

Storytelling as a strategy to shape children's early oral production

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NOTE OF ACCEPTANCE

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DEDICATORY

To God for giving me strength and faith to achieve this goal.

*To my parents, for their love,
unconditional company and support.*

*To my sister, who always helps me
and who is my biggest motivation and inspiration.*

*To my grandparents, for always supporting
and loving me.*

To my stars in the sky who always are smiling at me.

*To my beautiful friend Lilo for be my stalwart fellow
during this step of my life.*

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To my family, for always loving and supporting me.

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and value what I do,*

To my brothers, for their help and motivation,

*To my father who taught me about the discipline
and responsibility. My angel, who always will be in my heart,
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*To our sunshine Shaira and Zeus, who teach us the real meaning of love
thanks for being close to us and for lighting up our lives.*

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1. Abstract

This qualitative research is an action research project carried out in Prado Veraniego school, branch B; the participants are students from first grade. It aims to answer the research question: How might first grade students from a public-school shape early oral production by the use of storytelling? This study was based in the reading of two stories related to respect and equality values within the task-based approach. The data analysis highlights that by using storytelling strategies students were able to shape their early oral production and their personal relations.

Key words: Storytelling, early oral production, communicative interaction, affective domain.

Esta investigación cualitativa es un proyecto de investigación acción llevado a cabo en el colegio Prado Veraniego, sede B; Los participantes son estudiantes de primer grado. El objetivo es responder a la pregunta de investigación: ¿cómo podrían los estudiantes de primer grado de una escuela pública fortalecer su producción oral temprana mediante el uso de la narración de cuentos? Este estudio se basó en la lectura de dos historias relacionadas con los valores de respeto e igualdad desarrolladas bajo el enfoque por tareas. El análisis de datos muestra que, al usar estrategias de narración de historias, los estudiantes pudieron fortalecer su producción oral temprana y sus relaciones personales.

Palabras clave: Narración, producción oral temprana, interacción comunicativa, dominio afectivo.

2. Chapter I: Introduction

This research was carried out at a Colombian public school to highlight some issues observed in first grade students with regard to foreign language learning. This chapter has on its first part the characterization and the contextualization of the studied population, first grade courses 103 and 104. Additionally, the diagnosis was applied to identify the main problem, to describe the research question, objectives, and rationale of the study.

3.1. Characterization

Local Context

Currently, at Prado Veraniego neighborhood the predominant stratum is three. Most of the houses are in good condition, they have the public utilities, on the first floor there are car garages, commercial stores and there are some repair shops. In the neighborhood, there is a health center, a JAC (Junta de Acción Comunal), which organizes and helps the neighborhood's community.

Institutional context

The institution is located in Prado Veraniego neighborhood, Bogotá, Colombia. It is an official institution, in which basic and media education are divided into two shifts, one in the morning and the other in the afternoon. Besides, it has two branches (A and B); branch A for secondary school and branch B for primary School. Student-teacher researchers are working at branch B in the afternoon shift.

According to the School Regulation Manual in its section called institutional policy; the institutional philosophy is based on the Institutional Educational project (I.E.P), mission, vision, and institutional values. The I.E.P (2018-2019) is “Quality communication to human development,” which is focused on giving and working with the students some principles and values, such as love, respect, honesty and responsibility through an assertive and quality communication. The institution understands quality as “a process to integrate social and cultural aspects to promote an spontaneous interaction among students that allows them to grow and improve their personal and social dimensions. This quality communication should be clear, simple, assertive and interpretative. It is possible if students listen to others with respect and love as equals.¹ (Coexistence Manual, 2018-2019, p.8). This study included children's affective domain using storytelling strategies to shape children's early oral production while they interact and strengthen respect and equality values to benefit children's development and interpersonal relationships.

On the other hand, the mission of Prado Veraniego institution is “to generate and to strengthen cognitive and social processes oriented to educate competent human beings who foster values in order to have a harmonious coexistence.” And, the vision is “to position itself at the local, district and national level in 2020, as an institution that prepares people

¹ Our own translation

for life, who are committed to their human development to lead positive processes in order to create a social change”² (Prado Veraniego, Coexistence Manual, 2018-2019, p.8-9).

In regard to the appropriateness of the school human and physical resources. The school has a good environment for children, the institution provides the classrooms with different technological tools; in each classroom there is a video bean, with an appropriate audio, and a computer. Nonetheless, based on student-teachers observations conducted it was possible to identify that there is not enough space between the student's desk in the classroom and this affects the interaction between them because they are always in the same position.

3.2. Participants' characterization

They are fifty-three students from six to eight years of age from first grade, courses 103 and 104 at Prado Veraniego institution. In 103 there are twenty-six students, eleven girls and fourteen boys, and in 104 there are twenty-seven students, it is a group of thirteen girls and fourteen boys. In relation to their birthplace, most of them come from Bogota. Besides, during student-teachers observations and interaction with children, it was possible to identify that most of the students live near the school at Suba or Prado neighborhood, and they belong to stratum three.

Moreover, in agreement to what students expressed in the survey and the room teachers' interviews related to their family's structure, the majority of them have a nuclear

² Our own translation

family; the families are made up of two parents and one or two children. Also, nine percent of the families are single parent families (Annex 1).

Furthermore, from the survey administered in 103 grades, it was possible to recognize that both fathers and mothers work, few of them are professionals and some of them have different occupations such as driving, baking, selling products, and fixing cars. Also, in 104 students most of the parent's work. The occupations vary; there are some who are professionals, others are technicians and others are high school graduates.

Likewise, one positive aspect of children's context is the accompaniment of their family because their parents help them with their homework. According to the room teachers' interviews (Annex 1), most of the parent's care about their children's personal presentation, their school supplies and their learning process. On the other hand, about children's likes and the activities that they practice outside the school, most of them like playing sports, reading short stories at home, and going to the park and to the church with their families. As well as, during the observations, it was possible to see that some of them enjoy listening to music, singing songs, watching videos and dancing.

Furthermore, from the survey student-teachers recognized some relevant information related to children's preferences. It was recognized that most of them prefer Arts, Spanish and English subjects. Also, regarding the English class most of them like it, they take English two hours per week (Annex 2.3). During the observations, student teachers researchers noticed that in both courses teachers translate what they say into Spanish so children can understand the instructions and vocabulary. Moreover, in the classes there is

no use of any kind of English textbook, the resources used were videos, songs and flashcards. Besides, related to the development of the classes; some students prefer to work individually, but sometimes they like to work in groups and share with their classmates. In terms of their learning styles there are three predominant ones; which are the reading, visual and kinesthetic styles (Annex 2.4). It means that most of the students like activities related to drawing, painting, reading stories, and watching videos.

Additionally, it is necessary to mention some aspects related to children's affective dimension. About their personality and personal likes, student teachers researchers observed that children are active, curious, loving, and friendly. They like singing, dancing, playing and learning at the school. In addition, a psychological test called "The Tree Test" was administered to recognize some aspects of their personality. Each child drew a tree; and the interpretation of their drawings based on Massuelo (1998), gave us ideas about children's emotional aspects. Regarding the students' drawings, most of them drew a big tree with roots or a basis, it also had a thick trunk with branches and the drawing in general had many details like flowers, clouds, sun and fruits. Those elements suggested that children are extroverted and have a strong personality.

They have good family relations and they like to explore their surroundings. Likewise, they have good communication with others, and they are children who respect rules. Nonetheless, as Massuelo suggests, few children draw small trees without details, with a deformed and slim trunk, which did not have roots and were located at a corner on the sheet. According to the test, they could be shy and insecure. This test gave us ideas

about the students' behaviour and their personalities, it helped us in order to look for appropriate activities for them.

3.3. Diagnosis

According to the "Ministerio de Educación Nacional" the teaching English standards designed from first to third grade are divided into two relevant abilities. First, comprehension regarding listening and reading skills. Second, production related to writing, monologs and conversational skills. Student-teachers designed a diagnostic test to assess not only first grade student's proficiency A1 level in which the speaker can communicate ideas using an elementary vocabulary, but also taking into account the topics that students had been working on during the first period of the year such as colors, numbers, feelings and family members. This diagnostic test was focused on listening, speaking, and vocabulary because students were in the reading and writing learning process in their mother tongue so they did not write and read in English during their class, based on the observations they copied some English words from the board and repeated them in English.

This section presents the results and analysis of the information gathered through this diagnostic test related to students' English abilities. First of all, it is important to take into account that students were in their first contact with English as a foreign language. For this reason, in order to answer this diagnostic test student- teachers researcher guided students using some words and instructions in Spanish to explain to them what they have to do.

The results of this diagnostic test demonstrated that the student's English vocabulary was basic. In the test they developed two activities related to numbers and family members. It was evident that most of them recognized the graphic symbol and the quantity of numbers from one to ten. The test assessed five numbers (3, 2, 5, 7, and 8); in 103 grade some students knew all the numbers and few of them knew three from five numbers assessed. Related to 104 grade most of the students recognized all the numbers assessed (Annex 4.1). It means that they count, recognize and say the numbers. Also, related to the vocabulary of family members some of them did not know this vocabulary and they confused some members of the family. It is necessary to strengthen this vocabulary because while student -teacher researchers applied this diagnostic test they realized that most of the students did not know the members of the family for this reason, they asked the student-teachers a lot of questions related to this kind of vocabulary.

Moreover, related to the listening part, the diagnostic tests assessed two different exercises: the first one related to primary and secondary colors and the other one related to feelings (sad, angry, and happy). The activities seemed to show that students could understand some words even though some of the vocabulary was new for some of them; for this reason, student-teacher researchers had to explain them some vocabulary such as the feeling (sad, happy, angry) using Spanish to help them to complete the activity. The results exhibited that most of them identify and mention the primary and secondary colors (Annex 4.2). Related to the feelings the majority of 103 and 104 students recognize the

three feelings assessed; it is important to mention that in order to complete this activity student-teachers guided and helped children with the vocabulary.

Finally, during the speaking section student-teachers sang songs with them and asked them questions related to their personal information such as: What's your name? How are you?, and how old are you?. Based on student- teacher and students' interaction during this activity, it was possible to identify that all of them followed the songs and the movements that the teachers did while they sang. Nonetheless, few of them answered the questions related to their personal information, they were not able to express their ideas in English yet. Additionally, during the diagnostic test it was possible to identify that students said some single English words such as the colors but they did not express complete sentences.

3.4. Problem statement

Regarding “Estándares Básicos de Competencias en Lenguas Extranjeras” (MEN, 2006, p.19). First grade students should follow the sequence of a simple story, answer questions related to “what, who, when and where”, if they refer to the family, friends or school; sing songs, follow rhymes and children's rounds with rhythm and intonation, use some daily expressions to communicate their immediate needs in the classroom, and answer simple questions about people, objects and places around them.

Moreover, based on the institution's English program designed for first grade, students should be able to describe figures and shapes saying their color and size, greet and

say goodbye correctly, answer questions related to *What is it?*, and practice speaking with the vocabulary learned.

However, based on the room teacher's interview, the diagnostic administered, the observations of students' interaction, and the strengths and weaknesses in the English class; it was possible to recognize that students did not express complete ideas in English and they did not understand many expressions in English, due to the few activities developed related to their listening, and speaking skills. During the English class, there were not enough opportunities to use the vocabulary that they had learned, they repeated single words but they did not use those words in context. Also, students did not use some daily expressions to communicate their immediate needs in the classroom and they did not answer simple questions using complete sentences.

Additionally, to talk about students' interaction, it is important to mention that according to the Institutional Educational Project the school is focused on giving and working with the students some values, such as love, respect, honesty and responsibility through quality communication. However, during the classes and other socialization spaces at the school, such as the break time or institutional activities; in some cases, values like respect and equality were not evident in the student's behavior. They did not like to share their toys and school supplies, they preferred to work individually and sometimes they hit each other, those values should be strengthened. In this project student-teachers developed activities in which students interacted with each other while they were strengthening some values, during those activities student-teachers used images, videos, puppets, role plays,

and crafts in order to create new experiences for children, to explore the importance of taking into account values in any situation that occurs either at home or at school. Additionally, the songs and stories presented were related to respecting, friendship, sharing and equality which allowed them to make a reflection about their relation with others.

With this background in mind, this study carried out with the purpose to describe the impact of using storytelling as a strategy to shape students' early oral production. Giving them different opportunities to strengthen their values while they interact with their classmates by living new experiences with English children's literature. For that reason, based on the students' characterization the student-teachers proposed activities considering children's preferences, interests and needs such as singing songs, reading stories, drawing, painting and watching videos because student-teachers observed that they did not develop those kinds of activities during their English classes.

3.5. Research Question

How might first grade students from a public-school shape early oral production by the use of storytelling?

3.6. Objectives

General Objective

To describe first grade EFL students' early production through storytelling as a strategy.

Specific Objectives

- To identify how storytelling influences students' communicative interaction in the classroom.
- To analyze how storytelling impacts children's early oral production.
- To recognize the role of storytelling in students' personal relationships.

3.7. Rationale of the study

This project aimed to apply a methodology that helped students to shape early oral production. It is essential that teachers should use innovative materials and creative strategies to help students in their learning process. Storytelling seems to be an appropriate resource that allows students not only to build their early oral production but also to articulate their learning process with students' experiences and interests.

According to “Estándares Básicos de Competencias en Lenguas Extranjeras” (MEN, 2006, p.15). First grade students should be able to identify and respond to simple greetings in the foreign language, to follow songs and games through gestures and movements, to use everyday expressions to communicate their needs, to answer simple questions about objects, persons and places using simple expressions and basic vocabulary, to follow a sequence of a short story with the support of images; to understand the general idea of a story narrated by the English teacher when he or she uses movements, gestures and changes in her or his tone of voice. Taking those standards and teacher research observations in mind, it was possible to say that during the English classes the standards are partly taken into account due to the fact that there are few listening and speaking activities, students did not have many opportunities to use simple expressions in English. For this reason, this

qualitative research aimed to involve those standards in a didactic way in order to not only build students' early oral production but also to help the institution to achieve the standards.

Moreover, conforming to Bashir, Azeem, and Dogar (2011) language is speech and to develop the speaking skills; it is necessary a lot of practice and attention because people learn to speak in their mother tongue just by the phonics method but in English could be a different process. The first speaking step is pre-production in which beginners only listen and do not speak using English "Some students will be able to repeat everything that someone says. They are not really producing language but are imitating" (p.3). Based on our observations and the diagnostic conducted, first grade students are in this stage because they are able to repeat words in English and follow English songs. The second speaking step is the early production, in which students use some vocabulary with simple phrases and sentences to communicate short ideas. Also, in some cases they are able to ask simple questions, which are grammatically correct or wrong and they try to understand the main idea of a short story (p.4).

Although there are different ways to achieve the second speaking step, this study explored how students may accomplish it through storytelling strategies, owing to that this strategy not only can help students to develop their language abilities but also the use of songs and didactic material capture their attention and during their learning process they can use simple expressions and the vocabulary that they have been learning.

As well, storytelling could be one appropriate strategy that allows children to enhance their early oral production by using some vocabulary with simple phrases and sentences to

answer simple questions about a short story, (Bashir, Azeem, & Dogar, 2011). The fundamental reasons to implement storytelling to develop early oral production in first grade students are related to the fact that, in primary school, they frequently develop few activities focused on the speaking. Additionally, “storytelling as a communication technique influences listeners in a powerful way. Well-chosen stories have the ability to motivate, inspire, teach, or enhance many skills such as listening and speaking” (British Council Teaching English, n.d)

In recent times, research related to storytelling has been developed to shape different language skills such as listening and comprehension. Romero (2018) worked in an action research project on *Storytelling to improve the process of listening skills* at the School Prado Veraniego, in second grade. It was focused on developing the listening skill as a process related to three stages which are, receiving, understanding and remembering. The findings were related to how using storytelling strategies, students were able to get familiar with some expressions and sounds of words, to understand some situations and the main idea of a story.

Moreover, Ramirez and Belmonte (2007) developed a project about using Digital stories to improve listening comprehension with EFL learners. Related to the results, they show that tales and stories are effective listening materials for children to develop listening comprehension and literacy both in their first and foreign language due to the fact that students could comprehend basic structures and vocabulary.

