DEVELOPING ORAL INTERACTION SKILLS THROUGH THE USE OF STORYTELLING

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2. Descripción

El presente estudio se enmarca como una investigación acción cualitativa que tiene como fin contribuir al desarrollo de las habilidades de interacción oral en estudiantes de segundo grado de primaria del colegio Domingo Faustino Sarmiento a través de la narración de historias. Para ello, el estudio se llevó a cabo en tres etapas. En la primera etapa se identificó el problema y se aplicaron algunos instrumentos de recopilación de datos tales como diarios de campo, cuestionario y diagnóstico. La segunda etapa comprendió el diseño y la implementación de la propuesta pedagógica. En la última etapa, se analizaron los datos recogidos y se aplicaron los procesos de triangulación de los datos. Como resultado, se halló que la implementación de la narración de historias en la clase de inglés tuvo una mejora significativa en las habilidades de interacción oral de los estudiantes. Adicionalmente, se evidenció un cambio positivo en relación con las actitudes y respuestas de los estudiantes frente a la clase de inglés y frente al proceso de aprendizaje mismo.

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4. Contenidos
El presente documento está compuesto por seis capítulos. El primer capítulo presenta la caracterización de la población y su contexto tanto local como institucional, los resultados del diagnóstico, la delimitación del problema, y la pregunta y objetivos de investigación. En el segundo capítulo se presentan los referentes teóricos de la investigación y el estado del arte. El tercer capítulo comprende el diseño metodológico de la investigación, el enfoque investigativo y los instrumentos de recolección de datos. En el cuarto capítulo se presenta la propuesta pedagógica a implementar junto con la visión de lengua y aprendizaje. El capítulo quinto se refiere al análisis de los datos y a los resultados del estudio investigativo. Finalmente, en el capítulo seis se presentan las conclusiones y las limitaciones que surgieron a lo largo de la implementación del proyecto.

5. Metodología
La presente investigación se realizó bajo los parámetros de la investigación acción y se llevó a cabo con un grupo de 32 estudiantes de segundo grado de primaria del colegio Domingo Faustino Sarmiento. Para su realización se tuvo en cuenta los principios de la investigación acción y el proceso cíclico de aplicación: diagnosticar la población e identificar el problema, planear una acción, ejecutar dicho plan de acción, y reflexionar sobre los posibles hallazgos. Adicionalmente, los instrumentos de recolección de datos que se aplicaron fueron: diarios de campo, logs de los estudiantes y grabaciones; esto con el fin de atender a los procesos de validez y confiabilidad de la investigación a través del proceso de triangulación.

6. Conclusiones
En conclusión, la narración de historias tuvo un impacto significativo en el proceso de aprendizaje del inglés como lengua extranjera en los estudiantes, ya que no solo contribuyó con el mejoramiento de diferentes aspectos del proceso de aprendizaje, como las habilidades oral y auditiva; sino que también hubo un cambio positivo en el ambiente de aprendizaje del inglés. Se desarrollaron y mejoraron aspectos como la interacción oral de los estudiantes, el vocabulario, las percepciones de los estudiantes hacia el aprendizaje del inglés y los niveles de atención y motivación. A lo largo de la intervención, la narración de historias fue el recurso principal para desarrollar habilidades de interacción oral en principiantes, y también se convirtió en la principal fuente de motivación y participación en la clase de inglés. Los datos mostraron que la aplicación de la estrategia de narración en la clase de inglés tuvo un impacto significativo principalmente en tres aspectos: en el desarrollo de las habilidades de interacción de los niños, en sus percepciones frente la clase de inglés y en el vocabulario de los estudiantes.

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ABSTRACT

This qualitative action research examines the assumptions of implementing storytelling as a pedagogical strategy in order to develop oral interaction skills in second grade students at Domingo Faustino Sarmiento School. In order to do so, an action research project was carried out and conducted in three main stages. In the first stage, the problem was identified and the application of some data collection instruments took place so as to get to know the population, its context, and interests. The second stage comprised the design and the implementation of the pedagogical proposal. In the last stage, the data collected was analyzed and the triangulation processes were applied. As a result, findings suggest that the implementation of storytelling in the EFL classroom had a significant improvement on students' oral interaction skills.

Key words: storytelling, oral interaction, speaking, stories.

