.

### **Triangulation**

In addition, data gained by observations cannot be evaluated by using quantities but with descriptions and interpretations that can be supported by theories. In addition, *triangulation* is considered trustworthy to avoid biases. *Triangulation* is made of observation (be critical when the participants are observed), interview (ask questions and listen to colleagues, supervisor, mentor-teacher in order to hear another side of the story) artifacts (physical documentation) (Carr & Kalmbach, 2006, p. 82).

### **Ethical considerations**

Finally, the students' names are changed and all personal data is not exposed here because the student's information is confidential and they are under age; As a result of which a permission is required and prior to data collection, application of instruments and lesson, the student's parents and dependents were informed through a consent form (see appendix 4) about the project.

## CHAPTER IV

In this chapter the vision of language, vision of learning and teaching methodology are presented. Then the pedagogical intervention is depicted considering the three cycles of the intervention process.

According to Tudor (cited in Vera, Chapetón and Buitrago, 2017) the classroom environment is influenced by several factors. This aspect allows the teacher to set the dynamics of the language classroom; Tudor describes appropriate concepts to understand how those dynamics are and how they can influence participants. The visions have been selected taking into account the objective of this project.

### **Vision of language**

This project embraces two visions of language as *Self-expression* and as *Cultural and Ideology*. *Self-expression* is given through the language as it allows people to express their emotions, aspirations and explore their interests. It is necessary to create an environment for students where they are not afraid of expressing what they think and feel in order to make their learning process something meaningful (Tudor cited in Vera, Chapetón and Buitrago, 2017). It is possible to do so by using storytelling because, when a story is narrated, the characters show and express emotions that make students feel more confident, especially when the stories deal with topics related to their own experiences.

The second vision is *Cultural and Ideology*. By learning English, students can be able to recognize cultural facts around the world and the *Cultural* concept help them understand and interact with other communities where English is spoken. It also has a key role to play in teaching as it allows the establishment of objectives, evaluation process and

selection of appropriate material with cultural content (Tudor cited in Vera, Chapetón and Buitrago, 2017). By using storytelling it is possible to include that cultural viewpoint of the language through amusing and pondering stories for students to learn about other cultures while learning the target language.

### **Vision of learning**

This project embraces two visions of learning: the *experiential learning* and *the role of affect*. According to Tudor (as cited in Vera, Chapetón and Buitrago, 2017) *Experiential learning* is presented in a naturalistic form and it is related to the natural approach as one of the theories the project is based on. It means language needs to be learned by keeping a real interaction with the language and by using real materials. Tudor highlights that *Experiential learning* implies two factors. First “exposure to substantial amounts of input in the target language”: this research aimed at exposing children to the target language through the input of listening skills. Second “communicative purposes”: In this study, students were able to communicate, either by using words or expressions.

The second vision is *the role of affect*, which involves three main factors: *cognitive*, *psychological* and *experiential*. They play an important role in the students’ process of learning because students are able to process an effective learning. This study developed activities taking into account student’s interests, social conditions and cognitive processes in relation to their age. All these aspects allow making effective the interaction with the target language.

## **Teaching methodology**

This section of the project describes the design of the unit plan and lesson plans based on storytelling as a methodology. It was mentioned on chapter II that storytelling is a technique that allows improving listening skills. According to Brewster, Ellis and Girard (1992) it is necessary for the teacher to plan how to tell the story before presenting it to the children. Before telling a story teachers need strategies, which means that the teacher requires a plan and narrative techniques, so children can have a good understanding of the foreign language.

Regarding the above, it is important to be aware of the teacher and learner's role. The teacher's role relates to use real material for listening comprehension. When a teacher uses authentic books, he or she has the possibility to teach real language because "language has not been selected or graded" (Brewster, Ellis and Girard, 1992, p.160). Additionally, he or she should provide an environment where students are able to improve their receptive input and the activities should focus more on meaning than form. In addition, teachers need a plan to make the learners' experience the best one.

Learner's role attempt to learn the target language "involving meaningful communication" (Brewster, Ellis and Girard, 1992, p.158) through natural learning. Therefore, storybooks are selected by considering children's likes and authentic stories. In fact, storybooks have benefits when they are read for ESL students' learning:

- It helps to "develop positive attitudes towards the foreign language and language learning" (Brewster, Ellis and Girard, 1992, p.158)
- Children have the possibility to increase their imagination. They are able to identify the characters and make their own interpretations of the story; "This imaginative

experience helps them to develop their own creative powers.”(Brewster, Ellis and Girard, 1992, p.158)

- Children are able to make sense of their everyday life and interact with the society.
- As a social experience, children are able to show feelings based on what storytelling provokes “laughter, sadness, excitement, and anticipation”. (Brewster, Ellis and Girard, 1992, p.159)
- When children listen to stories repeatedly, they are exposed to the repetition of structures, phrases, vocabulary. Repetition permits to reinforce the target language while there is a meaningful context.

### **Pedagogical intervention**

This project was developed during six months, from August 2017 to March 2018 by following a table of contents called Pedagogical Intervention. The process was divided in three cycles; the first cycle was held in August and September; the second one on October and on November of 2017; and the last one on February and on March of 2018. In order to carry out an introduction, seven units and a closing activity. The seven units were planned taking into account one lesson plan and one storybook per unit.

Considering the implementation of storytelling, some strategies were the basis for the design of the cycles. According to Brewster, Ellis and Girard (1992), they suggest strategies to tell stories such as using different voices, alternating between soft and loud speech, using pauses to build up suspense and providing visual support: draws, pictures, puppets, flashcards, etc. It was possible to relate the story and activities to other areas such as values, animals, healthy habits, social issues, etc.

Therefore, regarding these strategies, the cycles were designed as follows. The *first cycle* consisted of providing students enough and appropriate vocabulary, which was checked before telling the story to make sure students were able to understand the aim of each lesson related to the storytelling. In addition, they were exposed to the sound, the rhythm and stress of word. They were close to the foreign language at the first time.

In the *second cycle*, the stories reinforced the vocabulary seen through repetition and prediction in order to motivate children to participate in the story; in this stage they had the chance to interact with some basic expressions which are related to culture of the target language.

The *third cycle* included new words, reinforced the vocabulary previously seen and included new grammatical structures and expressions.

### Chronogram

#### Pedagogical Intervention

<b>Area:</b> English Language	<b>School:</b> Colegio Prado Veraniego IED, branch B	
<b>School Year:</b> 2017 -2018	<b>Target group:</b> 102- 2017 first grade 202- 2018 second grade	
<b>CONTENTS</b>		
<b>Cycle 1</b>		
<b>August /Introduction</b> <i>Topic:</i> Feelings and emotions <i>Storybook:</i> “¡No David!” By David Shannon.	<b>Grammar target:</b> -Commands: Be quiet, listen, raise your hand, sit down, stand up and look at the board. -Adjective: happy, sad, angry, worried, shy, exited, surprised and tired.	<b>Communication goal:</b> To introduce base vocabulary about feelings, adjectives and commands.
<b>August /Unit 1</b> <i>Topic:</i> Feelings and emotions	<b>Grammar target:</b> -Adjective: happy, sad and angry.	<b>Communication goal:</b> To show animals have feeling such a happiness, sadness and angry.

<i>Storybook:</i> “Pigeon has feeling too” by Mo Willems.	-Vocabulary: Pigeon, driver.	
<b>September/Unit 2:</b> <i>Topic:</i> Have permission <i>Storybook:</i> “Don’t let the pigeon drive the bus” by Mo Willems.	<b>Grammar target:</b> -Modal Can I ____? -Verb: Drive, bus, wheels.	<b>Communication goal:</b> To ask for permission to do something.
<b>Cycle 2</b>		
<b>October/Unit 3:</b> <i>Topic:</i> Healthy habits <i>Storybook:</i> “Don’t let the Pigeon stay up late” by Mo Willems.	<b>Grammar target:</b> -Question: what is this? -Vocabulary: Driver, pigeon, moon, starts, bunny, yawn and tired. -Verbs: Awake, sleep, stay up late.	<b>Communication goal:</b> To promote and persuade children to have healthy habits.
<b>October/Unit 4:</b> <i>Topic:</i> value-respect <i>Storybook:</i> “This is not my hat” by Jon Klassen.	<b>Grammar target:</b> -Vocabulary: big, small, fish, plant. -Verb: stole	<b>Communication goal:</b> To predict what happens when someone is misbehaving.
<b>November/Unit 5:</b> <i>Topic:</i> Welcome <i>Storybook:</i> “Old Mo” by Stacey W. Hsu.	<b>Grammar target:</b> -Possessive adjectives my/his -Vocabulary: play, bite, purr, sing, flop, chase, sleep and walk. -Expressions: My name is ____/His name is ____	<b>Communication goal:</b> To practice vocabulary: my name is ____, colors and questions what’s your name? Is this green/blue color?
<b>Cycle 3</b>		
<b>February/Unit 6:</b> <i>Topic:</i> Food <i>Storybook:</i> “Pete the cat; Pete’s big lunch” by James Dean.	<b>Grammar target:</b> -Vocabulary: Sandwich, apple, bread, fish, pickle, egg, cheese, hot dogs, banana, beans crackers and ice-cream. Big-small.	<b>Communication goal:</b> To show the importance of sharing with others.
<b>March/Unit 7</b> <i>Topic:</i> Rules <i>Storybook:</i> “David goes to school” By David Shannon.	<b>Grammar target:</b> -Vocabulary: yelling, pushing, running, chew gum, turn, keep, recess. -Classroom rules/home	<b>Communication goal:</b> To learn about rules and be respectful towards teachers and classmates.
<b>March Closing Activity</b> <i>Topic:</i> Food	<b>Grammar target:</b> -Possessive adjectives: my/ mine	<b>Communication goal:</b> To show the importance of sharing with others and be kind.