Angarita (2017) used audiovisual resources to develop the auditory comprehension. The results were related to audiovisual resources as a good strategy to motivate students to learn English. Additionally, one of the conclusions was that it is possible to enhance listening comprehension through audiovisual resources, but in a superficial way. For this reason, the researchers suggested that it is necessary to develop more activities and to establish communicative situations that take into account the students' context. (p.74).

It is possible to see that there is a pedagogical tendency to use storytelling as a strategy to develop listening comprehension skills due to the fact that using storytelling strategies, learners not only get familiar with some expressions and understand some situations but also storytelling strategies are appropriate to enhance listening activities in which students not only listening to the story but also comprehend it.

On the other hand, there are some previous research studies from Universidad Pedagógica Nacional related to our problem, they were developed in second and third grade; they worked with storytelling to enhance different oral skills.

Cardenas (2016) focused her action research on how to improve the oral skills by incorporating storytelling in third grade. The findings were related to how using reading aloud activities students were able to develop oral skills, such as expressing short ideas such as descriptions using simple vocabulary, to construct short stories, taking into account the exercises developed in class related to the structure of a story and how to present it.

Besides, Bello (2017) developed an action research on storytelling as a pedagogical strategy in order to develop oral interaction skills in second grade students. The findings show that storytelling can be used as an input to develop initial oral interaction skills in beginners, and also became the principal source of motivation and participation in the English class. Stories related to student's interests allowed them to share learning experience, and at the same time, to be less shy or afraid to participate and interact not only with the teacher-researcher but also with their classmates.

Those action researcher studies show that it is possible to enhance oral production using the storytelling technique. Owing to this, it is an opportunity to develop it in first grade learners because there are not a lot of studies on oral production in first grade at Prado Veraniego school. Also, students - teachers intend to approach children to English literature through activities which focus on oral production while they have the opportunity to develop their listening and speaking skills which are the abilities that they have not practiced during their classes. In addition to this, in this study children had the opportunity to develop different activities in which they could use simple expressions in English, followed songs through gestures and movements, and used everyday expressions to communicate a message through some reading activities related to student's interests.

Additionally, one important element related to this project was the affective domain of children in terms of including children's literature to strengthen some of their values like respect and equality. Stan (2015) suggests that literature not only develops language skills in earliest levels, but also benefits children's personal development. For this author

literature can be used to motivate students because it provides pleasure to listeners and readers, also it helps children to interpret images that convey meaning and to predict ideas about stories. Furthermore, this author adds that if teachers include texts which can be used with specific purposes, literature can offer behavioural models to them which contribute to forming their personality; they can identify aspects of human conditions, such as; how to solve a problem, how their attitudes can affect others or how values can be used outside the classroom.

In addition, children have an innate love for stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Storytelling is a way for students to develop an understanding, respect and appreciation for others (British Council Teaching English, n.d). Due to this, storytelling has some personal and language benefits such as, encouraging children's active participation, children's verbal proficiency, the use of imagination and creativity, cooperation between students and enhancing listening and early oral skills. It means that this strategy contributes to preparing students for life, who are committed to their human development, and who practice their values to lead positive processes in order to create a social change, which is the vision of the Prado Veraniego School.

This qualitative research was innovative because although there are studies about storytelling to shape listening understanding, there are not many studies related to enhancing early oral production with first grade students. For this reason, it was a challenge to work with oral production due to the few oral activities that they had in their English

classes. The majority of the studies about teaching English to early childhood are based on vocabulary and listening even when it has been said that at these ages children are prepared to learn and enhance oral skills considering that in early education it is relevant to expose students to activities which allow them to build early oral production because it can impact positively their English learning process.

Moreover, this study used songs not only to develop early oral production and to work storytelling through songs in a didactic way due to the fact that each song telling a story, but also because involving songs in the storytelling help students be prepared for listening to the story, also sing songs and rhymes allow them to remember expressions that they can use, additionally as teacher-student observed during the classes and in the diagnostic tests they like songs and they can relax listening and follow movements while they singing.

In addition, in this study the student- teachers created authentic didactic material made by them such as big posters, puppets, memberships, props, PowerPoint presentations for each activity, which were designed to motivate and call students attention giving them real experiences to explore different materials while they learn and practice their oral skills. Likewise, during the reading activities student-teachers wore different props and accessories to create a supportive environment to stimulate children's curiosity. It is relevant to mention that student-teachers adapted the stories to be appropriate for children's characteristics related to their English level, preferences, and taking into account the length of the story.

Furthermore, in this study student -teacher researchers took into account the oral interaction as an integral part of human communication. According to Oliver & Philp (2014) Oral interaction is the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time, in communicative exchanges. It means that students understand that oral interaction involves first listening and then responding. However, not all responses need to be spoken. Exchanges may include gestures and physical responses such as nods, shrugs, pointing, or even paralinguistic responses such as clicks or whistles because as Oliver says the key aspect of oral interaction is that it is interactive. For example, the complementary nature of interaction may be as simple as one learner agreeing with the other.

For this reason, through the activities developed in this study based on Task Based approach and storytelling, students could use the language to build social relationships that allow them to be less shy or afraid to participate in the oral activities and interact not only with the student-teacher but also with their classmates.

Finally, this study took into account not only the English skills but also the student's emotional and behavioral aspects in order to strengthen respect and equality values through children's literature.

Chapter II: Theoretical Framework

This chapter presents the concepts that support the research question, which are: early oral production and storytelling as a strategy. Those concepts are going to be defined from the point of view of some relevant authors. Additionally, in the state of the art, some national and international research studies are going to be present to understand what has been done related to this study.

3.1. Literature review

Early oral production

Monsalve and Correal (2006), highlight that oral language is the principal medium of communication for young learners. Through it, children are able to share ideas and to acquire new concepts. They suggest that the process of foreign language learning in young children within the classroom context goes through three stages: silent period, intermediate period and breakthrough period. In the silent period, teachers can provide children with useful or prefabricated phrases helping to expand the children's repertoire of language. They can learn these as blocks of sounds as the same way they did when they learned their first language. After a certain period of time children move to the intermediate period where they learn by imitation and repetition. Through his frequent imitation and repetition, some phrases are learned and used. Finally, in the breakthrough period, children begin to put the learnt language together to express meaning recognizing the rules that underline the foreign language.

With this information in mind it is important to say that during those periods children can go from their native language (L1) to the acquisition of the target language (L2). According to Moya and Jiménez (2004) Interlanguage development at an early age and in Primary Education requires a natural approach that allows the child to acquire the language in a playful and unconscious way.³ Moreover, at this moment the learners of L2 build a mental grammar of the language they are studying, a dynamic grammar, which is modified and becomes more or less complex depending on the competence acquired in the foreign language. Until the student is getting closer to the second language, he produces a series of errors similar to those made by the apprentices who are at the same level of interlanguage, a part of them can be caused by the influence of the first language⁴ (Moya & Jiménez, 2004, p.68).

Additionally, Moya and Jiménez (2004) suggest that interlanguage development needs a combination of several factors which include giving to the child particular and concrete communication situations, in which the apprentice is offered the opportunity, first, to listen and understand and then to produce sounds with a purely communicative intention.

On the other hand, Garton and Copland (2018) suggest that the oral activities require repetition and recall of single words or phrases. For this reason, speaking tasks with children should provide plenty of support in terms of structure to enable them to use language confidently and effectively. Moreover, they say that songs can make an important contribution not only in pronunciation and vocabulary but also help children gradually

³ Our own translation

⁴ Our own translation

internalize the structure and patterns of the foreign language because the length of the phrases in a typical children's songs are short and often use simple conversational language which can allow learners to process the language easily (p.182).

Songs and storytelling have a relationship because the reading and singing provide young children with the opportunities to develop different language skills such as phonological awareness, listening understanding and vocabulary development. Also, both provide multiple opportunities for not only increased vocabulary but also enhance oral production while immersing children in the structure, rhythms, rhymes, and melodic patterns of language.

Finally, Al Hosni (2014) suggests that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form due to this it is important to create activities in which children have opportunities to express ideas in a supportive atmosphere using language they have heard or seen without feeling threatened.

3.2. Storytelling

In agreement with Bayon, Wilson, Stanton and Boltman (2003), storytelling has been shown to support the development of children's writing, reading, vocabulary, speaking, listening skills and other language abilities. Storytelling facilitates the recall of content/facts, assists in comprehension, and contributes to listening and concentration skills. Storytelling offers an opportunity for creative/artistic expression. Besides, they suggest that when children engage in storytelling, a variety of social and emotional benefits can also result from developing a sense of self and wellbeing nurturing an ethical value system.

These authors had recognized the importance of storytelling to develop children's language abilities and its social and emotional benefits. In addition to this, it is relevant to show the advantages that storytelling gives not only to teachers but also to students which permits improving their listening and speaking skills. Rodriguez and Perez (2016) found storytelling is a practice that has been increased in terms of popularity in language classes over the last two decades. Through storytelling, teachers are challenged to utilize the natural rhythms and patterns of language and use linguistic delivery techniques.

Likewise, storytelling allows the practice of listening and speaking skills while being cognisant that is a communicative cycle in which the teacher shares a story and reads the students' reactions (facial expressions and body language). Finally, storytelling can be conceived as a medium which allows students' attention to be captured. This process of engaging the children's attention should be personal; although the teacher shares a story with the whole group, every student feels the story is meant only for him/her. Consequently, the storytelling session becomes a customized act, even when the teacher is not aware of it.

Those authors highlight the importance of listening and speaking skills in the foreign language learning process that involves knowing the listening and speaking purposes and its difficulties. Additionally, Rodríguez and Perez (2016) and Bayon, et al (2003) show how the integration of storytelling in the development of an English class gives benefits to children's learning process. Those points of views support this paper because they sustain that storytelling could be a good strategy to enhance not only the listening comprehension process and oral abilities but also the social and emotional development, allowing students to work in those communicative skills in their English classes.

3.3. State of the Art

Sánchez (2014) worked in a research called *Developing Linguistic skills. storytelling in the EFL classroom*. This project shows the importance of storytelling and its contributions on speaking, reading, listening and writing skills. Regarding the oral production this research found that storytelling can be used in a great variety of ways to improve students' oral communication skills as children hear this language over and over again through stories, they soon learn to use it. Also, children liked the stories and sometimes they wanted to repeat the story; this repetition helped them to develop their oral skills. Nevertheless, children need to be given opportunities to speak English. Storytelling is a good way of providing those speaking opportunities through different speaking activities in the classroom related to the story told by the teacher in the EFL classroom.

It is evident that storytelling as a teaching strategy could be used to develop oral skills. Also, it was possible to see that by using English children's literature children are motivated to participate in the oral activities into the classroom. However, in the present study it was not necessary to read the story many times to develop children's early oral production because storytelling was developed through the task based approach which allowed the students to prepare for the final communicative task.

Another research was the one done by Cardenas (2016) entitled *Storytelling: an aid to develop oral skills among third graders*. This qualitative, action research was focused on how to improve the oral skills by incorporating storytelling. The findings were related to how through reading aloud activities students were able to develop oral skills, as tried to express short ideas such as descriptions using simple vocabulary, to construct short stories take into account the exercises developed in class related to see the structure of a story and how to present it.

Moreover, Bello (2017) developed a project related to *Oral Interaction Skills Through the Use of Storytelling* in second grade students. This research was focused on how storytelling contributed to an initial development of students' oral interaction and nonverbal interaction. The findings were related to how storytelling helped students to develop their oral interaction skills at an early stage of the learning process. Students listen to the stories three or four times, and they get in pairs to develop a retelling using pictures. It is relevant to mention that the students' oral interaction had to be guided by the teacher giving students common and repeated expressions and words that could help them when interacting with others in English.

This information is relevant to the present study because it takes into account the initial development of students' oral and nonverbal interaction using activities in which they retell the stories listened and use gestures to express short complete ideas enhancing their oral skills. Also, it is relevant to say that in the present study the retelling of the stories was used to check student's understanding of the story.

Finally, there is one research developed by Stan (2014) titled *The importance of literature in primary school pupils' development and personal growth*. It is focused on the importance of literature not only to develop language skills at earliest levels, but also to benefit children's personal development. The results suggest that literature can be used to motivate students because it provides pleasure to listeners and readers, also it helps children to develop critical thinking in relation to the interpretation of images that convey meaning and the predictions that they can make about stories. Furthermore, if teachers include texts which can be used with specific purposes, literature can offer behavioral models to them which contribute to forming their personality; they can identify aspects of human

conditions, such as; how to solve a problem, how their attitudes can affect others or how values can be used outside the classroom.

This information was relevant for this study because in primary school children are receptive, they are curious to explore new things, they are shaping their personality and teachers can support this process. Besides, it was possible to identify that reading stories to them allows children to show their emotions, to reflect about themselves and to promote their inner life. Although the researcher used poems, pictures books and short historical film with primary pupils, it is relevant to mention that the type of stories used with them have to be chosen taking into account their level, age and cognitive process; for this reason, it is better to use short stories related to topics they like the most avoiding using complex texts as poems or stories with historical content which need a depth analysis to be understandable.

Although Monsalve and Correal (2006) propose that through speaking, children are able to share ideas and acquire new concepts. Children need to have the opportunity to express their ideas in the classroom trying to use a simple vocabulary for this reason, this research project worked in activities which permit children to develop their oral production taking into account that based on this theory the population was in the intermediate period where children learn by imitation and repetition.

Finally, considering these skills and based on Bayon, Wilson, Stanton and Boltman (2003) and Rodríguez and Perez (2016). It is possible to say that storytelling has been shown to support the development of children's speaking skills. Also, it can be conceived as a medium to capture children's attention and to develop children's social and emotional aspects in relation to their development process.

Those theories confirm that with storytelling it is possible to strengthen not only children's oral skills but also their values through behavioral models presented in the story to shape their personality as Stan (2014) affirms. In this study Students-teachers implemented storytelling as a strategy to build early oral production and to strengthen respect and equality values, the data found were analysed based on the theory and the researchers of Bayon, Wilson, Stanton and Boltman (2003), Rodríguez and Perez (2016), Monsalve and Correal (2006), Moya and Jiménez (2004), Garton and Copland (2018), Al Hosni (2014), Sánchez (2014), Oliver & Philp (2014), and Stan (2014).

3. Chapter III: Research Design

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

4.1. Type of the research

Qualitative action research

The qualitative research is defined by Merriam as an umbrella concept covering several forms of inquiry that help us to understand and to explain the meaning of social phenomena with a little disruption of the natural setting as possible (Merriam, 1998, p.5). Moreover, it is important to mention that in qualitative research the researcher is the primary instrument for data collection and analysis. It means that qualitative research builds toward theory from observations and intuitive understanding gained in the field. Finally, since qualitative research focuses on process, meaning an understanding, the product of a qualitative study is richly descriptive (Merriam, 1998, p. 8).

Qualitative research methods generally assume the nature of knowledge as fluid and subjective (as opposed to fixed and objective). Such knowledge is enriched by multiple viewpoints and changes as these viewpoints are used to further construct a knowledge base. It means that the nature of knowledge is fluid and subjective because reality is not only known quantitatively, but also constructed by culture, history and the context (Phillips & Carr, 2014p.26).

This type of research involves validity and reliability; qualitative research is generally considered trustworthy if it takes into account 5 elements, multiple viewpoints as represented in data sets from multiple sources that is related to triangulation, narrative rich and situational details to bring objectivity into the research study, systematic data collection and interpretation, clarification of researcher's position and critical reflection and evaluation.

Method of the research

This project was based on action research. Action research is most simply defined as a “practitioner-based” form of research. In other words, it is done by teachers in their own classrooms with the goal of improving pedagogy and student learning (Phillips and Carr 2014). It means that action research is one way of exploring teaching and learning in an educational context. Moreover, according to Mertler (2009) action research is a cyclical process that involves four steps:

1. The planning stage when you decide exactly what to study and it is related to gathering information, reviewing literature related to the study and developing a research plan or the research methodology.

2. The acting stage is about collecting and analyzing data, in this step it is necessary to take decisions about data collection techniques and approaches to analyze data. Action

research combines two: as you collect data, analyze them by looking for themes, categories or patterns, data collection and analysis help us what to look for.

3. The developing stage regards to develop an action plan as it is implemented its effectiveness must be continually monitored, evaluated and revised.