La presente investigación de acción cualitativa examina la influencia de implementar la narración como estrategia pedagógica para desarrollar habilidades de interacción oral en estudiantes de segundo grado del colegio Domingo Faustino Sarmiento. Para ello, se llevó a cabo un proyecto de investigación-acción que consta de tres etapas principales. En la primera etapa se identificó el problema y se aplicaron algunos instrumentos de recopilación de datos para conocer mejor la población, sus contextos e intereses. La segunda etapa comprendió el diseño y la implementación de la propuesta pedagógica. En la última etapa, se analizaron los datos recogidos y se aplicaron los procesos de triangulación de los datos. Como resultado, se halló que la implementación de la narración en el salón de clases tuvo una mejora significativa en las habilidades de interacción oral de los estudiantes.

Palabras clave: narración, interacción oral, hablar, historias.

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CHAPTER I

CHARACTERIZATION

This chapter comprises the elements related to the characterization of the project as the local and institutional contexts in which the participants of this current research are immersed, as well as the description of the population. Also, the diagnosis, the rationale of the study, and the statement of the problem are presented.

1.1 Context

1.1.1 Local Context

The present research took place at Domingo Faustino Sarmiento School which is a public school located in Rionegro neighborhood in the locality of Barrios Unidos. The school is located on the Suba Avenue, more precisely at street 56 No. 94-02 in front of the Transmilenio station Suba calle 95. The school is surrounded by houses and some companies, as well as a few stores due to the fact that it is located right on the avenue. The school has four branches, located all in the same neighborhood and in the branch D is where this research took place. This institution offers education to the levels of preschool, primary, and secondary.

Domingo Faustino Sarmiento School has a total of 250 students among the four branches. In regards to the students of the branch D, where this research took place, most of them belong to the socioeconomic strata 2 and 3. They come from the localities 11 and 12 of Bogotá; that is to say, from Suba and Barrios Unidos localities. Branch D holds the level of preschool and primary.

1.1.2 Institutional Context

The Institutional Educational Project (PEI) of Domingo Faustino Sarmiento School is “Calidad Educativa para la Formación Integral y Laboral” (Domingo Faustino Sarmiento, 2016.

p.7). It aims at the education of agents of their own life projects based on leadership and personal undertaking. In regards to the mission, the school transcends with high-quality education in order to build learning processes and experiences, teaching students about their own human development. All of this is reached through constant motivation towards knowledge, the growing of principles and values, and the development of creativity, autonomy, and an entrepreneurial spirit, always respecting diversity.

In relation to the vision of the school, it projects to transcend in the formation of people with human and professional qualities through the strengthening of English as a foreign language, the defense of human rights, the defense of the environment, and majoring in accounting for financial and commercial transactions. On the other hand, the pedagogical model, which assumes the school, was defined from an exercise of reflection and collective construction in which it was agreed to adopt the historical cultural or socio-constructivism model. The goal of this model is to form critical thinking and creative people who take ownership of socially constructed knowledge; people able to be in constant search of divergent and ethical alternatives for solving the problems that affect society.

The branch D is formed by three big house shaped building. There are seven classrooms in total, divided in the following way: in the first building, you can find the classrooms of preschool and kindergarten, as well as the teachers' room. The second and third buildings are located across the playground. In the second one, there are the classrooms of transition and in the third building the classrooms of the two first grades. The restrooms and a cleaning room are next to the third building. Additionally, this branch has a playground, a sand park, a big yard, and a relaxing room for kids.

The target observed group was first grade located in building number three. The classroom was small and cramped to hold twenty eight students. So, there was little space to walk around the classroom and among students' places. The students were placed in five tables, of five or six students each, and mixed between boys and girls. There was a big board in front of the classroom, visible to all the students, and many posters on the wall including a calendar, the schedule, and the days of the week in English. There were also some farm animals pictures, a big poster about the water care pasted on the back part of the classroom, and some posters with short readings in Spanish for students to practice.

Also, there was an old T.V which was never used in class and a clock right in front of the classroom. In one corner, next to the board, there was the teacher's desk full of materials. In a second corner, beside the door, there was a medium sized library full of books of different subjects; but all of the books they had were in Spanish. In the other corner, there was a desk with a variety of materials for students´ daily use such as crayons, colors, pencils, cardboards, etc. Conclusively, first grade students took their classes in a classroom that offered a good learning environment but it was still very small for the group's size.

1.1.3 Description of the Population

During the observation phase, the population was students from first grade who were between 6 to 8 years old. This was a group of 28 students: 13 girls and 15 boys, from which 3 boys were disabled. The head-teacher and the educational psychologist from the school stated that the first student, who was 7 years old, suffered from a cognitive impairment; the second boy was 9 years old and had Down Syndrome, and the third boy was 7 years old who suffered from a mild cognitive disability. All the students came from the localitites of Suba and Barrios Unidos and belonged to the socioeconomic strata 2 and 3.