<p><i>Storybook:</i> “The pigeon finds a hot dog” by Mo Willems.</p>	<p>-Questions: May I help you? Is that a____? What do they taste like?          Expressions: Wait a second/ Enjoy! / I got an idea.</p>
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**Table 1. Pedagogical intervention**

**Expected outcomes**

It was expected that during the implementation of this pedagogical intervention students were able to understand the target language through storytelling. In addition, the activities were planned taking into account not only the tastes and students’ interests, but also with the aim that they could develop other competences such as helping people, respecting others’ things, loving animals and of course promoting to the love for reading.

## **CHAPTER V**

### **Data analysis and findings**

This chapter presents weaknesses and strengths regarding the data collection and the data analysis, considering the three stages of the process of listening were analyzed in the intervention: hearing, understanding and remembering. Stages were analyzed taking into the information collected during the pedagogical intervention; there are the categories and sub-categories which were identified.

### **Data management**

The present research project took six months, process that faced difficulties considered weaknesses for the data collection, yet obstacles could be overcome. First, the teacher in charge was not an English teacher and few English classes were observed to identify the population's main problem. Secondly, during the second semester of 2017 there were cultural activities and the teachers were going on strike, what caused a delay of some English classes. However, despite of the time wasted it was possible to apply the lesson plans and students enjoyed the stories.

In general terms, the project was successful because the objective laid out from the beginning was achieved. Students not only learnt vocabulary but also could understand the stories read in English without the help of Spanish, they read images to reinforce their understanding and also learn about values during the process. Before the intervention, students did not get close to a foreign language; at the end of the process, they knew a couple of words but could not link them into meaningful sentences. They were able to understand words, some expressions alongside pictures, gestures and movements.

## Data analysis

The data analysis consisted on 5 sub-categories which summarize the three stages of the process of listening done during the intervention. The first three sub-categories make reference to the first stage *receiving*, focused Storytelling which helps students to link a foreign language by hearing a story. The second stage *understanding*, focused on storytelling as a tool which students attempt to use for learning the meaning of a story; and the last stage *remembering*, focused on how repetition helps students to remember vocabulary, events, characters and the main idea of a text. The results show positive achievements as follows.

<i>Research question</i>	<i>Categories</i>	<i>Sub-categories</i>
Listening skills such as receiving, attending and understanding shaped by using storytelling.	Getting familiarized with English	Students associate images from books with sounds of words.
		After story time students recognize the main characters.
	Understanding the main idea of a story	Students are able to understand the situations that the characters deal with.
	Remembering elements of a text by repetition	Students repeat and pronounce key vocabulary, before, during and after story time.
Students are able to attempt to answer some questions during the story time in English. Students participate actively and interact with the story.		

**Table 2. Research question, categories and sub-categories**

### *1<sup>st</sup> sub-category: Students associate images from books with sounds of words.*

When a story is told, books are an important tool for understanding the intention of narrative; Books are significant for storytelling because they have a variety of images that provide meaning. Images help students to understand vocabulary. From the beginning of the intervention, books have showed a variety of elements that content some characteristics that are relevant such as colours, shapes, character's gestures and the way all of them are

disposed on a page. In addition, images provide many descriptions about places, objects, animals and characters. As images are visual played a relevant role in this study to help students understand the key vocabulary.



(S: “Pigeon has feelings too” by Mo Willems)

Also, I wrote the words: Happy, sad and angry on the board and pointed with my finger one by one and told them the way they are pronounced.

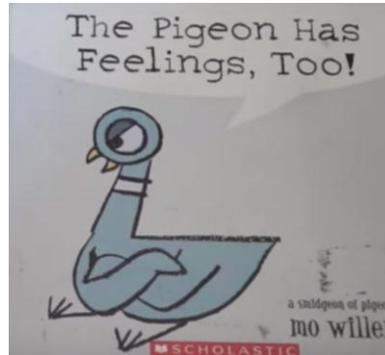
(Field notes, Grade 102, August 27<sup>th</sup>-2017, lines 13 – 15 Descriptions)

Later on, I took off some faces puppets and students showed a feeling by saying ¡No, David!

(Field notes, Grade 102, August 27<sup>th</sup>-2017, lines 64 – 65 Descriptions)

Regarding the previous images from the book “Pigeon has feelings too” by Mo Willems, they show how the character makes a gesture to show a feeling. Then, there is a citation from the data sample, which shows the importance to pronounce the words while students were looking at the images. Listening to the pronunciation of words allowed students to establish a relation between the sounds of the written words and the pictures they were looking at. To associate the images with the sound of words students heard the word

“angry” and at the same time, they were looking at an angry face from a puppet. This material helped to complement the reading and to catch students’ attention.



(S: “Pigeon has feeling too” by Mo Willems)

Later on, I showed them again the cover of the book. I asked them: Is it a sad or happy pigeon? They answered in Spanish and I told them that they had to tell me the word in English, for that I took the red ping pong and showed them and they tried to remember how to say “de mal genio”, but in English. Finally, they say “angry”, “angry” because the pigeon is angry.

(Field notes, Grade 101, August 19<sup>th</sup>-2017, lines 8 – 27 Descriptions)

The previous data sample shows students made an association between the image and the word “angry” when it was pronounced. In addition, there was another strategy for connecting the sound of the word with the meaning. Red ping pong represented the angry feeling; it was selected according with the colors meanings.

Thus, data revealed that students could associate images to nouns and verbs by looking at different images and by listening to the sounds of words. This process helped

students retain the vocabulary in their long-term memory, facilitated the vocabulary learning and motivated them to participate actively in class.

***2<sup>nd</sup> sub-category: After story time students recognize the main characters.***

Students were exposed mainly to pictures from real material at using gestures and movements that help them to show how the character is and what was happening in the story. According to Harmer (2007), the use of formulaic expressions, a rising intonation and rephrasing what the storyteller said, allows students to improve because the more listening practice they get the better they understand the language and they are able to recognize the main character. Findings show pictures and movements facilitated students' comprehension who could identify the main character.

Then, I showed them the book cover and point some objects on of the picture and I asked them *what is this?* They told me: una pecera, I said: “a fish tank” “Repeat please” and they repeated. I asked what is this? They told me “un pez” “peces” okey they are goldfish. And who is he? They said: “un niño”, one of them told me David. I told him ¡yeah! ¡Have five!. He rose his hand and hit his palm with mine.

(Field notes, Grade 102, October 10<sup>th</sup>-2017, lines 22 – 30 Descriptions)

Then, I acted as a David's mom and said: ¡No David! And I point with my index finger with a movement I show them ¡NO!, (I can infer that they understand David mom's attitude because they repeat: ¡No David!.

Then, I turned the page and David was writing on the walls, I asked them what's David doing? (I was expressing with my face surprised), they told me “está escribiendo en las paredes”. I asked: Do you write on the wall like David? they did not understand the question but I tried to explain them by acting I was writing on the walls. They could understand, then they said:

“nooo no se debe rayar en las paredes”, “yo no rayo las paredes”. After that, I read the text, it said: “David’s mom always said... No, David!”

(Field notes, Grade 102, October 10<sup>th</sup>-2017, lines 44 – 57 Descriptions)

The latter data revealed students’ capability to recognize the main character because storyteller used expressions and gestures at the same time to make them understand not only vocabulary but also what the main character from the book was. Later when the story had finished students could be sure David was the main character. They worked on their notebooks by drawing the main character of the story being sad, happy, angry and scared.



(S: Student’s artifact. ¡No David! By David Shannon. Draw the main character of the story. October 10<sup>th</sup>, 2017)

***3<sup>rd</sup> sub-category: Students are able to understand the situations that the characters deal with.***

By using children literature material, students got interact with the target language. Children’s book could be social because they provoke responses on children. Students not only could observe the pictures, the colours and the characters’ gestures but the characters’ situations. Stories conveys attitudes, beliefs, social norms and children’s perception of real life. Findings reveal students were able to understand the global understanding when the text was reading aloud. According to Renukadevi (2014), listening skills involve the top-down process, it is when listeners make use of prior knowledge to create meaning. It means

students do not need to pay attention to specific details but to the context.



(S: Student's artifact. Pigeon has feeling too by Mo Willems. Draw *the situations that the characters deal with*. November 10<sup>th</sup>, 2017)

The previous artifact presents the identification of the character's situation from the book Pigeon has feeling too by Mo Willems. Students answered the question: Do animals have emotions? By drawing an animal feeling angry, because the character from the book was angry too. Findings revealed that by linking real situations to stories students were able to understand the character situation. They could understand that animals are able to feel or have an emotion, not only a specific animal but also all the animals: cat drawing, lion drawing and fish drawing. Children were able to develop a critical perspective of reality.