4. The reflecting stage is related to sharing and communicating results and reflecting on the process (p.31-32).

4.2. Data collection instruments and procedures

For the present study there were four data collection strategies which were associated with qualitative inquiry. Field notes, audio recording, interviews and videos are valuable to document and interpret the findings in order to answer the research question. These instruments were applied weekly considering the research objectives.

Field note

It is related to seeing, listening and using the senses to gather information, with this collection tool the voice of the observer is always evident. In accordance with Phillips and Carr (2014) to observe as a student teacher-researcher is to critically and deliberately watch as a participant in the classroom. Additionally, observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. When using this method, the researcher observes the “classroom interactions and events, as they actually occur (Zohrabi, 2013, p .59). In this study student-teachers carried out a participant observation. According to (Zohrabi, 2013, p.59), in a participant observation the observers enter the classroom and integrate with the students directly. It means that the researcher becomes a member of the context and participates in its culture and activities.

Audio Recording

In an audio recording, a technical process is performed through which the sound of voices is recorded. In this case the participation of students in oral activities will be recorded (Esomar, 2009, p.5-6), explains that in an audio recordings, rather than on questionnaires, there is usually no problem if those are supplied in the form of anonymised transcripts or anonymous audio recordings (although in both cases care may be needed to remove identifying comments or other clues from the material).

Interview

It has long been used in research as a way of obtaining information from a targeted group of people about their opinions, behavior, or knowledge, it is often likened to a conversation between two people. Data can be collected by listening to individuals, recording, filming their responses, or a combination of methods. In this study, semi-structured interview will be used, which according to Wilkinson and Birmingham (2003) include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions, there is sufficient flexibility to give the answer in a more natural way (p.43-45). In this study, the interviews were recorded in order to select and transcript the information related to students and room teachers' opinions about the learning process, behavior, and knowledge.

Video Recording

In accordance with Wilkinson and Birmingham (2003) it is related to recording of people in their natural setting, interacting with one another, and saying and doing a variety of things. A video-camera will record what happens as it happens, in all its original detail. They say that as soon as possible after each data-collection exercise you should watch the tape and write down what is happening in your video-recording. It is important to produce a

basic record or summary of the recorded events (p.153). In this study, the video recording was used to identify details related to how students interact with each other and what they say and do.

Triangulation

Having significant data from each of these instruments ensures multiple perspectives and makes the research more trustworthy because data from these three instruments allows us to see a critical question from three distinct perspectives that is also related to triangulation. According to Turner (2009) triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. The triangulation in this study was made through field notes, audio and video recordings, artifacts and interviews.

4.3. Ethical Considerations

Finally, the process of obtaining data is related to the permissions from participants in the research study, in this case it involves written permission from the parents and verbal permission from students. According to Esomar (2009), before personally identifiable data can be processed, the data subject needs to give informed consent. Student-teachers used the consent format determined by the university and the policy of the school in which the present study was developing to inform parents and school about the project (Annex 5). Although students' teachers send the consent format at times some parents did not fill it because they forgot it and few of them disagree with their children's participation in the study. However, teachers sent it again but at that moment the Covid-19 appeared in this situation it was difficult to recollect all the consents. Moreover, in order to guarantee that

students' identity, their names were changed, they had a membership with different animal characters; likewise, the student's information was confidential.

4. Chapter IV: Pedagogical Intervention

In this chapter the vision of language, vision of learning and teaching methodology are described. Also, this chapter presents the cronogram, as the teaching approach, and the lesson plan for the pedagogical intervention that was implemented during the interventions at the school.

5.1. View of language

This study was focused on two visions of language as self-expression and language as doing things: a functional perspective. According to Tudor (as cited in Vera, Chapetón and Buitrago, 2018) language is the means in which we express our emotions and aspirations and explore our interest. In self-expression learners are encouraged to express their feelings and to communicate basically in a supportive environment with no fear of judgment or rejection (p.88).

Although this view of language was not totally implemented it was possible to approximate students to develop self-expression. Student-teachers promoted rapport with students, created an appropriate environment and guided them to shape their communicative sociolinguistic competence. Students were able to express preferences, feelings, greetings and basic phrases related to gender, the acts of politeness and social values such as respect and equality. It is important to mention that they did not only use oral language but also, they used movements and gestures to express elementary ideas. It was possible to get close to this view of language because students-teachers created a supportive environment using didactic material made by them, songs, videos, customs, real

images, puppets, artifacts and body language. Also, they developed activities that involved different kinds of interaction and the student's preferences; it allowed students to feel more confident and comfortable to participate and to learn English. Additionally, it is relevant to highlight that the topics of the stories allowed them to make associations with their real context to motivate them and to promote meaningful experiences that enrich their language learning process.

Regarding language as doing things: a functional perspective, Tudor (as cited in Vera, Chapetón and Buitrago, 2018) suggests learners are social actors whose learning goals are defined by the context in which they will be required to use the language and the message they wish to convey in these contexts (p.88). It means the learners can use the language that they had been learning to communicate their ideas with a purpose according to the situation. It is interconnected with the pragmatic competence in which the language is not the final objective, it is the means.

This view of language was useful for this study because student-teacher developed a daily routine and activities in which students got familiar with some vocabulary and phrases that not only helped them to understand the story, but also to recognize the context in which they could use what they had been learning taking into account that it is important to give children real context to recognize their reality. Moreover, they expressed short ideas and answered simple questions related to these stories combining both languages, their mother tongue and English. The stories were related to respect and quality values which have significance to them and to their institutional context.

5.2. Views of learning

This study enclosed three visions of learning as *habit formation*, *experiential learning* and *learning and the role of affect*. Tudor suggests (as cited in Vera, Chapetón and Buitrago, 2018) *habit formation* as a view of learning developing automatization of linguistic competence, it takes into account habit formation which is a part of the development of fluent command of the target language (p.90). In the present study student-teachers used habit formation at the beginning of each class because they developed a routine in which each day students practiced songs, greetings and the vocabulary related to feelings, weather, and some daily expressions. It is relevant to mention that probably the routines that students learned and practiced during the classes did not remain just as a habit but that over time students could use it in real situations.

The second and most prominent vision of learning in this study is *experiential learning*. Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, Boyatzis & Mainemelis 2001, p.228). Additionally, it emphasizes the idea of learning by doing which consider three principles. First, activities should be focused on processing and communicating messages; second, authentic material should be used; and third, the use of communication strategies should be encouraged (Tudor cited in Vera, Chapetón & Buitrago, 2018).

In this study student-teachers used experiential learning. They developed two reading sessions; during each reading activity they read a story for students, each story was related to a different value. Student-teachers selected and edited two stories regarding respect, and equality values to communicate useful and meaningful messages to students (Annex 9). Moreover, previous to the reading student-teachers developed different activities to recycle and familiarize students with the language, not only in those activities

but also during the reading activity they used and made authentic material such as puppets, posters, games, flashcards, artifacts and songs that were used to create a good environment in which children had the opportunity to listen and comprehend the story expressing their ideas using the vocabulary learned; finally, it is important to consider that during each reading activity student-teachers used customs and different accessories and read the story using storytelling strategies.

The last view of learning is *Learning and the role of affect*. In this vision of learning students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological and experiential factors; those factors give rise to a certain affective interaction with the learning process (Tudor cited in Vera, Chapetón & Buitrago, 2018). Besides, the disposition of the learner towards the materials used in the class and the activities play an important role in the students' process of learning. In this study during the activities students- teachers built a rapport with students to promote a good predisposition in them in this way students felt comfortable to participate in the oral and reading activities that is why the activities were developed taking into account students' likes, interests, and cognitive processes in relation to their age.

5.3. Teaching Approach

According to Willis (1996) in the task-based approach there are three relevant phases: task preparation, task realization and post task. The *task preparation* is related to recycling the language and familiarising learners with the context as much as possible (Willis, 1996, p. 24). In this pedagogical intervention student-teachers selected the appropriate words and expressions that children need to understand and comprehend the stories. Additionally, during the intervention student-teachers developed some tasks preparation activities before

reading the story such as learning songs, matching games (Image-word), coloring, identifying and saying the name of the main characters, do a homework in which they make an artifact related to politeness words (please, thank you, excuse me) drawing or pasting images of examples where they can use those words. In those activities the main idea was to explore the main topic of the story implicitly, in this case the values exploring real situations from students' life, and exploring the vocabulary that is necessary to comprehend the story.

Likewise, related to the *task realization* the last phase is leading up to this stage taking into account that the language input must be related to the task. Whether the task is performed, displayed, recorded (Willis, 1996, p.25). Although in this project this stage was not related to produce, perform and present their final task, in this stage students-teachers develop the storytelling sessions in which learners listened and tried to understand the story identifying and relating the previous vocabulary worked, during the reading time they made predictions about the story, made gestures and movements related to the vocabulary learned, asked simple questions about the story and interacted with the material brought by the teacher.

Finally, the *post task* in which the facilitator may wish to conduct a feedback session to discuss and success of the task and consider suggestions for improving it, and the participants may wish their reactions to the topic, amount of language input, thinks they enjoy doing (Willis, 1996, p.26). Regarding this study children had the opportunity to made a review of the story and developed activities guided by the teachers in which they not only communicated their opinion using their mother tongue about the story, but also, they made workshops to identify the sequence of the story, handicrafts, and role plays about some scenes of the stories with a communicative and interactive intention. Moreover, in this

project the feedback was qualitative in terms of children's attitude, participation and disposition in the activities. terms of language use teachers made some corrections about pronunciation and grammar mistakes.

5.4. Pedagogical intervention

This study was developed from October 2019 to February 2020. Although this study was planned for four more months it was not possible to continue due to the fact that in March 2020 started preventive measures against Covid-19. Government closed educational institutions. The lessons were focused on developing two stories related to respect and equality values (Annex 6). The activities were planned taking into account the lesson plan, the task-based approach and one storybook per value.

Considering storytelling, some strategies were relevant in the design of the reading book activities. According to Caceres and Perez (2016), through storytelling, teachers are challenged to utilize the natural rhythms and patterns of language and use linguistic delivery techniques. In order to create a good environment and capture children's attention, student-teachers used different strategies to tell stories such as changing their tone of voice, using pauses to create suspense, providing visual supports such as pictures, puppets, flashcards and songs. Furthermore, during each reading section student-teachers performed the main character of the story using customs and different accessories to create a supportive environment.

Regarding the reading activities, the first part was based on giving enough and appropriate vocabulary in context to students related to the story. Student-teachers introduced this vocabulary in a didactic way, it was before the story to comprove if students were able to understand the main idea of each story. Moreover, student-teachers introduced

the words used in the story making emphasis on their sounds. In the second part of the reading activities students listened to the story and interacted with the characters of the story reinforcing vocabulary previously seen and making predictions about the story. In the last part of the reading activities students said what they felt and thought about the topic of the story and answered yes or no questions about the story.

In the development of this pedagogical proposal, student-teachers took into account two important cycles. In each cycle, first they applied the activities planned according to what was observed during the beginning of this research project. Second, they observed the impact of these activities in 103 and 104 students. Thirdly, they reflected about the procedures during the implementation of those activities. Each cycle included two lesson plans; each lesson plan was planned based on one story. Regarding the assessments, they develop some workshops in order to check children's understanding, additionally during and before the reading they asked simple questions about the story.

5.5. Chronogram

Table 1. Pedagogical intervention Chronogram.

Area: English				School: Colegio Prado Veraniego IED, branch B		
School year: 2019-2 / 2020-1				Target group: 103 first grade 104 first grade		
Month	Cicle	Week	Story	Objectives	Stage of the Approach	Activities Description
Oct	Cycle 1	Week 1 -2	Do unto others by Laurie Keller	1. To show the importance to respect others.	A. Pre-task	-Develop the daily routine.
				2. To introduce themselves and to identify gender singing rhymes.		-Use boy and girl puppets and images to identify gender.
				2. To introduce themselves and to identify gender singing rhymes.	B. While task	- Sing a song using the puppet in order to introduce themselves.
				3. To follow the sequence of a short story supported by images.		C. Post task
						-Answer simple questions about the characters of the story.
				1. To explore expressions and ways to treat others.		-Develop the daily routine
				2. To introduce base vocabulary related		-Magical words: Take magical words from the hat such as:

Oct	Cycle 1	Week 3-4	Do unto others by Laurie Keller	to apologize and agreements.		please, thank you, excuse me, making a movement for each word.
					A. Pre-task	-Video song: listen and sing a song related to the magical words.
				3. To extract gist / general ideas or essential information.		- Introduce vocabulary related to how to be friendly (say hello, smile, look at eyes) showing images with a gesture related to the story.
				4. Identify the importance of being friendly, polite, honest.		-Use puppets in order to introduce some vocabulary (be kind, cooperative, play fair, and share).
				5. To check understanding of specifics and important details.		-Sing a song related to the previous vocabulary of the story.
						- Introduce the two main characters of the story (Mr. Rabbit and the otters) using a big image and describing it.
						-Reading time: read the story "Do unto others" by Laurie Keller.
						-Simple questions related to the main idea of the story.
Nov	Cycle 1	Week 1	Do unto others by Laurie Keller	1. To practice the first speaking step (pre-production) repeating the vocabulary.	C. Post task	-Develop the daily routine.
				2. To describe orally some		-Make a review the story "Do unto others" by Laurie Keller using images.
						-Practical activity about how to be friendly, select and say the image that they practice.

				characteristics about stories.		-I like to ____.
				3. To identify the main idea of the story.		-Make an artifact "scrapbook" in which they are going to organize the scenes of the story.
						-Groups Activity: Make a role play of the scenes of the story.
				1. To practise vocabulary related to family members.		-Develop the daily routine.
						-Sing a song about family.
				2. To promote and persuade children to love their family.		-Introduce the vocabulary (big, small, same color, different colors, near, far) using real objects.
				3. To recognize vocabulary related to adjectives.		-Show a big poster about family members and describe it.
Nov	Cycle 2	Week 2	The family book By Todd Parr		A. Pre-task	
				4. To practice pronunciation of specific vocabulary.	B. While task	-Sing a song about actions using flashcards and movements (hug, be quiet, to be noisy, be clean, be messy, and be strong).
					C. Post task	-Reading time: Read the story The family book By Todd Parr.

Feb 2020	Cycle 2	Week 3	The family book By Todd Parr.	5. To enhance pre- production skills by imitating.		-Make a review about the story.
				6. To describe some characteristics about myself and other people.		-Couples Activity: workshop with some enumerated scenes related to the story.
						-My family is so special: create a family portrait and describe it.
				1. To Identify how to answer greetings.		-Develop the daily routine.
						-Song to introduce themselves.
				2. To practise expressions about family (adjectives).	A. Pre-task	-Corporal song to identify some common commands such as silence please, stand up, sit down, hands up, hands down, clap your hands.
					B. While task	-Review of the vocabulary (adjectives) of the story.
				3. To identify Correctly the different members of the family.	C. Post task	-Workshop about adjectives to describe family.
						-Describe big images about family.
				4.To check understanding of the general idea of a short story.		-Listen to a storytelling song.
		-Simple questions about the story.				

5.1. Possible impact of the results

In this study the main objective is to describe first grade EFL student's early production through storytelling as a strategy, but also to strengthen their emotional aspects related to their behavior and values. In order to achieve this, aim the activities were planned taking into account students' likes and profile related to their English level. Moreover, teachers created an appropriate environment for children using different and useful materials and didactic activities. Also, teachers promoted a good relationship in order to allow students to participate and enjoy their learning process. Additionally, related to students' affective domain students-teachers expected to promote some institutional values with children such as respect and equality using different stories related to these.

Chapter V: Data Analysis

The following chapter displays the analysis of the collected data from first grade students 103 and 104. It exhibits a general description of the collection process that researchers used to analyze the information; and finally, it describes the findings. This research sought to describe how first grade students build their early oral production through the use of storytelling as a strategy. The Grounded theory was a key essential element for the analysis of the data collected.

6.1. Grounded Theory

The data were analyzed using the Grounded theory methodology. It is an inductive methodology and a general method based on the systematic generation of theory. Furthermore, it is a set of rigorous research procedures leading to the emergence of conceptual categories. Finally, it is pertinent to mention that the Grounded theory has two

unique characteristics: constant comparative analysis and theoretical sampling. The constant comparative analysis entails an interactive process of concurrent data collection and analysis, which involves the systematic choice and study of several comparison groups. (Glaser, as cited in Cho & Lee, 2014). On the other hand, sampling is related to the process in which the investigators must first identify a corpus of texts, and then select the units of analysis within the texts. Once the researcher has established a sample of texts, the next step is to identify the basic units of analysis. (Ryan & Bernard, 2000).