During the implementation phase, the population became second grade students and the group increased its number due to the change of the school year. The group changed to a total of 32 students: 15 girls and 17 boys. Including 5 new students; one who was taking second grade again and four other boys who were coming from a different school.

Based on the surveys made (Annex 1), most of the students lived with their parents, except two kids, one who lived with his grandmother and a girl who lived in a foundation. In regards to homework, all the students said that they had a person at home who helped them with their homework: in most of the cases their parents, and in some others their aunts, sisters or grandmothers.

Regarding students' behavior, it was possible to observe that there might be a problem of discipline in the classroom, as most of the time, students used to fight and argue among them. The head-teacher was always calling their attention and asking them to behave correctly and to respect each other. In regards to students' participation, it is possible to say that they did not participate in the English class perhaps due to a lack of knowledge or vocabulary of the language or a difficulty in understanding the teacher's words. Otherwise, through the observations done and the field notes collected (Annex 2), it was possible to observe that there was not interaction between students when learning English, even though they used to sit in groups of 5 students on each table. Instead, there was only teacher-student interaction. Therefore, when it came to speaking, the teacher asked questions and the students answered them by repeating after the teacher.

1.1.4 Diagnosis

First of all, it is worth mentioning that the information presented in this diagnosis was taken from the data collection instruments used such as class observation, field notes, and a diagnostic test applied to the students (Annex 3). Hence, the results given are shown below.

The diagnostic test was applied in the following way: first, the writing and reading skills were tested. During this first part, students were given the diagnostic worksheet for them to answer a few questions individually but following the teacher-researcher's instructions and keeping the same work speed for the whole class. The second part was focused on testing listening and speaking skills. To do so, the class was divided in small groups of four students each in order to make the speaking test easier for them. The teacher-researcher worked with each group by separately and asked them some simple questions according to their age and level related to commands, greetings, and colors. (See Annex 3 – speaking test)

To begin with, based on the observations and the diagnostic test applied, it is possible to say that most of the students liked learning English and the English subject in general. Nevertheless, the English class was the only scenario where the students could get in contact with the language, taking just one hour of English class per week. Even though all the students expressed that they enjoyed learning English, the class time intensity was very low and the class was based on vocabulary only and focused on repetition and memorization.

Second, teaching was based on vocabulary learning which relied on memory. So, it was possible to observe that the students repeated the words after the teacher as many times as possible in order to memorize them. The vocabulary taught was mainly about commands, greetings, school supplies, colors, and numbers. This vocabulary was taught through choral practice and looking at some pictures shown by the teacher. However, it is worth noting that

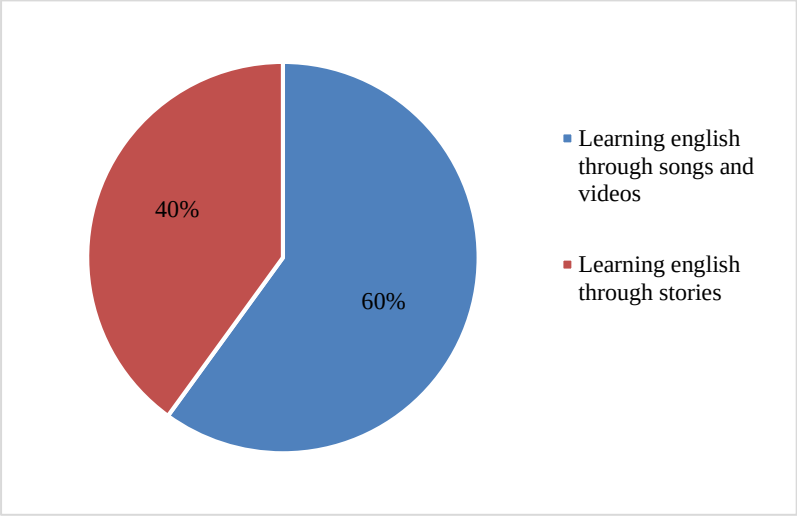
there were no meaningful activities such as drawing, singing, coloring or any hands-on activities for students to practice this vocabulary.

All the same, through the observations made, it was seen that memorizing might be a difficult process for most of the students due to the fact that most of them could not remember the vocabulary the teacher taught them. For this reason, most of the time, the teacher needed to help students with the correct answers when it came to asking them the vocabulary learnt.