***4<sup>th</sup> sub-category: Students repeat and pronounce key vocabulary, before, during and after story time.***

Firstly, it was necessary to select key words, the use of pictures with tape on the back were useful. Visual elements played an important role because they help students understand vocabulary. According to Isbell (2002), the use of pictures make the vocabulary meaning clear. When students listened to stories over and over again, they were exposed to the repetition of structures, phrases and vocabulary. Repetition permits to reinforce the

target language while there is a meaningful context. Vocabulary was worked before, during and after reading aloud. Students practice some key words and they interact with the story at the same time.

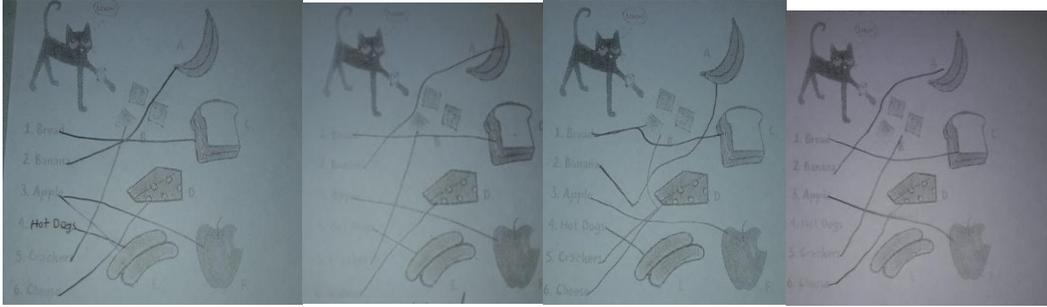


(S: Material Researcher. Pictures with tape on the back. March 09<sup>th</sup>, 2018)

I continued reading, there was a moment when Pete took a loaf of bread from the fridge. I told them, “open your notebooks and let’s draw the food”. Pete wanted a sandwich. While I was reading the ingredients, Pete added to his sandwich, students draw them on the notebooks. Firstly, Pete added, fish, apple, mayo and crackers. It was too small. Then, Pete add more ingredients because he was starving. He added, a pickle, cheese, an egg, two hot dogs, a banana and a can of beans. Finally, he thought something was missing. He added an ice- cream. His sandwich was too big for him. He thought he has to call his friends. Students saw a page where many cats were there, as they saw Pete had a cellphone, they told me, “Él llamará a los amigos para compartir”. Okey. Now, let’s count one, two...how many friend does Pete has? One of them told me, “six”.

(Field notes, Grade 102, March 09<sup>th</sup>-2018, lines 139 – 154 Descriptions)

The previous artifact presents a description about how students were able to interact and learn with the story. Students had to draw the vocabulary according to the sequence of the story. Images were used to make a sandwich for Pete the Cat. Findings revealed that by linking images to words and sentences students could activate vocabulary.



(S: Student's artifact. "Pete the cat; Pete's big lunch" by James Dean. Match the images with their names below to find out. March 09<sup>th</sup>, 2018)

***5<sup>th</sup> sub-category: Students are able to attempt to answer some questions during the story time in English.***

Students were exposed mainly to stories, in which they had visual images and they listened to stories over and over again. According to Alna, 1999, storytelling encourages children to use their imagination, providing a way to interact with the story. They became from being a listener to being a participant. When Pete the cat made a sandwich, students drew the ingredients and they could participate in the story.

I continued reading; there was a moment when Pete took a loaf of bread from the fridge. I told them, "open your notebooks and let's draw the food". Pete wanted a sandwich. While I was reading the ingredients, Pete added to his sandwich, students draw them on the notebooks. In addition, I asked them: "what is it?" They were able to answer what the ingredient was. Some of them said, fish, fish and fish. Then, apple and the other ones.

(Field notes, Grade 102, March 09<sup>th</sup>-2018, lines 139 – 147 Descriptions)

The latter data revealed students could remember some ingredients that were studied in the previous class. In that activity students saw in the pictures not only the images but the words and they practiced pronunciation when the story was reading aloud.

Visuals images and repetition facilitated students' prior vocabulary knowledge activation, what is evidenced through the drawing and they were able to answered the questions which facilitated interaction with the story and they recognized what was the the main idea of a text.

## CHAPTER VI

### Conclusions

This chapter presents the results review, the conclusions the project had regarding storytelling as an strategy to improve the process of listening skills, the pedagogical intervention, the triangulation and the research experience.

#### Results review

In the project, the first three stages of the listening process: receiving, understanding and remembering were the center of the attention. Also, the storytelling as an strategy attempt to improve the previous listening process. The intervention was designed bearing in mind the importance of the sequence presented before, thus three categories and their results were created as follows.

#### *Getting familiarized with English*

*Students associate images from books with sounds of words and After story time students recognize the main characters.*

By getting real material of children's literature, students were exposed to images from the beginning of the process. By reading aloud, they were exposed to the sound of words on a target language. They could understand the meaning of words by listening to how they sound and they were able to relate the image with the sound. Students' association process during the whole cycles were successful, but what is more relevant is that they were also able of seing images and sound of words the whole process. Data analysis evidences the usefulness of using images to associate sounds of words to learn vocabulary and understand the target language.

### ***Understanding the main idea of a story.***

*Students are able to understand the situations that the characters deal with.*

Students activated experiential knowledge by listening to texts in English. While the story time was reading aloud, Students language knowledge was activated by images, sounds and movements allow them to understand the topic and character situation. Also, topics were selected because they got close to students' context, students could also relate them to their own life experiences. Data revealed that due to the proximity the stories had with students' schemata, their understanding was good.

### ***Remembering elements of a text by repetition.***

*Students repeat and pronounce key vocabulary, before, during and after story time and are able to attempt to answer some questions during the story time in English.*

By reading children's literature aloud, images from text, sounds of words. Students were exposed by repetitions of sounds images and words. This strategy allow them to remember and repeat vocabulary. When a story is reading, students interacted with images and movements that helped them activate what they had learnt in the first part of the intervention, so that it ensured their comprehension. Also, stories included illustrated social issues closely to the students' context. They were able to make a relation with their experience as human beings.

### **General conclusions**

This research project aimed at characterizing listening skills such as receiving, understanding and remembering shaped by using storytelling with second graders at Prado

Veraniego School. Considering three main components it was divided: Getting familiarized with English by hearing stories; Students attempt to get the main idea of the story; and recognizing how repetition helps students remember vocabulary, events, characters and the main idea of a text.

Based on this projects results, it was evidenced during the observations that using storytelling as a strategy to improve listening skills can be done with children by using strategies to develop the first three stages of listening skills. A foreign language can be understood from the beginning, when children had been exposed to English language by receiving accurate input. Storytelling gave the teacher-researcher specific strategies, which, allow to adapt the stories to students' context. The use of images, real material, gestures, movements and the act of reading aloud, allow to the teacher-researcher to catch students' attention and it was observed they had fun and enjoyed the pedagogical intervention.

Regarding the real material, it was important the use of real literature because it showed the culture, the patters of the language, the relation between the main characters situation and the children's context. Furthermore, it took into consideration the similarities and differences between the sound, rhythm and the stress with their mother language. In Additions, real material gave students the possibility to interact and become close to the target language.

Additionally, the teacher-researcher considered the importance of dealing with topics students liked, because it caught students' attention and they could interact with the character from the story and the real situation. Students could identify with the characters' experience and situations.

The teacher-researcher made used of different strategies to gain children's attention.

The lesson plans included activities where music played a main fact for the introduction of key vocabulary and music helped students to follow the rhythm of many words and expressions. In addition, the used of games helped the teacher researcher to encourage students to participate on the activities were proposed.

Regarding the use of English in the classroom, it was important because listening skills require students were exposed to listen to the language: sound, stress, expressions and pronunciation. In this project, the use of images and gestures help students to understand some vocabulary and the intention of the story. The more listening practice they got the more they understood the language. It was not necessary to translate into Spanish the meaning of words because the strategies were affective.

Consequently, students were able to link the images to the sound of words, they learned new vocabulary, they were able to understand the main situation and they tried to repeat some of the expressions the texts presented.

### **Implications and Limitation**

To begin with, it is important to mention the implications for the field of education. Listening skills is the channel, which connect the other skills; reading, speaking and writing. Students have had a lot of difficulties on listening skills areas, in spite of all the researches focused on all the listening skills issues. It means students have problems with listening, particularly when they are learning a foreign language. It could be because there are inappropriate strategies in the field of education. Storytelling can contribute to create good strategies for students, especially if they are not close to a foreign language.

Besides that, at Prado Veraniego schools the English language teachers need to be present at school. At first, one of the problem was that there are not English teachers, it means that the process a teacher-researcher proposes do not have a continuity. Thus,

students do not have the opportunity to improve not only listening skills but the others. To work in this project students need repetitive activities and as was mentioned, continuity.

In conclusion, this research aimed at teaching English language, considering the first three stages of listening skills; receiving, understanding and remembering by using storytelling strategies. Findings show that research could be focused on these first stages with beginners to promote good basis when students get familiar with a foreign language. Students not only get vocabulary as is usual at this stages, but also, they can recognize when the teacher speaks in English because they have been listening to a foreign language by repetition. In addition, warm up activities could add a good experience for students, when they were working with listening exercises and songs, by singing and even acting what was being heard. The role of storytelling strategies make the listening skills easier to understand, but it is imperative to create other environments to help students achieve their learning process and to continue the process taking into consideration that not only the teacher but also the students must be active participants of the process.