Further to this, during the data analysis process, an incident should be compared and contrasted with other incidents, taking into account that the purposes of comparative analysis are to obtain accuracy of evidence in the conceptual category and to establish the generality of a fact. (Glaser & Strauss, as cited in Cho & Lee, 2014).

Finally, with this information on mind, as coding categories emerge, the investigator links them together in theoretical models. One technique is to compare and contrast themes and concepts. When, why, and under what conditions do these themes occur? (Glaser & Strauss, as cited in Ryan & Bernard, 2000). Therefore, finding themes is more than one way to induce themes. Grounded theorists suggest a careful, line-by-line reading of the text while looking for processes, actions, assumptions, and consequences. (Glaser & Strauss, as cited in Ryan & Bernard, 2000).

6.2. Procedure of Data Analysis

During the pedagogical intervention the data were collected systematically in order to save the information related to the research questions. The data were collected through field notes, students and room teacher interviews, audio and video recording, those data were collected on the computer and written in a chart. Once the researchers gather and organize

all the data, these data are reviewed constantly, in this review of data researchers looking for common aspects and it reveals concepts and elements which are classified by codes. During this process researchers use colors (color-coding) it was applied in the following way: Blue color for the data related to the communicative interaction among students, green color to refer to the students early oral production moments, and purple color for the data related to storytelling strategies. Then researchers grouped data and reassembled the names or codes given to the parts of the data by collecting them into categories During the data collection and analysis processes, data were triangulated and the field notes, students and room teacher interview, video and audio recordings were compared and analyzed.

6.3. Findings

In this research data were obtained from multiple sources such as field notes, artifacts, interviews, video and audio recordings. Taking into consideration the grounded theory, there were three categories which emerged from the research question, objectives and the data analysis, each of them is divided in one or two subcategories. The next table presents the structure of the categories of analysis.

Table 2. Categories and subcategories of analysis.

RESEARCH OBJECTIVES	CATEGORY	SUB-CATEGORIES
To identify how storytelling influences students' communicative interaction in the classroom.	Communicative activities to foster students' interaction.	-Verbal and Nonverbal interaction.

To analyze how storytelling impacts children's early oral production.	Early oral production development.	-Speaking moments.
<hr/>		
To recognize the role of storytelling in students' personal relationships.	Storytelling Strategies for meaningful learning.	-Supportive environment to familiarize and promote the use of vocabulary learned in context.
<hr/>		
		-Involving student's affective domain to strengthen their personal relationships.

6.4. 1st Category: Communicative activities to foster students' interaction

This category displays the role that communicative activities had on students' interaction and their use of language. This interaction may include gestures and physical responses such as movements, pointing, postures and gestures to communicate (Oliver & Philp 2014). Students teachers designed activities which included role plays, songs, routines, workshops and handicrafts giving opportunities for students to share with their classmates and teachers living different learning experiences. It involves one subcategory which is, oral and nonverbal interaction.

Verbal and nonverbal interaction

In this study, verbal and nonverbal interaction activities were used to promote students' interaction while they use the language. Teacher designed a role play activity. For this activity teachers first made a review about the stories then, students made groups and developed a workshop and a scrapbook in which they organized some scenes of the stories:



[Figure 1. Workshop and scrapbook, grade 104 and 103]

After they organized the scenes, students had the opportunity to use their body to represent some scenes of the story. They also repeated and practiced a short dialogue of the story and then they used words and simple phrases in their performances. It is important to mention that during this activity teachers guided children in terms of pronunciation and motivated them to participate in the activity:

Teachers developed a review of the story and students made a scrapbook organizing the scenes of the story in chronological order with the teacher's guidance, they worked in pairs and each one helped each other. There is an image of the first scene projected in the board, and students practise the dialogs by repeating with the teacher because they should develop a role play. When they showed their performance all the students were attentive, they were smiling and enjoying the activity. They recreated the first scene of the book: Do unto Otters in which Mrs. Rabbit meets The Otters.

[Field note #4, grade 103, 31st October, 2019]

Children made groups; they were happy to work with their classmates. They developed a workshop with some enumerated scenes related to the family story. They wrote numbers from one to six in the scenes according to what happened in the story. Students were helping each other to identify the scenes, and they decided to take turns to write the number, in this way they felt that they worked together. Then, they practiced and represented a scene in front of their classmates, while they said the scenes, they made gestures or movements related to the scene. They were laughing and smiling during that activity and they were sharing and clapping to their classmates.

[Field note #4, grade 104, 7th November 2019]

It is evident that activities in which children work by pairs or groups help them to share and interact in a positive way, they perform a role play in which they exchange some dialogues, while they present the role play their classmates listened to them, during this activity students were smiling and clapping. It evidence that oral interaction is the type of speaking and listening that occurs in communicative exchanges. It means that students understand that oral interaction involves first listening and then responding (Oliver & Philp (2014) . During this oral interaction students were motivated because they liked to work together, they were smiling and working as a team during the development of the role play and in the previous activities. For that reason, this activity contributed to developing skills to strengthen personal relationships and it helped them in their cooperative learning that was not common in the classroom. It means that students had the opportunity to feel secure to participate, each one participated in a task in order to achieve the goal taking turns, and it was possible to see when they selected who wrote the number of the scenes or who represented each character in the role play. During the performance students not only interact but also use the language, gestures and physical responses to represent the scene:

Table 3. Verbal and nonverbal interaction.

Video, scenes story "Do unto otters" [103] (Annex 7)	Video, scenes story "Family book" [104] (Annex 7)
Role play	Role Play
<u>Caterpillar</u> : He is jumping like Mrs rabbit	<u>Teacher</u> : one, two, three
<u>Animals</u> : Laughing	<u>Caterpillar and chicken</u> : some family are big
<u>Giraffe</u> : Hello, Mrs. Rabbit (He moves his hand to say hello)	(the rest of students open their arms making the movement of big)
<u>Caterpillar</u> : Smiling	<u>Teacher</u> : one, two, three
<u>Giraffe</u> : we are	<u>Zebra and elephant</u> : some family a small
<u>Animals</u> : your friend	(zebra closes her fingers making the movement of big)
<u>Giraffe</u> : your friend	

[Video #1, Acting Post task, "Do unto Otters,"
grade 103, 00:02-00:14 seg]

[Video#1, Acting post task, "The family
book", grade 104, 00:05-00:20 seg]

The previous data sample shows that the role play was a meaningful experience that allowed students to recreate a communicative situation in which they used the language, teachers guided them in terms of pronunciation and language structures, they repeated and recalled single words and phrases that they can use in a similar communicative event as Garton and Copland (2018) suggest for children's oral activities in which they should provide plenty of support in terms of structure to enable them to use language confidently.

Moreover, it was evident that not all responses need to be spoken exchanges may include gestures and physical responses (Oliver & Philp 2014). Students used nonverbal communications such as movements and gestures to reinforce the message in the communicative situation that they recreated but also to respond to their classmates after listening to them.

6.5. 2nd Category: Early oral production development

It is about the process of how students learned and used some vocabulary, simple phrases and sentences to communicate short ideas in specific situations. These could be grammatically correct or wrong because students are developing the speaking periods which are silent period, intermediate period and breakthrough period (Monsalve & Correal 2006). It includes one subcategory which is speaking moments to use the vocabulary in context.

Speaking moments

In this study, Student-teacher developed task realization and post task activities related to the stories, "Do unto otters" and "The family book" in which students were

familiarized with the vocabulary and basic phrases that helped them understand the story and to express their ideas about it. In this study, students-teachers designed different Task preparation and post- task activities in which children interacted among them fostering the speaking periods.

In the silent period, teachers provided children with useful or prefabricated phrases helping to expand their repertoire of language. They can learn these as blocks of sounds as the same way they did when they learned their first language (Monsalve and Correal 2006). The following fragments of fieldnotes evidence that students were in this silent period where they recognized some new vocabulary in a didactic way:

Then the puppets said that they are going to teach them Magical words. Teacher took a Magical bag and students said "abracadabra" and the teacher showed Magical Word making movements with her body to represent the word and they repeated it . The Magical words were: Please, thank you , excuse me. While the teacher made the movement and showed the Magical Word students said : pedir disculpas, dar las gracias. But they did not say words in English. Teacher sang a song with students to practice the Magical words making the representative movement and students repeated it.

[Field note #2 ,grade 104, 18th october 2019]

I had a magical bag and I got out of three magical expressions one by one: Please, thank you, and excuse me. Then, I projected a ppp to present a key gesture to represent the expressions and some examples with images. Students made the gesture of each expression. Everyone put their hands together to say please, they also shaked hands to say thank you. After that, the teacher showed a video of a corporal song related to please and thank you, students repeated the words and made the corresponding gestures.

[Field note #2 ,grade 103, 18th october 2019]

The previous data present how teachers provided students with some vocabulary related to the story using gestures, movements, songs, games, and puppets. They are in the silent period where they did not use English but they made an association between the image and the meaning of the word saying ideas using their mother tongue. After a certain period of time children move to the intermediate period where they learn by imitation and

repetition (Monsalve and Correal 2006). Teachers developed activities in which students had the opportunity to repeat words and simple sentences:

Table 4. Intermediate period.

Task Preparation activities [103] (Annex 7)	Routine and Task Preparation activities [104] (Annex 7)
<p><u>Please and thank Song</u></p> <p>Song: When you see something you want, what is the magic word Teacher: The magic word Song and students: Hmmm Please, please, please. Song: When you get something, you want, what is the magic word Teacher: The magic word Song and students: Hmmm... thank you, thank you, thank you Students perfectly repeat the chorus of the song: Students: “Please and thank you” and they make the corresponding gesture.</p> <p>[Video #2: Pre task: Please and thank you song, “Do Unto Otters,” grade 103, 00:05-00:41 seg]</p>	<p><u>Routine time: Gender</u></p> <p>Teacher: She is a girl or a boy ? (teacher shows a girl puppet) A student: girl Teacher: she is students: she is Teacher: a girl Students: a girl Teacher: He is a girl or a boy? (Teacher shows a boy puppet) Students: is a girl or a boy? Teacher:he is Students:he is Teacher:a boy Students: a boy</p> <p>[Audio recording #1, Routine time:Gender, grade 104, 00:04-00:31seg]</p>

Characters Presentation: Do Unto Otters

Teacher: What is this? (She points to the image of mrs.rabbit)

Elephant: Rabbit

Giraffe: Rabbit

T: Mrs,Rabbit

T: **Hello, Mrs.rabbit**

Ss: **Hello Mrs. Rabbit**

T: And, what are they?

Ss: What are they?

T: She points to the image of the otters

T: Tiger, what are they?

Teacher:Otter

Teacher: **Hello, otters, Hello, Otters**

Ss: **Hello, Otters**

[Video #2, While task: Characters review, "Do unto Otters," grade 103, 00:50-01:32 seg]

Task preparation: Family song

Students sing a song to recognize the vocabulary related to family and adjectives

Teacher: **I am maggie**

chicken, snail,zebra, dog : **I am maggie** (they show happy face)

snail: happy

zebra: happy

Teacher: **He is my father**

zebra: (she is dancing while she sings)

chicken , snail,zebra, dog: **He is my father** I big
(They open their hands)

Teacher: she is my mother

snail: small (he makes movements with his hands)

Teacher : **he is my brother**

chicken , snail,zebra, dog: **he is my brother** (they make movements with their hands)

teacher : noisy , **she is my**

chicken , snail,zebra, dog: **she is my sister** (they make movements with their fingers)

snail, dog : quite

teacher: **they are my family**

chicken , snail,zebra, dog: **they are my family**

teacher : They love me

[Video#2,Pre-taks: Family song , grade 104, 00:36 - 1:33 min]

Vocabulary presentation, How to be friendly?

I explained each action with gestures and movements and I said these out loud, when I said each one the students repeated and made the corresponding gesture or movement: I said " Say hello" they said "hello" and moved their hands, when I said "smile" they repeated the word and laugh finally I said "look at my eyes" and they only pointed their eyes.

[Field note #3 ,grade 103, 24th october 2019]

Task preparation :How to be friendly

Teacher introduced the vocabulary related to how to be friendly (say hello, smile, look at eyes)

showing images related to the story and making the gesture. Teacher showed the big image and

students repeated the word making the gesture.

Then , the teacher showed images to introduce some

vocabulary (be kind, cooperative, play fair, and

share) , the teacher pointed to the image and said

share , **and students repeated the pronunciation of**

the words . After that ,the teacher used a puppet

(magical friend) to ask children about those words .

The puppet said: I am Mr Blue, I like to cooperate, I

like to share and I play fair and **children repeat it.**

[Field note #3, grade 104, 24th october 2019]

Workshop, How to be friendly?

Teachers presented three situations with images related to share, help, smile. Students should draw the situation that they practice in their life, then they write the corresponding expression, and then they read and repeat it.

Teacher: How to be

Elephant: **How to be**

T:friendly

E:**freely**

T:friendly

E:**friendel**

T: Friendly

E: **Friendly**

Teacher: **I like**

E: I like

Teacher: to smile

Giraffe: to smile: (he makes a gesture)

Teacher: I like

Giraffe: I like

Teacher: **to share**

Giraffe: **to share**

[Video #2, Post task, How to be friendly, "Do

Unto Otters, grade 103, 02:26-2:42]

These data demonstrate how students developed an intermediate period where they learned by imitation and repetition as (Monsalve and Correal 2006) suggests. They followed and repeated the letter or some phrases of songs. Also, they imitated gestures and movements to identify and expressed some vocabulary related to how to be polite and friendly, adjectives, feelings, and preferences (hello, smile, visual contact, please, thank you, big, small, noisy quiet, happy, help, like, share). It is relevant to mention that as the data exhibited the activities were guided by the teachers who used songs, images and puppets resources. During those activities the teacher first presented single words and students repeated, then teachers complemented this word adding more words to said completed sentences and students also repeated. Through this frequent imitation and

repetition, some phrases are learned and used (Monsalve and Correal 2006) as the following data expose:

Table 5. Breakthrough period.

Task preparation and Post task activities [103] (Annex 7)	Routine and post task activities [104] (Annex 7)
<p><u>Eating time</u> At this moment, I distributed the snack and everyone used two of the magical expressions that we were practicing. They said “please” to ask me for the snack and “thank you” when I gave them it. (...) when they said please they joined their hands as if they were pleading, then I gave them the snack and they shook their hands with me and they said thanks after that I said your welcome. [Field note #2, grade 103, 18th October 2019]</p> <p><u>Characters Review, Do Unto Otters</u> T: Who is he? (She points to the image of mrs.rabbit) Tiger: Mrs. Rabbit [Video #3, Characters Review, “Do Unto Otters”, grade 103, 00:05-00:24 seg]</p> <p><u>Review Vocabulary, How to be polite?</u> T: What happened here? she showed an image and a bip (A girl greeting and with the expression “Say Hello”) Ss: Hello T: And, number two... she pointed an image (A boy smiling and with the word “Smile”) Ss: jajajajaja or happy, happy and they make a gesture (smile) Rabbit: Smile [Video #3, Pre task, How to be polite?, “Do Unto Otters,” grade 103, 00:25-00:50seg]</p> <p><u>Interview:</u> Teacher: ¿Te gusta cantar en clase? Rabbit: Sí, porque son cheveres las canciones, a mi me gusta la de hello T: ¿Cómo es esa canción? R: Hello, hello. Hello, how are you? I am good I am great, I wot... today.</p>	<p><u>Routine time:</u> Hello song Students are singing a song in order to greet: Hello hello, hello how are you. Hello hello hello how are you, I’m good, I’m great I’m wonderful today. [Audio recording#2, Routine time: Hello song, grade 104, 00:05-00:24seg]</p> <p><u>Introducing themselves</u> Rooster: hello hello hello how are you ? (student is singing) ... I am boys Monkey: my name is ... I’m my girl. snail: I am snail rooster: My name is rooster , I am rooster [Audio recording#3,Introducing themselves, grade 104, 00:29-00:57seg]</p> <p><u>How do you feel?</u> Teacher: How do you feel today Lion: I am tired Teacher: I am happy [Audio Recording#4 ,Routine:How do you feel? grade 104, 1:02-1:12 min]</p> <p><u>Post task: My Family portrait handicraft description</u> Teacher: how is your family? rooster: far and happy ... my mother an big cow: my family big , my family strong [Audio Recording#5, Post-tasks : My family portrait description,grade 104, 1:18-1:50 min]</p> <p><u>Post task: how to be friendly</u> Students saw some images ,they selected what they practiced in their life and they said it guided by the teacher: Duck: like to share Elephant: I like cooperate</p>

[Audio 1, Interview , group 103, 00:53-1:36 seg]

Bear:I like share

[Audio recording#6,Post-task :How to be friendly , grade 104, 1:55-2:03]

This information reveals how students got close to the breakthrough period, in which they began to put the learnt language together to express meaning (Monsalve and Correal 2006). They could sing complete songs that they had learned and said some expressions that they had repeated related to greetings and feelings with the correct structure. Also, they used words or complete phrases in a real situation which involves introducing themselves, feelings, gender and relationships while they interact with their classmates or the teacher (please, thank you, I am tired, I am boys). Moreover, in terms of the stories, they not only recognized and said the name of the main character of the story but also, they identified and said some vocabulary that appeared in the story (smile, say hello) when they saw images related to it, and they also used movements and gestures to complement the messages.