On the other hand, it was evident that the students did not develop any activity about writing, reading or speaking or any other kind of exercises during the session of class, they merely listened to their teacher. In this sense, it seemed to be that speaking, reading and writing skills were left aside. The teacher did not emphasize on the relationship between the four skills. Consequently, the language was split into too many parts and the students could not see learning as a whole.

Taking into account the questionnaire answered by the students, 95% of them stated that they liked learning English; either because they considered it important or because they enjoyed learning new things in a foreign language. On the one hand, 60% of the students said that they would like to learn English by doing activities related to songs and videos. On the other hand, 40% stated that they would like to listen to stories and use puppets in order to learn English. Based on the above, it was possible to say that although most of the students liked the English class, they would like to have more meaningful activities to develop that go beyond repetition and memorization.

Figure 1: Students' Questionnaire



Based on the percentages presented above and despite the students' desire to learn English through songs and videos, the research was centered on the use of storytelling, as there were not the necessary technological resources at school to conduct the study on that topic. In order to work with videos and songs, at least a T.V and a radio were needed in the classroom, but there was only an old and small T.V, which did not function. The computer room was used once a week, one hour maximum, and there were not enough cmputers to cover the number of students. Therefore, the research was developed based on the second option of the questionnaire's results: stories.

Regarding the writing and reading skills, it is important to note that there was no emphasis done. The students did not write or read any words or even images during the English class; they just had to repeat what they listened. According to the head-teacher, this was to avoid interference with the native language learning, as students were just beginning that process. For instance, the students did not have any English book or notebook to read or write on. Thereby, the learning of a foreign language, in this case English, was isolated and seemed to be far from

the students context due to the fact that there was not a connection between the vocabulary they were taught and students' reality.

Furthermore, and taking into consideration the results of the questionnaire applied, 80% of the students stated that they prefer working in groups or in pairs than working individually. Also, it was possible to see that hardly ever did the students interact among them; there was only teacher-student interaction but there was no space for student- student interaction while in class. Thus, the students did not have the possibility to be exposed to a real speaking practice with their classmates, nor only because there was just teacher-student interaction, but also because they were limited by vocabulary and knowledge of the target language in general.

The observations made showed that the students could not communicate in English because they did not know how to do so. Every time they wanted to express themselves in English, they were not able to do it, so they remained silent or ended up speaking in Spanish. Moreover, the interaction with the teacher was based only on answering simple questions she asked. For this reason, it is also necessary to highlight the lack of emphasis on the speaking skill. Classroom interaction is a tool that helps the students to get involved in their own learning process. So, speaking and interacting with others in the classroom should be fostered by exposing students to an appropriate environment where student-student interaction can take place in groups or pair work.

Concerning the cognitive learning of the students, it was possible to observe that most of the students were visual and kinesthetic learners. When the head teacher taught them the target vocabulary using pictures, students internalized the words more easily and it was faster for them to remember them. Also, when it came to realizing any physical movements about following commands or instructions, the students showed interest in participating actively.

Based on the diagnostic test administered to the students, the results showed that the knowledge students had of the target language was much reduced and almost null. When the diagnostic test was applied and the instructions given in order for the students to develop the test, most of them did not understand what they had to do and no one knew what to answer.

According to the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (2006) for the first cycle of education, children need to start working on the oral interaction process in English to communicate effectively in the classroom. Also, they should be able to answer questions about themselves, other people, objects and places of their environment. But after analyzing the results of the tests, it was seen that the students did not have even the basic knowledge of English a first grade student should have. Above all, the results also showed that in any of the four skills tested: listening, writing, speaking and reading, the students did better.

Finally, it is worth noting that although many problems related to the four skills were portrayed, there were some strengths that also needed to be highlighted. One of them was the fact that the students were willing to learn English, they showed interest in the English class and were always expecting new experiences. Also, most of the students were very visual and enjoyed hands-on activities in which they could be part of their own learning process. Additionally, they liked participating in class and answering correctly. However, one of the main concerns at this stage was the oral skill, since there was no emphasis on it in the English class and students did not have the chance to interact orally between them while learning the target language.

1.2 Rationale of the Study

Since language teaching aims at addressing learners towards the use of language in order to communicate with others, speaking is a crucial aspect of language learning. However, along the years, the implementation of proper strategies and techniques has emerged as a vital

issue to assure the development of oral skills and accuracy in the students along their learning process. It is a hard task to make students aware of the importance of developing oral skills when learning a foreign language.