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## APPENDICES

### APPENDIX 1. FIELD NOTES.

<b>DATE:</b> Friday 24 <sup>th</sup> February 2017.		<b>FIELD NOTE ONE</b>	
<b>SCHOOL:</b> Colegio Prado Veraniego I.E.D		<b>LEVEL:</b> Primary Students First grade 102	
<b>STUDENT-RESEARCHER</b> Carolina Romero	<b>:</b>	<b>TEACHER:</b> Olga Cristina Vega	<b>SUBJECT:</b> English
<b>TUTOR:</b> Esperanza Vera	<b>AGE:</b> 6-7	<b>Time:</b> From 9:20 to 10:30	<b># STUDENTS:</b> 29

	OBSERVATION	INTERPRETATION
1	Students came into classroom after	<p>Students seemed to be attentive to the instructions and they received the snack when they were sitting on their desk. They followed the recommendations and they started to eat. They were quiet and some of them were listening to the music.</p> <p>Students were able to follow the instructions even though some of them were playing with some toys or class materials as the pencil or a paper.</p>
2	break at 9:20am. Then, the teacher	
3	organized them for having snack.	
4	Teacher introduced me as a student	
5	who came to make observations and	
6	she recommended them to have a good	
7	behavior. While they had snack, she	
8	played instrumental music. After	
9	fifteen minutes they finished the lunch.	
10	Then, she started the English class.	
11	She introduced the topic, it was	
12	<i>greetings</i> . She wrote on the board the	
13	date and she told them to open the	
14	notebooks and write the date on them.	
15	She checked if they putted on it the date	
16	to each student. Also, she provided	
17	them a butterfly paper and paste it on	
18	the notebooks. Then, she gave them the	
19	instruction to keep their notebooks and	
20	closed their eyes. Meanwhile the music	
21	was still playing.	
22	After that, she started to tell a story.	
23	When she was telling the tale some of	
24	the students were playing with the	
25	pencil, the teacher interrupted the story	

<p>26 and she spoke aloud to the student were  27 playing because they were  28 misbehaving. Then, she continued  29 telling the story. After that, she said:  30 <i>“Open your eyes and do not open your</i>  31 <i>notebooks, put them away.”</i> After that,  32 she asked for a student of eleven grade  33 who was the assistant for this class to  34 turn off the light. The teacher played a  35 video about <i>greetings</i>, before that she  36 gave them recommendations, she said:  37 <i>“First of all you are going to listen the</i>  38 <i>video then you repeat the word”</i>. She  39 explained in her mother tongue:  40 Spanish. After that, the teacher gave  41 them explanation about how in our  42 country we say <i>“hola”</i> and the she  43 translate into English <i>“hello”</i> to  44 provide them the correct meaning in  45 the second language. Students were  46 able to repeat the vocabulary teacher  47 taught.  48 She repeated the same method using  49 the <i>greeting vocabulary</i> as a <i>“good</i>  50 <i>morning”</i>, <i>“good afternoon”</i>, <i>“good</i>  51 <i>evening”</i>, <i>“how are you?”</i> and <i>“good</i>  52 <i>bye”</i>. Also, the teacher made use of the  53 images from the video for providing  54 them the correct meaning of the  55 vocabulary. Some of the students were  56 misbehaving, they were playing with  57 the pencils and they started to speak.  58 The teacher spoke aloud and she  59 required them to put the pencil away.  60 After, she played the video off and she  61 gave them a piece of paper which it  62 contain an image and a list of the  63 vocabulary they were studying. About  64 10:15 eleven grade students arrived to  65 the classroom, they are the candidates  66 for student’s elections. They presented  67 to first grade students their proposals.  68 The teacher told to the candidates they  69 were studying the <i>greetings</i> in English.  70 In order to this they started to greet the  71 first grade students in English. The  72 teacher commented to them that they</p>	<p>Students seemed to be attentive to the video and they started to repeat the words, first in English then the video translated the word into Spanish.</p> <p>Students were so distracted because the video were played two times and they had to repeat in English-Spanish. They got bored and some of them started to play with a paper or a pencil.</p> <p>Students seemed to understand what the proposals were about and they were a little be energetic at this time. Students from eleven grade cannot control them by the way teacher spoke aloud to everybody and first grade students were quiet, meanwhile the candidates continued their presentation.</p>
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73	had the opportunity to practice the	
74	lesson.	
75	The class finished at 10:30 am.	

<b>DATE:</b> Friday 3rd, March, 2017.		<b>FIELD NOTE TWO</b>	
<b>SCHOOL:</b> Colegio Prado Veraniego I.E.D		<b>LEVEL:</b> Primary Students First grade 102	
<b>STUDENT-RESEARCHER</b> Carolina Romero	:	<b>TEACHER:</b> Olga Cristina Vega	<b>SUBJECT:</b> English
<b>TUTOR:</b> Esperanza Vera		<b>AGE:</b> 6-7	<b>Time:</b> From 9:20 to 11:20 <b># STUDENTS:</b> 29

	<b>OBSERVATION</b>	<b>INTERPRETATION</b>
1	Students came into classroom after	Students were able to follow the instructions even though some of them were chatting and playing with their classmates. Teacher Olga made a short activity to solve children misbehaviour.
2	break at 9:20am. Then, the teacher	
3	organized them for having snack.	
4	Teacher Olga solicited them to take	
5	the “ <i>cuaderno viejito</i> ”. She needed to	
6	paste on them an important	
7	information for parents. Some of the	
8	students were misbehaving and she	
9	said: “ <i>Manos arriba, abajo. Manos</i>	
10	<i>arriba, abajo. Manos a la cintura.</i>	
11	<i>Brazos cruzados y acostados</i> ”. After	
12	that, she speak aloud to two boys:	
13	Juan Pablo and Nicolas. Then, she	
14	started the activity. She gave them a	
15	study guide. Then she gave them	
16	some instructions about how to work	
17	on it. First, they had to colour the	
18	pictures were on the top of the study	
19	guide. Second, she had to explain	
20	them where is the top and the bottom	
21	of the sheet putting one study guide	
22	paper on the board. She marked with	
23	her hand the top and the bottom. Then	
24	she realized some students did not	
25	have their own colours and she spoke	
26	about the importance of taking their	
27	materials because they were	
28	necessary to work in class. Some of	This activity took the major time of class because students had difficulties to write the words.
29	the student were misbehaving. She	
30	spoke aloud and said: “ <i>no silven o</i>	
31	<i>canten</i> ” “Santiago” “John”. Third,	
32	she told them to open the butterfly	
33	notebook (It is the English notebook)	

<p>34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56</p>	<p>and she said that they had to cut the top of the study guide and then pasted it in the notebook and in the horizontal form as well. This part of the study guide correspond to the picture they had to colour. She spoke aloud and said: “Nicolas Romero”. Then, she took a student`s notebook and hit him on his head. She said aloud: “No soy un pulpo, callados”. Later, in front of the picture they had to copy the sentences using cursive letter and reproduce the sentence two times. They have to do the same activity with another picture. Then, she checked the student`s notebooks for revising they were following the instructions. At 11:11 the class was over. She said that they had to put their materials away. Finally, they had to open their bags and she put pears inside them. Some students assisted her.</p>	<p>This activity took the full two hours.</p>
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<b>DATE:</b> Friday 10 <sup>th</sup> March 2017.		<b>FIELD NOTE THREE</b>	
<b>SCHOOL:</b> Colegio Prado Veraniego I.E.D		<b>LEVEL:</b> Primary Students First grade 102	
<b>STUDENT-RESEARCHER</b>	:	<b>TEACHER:</b> Olga Cristina Vega	<b>SUBJECT:</b> English
<b>TUTOR:</b> Esperanza Vera		<b>AGE:</b> 6-7	<b>Time:</b> From 9:20 to 10:30
			<b># STUDENTS:</b> 29