They could express their preferences and describe their families using the vocabulary that they had learned from the stories (cooperate, share, far, happy, big, strong). However, it is relevant to mention that in some cases they did not use the rules that underline the foreign language, and they mixed their mother tongue and the foreign language (Moya and Jiménez (2004) as this samples taking from videos recordings, student's interview and field notes present:

Table 6. Interlanguage moment.

**Task realization, Post task and interviews
[103]
(Annex 7)**

**Post tasks, spontaneous situations and
interview [104] (Annex 7)**

While task: Reading Do Unto otters

Teacher: Hello! (She is wearing a costume as a rabbit)

Students: Hello,

Ss: **La teacher, la teacher**

T: Yes, I am the teacher, but you need to say what? (She moves her hands like greeting)

Ss: Hello, hello....

T: **I am Miss Lilo**

T: Hello, Miss Lilo

Ss: Hello, Miss Lilo

T: **So, what is my name?**

Ss: **Lilo**

[Video # 4, While task: Reading Do unto Otters, grade 103, 00:03 – 00:46 seg]

Post task: questions about the main idea of the story

T: ¿Sobre que era la historia?

Tiger: **De Mrs.Rabbit**

T: Who is Mrs.Rabbit

Tiger: Un conejito

[Audio 2, Post task: Answers, "Do Unto Otters" grade 103, 00:02-00:45]

Interviews

Teacher: Recuerdan la historia de Mrs. Rabbit

Eagle: Sí

Dolphin: Sí

T: ¿Sobre que era?

Eagle: **Que Mrs. Rabbit encontró unas nutrias allá y Mrs. Rabbit dijo Hello**

[Audio 3, Interview, grade 103, 00:55-1:33 min]

Teacher: Recuerdan la historia de Mrs. Rabbit

Elephant: Sí

Butterfly: Sí

T: ¿De qué se trataba?

E: **Que había que decirle hello a mrs. Rabbit**

B: **Y alguien tenía que saltar y decirle Hello, Mrs Rabbit**

[Audio 4 Interview, grade 103, 1:50- 2:11 min]

Post task : Questions about the story

Teacher asked the children some questions about the story ,they raised their hands and answered.

-Teacher : What happened with mr Rabbit ?

-Monkey : que compartió

-Rooster : que se hizo **amigo de los otters**

-Lion : que **los otters** se hicieron amigos

[Video#3,Post-task :Questions about the story, grade 104 , 00:05-00:37 seg]

Spontaneous situations

Teacher gave each student an animal (membership) .

Students identified the animal and painted it. The cat

student said " **es un Pet**" and the mouse student said " el mio también **es un Pet**" .

[Field note 2, pre-task, grade 104, October 18th 2019]

Teacher: this one, the first one (teacher is showing an image to a child, when Rooster arrived)

Rooster: profe yo no voy a jugar **my go to the baño please?**

Teacher: dime

Rooster: **I go to the baño please?**

teacher: ok go , but quickly

[Audio recording#7, spontaneous situations, grade 104, 00:42-00:55 seg]

T: ¿Recuerdas la historia de Mrs. Rabbit?

Rooster si

T: ¿Sobre qué se trataba?

Rooster: Que **se encontraba con los friends** y se volvieron amigos pero él dijo para ser amigos toca mirarse, saludar y ser amigos y ayudarse entre ellos

[Audio recording#8, student's interview, grade 104, 00:59-1:18 min]

The last evidence demonstrates how during their early oral production moments learners go from their native language (L1) to acquisition of the target language (L2)

showing their interlanguage process making errors that can be caused by the influence of the first language (Moya and Jiménez (2004). While they were getting closer to the target language, they said short ideas using their mother tongue and the vocabulary that they had learned in English producing some grammar mistakes such as, in some sentences they used the article in Spanish and the next word in English, in other cases they said the sentence in English but they used a word in Spanish. However, it could be considered as early oral production because in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form (Al Hosni 2014). For this reason, students had the opportunity to express ideas mixed in their first language and the target language in a supportive and spontaneous atmosphere.

6.6. 3rd Category: Involving student's affective domain to strengthen their social and emotional development.

Teachers used storytelling strategies not only to support the development of children's early oral language abilities, but also to create a supportive environment to develop a variety of social and emotional benefits cultivating a sense of self and wellbeing nurturing an ethical value system (Bayon, Wilson, Stanton and Boltman, 2003). Students teachers designed activities which involved daily routines, songs, videos and storytelling sessions. This category is divided into two subcategories which are: Supportive environment to familiarize and promote the use of vocabulary learned in context, and affective domain within children's literature to strengthen their social and emotional development.

Supportive environment to familiarize and promote the use of vocabulary learned in context.

Student-teachers developed a daily routine related to the weather and feelings vocabulary; and two storytelling sessions of “Do unto others” and “The family book” stories. Those activities were related to real situations and students' context. Teachers used games, songs, and interactive material made by them, which students could interact with (images, handicrafts, puppets). Also, children could sing and listen to songs, draw, watch videos and live meaningful experiences due to their teachers wearing different accessories and taking into consideration their ages and preferences to adapt the stories and create a supportive environment which motivated students due to literature can be used to motivate students because it provides pleasure to listeners and readers (Stan, 2014).



[Figure 2. Didactic material used during the classes]

Student-teachers developed activities during the routine and the storytelling sessions in which children recognized and used some vocabulary. The next interviews, field notes, audio and video recordings show the student's use of the vocabulary learned due to the

teachers employed different didactic resources and storytelling strategies that called the student's attention reinforcing their communicative competence:

Table 7. Supportive environment.

<p>Routine: What's the weather like today?</p> <p>Task realization: Storytelling session [103]</p> <p>(Annex 7)</p>	<p>Routine How do you feel today?</p> <p>Task realization: Storytelling session [104]</p> <p>(Annex 7)</p>
<p><u>Didactic material: Weather's friend</u></p> <p>We made a review about the weather's friends. I showed a big image of Mrs.sun, Mrs.Windy, Mrs. cloudy, and Mrs.rainy. Then, I went around the classroom and each student could touch each weather friend while we said hello to each one ("Hello, Mrs.sun") After that, I asked them by singing "What's the weather, what's the weather like today?," I said, "look outside the window, miremos por la ventana", they looked and some of them said "sun" and others said "mrs.sun" so I said, "It's sunny", and I sang "It's sunny today, it's sunny today." They also repeated and sang with me. I asked them again, "what's the weather like today" and they answered "it's sunny."</p> <p>[Field note #2,grade 103,October 18th 2019]</p> <p><u>Song</u></p> <p>The teacher sang the weather song and children followed it.</p> <p>Teacher: What is the weather?</p> <p>Ss: What is the weather?</p> <p>T: What is the weather like today?</p> <p>Ss: What is the weather like today?</p> <p>T: Today is...</p> <p>Ss: cloudy</p> <p>T: So, what is the weather?</p> <p>Ss: Cloudy</p> <p>T: Cloudy, excellent!</p> <p>[Video # 5, Routine: Weather song, grade 103, 00:06-00:32 seg]</p>	<p><u>Didactic material: Emojis and song</u></p> <p>Teacher showed some faces (didactic materials emojis) related to feelings.Students saw and touched the faces and made the gesture related to each feeling.Then, the teacher asked students which is this face? And students said happy .Teacher sang a song making gestures related to the feeling that the teacher showed and students repeated it</p> <p>If you feel happy happy happy Go like this ha ha ha x2 (they smiled)</p> <p>If you feel happy happy happy Go like this, go like this x2</p> <p>Ha ha ha (they smiled)</p> <p>Then, the teacher asked students how do you feel today ? showing the faces.Two children said "happy", a child said tired , some students did not answer, and some students made gestures like smiling to answer the question .Teacher said I am happy and all the students repeated I am happy.</p> <p>[Field note #2,grade104,October 18th 2019]</p> <p><u>Use of vocabulary</u></p> <p>Teacher is developing the daily routine and she asks children about the color and how they feel today .</p> <p>Teacher : pay attention , which color is this ? (teacher shows Mr, sunny's rainbow)</p> <p>Two students :the color is pink</p> <p>Teacher : which color is this ?</p> <p>Students: the color is yellow</p> <p>A student: yellow</p>

Task realization, Reading Do Unto Otters

I said to students that we had a special guess. Students were interested to see who is the guess. So, I went out to wear a costume. I dressed up as a rabbit that was the main character of the story. Then, I knocked the door and some children opened the door, when I entered to the classroom they were surprised and they smiled, I said hello to them and one child said "La teacher", I said " Yes, I am the teacher but you need you need to say something" and I moved my hand, they understand and some of them said "Hello"

I introduced myself as miss Lilo and the children said hello to me singing and repeating, "Hello miss Lilo, how are you?"

then I asked them, what is my name? And they said " Miss, Lilo"

[Field note #3, grade 103, October 25th 2019]

Post task The Family Book

Teacher: What is this?

Students: Family

T: Yes, but what is this?

Ss: Big (They make the gesture)

T: OK, repeat

T: Some families are

Ss: big

T Y A: Some families are big

T: Perfect

T: Next

Tiger: Some families are small

T: Small

T: Some families are:

Ss: Small

Giraffe: Some families are small

T: What is this?

Ss: Family

T: Yes, but

T Y S: some families are the same color

T Y S: some families are different colors

[Video #5 Post task, "The family Book," grade 103, 00:35- 1:49 seg]

Teacher: look this , look this (Teacher shows Mr, sunny's rainbow) which color is this ?

Students: the color is green

Teacher: excellent, excellent!

[Audio recording#9, use of vocabulary ,grade 104, 00:07 - 00:36 seg]

Teacher: How do you feel today

Lion: I am tired

Teacher: I am happy

[Audio recording#9, use of vocabulary ,grade 104, 00:39-00:51 seg]

Student's interview

T: ¿Te han gustado las clases de Inglés?

Rooster :me encanto

T: ¿Cuáles actividades te han gustado realizar en la clase de inglés?

Rooster :cuando tu te pintas asI, cuando te disfrazaste de mr rabbit.

[Audio Recording #10 , student's interview, grade 104, 00:56-1:10 min]

Task realization: Do Unto Otters

Teacher is reading " would like otters to be polite, they should know when to say " (teacher points the word and makes gestures with her body)

students: please

teacher and children make gestures with their body

Horse: thank you

teacher and children make gestures with their body

A student: excuse me

[Video#4, While-task: Do unto otters, grade 104, 1:16-1:38 min]

The previous information evidences how students could interact with the material that teachers presented, how through songs they identify the correct pronunciation and meaning of some words because while they sang a song or listened to a story, they made gestures and moved their body to follow it. That is a communicative cycle in which the teacher shares a song or a story and reads the students' reactions, facial expressions and body language (Rodriguez and Perez (2016). Also, both songs and storytelling provided multiple opportunities for not only increased vocabulary but also enhanced oral production while immersing children in the structure, rhythms, rhymes, and melodic patterns of language internalizing the structure and patterns because of the length of the phrases (Garton and Copland, 2018). Students sang songs which have short phrases related to their context and simple conversational language which allowed them to process the language easily.

Additionally, the didactic material used helped them to make a relation between the handicraft, puppet or image and the vocabulary meaning. For this reason, when teachers asked them how do you feel today? or what's the weather today? They used the vocabulary learned in context because they identified and said their feelings and the weather in that moment of the class. Regarding the two storytelling sessions, during the pre-task and while task activities teachers wore a costume to represent the main characters of the story and different didactic resources to create a magic environment, called student's attention and introduced the vocabulary to understand the story. Storytelling can be conceived as a medium which allows students' attention to be captured. Consequently, the storytelling session becomes a customized act, even when the teacher is not aware of it (Rodriguez and Perez, 2016).

Involving students' affective domain to strengthen their personal relationships

Stan (2014) suggests that children's literature can offer behavioural models to them which contribute to forming their personality. During this study, storytelling as a strategy contributes to children's early oral abilities and their social and emotional development. Student-teachers proposed activities considering children's preferences, interests and needs. Those activities allowed them to strengthen their respect and equality values while they interact among them:

Table 8. Affective domain.

Task realization and post task activities Interviews [103] (Annex 7)	Task realization and post task activities Interviews [104] (Annex 7)
<u>How to be friendly: sharing song</u>	<u>How to be polite</u>
Most of the students are standing and they were singing the song by pairs or in groups, they were sharing. Few of them are alone but they also are singing. The teacher is singing with them:	Teacher shows images related to some situations that can happen in the classroom or in the city. Students describe the image and they say what magical word can be used in each situation.
Teacher: "can you share, Ss: can you share, Teacher mmmmmm ... Ss: can you share Teacher: Please Teacher we can share: We can share, and she gave a hug to the students who were alone and the other students made the same and hugged among them. They move their body, move their hands and arms, smile, turn around and dance. Finally, we clapped our hands and we said out loud excellent and the children jumped and felt happy.	Teacher: Look this teacher: what happened there? look (teacher shows an image where a child step on a child's foot) snail: excuse me elephant: me perdonas teacher: yes , excuse me elephant : me perdonas por pisarte el pie { Video#5 , How to be polite:Real situations, grade 104, 00:05-00:25 seg]
[Video 6, Pre task, Sharing song, Do Unto Otters, grade 103, 00:05-1:05min]	<u>Stories message</u>
<u>Stories messages</u>	¿Cree que las historias que se han usado han sido apropiadas para los niños? ¿por qué?
Teacher: What did you understand? Giraffe: Que uno tiene que compartir sus sentimientos con sus amigos, con la mamá, con sus compañeros, con la profesora. T: Excellent, we need to share.	Room Teacher : las historias que se han usado son apropiadas para los niños del grado 1° porque son llamativas y tienen un contenido donde se reafirman los valores de respeto e igualdad. [Room teacher's interview,grade 104] (Annex 10)

[Video 6, Post task: answers, "Do Unto otter," grade 103, 1:10-1:23min]

Teacher: Recuerdas la historia de mrs rabbit

Caterpillar: Si

Teacher: Sobre que era

Caterpillar De compartir de hacer amigos

Teacher Que aprendiste

Caterpillar: Siempre hay que hacer amigos con todos. Por ejemplo, Dog, shark todos los que estamos acá.

[Audio Interview, grade 103, 1:28- 2:16 min]

Tiger: cuando una familia está unida todos pueden ser fuerte

[Video, Post task: answers "The family book," grade 103, 2:17- 2:28 min]

T: y recuerdan la historia de la familia

Elephant: Significa Que toca amar, amar al otro

T: ¿y cómo aplicarían eso aquí en la escuela?

Butterfly: Acá amamos a todo abrazando y siempre siendo buenos

[Audio Interview # 10, grade 103, 2:29-]

Interaction among them

¿Respecto al comportamiento de los niños ha notado algún cambio relacionado con la actitud hacia sus compañeros?

Se nota más el respeto y la igualdad cuando trabajan en grupos pequeños, se nota colaboración trabajan como pares.

[Audio Room teacher's interview, grade 103, 2:47-5:08 min]

Interview

T: ¿Recuerdas la historia de Mrs. Rabbit?

Pig :si

T: ¿Sobre qué se trataba?