Taking in account that oral interaction is an important aspect in the development of EFL learning processes and based on the diagnostic test applied, communication in the English class was limited and hindered mainly by the students' lack of vocabulary and knowledge of the target language in general. Consequently, factors such as team and pair work and building social knowledge were affected. That is why, this research study aims to apply storytelling strategies to develop oral interaction skills. Furthermore, this project might contribute to the reaching of the National Plan Standards proposed by the Educational Ministry (2014), where the ideal is to have a systematic process for preparing bilingual students to use the target language in the right communicative contexts.

Besides, learning speaking skills is very challenging for students in EFL contexts since they have very few opportunities to use the target language inside and outside the classroom. On the one hand, the speaking practice within the classroom was often based on the teacher asking questions and the students giving answers; and on the other hand, the lack of exposure to authentic English language environments that allow them to use the target language for communication in a natural way.

In this sense, this pedagogical proposal aims to develop and foster oral interaction skills through the use of storytelling at early learning stages, which may allow students to start communicating in English since the beginning of their learning process. Through the implementation of oral activities in the EFL classroom, students are given the opportunity to interact with others while developing their own oral skills. Additionally, this research is useful

because it may give language teachers an overview of possible ways to improve and develop speaking skills in students. And also because the methodological strategy proposed in this project, as it is storytelling, may allow students to express their feelings, opinions, and ideas regarding a topic, instead of just repeating what they hear.

Likewise, in this project different oral communication activities were designed in order to keep students' interest and attention alive. In addition, the project is intended to change that vision of language that assumes learning as separated skills that function in isolation, forgetting the importance of linking such skills in order for students to understand and learn the language as a whole rather than as a fragmentary process. Furthermore, this work may contribute to the school and its teachers since it presents a different view of understanding and teaching language, and could be a meaningful resource for teachers who might be interested in implementing it in their teaching practice.

1.3 Statement of the Problem

Taking into account that the English class was centered on repetition and memorization, the students were limited to listening but they did not have the chance to work and explore the other learning skills. So, keeping in mind that one of the main goals of teaching a language is to lead the learners towards the use of such language to be able to communicate themselves (Brown, 2001), it was possible to see that this communicative function of language was not being reached, but on the contrary, it was left behind. Therefore, through the observations and field notes made, it was noticed that the students recognized isolated vocabulary, but they were not able to use it in oral communication with others because they did not know how to speak in English. Basically, the students were said to repeat and memorize words only.

During the observations carried out in the school, it was also seen that it is still more common to emphasize on the aspects of traditional education. That is to say, learners are passive absorbers of content and the teacher is seen as a source of information and authority. Also, the lesson's content and delivery are considered to be the most important and the students are said to master knowledge through drills, repetition, and memorization. Hence, for the present case, the use of the language for human communication tends to be forgotten and left aside and also to be simplified into a mere exercise of memorization.

All in all, the results of the observations and the collected data showed that the development of the speaking skill of the foreign language was being affected because of the deficiency in the communicative practices. Practice that should be focused on oral communication and interaction; instead of on repetition and memorization only. In conclusion, the main aim of this project was to favor an environment where oral interaction skills in the use of English could be developed in the population through the implementation of storytelling. The main focus is on the speaking skill, although is inevitable the benefits and the connection that storytelling has also on the development of the listening skill. The storytelling was based on students' ages and preferences and provided them with content, simple structures, and new vocabulary in context in order to enhance their English knowledge.

1.4 Research Question

How might second grade students' oral interaction skills be developed by the use storytelling at Domingo Faustino Sarmiento School?

1.5 Objectives

1.5.1 General Research Objective

To ascertain how the use of storytelling contributes to the development of oral interaction skills of second grade students at Domingo Faustino Sarmiento School.

1.5.2 Specific Research Objectives

- To determine the possible benefits that storytelling has on oral interaction skills.
- To know students' perceptions and responses towards the use of storytelling in the EFL classroom.
- To ascertain how the implementation of storytelling contributes to the learning of a foreign language.
- To design and implement a pedagogical intervention in order to use storytelling as a methodological strategy to develop oral interaction skills between students.

CHAPTER II

THEORETICAL FRAMEWORK AND STATE OF THE ART

In this part of the study, the theoretical framework and the concepts regarding speaking and storytelling, which aimed at contributing to a better understanding of the research problem, are presented and described. Also, the state of the art that guides this project is discussed.

1.6 Theoretical framework

In first place, this section displays some theoretical aspects of the nature of speaking skill in relation to communicative competence as well as the definition of storytelling and its elements. The theoretical background presented here, concerning speaking aims at understanding the concept of speaking, the elements this skill includes, and the oral communicative skills necessary when teaching a language. In this sense, some of the authors taken into account to define speaking in this project are Brown (2001) and Bygate (1987).