<b>OBSERVATION</b>	<b>INTERPRETATION</b>
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<p>1 Students came into classroom after  2 break at 9:20am. Then, the teacher  3 organized them for having snack.  4 The activity for this day was proposed  5 by the teacher Olga Cristina Vega.  6 She solicited to me to read a book and  7 she gave me some books. I already  8 prepared the activity and I selected a  9 book according with the student's  10 age. This activity help me to do the  11 diagnosis in relation to listening and  12 speaking skill.  13 First of all, I introduced the class  14 playing the game: "Simon says" I  15 gave them instructions in Spanish  16 about how we had to play. I said:  17 "when I say Simmons says you have  18 to imitate what I am doing; for  19 example "Simmons says: ¡stand up!"  20 and you have to follow the action with  21 me at the same time. When I say  22 "Simon says: ¡sit down!" you have to  23 sit down like me. When I say "Simon  24 says: ¡Pigeon!" You have to act as a  25 Pigeon like me". (I acted as a Pigeon,  26 I moved my arms making the  27 pigeon's wings). It was the same  28 instructions for "Simon says: ¡close  29 your eyes!" "Simon says: ¡open your  30 eyes!" "Simon says: ¡Driver!"  31 "Simon says: ¡be quiet!" and "Simon  32 says: ¡Take a bath!"  33 After the explanation I started the  34 activity. All of them followed the  35 instructions I gave them. The  36 previous activity was an introduction  37 for reading the book "<i>The Pigeon</i>  38 <i>Needs a Bath!</i>" by Mo Willems but  39 also for teaching some command they  40 have to learn according to standards.  41 Second, I presented an audio book  42 from You Tube of the book I  43 mentioned. When the video was  44 played I stopped it for reading and  45 made an action according to some  46 vocabulary I focused. For example:  47 when the word "cold" appeared I</p>	<p>At the beginning, teacher Olga explained them that I had to make an activity "reading a book", then it was quiet difficult for her to organize them. After that, I explained them the rules of the activity and the instructions in Spanish. Then, they paid attention when I started to speak in English. I made the movements, gestures and I represented in an expressive way what they had to imitate.</p> <p>They liked the expressions I made because their reactions were having fun and laughing. When I read the book they were interested and they explained in Spanish what they could understand from the story. They were storytelling the story in Spanish, even though they listened it in English. They understood the main idea of the Pigeon.</p> <p>I made the whole activity in English. As I represented by an action each word, they understood the meaning of each word because they translated them into Spanish. Also I repeated many times the same actions. Some of the students started to repeat the words in English and the activity for them was great because it included physical movements.</p> <p>The interaction among them worked because the teacher was supervising what they did and how the respected not only their classmates but me as their English teacher.</p> <p>Teacher Olga liked the activity and she decided to make the evaluation. She considered they had to draw in their notebook a clean and dirt pigeon. Finally, students received a grade.</p> <p>They had a good time.</p>
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48	started to imitate that I was cold. I	
49	represented by an action each word	
50	such a clean, dirty, taking a bath,	
51	smell, flies, hot, and cold.	
52	After I finished to read the book the	
53	teacher Olga made and activity it was	
54	about to write the title of the book two	
55	times using both letters styles: Scrip	
56	and Cursive. Then, they had to draw	
57	in their notebooks a clean Pigeon and	
58	a dirty Pigeon. The class was over.	

<b>DATE:</b> Friday 17 <sup>th</sup> March 2017.		<b>FIELD NOTE FOUR</b>	
<b>SCHOOL:</b> Colegio Prado Veraniego I.E.D		<b>LEVEL:</b> Primary Students First grade 102	
<b>STUDENT-RESEARCHER :</b> Carolina Romero		<b>TEACHER:</b> Olga Cristina Vega	<b>SUBJECT:</b> English
<b>TUTOR:</b> Esperanza Vera		<b>AGE:</b> 6-7	<b>Time:</b> From 9:20 to 10:30 <b># STUDENTS:</b> 29

<b>OBSERVATION</b>		<b>INTERPRETATION</b>
1	Students came into classroom after	<p>She always takes into a count the discipline. She is looking for a misbehaving student. If someone is talking she speaks aloud and pronounces her/his name.</p> <p>She made an evaluation and explained what they had to do. Students did not understand the vocabulary but they knew they had to put the words as the teacher said.</p>
2	break at 9:20am. Then, the teacher	
3	organized them for having snack.	
4	Before break they were working on	
5	other subject. When they finished the	
6	snack, they had to finish the previous	
7	activity. After that, the teacher started to	
8	use commands such “stand up”, “sit	
9	down” and “silence”. Then she gave	
10	them a short paper with a face down. She	
11	told them to write their names in cursive	
12	letter on the face up of the paper. She	
13	repeated the previous sentences	
14	speaking aloud. While the students were	
15	writing their names, she wrote on the	
16	board the words: friend, mother, teacher,	
17	girl and boy. Then, she wrote in order	
18	the phrase good afternoon five times. As	
19	soon the students finished to write their	
20	names. She told them to turn the paper	
21	to the other face. They found on it the	
22	same information she wrote on the	

<p>23 board. She started to explain them what  24 they had to do. She said: “you have to  25 put one word I wrote on the top of the  26 board in front of a good afternoon. She  27 wrote in the middle of the board. She  28 spoke aloud and said: “Pay attention”,  29 “look at the board”, “look”, “look”. She  30 explained again they had to put one  31 word in front of the phrase good  32 afternoon. She specified they had to put  33 one word. Then one boy asked her if  34 they had to put in order the words. She  35 told them that they could choose the  36 order. Then, she repeated the word were  37 in the top of the board: friend, mother,  38 teacher, girl and boy. As a method for  39 making the kids work quickly, she  40 started to count the number. She told  41 them she was counting the number from  42 one to twenty. She said: “As soon I  43 finish to count. I am going to collect the  44 papers” Students were motivated and  45 they wanted to finish before the teacher  46 will finish.  47 Finally, she collected the papers. It was  48 an evaluation.  49 Then, the teacher said: “Please, take  50 your English notebook, the one which  51 has a butterfly on the first page.” After  52 that, the teacher wrote the date on the  53 board. She asked me for help: How to  54 write the date? The topic was “<i>My name</i>  55 <i>is...</i>” she wrote it on the board using a  56 red pencil. Then, students had to write  57 the same information the teacher wrote  58 in their notebooks. She spoke aloud to a  59 boy. Then, she called a student at  60 random and she asked her/him <i>What’s</i>  61 <i>your name?</i> Then she helped her/him to  62 give the answer she said: “My name is  63 Olga Cristina Vega” and your name is ...  64 you have to say your name, you are  65 Matias Agudelo, so you say: “My name  66 is Matias Agudelo”. After that, she  67 called them at random. She made the  68 question to four students. Then, she  69 spoke aloud and she asked: “¿Quién</p>	<p>As they are learning how to write and read in their mother language; the teacher uses pictures to identify the notebooks. For example: English notebook has a butterfly on the first page.</p>
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70	hace ruido?" She explained the	
71	importance of being in silent and listen	
72	to what the teacher says. Later, she	
73	explained them they had to make a	
74	drawing of themselves. She said: "se	
75	dibujan lindos, hermosos, preciosos,	
76	elegantes y juiciosos" they were	
77	motivated with those words. She	
78	remembered them that they had to draw	
79	their bodies big and complete. It means	
80	that if they have brown eyes they had to	
80	draw them, or if they have long hair they	
82	had to draw it. Later, the class was over.	

## APPENDIX 2. SURVEY



**UNIVERSIDAD PEDAGÓGICA  
NACIONAL**  
*Educadora de educadores*

**Universidad Pedagógica Nacional**  
**Departamento de lenguas**  
**Proyecto investigativo en el aula**



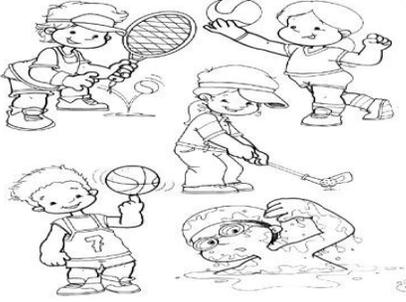
Hola mi nombre es Legosito, y quiero conocerlos un poco más ya que es muy importante para mi saber cómo es tu proceso de aprendizaje en inglés. Primero quiero saber tu nombre:

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Ahora te invito a que marques con una X el emoticón o carita que indique si te gusta o no la actividad que encontraras en la parte izquierda de la hoja. ¡Buena suerte! ☺

**Primary school first grade**

### **Surveys analysis**

The analysis of the information collected through the first survey show like and dislikes students have in relation to some activities the survey proposes. It was divided by three groups such as likes-dislikes, cognitive process, and the affective area. In addition, the teacher provided a complement information about the activities that are made in English classes, cognitive process, and other relevant facts that complement the analysis.

### **Likes-dislikes**

1. Do you like reading books?
2. Do you like going to the library?
3. Do you like doing handicrafts?
4. Do you like painting?
5. Do you like listening to music?
6. Do you like dancing?
7. Do you like singing?
8. Do you like sports?
9. Do you like going to the museum?
10. Do you like going to the cinema?
11. Do you like watching cartoons? Which one?
12. Do you like playing with Legos?
13. Do you like playing puzzles?

**Analysis:** The survey was made to 29 students. Twenty-five students like reading or listening

stories from an adult. Four do not like. Twenty-four like going to the library. They go at public libraries. Five do not like. Twenty-seven of the students like doing handicrafts. Two do not like. Twenty-five like painting but four do not. Twenty-six like listening to music. Some of them listen to *regueton* but also children music such as popular nursery rhymes. Twenty-four like dancing, but five do not. Twenty-seven like sing. Two do not. One hundred percent like practice sports, the most is soccer. Twenty-five like going to the museum, but four do not. One hundred percent like going to the cinema and watching cartoons. They watch channels such as Cartoon network, Discovery kids, Disney junior, Nick junior, Nickelodeon, Disney stream and Disney channel. They like the most: Disney junior and Cartoon network. In addition, some of them like watching soap operas in the afternoon and at night. Twenty-five like playing with Legos, but four do not. Twenty-eight like playing puzzles. One does not like.