Pig: se trataba de compartir, también de ser buena gente, jugar limpio y

T: ¿Cómo podemos usar lo que nos enseñó Mrs, rabbit en la escuela?

Pig : lo podría usar para mejorar el colegio , porque he visto a veces unas peleas.

[Audio recording #11, stories message, student's interview, grade 104, 00:31-1:03min]

T: ¿Recuerdas la historia sobre la familia?

Fish :si

T: ¿de qué se trataba ?

Fish : de la familia ,que la familia es grande una familia es pequeña y una familia es fuerte

T: ¿Qué aprendiste de esa historia

Fish: que la familia es muy importante para nosotros

[Audio recording#12, stories message, student's interview,grade 104, 1:09-1:40 min]

Interaction among them

Students are making a family portrait with different materials, they are sitting by couples, they are sharing their colors, scissors and markets, they are happy, they help each other

[Video#6, interaction among them, grade 104, 1:47-2:09min]

¿Respecto al comportamiento de los niños ha notado algún cambio relacionado con la actitud de hacia sus compañeros?

Room teacher : se ha notado el cambio hacia la actitud con sus compañeros , cuando trabajan en grupo hay respeto y colaboración entre ellos, ven a sus compañeros y compañeras con igualdad de oportunidades.

[Room teacher's interview,grade 104]

(Annex 10)

In agreement with Bayon, Wilson, Stanton and Boltman (2003) when children engage in storytelling, a variety of social and emotional benefits can be developed. The previous data demonstrated that they were able to express preferences, feelings, greetings and basic phrases related to gender, the acts of politeness and social values such as respect and equality. It is relevant to highlight students' affective domain, students understand the message of the story relating it with their life, it allows them to have a significant change in their behavior and interaction with their classmates due to their preferred work individually but now they like to share with their classmates.

Finally, it is evident that using stories related to children's preferences allowed them to share learning experience, and at the same time, to be less shy or afraid to participate and interact not only with the teacher-researcher but also with their classmates (Bello, 2017) motivating them to participate in the English class.

Chapter VI: Conclusions and Recommendations

This chapter presents the conclusions and the recommendations that through the implementation of this research project and based on the data analysis were found. Those are related to the purpose of this research project that was to describe first grade EFL students early oral production through storytelling as a strategy.

7.1. Conclusions

According to the analysis previously made, the implementation of storytelling benefits student's communicative interaction, early oral production, and personal relationship. The development of communicative activities in the classroom supported by

the teachers such as role-plays give opportunities to students to interact with their classmates using the target language. This activity allows students to recreate a communicative situation in which they used the verbal and nonverbal language through gestures and physical responses to represent the scene and to reinforce the message.

Additionally, the pre-task and post-task activities related to the stories provide children with vocabulary and phrases to help them to go from their silent period to the breakthrough period shaping their early oral production. Children get close to the breakthrough period due to they can sing complete songs and say some complete sentences to express ideas in a real situation. They can express their preferences, feelings, gender and describe their families using the vocabulary and basic phrases that they had learned from the stories, however, in some cases they do not use the rules that underline the foreign language because they mixed their mother tongue and the target language. Moreover, storytelling strategies not only support the development of children's early oral production, but also to strengthen personal relationships. It is important to create a supportive environment in which teachers use didactic and authentic material to motivate students and promote a rapport with them. Also, the development of storytelling sessions about respect and equality values through cooperative learning changing their behavior and interaction with their classmates.

Finally, through this study it is possible to evidence that the English classes help them and the institution to achieve some standards due to they can greet and say goodbye correctly, follow the sequence of a simple story, answer questions related to it, sing complete songs following the rhyme and intonation, answer questions related to *What is it?*, and used the vocabulary learned.

7.2. Recommendations

Through the development of this research study we can identify some implications for the EFL teaching and learning in Colombia. As future teachers we must consider useful strategies to shape early oral production in primary school due to the fact that this ability is common working just with repetition and vocabulary activities at the moment of teaching a foreign language.

Moreover, it is significant to highlight the value of creating a supportive environment using authentic and didactic material and developing sharing and cooperating activities taking into account student's needs and preferences, which help children to foster their language skills, interaction, and motivation. Finally, we strongly recommend implementing storytelling through the task based approach in the EFL classroom since it helps the process to develop not only listening and understanding skills but also foster early oral production.

On the other hand related to research recommendations, some possible questions arose during the development of this study such as, how the use of didactic material influenced the children's motivation and their early oral production, which other approaches can complement storytelling strategy in primary school to foster speaking skills, and how teachers can promote communicative task in EFL classroom to children use the vocabulary learned in context.

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6. Appendices

9.1. Annex 1: Interview 1

Fecha de realización: 24 de Abril del 2019

Lugar: I.E.D Prado Veraniego

Grade: 103

Profesor de grado:Luz Marina Castañeda

1. ¿Cuáles han sido sus técnicas y recursos de enseñanza del Inglés?
“Como te das cuenta uso mucho los audiovisuales, las canciones y busco guías en internet. Intento traer actividades variadas, por ejemplo, la guía sobre los colores también trabajaba la concentración de los niños”
2. ¿A la hora de enseñar, sigue usted algunos lineamientos dados por la institución o por su visión personal? ¿Cuál/ cuáles y por qué?
“Para mi es fundamental los valores institucionales sobretodo el compromiso porque de ahí se desprende la responsabilidad, si se enseña eso en los primeros años el niño será exitoso porque este valor es crucial para la vida adulta para acceder a la educación superior o en las relaciones personales.
3. ¿Cómo ha sido el proceso de aprendizaje del inglés de los niños?
“A ellos les gusta la clase de inglés, les llama mucho la atención, pero muchos tienen problemas de dicción, son muy consentidos, se les dificulta la parte oral”
4. ¿Cómo es la disposición y motivación de los estudiantes en la clase de Inglés?
Ellos se motivan con cualquier actividad.

9.2. Annex 1: Interview 2

Fecha de realización: 25 Abril 2019

Lugar:I.E.D Prado Veraniego

Profesor: Nieves Muñoz.

Grado:104

1. ¿Puede describir el contexto estudiantil en el que los estudiantes están inmersos diariamente teniendo en cuenta aspectos positivos y negativos?
“Hay muchos profesores que se preocupan para que sus niños logren el aprendizaje .Todos son licenciados, una maestra tiene doctorado. Todos los maestros y el rector se preocupan por lo recursos y las herramientas como que cada salon tenga computador y video ben , hay una sala de informática . Y en cuanto al ambiente como tal , hay buen ambiente no deja de haber algún inconveniente pero no cosas graves ”
2. ¿En términos generales, cómo describiría el contexto familiar de sus estudiantes?
“Pues , en cuanto a los padres la ocupación varía , hay unos que son profesionales, otros técnicos, otros bachilleres.La gran mayoría se preocupa por la presentación personal de los niños, por sus

útiles escolares y por su proceso de aprendizaje . Los padres están interesados en el progreso de los niños. No hay violencia familiar , tal vez algunos son un poco malcriados pero en si hay un buen ambiente familiar y no he tenido ningún problema con los padres.”

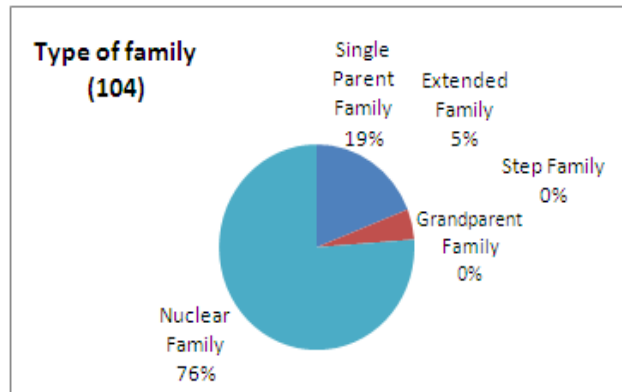
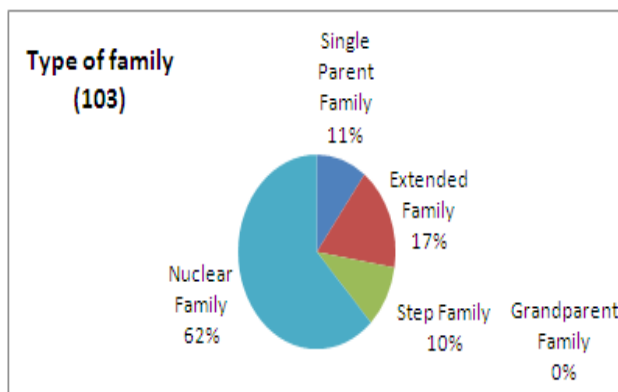
3. ¿Cómo describiría la interacción de los estudiantes con sus compañeros y maestros durante las clases ?

“Ellos son muy amorosos conmigo. No deja de haber alguno que otro problemita entre ellos en el aula pero bien.”

9.3. Annex 2: Survey format and Graphic

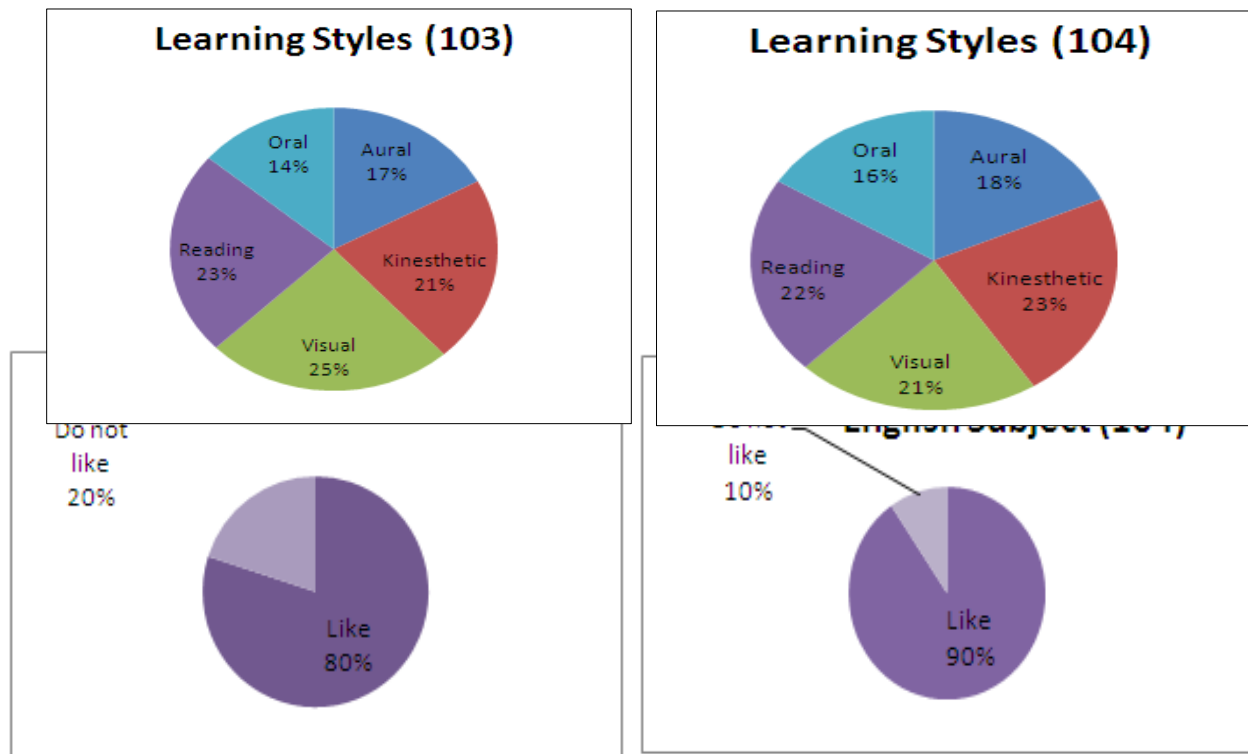


Type of family




English subject

Learning Styles



9.4. Field notes

<div data-bbox="163 245 373 402">  <p>UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Educadora de educadores</i></p> </div> <div data-bbox="394 267 938 469"> <p><u>Field Note # 03</u> Place: Colegio Prado Veraniego I.E.D Class: English class Date: 25th October, 2019 Student teacher: Lizeth Lorena Guarín Cortés Grade: 103</p> </div>			
Guiding Questions	Observation	Interpretation (Pedagogical)	Interpretation (Theoretical)
<p>How songs help students to foster their early oral production?</p> <p>What was the impact of developing the pre-task and the reading session in the same class?</p> <p>Can children remember details about the story?</p>	<p>1.Routine</p> <p>We developed a daily routine, we sang songs and played to work on greetings, feelings, weather and calendar. Most of the students followed the routine singing,making gestures and movements.</p> <p>We made a review about the weather's friends. I showed a big image on the board in which there is Mrs.sun, Mrs. Windy, Mrs. cloudy, Mrs.rainy, and then I asked them by singing "What's the weather, what's the weather like today?," I said, "look outside the window, miremos por la ventana", they looked and said "sun" so I said, It's sunny, and sang "It's sunny today, it's a happy day oh oh ohhhh, it's sunny today" They also repeated and sang with me. I asked them again, "what's the weather like today" and they answered "it's sunny."</p> <p>2.Pre preparation</p> <p>I introduced vocabulary related to how to be friendly (a cheerful hello, a nice smile, a good eye contact). I projected a ppp to present some images with a gesture related. The slide was divided into two sides, on the right side there are the expressions and the images exactly as they appeared in the book. On the left side there are those expressions adapted (say hello, smile, and look at my eyes). I explained each action with gestures and said these out loud, and</p>	<p>Corporal songs allow students to recognize better the action or the feeling that the teacher showed them, when they follow the movements, make the gesture and repeat the rhyme they understand the letter of the song.</p> <p>In the previous classes students sing the greeting song at the beginning of each class. The repetition of the letter help students to identify and answer greetings. They understood the expression hello, how are you and they used it in the classroom.</p> <p>Additionally, the songs and the didactic material used by the teachers allow children to live experiences that were not common in the English class</p>	<p>During the daily routine they can recognize and practise expressions and commands which are part of the target language. So, in the classes, the teacher is promoting a habit which means that although they are in the silent period of the early oral production teacher is providing children with useful or prefabricated phrases helping to expand the children's repertoire of language.</p> <p>Moreover, the teacher developed experiential activities for students to learn. The activities were focused on processing and</p>