1.6.1 Speaking & Interaction

Firstly, Bygate (1987) stated that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages" (p. 67). If students feel confident and comfortable when speaking, they will be able to interact better in daily real situations. As it is known, speaking is a complex act that conveys different elements interacting to produce effective communication. Hence, sometimes students do not feel confident enough to express themselves for different reasons. This might be due to lack of confidence, limited language or vocabulary knowledge; but very often, students do not know how to express their ideas even in their mother tongue.

Therefore, Bygate (1987) says that there are two aspects that need to be considered in order to reach a communicative goal: knowledge of the language and skill in using this knowledge.

That is to say, it is not enough to have certain knowledge of the language, but the speaker of this language should be able to use this knowledge in different real situations:

> People do not merely know how to assemble sentences in the abstract: they have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path. (Bygate, 1987, p. 3)

Based on the above, Bygate sees speaking as a language skill that consists of two main components: the production skills and the interaction skills. This means that the speaker should not only acquire the knowledge of the language and use it in the oral production; but also, he should be able to interact actively with others when using such a language. In other words, both speakers and listeners must be good at processing and understanding spoken language, as well as at being good communicators and facilitators of language.

On the other hand, Brown (1994), Burns & Joyce (1997) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is a process in which its form and meaning depend on the context where it occurs and takes different elements into account such as the participants, their experiences, the internal and external contexts, the physical environment and the purpose of speaking.

Additionally, Brown (2001) suggests that the main goal of learning a foreign language is to be able to speak and to communicate in that language. It means not only learning about language´s structure, grammar, and vocabulary, but also about the communicative nature of language. In this respect, language is understood as a tool for communication. A tool that allows us to communicate with others, to express our thoughts and ideas, and to know others' as well.

Thus, the importance of speaking skills is huge and inevitable for the learners of any language and that is why, the purpose of this project is to encourage the development of oral interaction skills in the process of learning a foreign language.

In regards to interaction, Brown also says that "interaction is the heart of communication, it is what communication is all about" (2001, p. 165). Interaction refers to sending and receiving messages, to interpret those messages in a certain context, to negotiate meanings with others, and to collaborate between them in order to accomplish language purposes. In other words, oral interaction is the exchange of thoughts, ideas, feelings, knowledge, and opinions between two or more people and which produces a reciprocal effect on each other.

Taking into account that the main aim of learning a language is to use it in communication in its spoken or written forms, classroom interaction is a key to reach that goal. As Robinson (1997) states: "Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through tough, proximity, eye-contact, facial expressions, gesturing, etc" (Robinson, 1994, p.17).

Based on the previous statement, classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction refers to behavioral responses in class, such as head nodding, hand raising, body gestures, and eye contact. On the contrary, verbal interaction contains written and oral interaction. While written interaction refers to students interacting with others through written words, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

Classroom interaction can occur between the teacher and learners or between learners themselves: that is teacher-student interaction and student-student interaction. Teacher -student

interaction is the most common form of interaction followed in different classrooms. Under this type of interaction, the teacher often asks questions to students and students answer the questions and vice versa. It is usually initiated and controlled by the teacher. Whereas student-student interaction occurs among learners. In here, the teacher´s role is to monitor the class, as learners are the main participants.

As to the present research, both verbal and non-verbal interaction are taken into account in the EFL learning process, since all of the factors around these two types of interaction can lead to a better and easier learning of the target language. Hence, in this research study oral interaction is seen as a process. A process of exchanging and expressing information with others verbally and non-verbally. In the first stages, interaction might be mainly teacher-student interaction but in the continuous learning process, it may become more autonomous, that is more student-student interaction.

Based on the concepts presented above, this research project takes as its basis the theoretical aspects of speaking and interaction given by Bygate (1987) and Brown (2001), since I considered them as two of the most complete theories that define these two aspects, its components, functions, and their importance when comes to learning a language. And also because these theories are directly related to the focus of this present research which is the development of beginners´ oral interaction. In the following section, the attention will be centered on defining and describing storytelling in the EFL classroom.

1.6.2 Storytelling

It is well known that there are many different techniques and strategies that can be used in the classroom in order to improve the teaching and learning processes. For instance, Brown (2001) states that techniques are the specific activities manifested in the classroom. In other

words, a technique is any of a wide variety of exercises, activities, or tasks done in the language classroom. Then, one of the many strategies that can be used and applied in classroom activities is storytelling.