**Cognitive process**

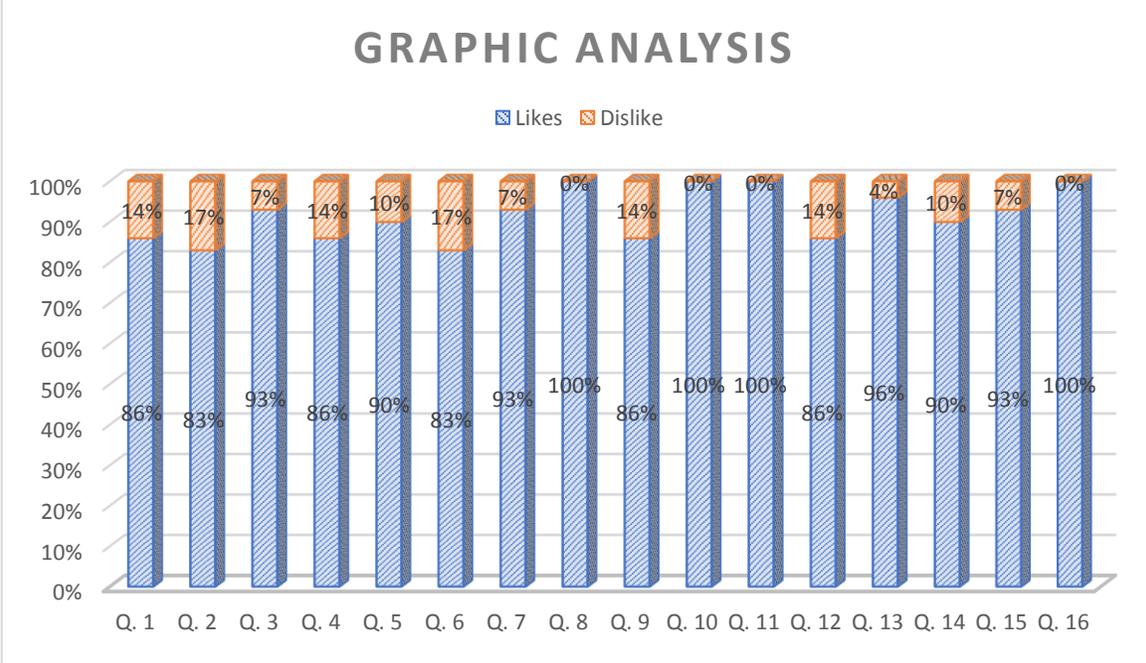
14. Do you like learning English?

**Analysis:** Twenty-six like learning English and three do not like because they do not understand. Also because it is the first time they take English classes. They did not have any contact with English language at school.

**Affective area**

15. Do you like going to school?  
 16. Do you like spending time with family?

**Analysis:** Twenty-seven like going to school, but two do not like. One-hundred percent like spending time with their families even though some of them have dysfunctional families or do not live with their parents.



<i>How many students do like or dislike?</i>								
Questions	1	2	3	4	5	6	7	8
Likes	25	24	27	25	26	24	27	29
Dislike	4	5	2	4	3	5	2	0
Questions	9	10	11	12	13	14	15	16
Likes	25	29	29	25	28	26	27	29
Dislike	4	0	0	4	1	3	2	0

### APPENDIX 3. INTERVIEW

**Entrevista docente Colegio Prado Veraniego EID**

**Docente: Olga Cristina Vega**

**Jornada mañana**

**Marzo 03 de 2017**

N.	Persona	Diálogo
1	Entrevistador:	<p><i>¿Profe y cómo es el proceso de cuando ellos empiezan a escribir, ellos siempre inician con letra cursiva, ¿por qué con letra cursiva?</i></p> <p>El año pasado ellos venían con letra script. Este año al iniciar la organización y todo, se hizo todo un debate, de todos los debates que siempre se dan, de que fuera la letra cursiva o scrip. Entonces, este año ganó la letra cursiva por muchas razones: Una, la letra facilita que los niños no hagan inversión de letras...ehhh...permite mayor fluidez, mejor desarrollo de coordinación ojo-mano, ¡jum!...ehhh, pero básicamente permite separa palabras perfectamente porque si tú te das cuenta, cuando escribes una palabra cursiva, siempre sigues el mismo trazo hasta que termina, mientras que la scrip que son</p>
2	Carolina Romero CR	
3	Profesor: Olga Vega	
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14	Entrevistador: CR	<p>palitas y bolas, tiene uno que tener muy bien definido: derecha-izquierda, y estos chiquitos, no tienen bien definido derecha-izquierda. Hay muchas falencias, tiene muchas falencias de inversión de números, entonces, esas cosas se pueden descartar o porque tiene problemas de lateralidad o porque tienen problemas de visión.</p> <p><i>¿Profe y en cuanto al inglés, tienen algún currículum que vaya con los lineamientos o estándares o algún proyecto?</i></p> <p>Bueno el año pasado, pues la profesora de inglés de la otra sede, Fanny Abella, ella manda ciertas directrices de inglés. El año pasado cuando nosotros, todos los años se hace revisión de maya curricular, todos los años, pero el año pasado se propuso que quedara unificado y que quedara, y que se viera bien la maya curricular como era porque no existía, digámoslo así que dijéramos perfectamente aquí está la evolución de inglés....entonces, el año pasado yo muy juiciosa, pues existe, no lo voy a negar, existe google, cierto. Entonces yo que hice yo cogí el currículo de ciertos colegios, la verdad a mí no me importa si eran colegios privados o eran colegios oficiales, la verdad es que yo sé que los oficiales casi nunca eh, publican sus currículos o sus mayas curriculares, son los colegios privados los que sí lo hacen Entonces yo empecé a mira, qué teníamos nosotros de temas, que realmente eran unas, unas cosas impresionante, o sea, no era nada, nada, realmente, era re básica lo que se podía dar y lo otro era eh era mira como estaban en os otros colegios. Yo soy de la mentalidad, no sé si esto es un error o no es un error, que...</p>
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16	Profesor: OV	
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40	Entrevistador: CR	
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61		Pero en si no, en últimas no nos direccionan, si me entiendes,
62		no nos direccionan, ellas revisaron este año y no supimos si
63		estaba bien o estaba mal. Lo único que yo sé es que mi maya
64		curricular, que si lo deseas te la puedo prestar, están los ejes
65		temáticos.
66		<i>(La docente profundiza sobre el manejo de la letra cursiva y</i>
67		<i>sobre los cursos que ha tenido a cargo además habla de las</i>
68		<i>dificultades que los estudiantes han tenido en los niveles de</i>
69		<i>primero y segundo. También hace referencia a los</i>
70		<i>comportamientos agresivos de algunos estudiantes, y de la</i>
71		<i>falta de atención y compromiso de los padres de familia con</i>
72		<i>sus hijos, seguidamente, menciona algunas características de</i>
73		<i>la transición de los estudiantes de preescolar a primaria.)</i>
74		
75		La transición en primero es muy duro porque los papas todavía
76		consideran que los niños son bebés. ¡Ay! Mi bebé. Profesora:
77		¿Cómo va mi bebé? ¡Uy! Yo lo confieso a mí me ofende que
78		le digan bebé a un niño de primeo ¡no! Y ellos exigen que uno
79		los trate como bebés. Entonces conmigo hay un choque duro,
80		porque yo desde el principio no los trato como bebés, los trato
81		como niños y a ellos les digo, a los papas también les digo. Y
82		este curso con lo difícil que era. Yo si confronte a los papas en
83		una reunión y les digo: Es que ustedes ¿cómo enseñan?, no sé
84		cómo ustedes enseñan a sus hijos, pero yo he visto falta de
85		límites, falta de normas, no tienen hábitos de alimentación,
86		vuelven el refrigerio una porquería, son groseros, se dan
87		puños, yo lo lamento muchísimo, y me van a perdonar, no me
88		importa si ustedes son testigos de Jehová, cristianos, católicos,
89		me metí hasta, en eso me metí yo que nunca me meto en la
90		parte espiritual, porque eso es muy respetable cierto, les dije,
91		pero que ni siquiera sepan modular el padre nuestro que es una
92		oración universal, yo lo lamento muchísimo.

#### APPENDIX 4. CONSENT FORM

UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS



Práctica Pedagógica

CONSENTIMIENTO INFORMADO

Yo,

acudiente del estudiante \_\_\_\_\_, del curso **102 JM** del Colegio Prado Veraniego, por medio del presente documento **AUTORIZO** a **Diana Carolina Romero Jiménez**, maestra en formación de la Universidad Pedagógica Nacional para que -como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas en el curso de mi hijo (a).

Esta información va encaminada a la realización de su trabajo de grado para optar por el título de *Licenciada en Humanidades con Énfasis en Español E Inglés*, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de los niños (as) participantes será protegida, omitiendo los nombres propios y empleando –a cambio- nombres ficticios para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos.

En constancia de lo expuesto se firma el presente a los \_\_\_\_\_ días del mes de \_\_\_\_\_ de 2017, en la ciudad de Bogotá, D.C.