	<p>when I said it the students repeated and made the gesture, hello they said hello and moved their hands, "smile" they repeated the word and laugh. Then I showed the images and they should say the steps to be friendly without help in English, but some of them said the expressions in spanish.</p> <p>I asked them, "what happened here?," most of them said "hello," then I said " the second one, number two" the alligator, the elephant, and the dolphin smiled and said jajajajaj and some of the rest said "happy" then, I said "number three," eagle and alligator said "contacto visual" and she pointed out her eyes.</p> <p>Then, We sang a song related to sharing. Most of the students were standing and they were singing the song in pairs or in groups, they made circles and actually they were interacting and sharing among them Children were happy following the movements that they watched in the video, they repeated some phrases of the song "Can you share, can you share, mmmmmm ... Please," When the song finished, the students and the teachers clapped their hands and they said out loud "excellent, excellent, excellen." Children jumped and felt happy. They wanted to sing the song again.</p> <p>After that, I introduced the two main characters of the story Do Unto Otters (The Mr.Rabbit and the otters). I showed them in ppp big images about the characters, two are the images that appeared in the cover of the book and two images about the real animals. We worked on the color and the general characteristics of the animals. I said he is mrs. rabbit, and they said" mrs.rabbit" then, I said what is the color of mrs.rabbit? They said Yellow, then I said they are the otters and they repeated I.</p> <p>Then. I asked them. There is the cover of the book on the board Teacher: Who is this? Ss: Mrs. Rabbit T: Yes, this is Mrs. Rabbit T: Who are they? Then, children should color a drawing of the two main characters.</p>	<p>because they can interact with the didactic material and it motivated them.Also, they can identify some kind of weather according to the moment of day and they recognize their characteristic and it is important because they associated their reality with the vocabulary presented.</p> <p>With the sharing song students felt happy they liked this and it was an opportunity to interact and to share, they sang by groups. And it benefits their relationships in the classroom.</p> <p>On the other hand, in the reading time when the teacher dressed up as a rabbit, students were surprised and it called their attention and it benefited their disposition to listen to the story. Further, in the while task it was evident that they can recognize the main characters of the story and after they recognized their characteristics and repeated their names some of them can answer the question Who is?.</p> <p>Finally, Students can identify the main idea of the story, they answered the simple questions about this and gave some details about it. The most</p>	<p>communicating messages with basic phrases; second, she used authentic material and third, she used communication strategies to be understood.</p> <p>At the end, children move to the intermediate period where children learn by imitation and repetition to an interlanguage moment in which they started to use the vocabulary and the phrases learned but not always followed the structures and the rules of the target language sometimes they made a mixed.</p>
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	<p>3.task realization</p> <p>I said to students that we had a special guess.Students were interested to see who is the guess. So, I went out to wear a costume. I dressed up as a rabbit that was the main character of the story.</p> <p>I knocked the door and some children opened the door, when I entered to the classroom they were surprised and they smiled, I said hello to them and one child said “La teacher”, I said “ Yes, I am the teacher but you need you need to say something” and I moved my hand.</p> <p>Then, I made a review about the main characters of the story, I pointed to the big images on the board that also had the names of the characters (Mrs. rabbit, Otters).and, I asked them, “What is this? Mrs. Rabbit”, we said hello to each one, “Hello, Mrs. Rabbit,” I asked again, “what is this? Mrs...? And they said Rabbit”, then I said, “What are they?” and the tiger read the name and said “Otters,” we also said “Hello, otters.” After that, I checked the workshop about coloring the main character of the story. I asked some of them about the characters while I pointed to the images “What is this?”.The majority of them said,” Mrs, rabbit” or “rabbit” and “otters”, it was more difficult to remember the expression " the otters." However, in</p> <p>Then, I gave to each student an image, each one had a different one, the images were related to the key vocabulary related to the story (Mrs.Rabbit, Otter, share, friend, smile, please, cooperate, play, owl) While, I read the story, students putted the images up when they saw the scene related to the image that they had.</p> <p>4.Post task:</p> <p>Teachers asked some simple questions related to the main idea of the story and some students answered in spanish few of them answered by combining their mother tongue and the target language. Most of them said that the story was about Mrs. Rabbit who felt scared for the meeting with the Otters, but then they became new</p>	<p>important thing is that they understand the importance of being friends and sharing.</p>	
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	friends and shared.		
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Field Note # 04

Place : Colegio Prado Veraniego I.E.D

Class : English class

Date : 7 November 2019

Student teacher: Yamile León Pulido

Grade: 104

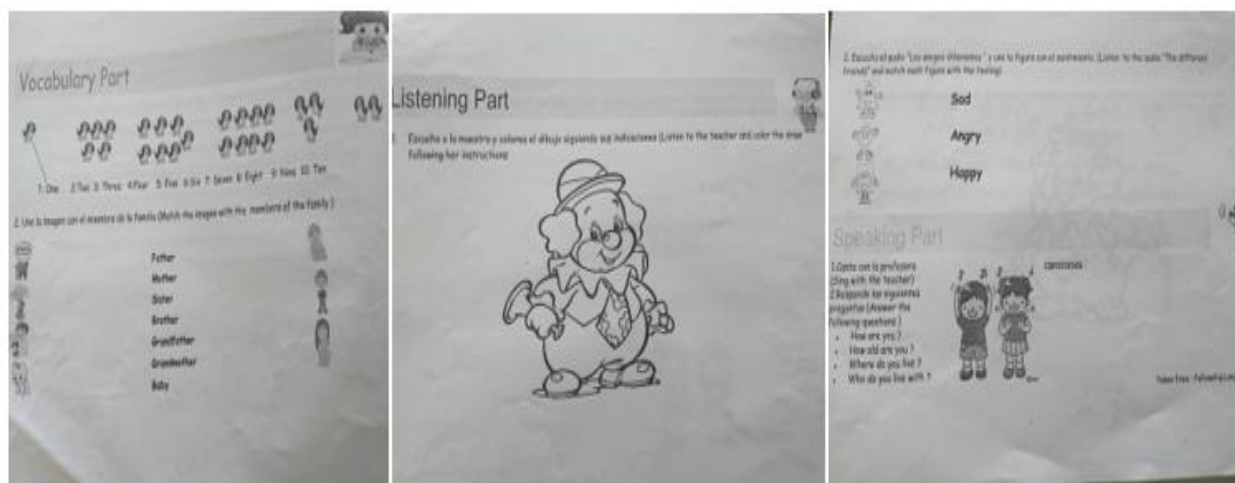
Questions	Observation	Interpretation	Theory
<p>What was the impact of developing the pre-task and the reading session in the same class ?</p> <p>Do students understand the story when it is reading through a song ?</p>	<p><u>Routine:</u></p> <p>At the beginning of the class ,the teacher and students developed the daily routine. They sang a song to say hello. Then, the teacher asked students how they feel and most of the students said I am happy. After that , the teacher and students identified the weather. The weather was sunny. then students sang the sunny song and interacted with Mr sunny and the rainbow singing this song.</p> <p>How many colors are in the rainbow</p> <p>How many colors are in the rainbow</p> <p>While they sang the teacher showed the color and asked :which is this color? students say complete sentences like the color is orange.</p> <p><u>Task preparation : Introducing some vocabulary</u> Teacher introduced the vocabulary (big, small, same color, different colors, near, far) that appeared in the story .She used big images, students described the objects in the images . Teacher asked them : Is this big or small ? A student said grande and another student said Big. After that, the teacher</p>	<p>During this class it was possible to see students participate in the oral activities, singing the songs. For instance, during the routine , I could see that most of the students followed the song and identified the weather , due to the fact that when they sang and interacted with didactic material and it helped them to recognize and remember the vocabulary. Also, during the pre-task about the song family, when they listened to a song they followed the song and its rhythm.</p> <p>To talk about the use of language, students start to say complete sentences using the vocabulary that they had been learning in context . However those sentences are not completely grammatically correct , because in some cases</p>	<p>First , it is important to highlight what Garton and Copland (2019) suggest that the oral activities require repetition and recall of single words or phrases.During the day teacher developed activities in which children not only sang but also recalled single words(adjectives) as a strategy to introduce the vocabulary of the story .</p> <p>Moreover, they say that songs can make an important contribution not only in pronunciation and vocabulary but also help children gradually internalize the structure and patterns of the foreign language. It was possible to notice this during the song activities in which children followed the songs and their</p>

	<p>showed them real objects that they have at home such as small boxes, toys, books and fruits. Teacher showed the objects and the student described it using the adjectives learned.</p> <p><u>Task preparation :family poster</u> Teacher showed a big poster where there are different kinds of families. Students first identified the family's members. Most of them said correctly the members of the family. Then, students described the families using the vocabulary related to adjectives (big, small, same color, different 30colors, near, far). Teacher pointed out the family image and said: how is this? The students did not answer, Teacher said big and the students repeated it.</p> <p><u>Task preparation : Family Song</u></p> <p>After that, teacher used a song to introduce the vocabulary that appeared in the story. (hug, be quiet, to be noisy, be clean, be messy, and be strong). First they sang the song using flashcards about The Simpson family. Then, the teacher sang the Homero's family song and students repeated the song. The song was:</p> <p>I am maggie, I am happy he is my father. he is big she is my mother, she is small he is my brother, he is noisy she is my sister, she is quite They are my family, they love me.</p> <p>When they sang the song, the teacher guided them, they used the movements that the teacher taught them to remember the words.</p>	<p>they forgot to say the verb to be, but the message was understood.</p> <p>Moreover, related to the supportive environment during the class, it is important to mention that the big images and real objects were really important to introduce new vocabulary to them because using those real objects they understood the meaning of some words (adjectives). Additionally, not only the real objects but also the images that are familiar to them helped them to understand the meaning of the words. In the family activity where the teacher showed the Homero's family they made the connection between the objective and the personality of the characters.</p> <p>Likewise, the movements that the teacher made related to each word were useful because it helped them to understand the words. It was possible to see this during the homero's family song, where they remembered the words using the body movements. Finally, during the reading session, students like to go to another classroom, they like the teacher's accessories and</p>	<p>rhythms. Also they used the vocabulary of the songs to describe their family orally.</p> <p>On the other hand it is important to show that the teacher used the Task based approach in the class and she realized that developing the pre task before the reading session was a good strategy to help children to understand the story better. According to Willis (1996) in the task based approach the teacher role is as a facilitator because she or he "explores the topic with the group and highlights useful words and phrases." In this class teacher selected the appropriate words and expressions that children need to understand and comprehend the story taking into account that Willis highlights the importance of preparing learners thoroughly, where necessary rehearsing the task in order to recycle the language and familiarise learners with the context as much as possible (Willis, 1996, p. 24).</p> <p>Finally, students expressed some complete sentences like the color is pink and I am happy, it means that they use</p>
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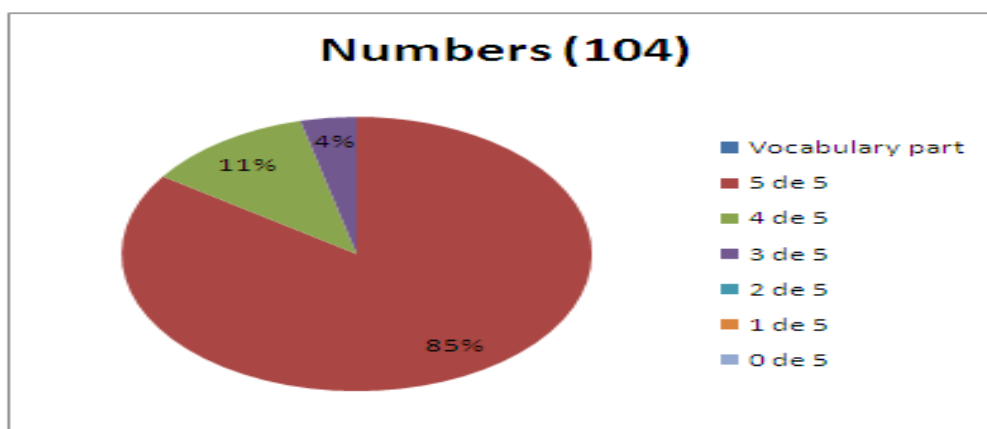
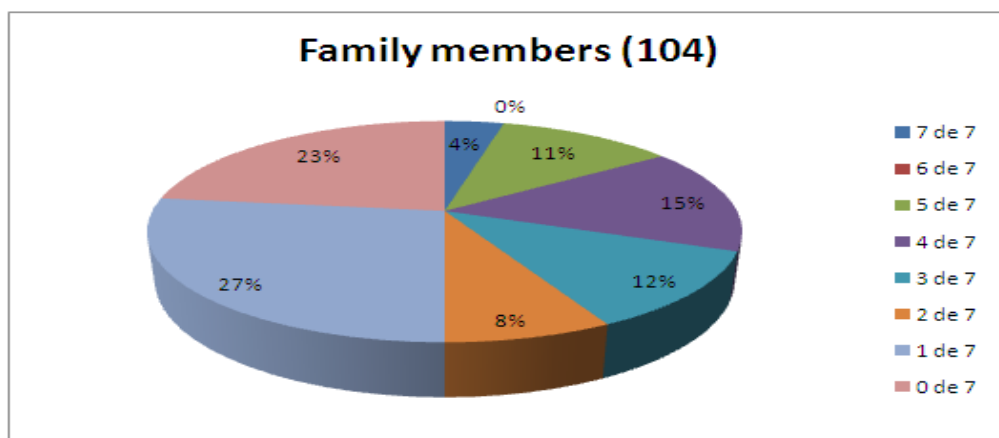
	<p><u>Task realization , Reading session: The family book</u></p> <p>Then , the teacher and students went to the next classroom to read the story . Students were sitting into two big groups. The teacher entered the classroom wearing different accessories to look different for them. Teacher showed the video about the story , students were happy listening and watching the video song about the story " the family book " .They listened to the song and they made the movements to represent the adjectives to describe families that appeared in the story (big , small , hung , quiet , near , far).</p> <p>After that, the teacher read the story while students identified some vocabulary and helped her to read the story. Teacher asked simple questions about the story.</p> <p><u>Post task : role play activity</u></p> <p>Children made groups, they were happy to work with their classmates. They developed a workshop with some enumerated scenes related to the family story.They wrote numbers from one to six in the scenes according to what happened in the story.Students were helping each other to identify the scenes , and they decided to took turns to write the number, in this way they felt that they work together. Then, they practiced and represented a scene in front of their classmates, while they said the scenes they made gestures or movements related to the scene. They were laughing and smiling during that activity and they were sharing and clapping to their classmates.</p> <p><u>Post task : My family is so special.</u></p> <p>Using different materials students made a family portrait following the teacher's instructions. Most of the students create a family portrait in which there are four or three members of their family , they color the portrait with different colors.During this activity they were happy , they shared their colors and enjoyed the activity. Then, they</p>	<p>it helps to create a good environment.</p> <p>About the pre task , it was useful to develop the pre task to introduce the vocabulary that appeared in the story before and in the same day because of the reading session because they remembered the meaning of the words and understood the main idea of the story . Also ,listening first to the song about the story was a good strategy because they tried to follow the song and when the teacher read the story they said some words that they had been learning during the day.</p> <p>Finally, during this class it was possible to identify some aspects related to the interaction. Students were sitting in two big groups, they interacted , hung and helped each other to answer questions related to the story .</p>	<p>some vocabulary with simple phrases and sentences to communicate short ideas. Students got close to the breakthrough period, in which they began to put the learnt language together to express meaning (Monsalve and Correal 2006).Even Though in some cases the sentences were not totally correct ,the message was understand, because during the early oral production students' attention should be focused on the content of what they are saying, rather than the form .Al Hosni (2014)</p>
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	describe their family.		
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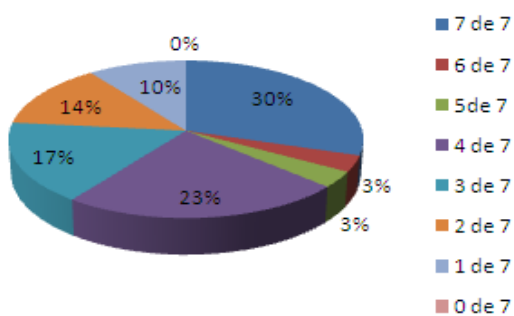
9.5. Annex 4: Diagnostic Test



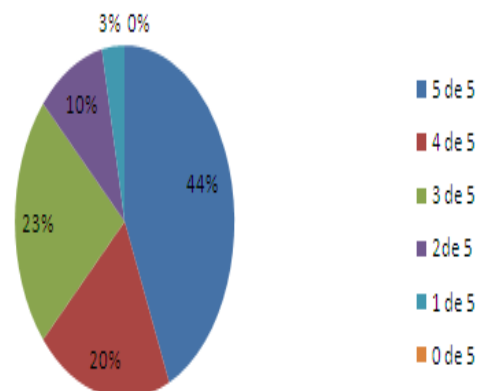
Vocabulary Part



Family members (104)

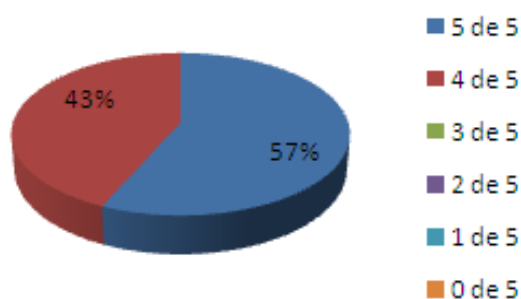


Numbers (104)