Through the time, storytelling has been assumed as the practice of telling stories for all kinds of societies. In fact, there is an association in charge of the preservation and perpetuation of the art of storytelling named the National Storytelling Network, established in the United States. The association defines storytelling as "the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination" (National Storytelling Network, 2015). In this context, storytelling goes beyond the only act of retelling a story through the use of speaking skills. It is also the act of involving students into the story and in this way encourage them to develop their imagination.

On the one hand, Cruz (2001) explains that the storytelling is an ancient oral art that can demonstrate the power of words. Storytelling not only helps to develop different aspects of language learning such as the speaking and listening skills, but also to increase comprehension, and to create mental images on students. Besides, it makes students enjoy language learning and is an entertaining practice that stimulates children's imagination.

On the other hand, storytelling has special pedagogical benefits for the foreign language classroom and learners. For instance, Rossiter (2002) points out that:

> Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making. (p.19)

Taken into account the above, foreign language learners can benefit from storytelling because stories help them to develop communication skills and encourages shared learning experiences. Additionally, through the stories, learners become aware of cultural values different from theirs, sharpen their memory and develop the ability to predict and infer. As Wendelin (1991) states (cited in Farris, 1993), telling stories enhances oral language and sharpens listening. That is to say, storytelling is seen as a shared experience between the teller and the listener. It offers a natural language experience for students as it enables them to play an important role in reconstructing the story.

1.7 State of the Art

The following section presents a review of the research background related to the use of storytelling as a pedagogical strategy when working with oral communication skills. This review provides a broad understanding of the main constructs that guide this research project.

In first place, Edith Díaz, Claudia Rodríguez and Lucía Triana (2002) from the National University of Colombia, carried out a research project named *Encouraging Speaking through the use of Storytelling*. The project was carried out with second graders at Nuevo Gimnasio Cristiano School. The main objective of this research was to evaluate the progress of basic oral production like greetings, expressions, routines, asking and answering questions, through the use of continuous repetition of stories they decided to implement.

The researchers used the “Spotlight on Literacy” method, which included the four language skills in a way that would be more related to students´ interests and would encourage them to practice meaningful sentences instead of learning a list of disconnected vocabulary. As a result, they found that the students enjoyed the stories, which were illustrated to help understanding and

were able to understand the questions and answered them correctly. Additionally, students became more confident and were less afraid of speaking.

This study is useful for this research because of the pedagogical strategy it used. It showed the importance of using pedagogical strategies that aimed at setting learning in contexts in order to make students aware of the purposes of using language.

A second study done related to this present project is the one entitled *Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language (2010).* This action research project was carried out by Nohora Inés Porras González at a public elementary school in Bucaramanga, Colombia. The population was children from first, second and third grades. The main objective of the project was to use storytelling for teaching English to young learners in a fun and meaningful way. The specific objectives were to create stories based on students' interests and likes, to teach the language in context around stories, and to make foreign language learning a fun and lifelong process for the young learners.

The results showed that different aspects in the classroom were improved and increased such as children's motivation, participation in the different activities, comprehension of the stories, and acquisition of the new vocabulary. Also, the researcher found that storytelling made the language learning process meaningful and fun for the children as the stories were appealing and interesting to them.

The previous study is relevant for this current research mainly for the pedagogical strategy used. The stories used for storytelling were created based on children´s likes and interests. Consequently, stories became the central component of the process and children's response was positive every time they listened or read a story. Additionally, the results showed the importance of implementing storytelling in the classroom, not only to increase students´ motivation towards

learning, but also, to improve understanding of the stories and their language learning process. I consider that these are important aspects one should take into account when implementing a new or different pedagogical tool in the English class.

Another related research was done by Andrés Felipe Vargas and Camilo Andrés Zamora form Universidad Pedagógica Nacional, called *Improving the Speaking Skill through the Use of Fables in Third Grade Students from Liceo Femenino Mercedes Nariño* carried out in 2015. The authors´ objective was to ascertain the impact of using fables as a tool to improve the speaking skills in third grade students at Liceo Femenino Mercedes Nariño School. In their study, they stated that the use of fables strengthens, on the one hand, prior knowledge of the students thanks to their familiarity with the context, and on the other hand, it strengthens the rates of attention and motivation because students are exposed to stories that are entertaining and are connected to their reality.

The implementation of this pedagogical proposal revealed that the fables helped to motivate students towards the English class and they enjoyed the activities proposed around the pedagogical approach to actively participate in all of them. In this sense, they found appropriate environments for using English without being forced to do so but showing and expressing what they knew. In terms of vocabulary, students were able to use new vocabulary and expressions to interact among themselves and with the teacher-researchers too. They also understood that it is possible to produce something in English without translation.