\_\_\_\_\_  
FIRMA ACUDIENTE  
CC. No. \_\_\_\_\_

APPENDIX . 5 FIELD NOTES SAMPLE

<b>Date:</b> Friday 11 <sup>th</sup> August 2017.	<b>FIELD NOTE # 1</b>	
<b>Grade:</b> Primary Students First grade 102	<b>Head Teacher:</b> Olga Cristina Vega	
<b>Student-Researcher :</b> Carolina Romero	<b>Time:</b> From 7:30 to 8:30	<b>Number of Students:</b> 30

	Descriptions	Observations
1	07:30 am I started my class. On August the 11 <sup>th</sup> I greeted	<i>(The previous class we was working on vocabulary about parts of the house and emotions)</i>
2	students to speak in English. So, today I spoke in English,	
3	to catch their attention I asked them Who is this? (I rose	
4	my pinkie finger up) some of the students remember it is	
5	pinkie finger and they said: “piki”, so, I told them the	
6	correct pronunciation. After that, I greeted them moving	
7	my pinkie finger and touching their pinkies.	
8		
9	I remind them some rules. I said: “When I say stand up	
10	you have to stand on your foot (at the same time I was	
11	doing the action). Then I said: “sit down”, “go to sleep”,	
12	“wake up”. I continued saying: Let`s sing, “Put your	
13	finger on your lips like this...shhh, close your mouth	
14	with a Zip, put your finger on your lips like this”. I’ve	
15	been taught them the song to remember them that they	
16	have to pay attention and listen up.	
17		
18	I took a book, it was called “¡No David! By David	
19	Shanon. I showed them the back of the book. It had	
20	many “no” so they started to say “No, no, no”. Then, I	
21	showed them the book cover and point on some objects	
22	of the picture and I asked them <i>what is this?</i> They told	
23	me: una pecera, I said: “a fish tank” “Repeat please” and	
24	they repeated. I asked what is this? They told me “un	
25	pez” “peces” okey they are goldfish. And who is he?	
26	They said: “un niño”, one of them told me David. I told	
27	him ¡yeah! ¡High five!. He rose his hand and hit his palm	
28	with mine.	
29	After that, I open the book, the first page is full of orange	
30	color and I asked them “what color is this? They told me	
31	“naranja” and I said: “how so you say “naranja in	
32	English?” So, some of them told me: “Orange”, then	
33	others repeated orange, orange many times. Okey Let`s	
34	check. I turned the page, it was a picture of Davis`s mom	
35	and I asked them who is she?, some of them told me “una	
36	mamá” the others ones said: “la mamá de David”, and I	
37	asked them how do you say in English? They told me	
38	“mother” and I explained them you can say mom as an	
39	abbreviation. (I told them: trying to tell me the answers	
40	in English okey”	

<p>41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80</p>	<p>Then, I acted as a David's mom and said: ¡No David! And I point with my index finger with a movement I show them ¡NO!, (I can infer that they understand David mom's attitude because they repeat: ¡No David!). Then, I turned the page and David was writing on the walls, I asked them what's David doing? (I was expressing with my face surprised), they told me "está escribiendo en las paredes". I asked: Do you write on the wall like David? They did not understand the question but I tried to explain them by acting I write on the walls. They could understand, then they said: "nooo no se debe rayar en las paredes", "yo o rayo las aredes". After that, I read the text, it said: "David's mom always said... No, David!"</p> <p>After that, I turned the page, I asked the again what is David doing, and they answered but in Spanish.</p> <p>Later on, I took off some faces puppets and students showed a feeling by saying ¡No, David! They worked on their notebooks by drawing the main character of the story being sad, happy, angry and scared.</p>	<p>Observations. I asked them so many questions about David actions and I asked them if they were good or bad actions, so also, I asked questions about vocabulary such a where is David, I mean what part of the house is David?, they answered but in Spanish, because of that I always asked them <i>how do you say _____ in English?</i> / try to remember.</p> <p>When a student guessed the word I motivated him/her saying "high five". They like to high five.</p> <p>Other questions: what is this? Do you like to eat <i>vegetables, fruits, snot?</i> Do you play with your food? Do you jump on your bed? Do you put your toys away? Is David Sad or happy? Does David's mom love him? Is this a bad behavior or good behavior? What do you think?</p>
<p><b>Date:</b> Friday 25<sup>th</sup> August 2017.</p>	<p><b>FIELD NOTE # 2</b></p>	
<p><b>Grade:</b> Primary Students First grade</p>	<p><b>Head Teacher:</b> Olga Cristina Vega</p>	

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<b>Student-Researcher :</b> Carolina Romero	<b>Time:</b> From 7:30 to 8:30	<b>Number of Students:</b> 30

<b>Descriptions</b>		<b>Observations</b>
1	The class started at 7:00 a.m. A warm up was carried out.	<p>For this reading, repetition was taken into account. It is important through different methodologies to reinforce the vocabulary that they've learned during the first session. On the other hand there is an additional question was worked <i>Can animals feel?</i> When the reading was finished, I asked them if a cat, a cow or a dog have feelings as the pigeon. Finally, it was determined that they could feel but they cannot speak. It was made clear to them that they make sounds and expressions which allow human beings to know what they may be feeling.</p>
2	I took a ping pong from a bag and there was a happy face	
3	on it. Students should say what face was in English.	
4	There were many ping pongs with different faces and	
5	colors. Students were organized in rows and I stepped by	
6	touching their head saying, tingo, tingo, tingo and I	
7	stoped saying tango. I asked him or her to take a ping	
8	pong out of the bag and he or she must guess or try to	
9	remember which face was. They had to do it in English.	
10	Later on, they related the color with the pronunciation.	
11	For example: Yellow-happy face, blue-sad face, red-	
12	angry face.	
13	Also, I wrote the words: Happy, sad and angry on the	
14	board and pointed with my finger one by one and told	
15	them the way they are pronounced.	
16	After the activity I showed them the cover of the book	
17	“the pigeon has feeling, too!”, then I asked them: “what	
18	is this?” They answered: “pollo, pato, pájaro” I repeated	
19	what they were saying but in English: a chicken? a duck?	
20	Or a bird? but they did not guess. Then, I showed them	
21	an image about a pigeon and after that they could guess.	
22	Later on, I showed them again the cover of the book. I	
23	asked them: Is it a sad or happy pigeon? They answered	
24	in Spanish and I told them that they had to tell me the	
25	word in English, for that I took the red ping pong and	
26	showed them and they tried to remember how to say “de	
27	mal genio”, but in English. Finally they say “angry”,	
28	“angry” because the pigeon is really angry.	
29	On the first page, the driver says: "Hey, pigeon, why	
30	don't you show everybody your HAPPY face?"	
31	I asked the students to show me their happy faces. In this way I kept doing it using all the vocabulary faces. After that, I continued reading the book and asked them again if the pigeon was sad, happy, tired or angry. I kept repeating the same questions during the reading.	

<b>Date:</b> Friday 02 <sup>nd</sup> March 2017 Session one Friday 09 <sup>th</sup> March 2017 Session two	<b>FIELD NOTE # 7</b>
<b>Grade:</b> Primary Students Second Grade 202	<b>Number of Students:</b> 30
<b>Student-Researcher :</b> Carolina Romero	<b>Time:</b> From 7:40 to 9:00 Session one From 7:40 to 9:00 Session two
<b>Head Teacher:</b> Olga Cristina Vega	

	Descriptions	Observations
1	<b><i>Session one</i></b>	
2	07:40 am I started my class. On March the 02 <sup>nd</sup> I greeted	They sang the song, I
3	students singing a song: “Hello, hello, hello how are	taught them previous
4	you? Hello, hello, hello how are you?” I sang to catch	classes.
5	their attention I asked them: “Where is your pinky	They rose their pinky,
6	finger? Please show me your pinky”. Then, I asked	thumb and index fingers
7	them: “Where is your thumb finger?” As soon they	up.
8	showed their thumb I asked: “where is your index	
9	finger? After that, I greeted them moving my pinkie	
10	finger and touching their pinkies.	
11	Later, I started a game: “Rock scissors paper” I sang:	
12	“Rock scissors paper”, “Rock scissors paper”, “one two	They answered in
13	three” play with me. “Right hand scissors”, “left hand	Spanish. I translated the
14	rock.” I moved my hand and linked them to make a	word into English.
15	figure: It was an ice cream. Students tried to guess, I	
16	asked them what is this? They guessed and told me ice	
17	cream.	
18	I remind them some commands. I said: “stand up, “sit	
19	down”, “go to sleep”, “wake up”. I continued saying:	The previous class we
20	Let’s sing, “Put your finger on your lips like this...shhh,	was working on
21	close your mouth with a Zip, put your finger on your	commands and some
22	lips like this”. I’ve been taught them the song to	classroom rules.
23	remember them that they have to pay attention and listen	
24	to the teacher.	
25	I started with some images in power point, about key	
26	vocabulary: Apple, bread, fish, pickle, egg, cheese, hot	
27	dogs, banana, beans, crackers and ice-cream.	
28	While I presented the images I asked them what is this?	
29	Students answered in Spanish and I translated into	Students repeat word by
30	English the meaning. At the same time they had to	word in order to
31	repeat the words.	pronounce correctly each
32	I said: “Let’s play a memory game”. I pasted the flash	one.
33	cards (images) around the board. I pasted the words on	
34	the middle of it. I read each word and students had to	
35	point which image match with it. I pronounce carefully	
36	and repeated slow.	
37	-What is it? (I pointed a banana) Is this an egg? (I	
38	answered: Nooo!) Is this a bread? (I answered: Nooo!)	
39	Is this a banana? (I said: “Yess!”)	
40	Then, I pasted the picture under the sheet. (Where the	
41	word banana was in it. The sheet cover the picture.	
42	-What is it? (I pointed an apple) Is this a banana? (I	At the beginning I
43	answered: Nooo!) Is this a fish? (I answered: Nooo!) Is	answered the questions
44	this an apple? (I said: “Yess!”)	Later students started to
45	Then, I pasted the picture under the sheet. (Where the	answer by themselves.