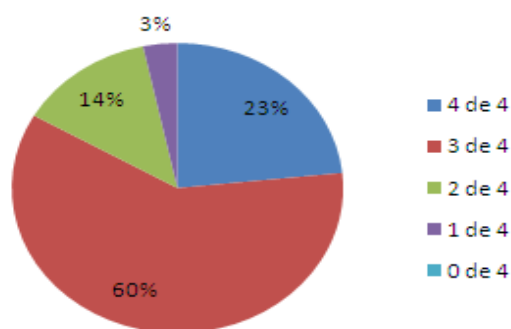


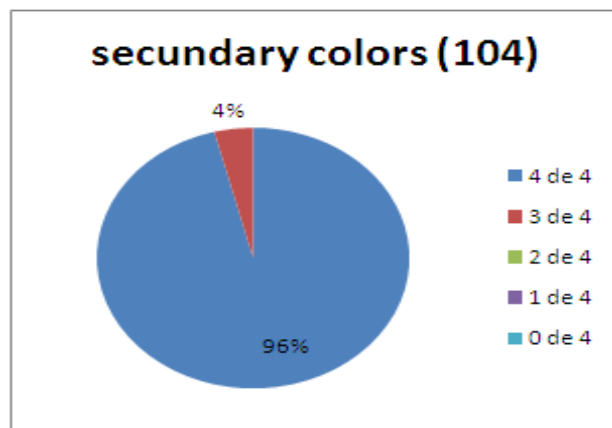
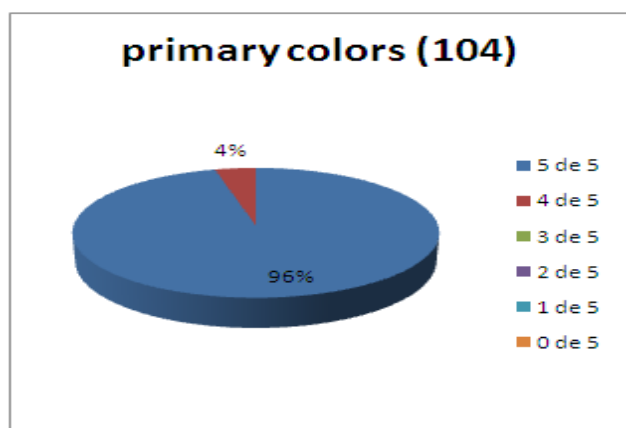
Listening Part

primary colors (103)

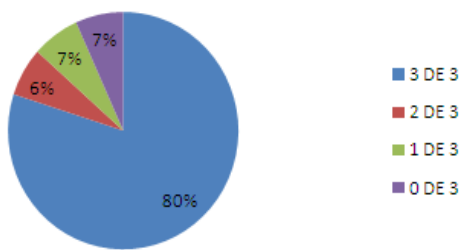


secondary colors (103)





The different friends (103)



The different friends (104)



9.6. Annex 5: Consent format

FORMATO							
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES							
Grupo: FORTABIV	Versión: 01						
Fecha de Actualización: 05-05-2019	Página: 1 de 2						
<p>Vicerrectoría de Gestión Universitaria Subdirección de Gestión de Proyectos – Centro de Investigaciones CIEP Comité de Ética en la Investigación</p> <p>De el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2013 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que antes de la participación y el uso de acuerdo con su contenido, se presente el consentimiento firmado el siguiente documento:</p>							
<p>PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO</p> <table border="1"> <tr> <td>Facultad, Departamento o Unidad Académica</td> <td>Facultad de Humanidades, Departamento de Lenguas, Licenciatura en Español e Inglés</td> </tr> <tr> <td>Título del proyecto de la investigación</td> <td>Storytelling as a strategy to shape listening skills and early production skills among first grade students</td> </tr> <tr> <td>Descripción breve y clara de la investigación</td> <td>Esta investigación cualitativa de tipo social, el cual se desarrollará con dos grupos de grado primero (103-104) tiene como objetivo principal describir su comprensión de escucha y producción inicial en la lengua extranjera de inglés a través de la narración de cuentos y sus eventos. En este estudio se desarrollarán actividades de lectura en voz alta, en las cuales se abordarán historias relacionadas con el respeto, igualdad, responsabilidad y</td> </tr> </table>		Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas, Licenciatura en Español e Inglés	Título del proyecto de la investigación	Storytelling as a strategy to shape listening skills and early production skills among first grade students	Descripción breve y clara de la investigación	Esta investigación cualitativa de tipo social, el cual se desarrollará con dos grupos de grado primero (103-104) tiene como objetivo principal describir su comprensión de escucha y producción inicial en la lengua extranjera de inglés a través de la narración de cuentos y sus eventos. En este estudio se desarrollarán actividades de lectura en voz alta, en las cuales se abordarán historias relacionadas con el respeto, igualdad, responsabilidad y
Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas, Licenciatura en Español e Inglés						
Título del proyecto de la investigación	Storytelling as a strategy to shape listening skills and early production skills among first grade students						
Descripción breve y clara de la investigación	Esta investigación cualitativa de tipo social, el cual se desarrollará con dos grupos de grado primero (103-104) tiene como objetivo principal describir su comprensión de escucha y producción inicial en la lengua extranjera de inglés a través de la narración de cuentos y sus eventos. En este estudio se desarrollarán actividades de lectura en voz alta, en las cuales se abordarán historias relacionadas con el respeto, igualdad, responsabilidad y						

Descripción de los posibles riesgos de participar en la investigación	Ninguno ya que sus identidades van a estar protegidas y la información asociada será confidencial y estrictamente usada para propósitos investigativos.		
Descripción de los posibles beneficios de participar en la investigación	<ul style="list-style-type: none"> Adquirir herramientas para comunicar ideas, sentimientos y experiencias de forma clara en inglés a través de la interacción con la literatura infantil. Mejorar la habilidad de escucha en inglés. Familiarizarse de los valores institucionales. 		
Datos generales del investigador principal	Nombre(s) y Apellido(s): -Lizeth Lorena Guzmán Cortés -Yamile León Pulido	Nº de Identificación: -C.C: 1023938559 -C.C: 1030653971	Teléfono: 3007398731 3194846897
	Correo electrónico: lizethguzman13@gmail.com yamile.leon.gol@gmail.com		
	Dirección: -Cm 5 # 48-1 46 sur apto 201, -Transversal 74E, #49-03 sur		
<p>PARTE DOS: CONSENTIMIENTO INFORMADO</p> <p>Yo _____ mayor de edad, identificado con Cédula Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono electrónico N° _____ de celular: _____ Correo _____</p> <p>Como adulto responsable del niño(a) adolescente (a) con: Nombre(s) y Apellido(s): _____ Tipo de Identificación _____ N° _____</p>			

Autorizo expresamente la participación en este proyecto. Declara que:

- He sido invitado a participar en el estudio o investigación de manera voluntaria.
- He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
- Todos mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
- He sido informado y asegurado de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
- No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en formar parte de esta investigación.
- Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
- Como el investigador mediante el cual los investigadores garantiza la confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
- Autorizo expresamente a los investigadores para que utilicen la información y las producciones de audio, video o imágenes que se generen en el marco del proyecto.
- Sobre esta investigación me reservo los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de correo que figura en este documento.

Como adulto responsable del niño o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las producciones de audio, video o imágenes que se generen, que permitan hacer cualquier publicación referente a su publicación en:

En constancia presento documento leído, leído y entendido por mí, en su integridad de manera libre y voluntaria. Firma el adulto responsable del niño o adolescente:

Nombre del adulto responsable del niño o adolescente: _____ Fecha: _____

Nombre del Testigo: _____

Nombre del investigador: _____

Nº de identificación: _____ Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he abarcado ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma las investigadoras responsables del proyecto.

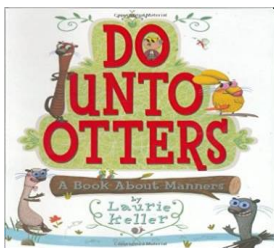
Lizeth Lorena Guzmán Cortés
Yamile León Pulido

Nombre de las Investigadoras responsables:
Lizeth Lorena Guzmán Cortés y Yamile León Pulido
Nº Identificación: 1023938559 - 1030653971
Fecha: 10 de Julio de 2019

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

9.7. Annex 6: Lessons plan

Respecting others



Room teachers' name: 103: Jorge Alberto Prada Díaz

104: Nieves Muñoz

Students researchers: 103: Lizeth Lorena Guarín cortés

104: Yamile León Pulido

Date: From 04 october to 31 october

Story : "Do unto others" by Laurie Keller, and school supplies.

Objectives:

- To analyze the importance of respecting others
- To enhance oral production skills by exploring expressions and ways to treat others.
- To develop early production skills by introducing basic vocabulary about agreements.

Resources: Songs, flashcards, concentrate play, images, puppets, video, book "Do unto others" by Laurie Keller, and daily routine material.

Procedures:

Routine:

Say hello, ask and answer simple questions about how they feel, identify what's the weather and the day of the week by singing songs and making gestures and movements.

1.Task preparation:

- Familiarize students with politeness expressions (please, thank you, excuse me) using a magical bag and images related to situations in which they can use those expressions.
- Sing the please and thank you song to reinforce the pronunciation and to create an interaction moment.
- Introducing vocabulary about how to be friendly (say hello, smile, look at eyes) showing images with a gesture related to the story.
- Familiarizing with some vocabulary related to the story (be kind, cooperative, play fair, and share) using images and a puppet.
- Sharing song to identify situations in which they can share (toys, food, colors) and to encourage the use of complete phrases such as "we can share."
- Knowing the two main characters Mr.Rabbit and the Otters: coloring activity about the main characters of the stories and describing them saying their colors and names.
- Homework: Examples from their daily life in which they can use (please, thank you, excuse me).

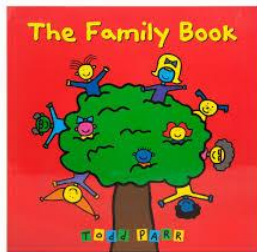
2.Task realization:

-Reading session: Teachers read the story "Do unto others" by Laurie Keller using didactic material and wearing different accessories to create a supportive environment in which students and teachers interact with the story

3.Post task:

- Making an artifact (scrapbook) : First, teachers are going to give each student four scenes of the story and students describe it . Second, students are going to identify the part of the story and they are going to select a short sentence to describe each scene, for instance: You should be friendly .Third, students are going to make the "scrapbook"organizing the scenes in chronological order.
- Group activity : They are going to make a role play of the scenes of the story with the teacher's support.
- Teachers are going to make a review about the vocabulary of being kind, cooperating, playing fair, and sharing using images. Students select the image that they practice daily and say complete sentences such as:I like to cooperate.

We are equal



Room teachers' name:103: Jorge Alberto Prada Díaz

104: Nieves Muñoz

Students researchers:103: Lizeth Lorena Guarín cortés

104: Yamile León Pulido

Date: From 8 november to 15 november

Story: "The family book" By Todd Parr

Objectives:

- To teach children the importance of to see others as an equal.
- To practice early production by identifying vocabulary related to the adjectives

Story: The family book By Todd Parr

Resources:Songs,flashcards, images, posters , videos , book: The family book By Todd Parr, routine material .

Procedures:

Routine: Say hello, ask and answer simple questions about how they feel, identify what's the weather and the day of the week by singing songs and making gestures and movements.

1.Task preparation

- Family song to identify the members of the family relating them with some adjectives
- Introducing the vocabulary (big, small, same color, different colors, near, far) using real objects
- Teachers show a big poster about family members and students are going to describe it using the vocabulary related to adjectives (big, small, same color, different colors, near, far) using complete phrases like, "The sister is small."
- Sing a song about actions using flashcards and making movements (hug, be quiet, to be noisy, be clean, be messy, and be strong)

2.Task realization :

-Reading session: Teachers and students sing a song about the story The family book By Todd Parr. Then , teachers read the story while they read students make the gesture related to the vocabulary learn

-Teachers are going to show an image related to the story and students are going to see the image saying the adjective and identifying the moment of the story.

3.Post task:

-Review about the story The family book By Todd Parr.

-Couples Activities: workshop with some enumerated scenes related to the story. They should put the numbers of the actions into the square according to what happened in the story.

-Role play about a scene of the story guided by the teachers

- My family is so special: Create a family portrait and describe it using complete expressions like he is my daddy, she is my mommy, my family is big.

9.8. Annex 7: Audio and video recordings

1st category: Communicative activities to foster student's interaction

Verbal and nonverbal interaction

103 : Video 1, Acting Post task, "Do unto Otters", grade 103:

<https://www.youtube.com/watch?v=8vsl4TrfljM>

104: Video 1, post task,family book scenes,grade 104 :

<https://www.youtube.com/watch?v=SqPBVx2FPBA&feature=youtu.be>

2nd category: Early oral production development

Speaking moments

103: Video 2, Intermediate period: [Pre task activities]

<https://www.youtube.com/watch?v=ihX6wiWzQNY>

103: Video 3, breakthrough period: [Pre task and Post task activities]

<https://www.youtube.com/watch?v=z3QWAVpKLME>

103: Video 4, Interlanguage moment: [While task, Post task and interviews]

<https://www.youtube.com/watch?v=Co4q6ER4RTk>

104: Video 2, Intermediate period [Routine and pre-task activities]

<https://www.youtube.com/watch?v=cV3zkKbjU4I>

104: Video 3, Breakthrough period [Routine and post task activities]

<https://www.youtube.com/watch?v=fpUB19pB7BU&feature=youtu.be>

104. Video 4, Interlanguage moment [Post tasks , spontaneous situations and interview]

<https://www.youtube.com/watch?v=6QVeqNoGKmg&t=19s>

3rd category: Storytelling strategies for meaningful learning

Sub category, supportive environment

103: Video 5, Supportive environment [Routine: What's the weather?- While task:Storytelling session]

<https://www.youtube.com/watch?v=bnHqTue7Dr8>

104: Video 5, Supportive environment [Routine How do you feel today? - While-task:Storytelling session]

<https://www.youtube.com/watch?v=5da2o5-M9Pw&feature=youtu.be>

Sub category, affective domain

103: Video 6, Affective domain: [Pre task and post task activities, Interviews]

<https://www.youtube.com/watch?v=ir65giKeJYA>

104: Video 6, Affective domain [Pre task-post task activities-Interviews]

https://www.youtube.com/watch?v=ROr_lyoDeZs&feature=youtu.be

9.9. Annex 8: Room teachers interview

4. ¿Cree que las historias que se han usado han sido apropiadas para los niños? ¿Porqué?

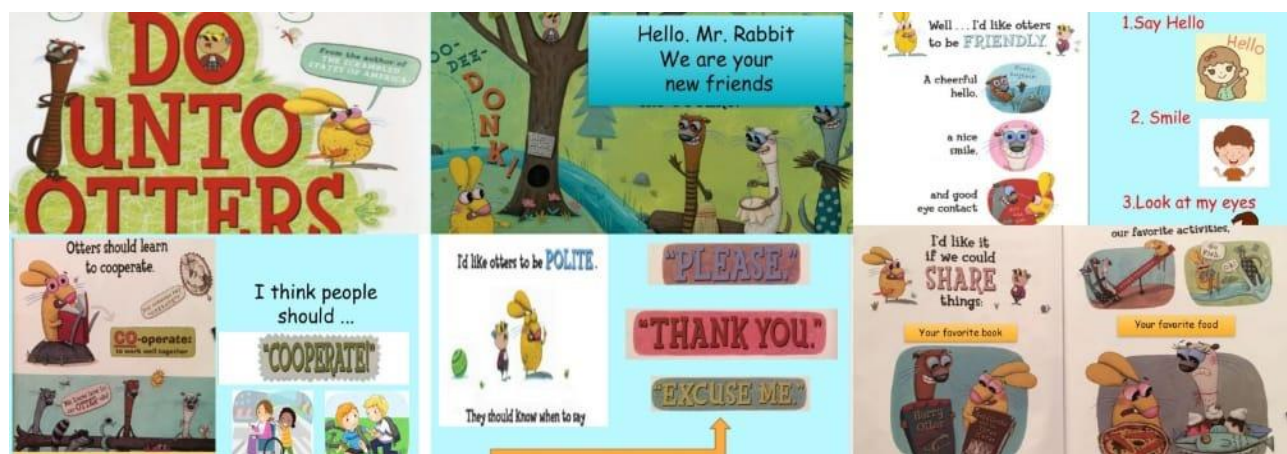
Las historias que se han usado son apropiadas para los niños del grado 1^{ro} porque son Normativas y Tienen un contenido donde se reafirman los valores de respeto e igualdad.

6. ¿Respecto al comportamiento de los niños ha notado algún cambio relacionado con la actitud hacia sus compañeros, muestra de valores como el respeto y la igualdad?

Se ha notado el cambio hacia la actitud con sus compañeros, cuando trabajan en grupo hay respeto y colaboración entre ellos, ven a sus compañeros y compañeras con igualdad de oportunidades.

9.10. Annex 9: Adapted stories

Do unto otter by Laurie Keller



The family book by Todd Parr