<p>46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92</p>	<p>word apple was in it. The sheet cover the picture.          -What is it? (I pointed a fish) Is this an apple? (I answered: Nooo!) Is this a banana? (I answered: Nooo!)          Is this a fish? (They said: “Yess!”) Then, I pasted the picture under the sheet. (Where the word fish was in it.          The sheet cover the picture.          -What is it? (I pointed a pickle) Is this an egg? (I answered: No, it isn’t) Is this a fish? (I answered: No, it isn’t) Is this a pickle? (They said: “Yess!”) (I said: “Yes, it is”)          Then, I pasted the picture under the sheet. (Where the word pickle was in it. The sheet cover the picture.          -What is it? (I pointed an egg) Is this an egg? (I answered: No, it isn’t) Is this a pickle (I answered: No, it isn’t) Is this an egg? (They said: “Yess!”) (I said: “Yes, it is”)          Then, I pasted the picture under the sheet. (Where the word egg was in it. The sheet cover the picture.          -What is it? (I pointed the cheese) Is this an egg? (I answered: No, it isn’t) Is this a bread? (I answered: No, it isn’t) Is this cheese? (They said: “Yess!”) (I said: “Yes, it is”)          Then, I pasted the picture under the sheet. (Where the word cheese was in it. The sheet cover the picture.          -What are they? (I pointed hot dogs) Are they eggs? (I answered: No, they aren’t) Are they bananas? (I answered: No, they aren’t) Are they hot dogs? (They said: “Yess!”) (I said: Yes, they are)          Then, I pasted the picture under the sheet. (Where the word hot dogs was in it. The sheet cover the picture.          -What is it? (I pointed a can of beans) Is this an egg? (I answered: No, it isn’t) Is this bread? (I answered: No, it isn’t) Is this a can of beans? (They said: “Yess!”) (I said: “Yes, it is”)          Then, I pasted the picture under the sheet. (Where the word apple was in it. The sheet cover the picture.          - What are they? (I pointed a crackers) Are they bananas? (I answered: No, they aren’t) Are they hot dogs? (I answered: No, they aren’t) Are they crackers? (They said: “Yess!”) (I said: Yes, they are)          Then, I pasted the picture under the sheet. (Where the word crackers was in it. The sheet cover the picture.          -What is it? (I pointed an ice-cream) Is this an egg? (I answered: No, it isn’t) Is this a bread? (I answered: No, it isn’t) Is this an ice-cream? (They said: “Yess!”) (I said: “Yes, it is”)          Then, I pasted the picture under the sheet. (Where the</p>	<p>The teacher will effort to motivate students to answers by themselves yes or noo.          In the middle of the game I started to answered yes, it is/No, it isn’t.</p>
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93	word ice-cream was in it. The sheet cover the picture.	
94	Finally, I pasted a worksheet on their notebooks, it was	
95	a world research. It was about the vocabulary we studied	
96	in class. "Pete's Big Lunch"	
97	The class was over.	
98	<b>Session two</b>	
99	07:40 am I started my class. On March the 09 <sup>nd</sup> I greeted	
100	students singing a song: "Hello, hello, hello how are	
101	you? Hello, hello, hello how are you?" I sang to catch	
102	their attention I asked them: "Where is your pinky	
103	finger? Please show me your pinky". Then, I greeted	
104	them moving my pinkie finger and touching their	
105	pinkies.	
106	Then, I check their worksheet. Everyone did the activity.	
107	It was a homework.	
108	Later, I took the book, it was called: "Pete the cat; Pete's	
109	big lunch" by James Dean. I showed them the book	
110	cover and point on some objects of the picture and I	
111	asked them <i>what is this?</i>	
112	They told me: "cat, cat", I said: "Pete the cat" "Repeat	
113	please" and they repeated. The cover was full of food.	
114	After that, I open the book. Let's move. What is inside	
115	this book? I asked what is this? They told me "un reloj"	
116	okey it's a watch. And who is he? They said: "Pete the	
117	cat". I told them ¡yeah! I asked them "what color is this?"	
118	They told me "blue" So, some of them told me: "azul",	
119	then others repeated "blue", "blue" many times. Okey.	
120	Then, I turned the page, it was a picture of Pete's home	
121	and I read for them the two pages and asked them: "what	
122	time is it? They associated the images with the word	
123	sandwich. They told me: "Quiere comer algo, un	
124	sandwich". I said: "Yes, he is hungry" and I put my hand	
125	in my stomach. I turned the page saying: "Let's check	
126	what is going to happened" then, they can saw Pete's	
127	kitchen, as he opened his fridge, students told me: " el	
128	tiene hambre y quiere sacar comida de la nevera"	
129	(I told them: trying to tell me the answers in English	
130	okey"	
131	I continued reading, there was a moment when Pete took	
132	a loaf of bread from the fridge, I told them: "open your	
133	notebooks and let's draw the food". Pete wanted a	
134	sandwich. While I was reading the ingredients Pete	
135	added to his sandwich, students draw the on the	
136	notebooks. Firstly, Pete added: Fish, apple, mayo and	
137	crackers. It was too small. Then, Pete add more	
138	ingredients because he was starving. He added: a pickle,	
139	cheese, an egg, two hot dogs, a banana and a can of	

140	beans. Finally, he thought something was missing. He	
141	added an ice- cream. His sandwich was too big for him.	
142	He thought he has to call his friends. Students saw a	
143	page where many cats were there, as they saw Pete had	
144	a cellphone, they told me: “Él llamará a los amigos para	
145	compartir”. Okey. Now let’s count one, two....how	
146	many friend does Pete has? One of them told me: “six”.	
147	All Pete’s friends went home and eat his food. At the	
148	end of the book Pete’s friends said: “Thanks for	
149	sharing!” Pete told them: “Your welcome” “sharing is	
150	cool”	
150	Students liked so much the book and they asked me if	
152	they could draw Pete’s friend. I told them: “for sure”.	
151	I give them some time to finish the activity.	
152	Finally, I gave them a paper and students had to match	
153	the word with the images. I read the word and they	
154	match.	

## APPENDIX . 6 LESSON PLAN SAMPLE

<b>Lesson Plan No. 4</b>	
<b>Name:</b> Healthy habits	<b>Date:</b> october 2017
<b>Level:</b> Beginners	<b>Duration:</b> 60 minutes
<b>Number of students:</b> 30 (6-7 year-old children)	
<b>Grammar used:</b> Question: What is this? Vocabulary: Driver, pigeon, moon, starts, bunny, yawn and tired. Verbs: Awake, sleep, stay up late.	
<b>Objectives:</b> 1. To persuade students the importance of having healthy habits (to go to bed early). 2. To construct a dialogue with the character of the story. 3. To articulate the story situation with student's reality.	
<b>Materials:</b> <ul style="list-style-type: none"> <li>• <i>Storybook:</i> Don't let the Pigeon stay up late" by Mo Willems.</li> <li>• Treasure chest, pictures about some key vocabulary from the book.</li> <li>• Video beam</li> <li>• Worksheet</li> </ul>	
<b>Procedures:</b>  1. The teacher will play a video to introduce the class, the nursery rhyme: <a href="https://www.youtube.com/watch?v=5KuzwZOBNSg">https://www.youtube.com/watch?v=5KuzwZOBNSg</a> While the video is playing the teacher will sing. ( <i>The teacher will effort to motivate students to sing</i> ) They will identify what time they go to bed? 2. <b>Activity:</b> <i>What is this?</i> The teacher will show the vocabulary words by video beam; driver, pigeon, moon, starts, yawn, tired, awake, stay up late and sleep. Teacher will show the pictures one by one and ask <i>What is this?</i> ( <i>The teacher will emphasize on the pronunciation</i> ). Right after that, teacher will play tingo tango. First of all the teacher are going to show a gesture according to the picture. Then, the student who gets the ping pong is going to represent the word and all of the students will try to guess the correct picture with the word. The teacher will help the students to guess. 3. <b>Story time:</b> The teacher will take from the treasure chest book <i>Don't let the Pigeon stay up late</i> by Mo Willems. 4. <b>Interacting with the story:</b> While the teacher is reading the story, the pigeon will try to stay up late. Children are going to answer to the pigeon "No, go to bed." <ul style="list-style-type: none"> <li>• The teacher will read the title and the name of the author.</li> <li>• The teacher will ask them what color they can see?</li> </ul>	

- Then, who is she? (Pigeon)
- The teacher will explain them they have to do a favor to the bus driver.
- Students will say “go to sleep pigeon”, “You have to go to bed”

**Assessment:**

Worksheet: Let’s draw: What time do you go to bed?

The teacher will provide them a circle and students will write what time they go to sleep. Then, they will draw their self when they go to bed.