The previous research, as the current one, looked for enhancing the communicative skills and participation in order to strengthen and make meaningful the learning of a target language. In this sense, this study was relevant for the current research as it provided an overview of the different advantages of using literature with beginners as a useful strategy to teach a language.

To sum up, the previous studies were useful for this research as they provided an overview of how storytelling has positively impacted children's oral skills development in the EFL learning contexts. Additionally, those studies portrayed the different teaching aspects that can be improved through the use of storytelling.

CHAPTER III

RESEARCH DESIGN

In this chapter, the elements of the research design which are the research paradigm and the research method used in this intervention are presented. Also, the data collection instruments and the procedures necessary for this research, as well as the ethical issues are explained and defined.

1.8 Type of Research

Creswell (1994) defines Qualitative Research as follows "Qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or a human problem." Qualitative Research is a method of inquiry employed in exploring issues, understanding phenomena, and making sense of data. (Denzin & Lincoln, 2005). In other words, this type of research focuses on understanding the reality of a social group by living their experiences and the environment in which they are immersed.

Thus, the current research was located in the qualitative research paradigm because it aimed at understanding educational phenomena by attempting to find answers to research questions. Also, because it was not focused on measuring any variables, but on drawing out understandings and perceptions about an educational phenomenon taken from a real context which could be described as students were situated and embedded in local real contexts. Additionally, this type of research allows the researcher to build a complex picture, to analyze words, to report detailed views of informants, and to gather and characterize data from their context and social behaviors.

Moreover, this study was framed into the qualitative research paradigm also because it aimed to describe a phenomenon as a whole. It means that the population, procedures, and events were not taken by implementing isolated variables that led to a single result; but there was a

holistic perception and description about all of factors involved in the research. Additionally, the qualitative paradigm allowed the researcher to gather and characterize data from the students' oral interaction as well as from their context and social behaviors. Also, it provided the opportunity to reflect about the researcher's teaching practice and include it as an important part in the investigation process.

1.9 Research Method

The method selected for carrying out this current research was action research. Richards (2003) states that "action research has two essential elements: to improve and to involve" (p.42). It is characterized as research that is done by teachers themselves which are interested in improving the teaching and learning processes. Moreover, action research allows teachers to inquire about learning problems and reflect upon their pedagogical practice.

In addition, Burns (2009) in her book "Doing Action Research in English Language Teaching", provides the following definition as regards to action research:

> Action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms, and our students. One of the aims of AR is to identify a "problematic" situation or issue that the participants consider worth looking into more deeply and systematically. So, the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes, and, even better, improvements in practice. (p. 2)

Thereby, the current project fell into the action research method since it was a type of participatory and inclusive research done by teachers in their teaching practice. It aimed at identifying a problematic situation and intervening it in order to lead to change and

improvements through a reflective research cycle that comprised planning, acting, observing, and reflecting. (Burns, 2009)

Regarding the reflective research cycle, Bailey (2007) states that action research for language teachers is “an approach to collect and interpret data which involves a clear, repeated cycle of procedures” (p.36). Here, the researcher has to go through the following steps: develop a plan of action to improve what is already happening in the classroom, to implement the plan, to observe the effects that this plan has over the community and the problem itself, and to reflect on the effects to improve or change the initial plan if it is necessary. Thus, this study was considered to be an action research, not only because of the aspects already mentioned, but also because it was a dynamic process that followed the repeated cycles proposed by the action research. Through these cycles one can lead to changes required for the academic and social improvement.

1.10 Data Collection Instruments

In order to collect data, the following three instruments were used to ensure the collection of valid and reliable information: field notes, students’ logs, and audio recordings. This process was done with the purpose of answering to triangulation issues and to the necessity of making my study valid and reliable. As it is shown by Burns (2010), action research can achieve objectivity through triangulation. That is to say, a combination of different types of data that allows the researcher to cross verifying the same information from different perspectives. The following table is a visual representation of the data collection intruments used.

Table 1

DATA COLLECTION INSTRUMENTS

Research Question	Source 1	Source 2	Source 3
How might 2nd grade students' oral interaction skills be developed by the use storytelling at Domingo Faustino Sarmiento School?	Field notes	Audio Recordings	Students' logs

Field Notes. Field notes are some specific formats that contain written descriptions, statements, and explanations of the different aspects that appeared during a specific situation or time, as it is stated by Schatzman & Strauss (1973). Using field notes helped to gather specific information of the observations done and to write down aspects of the lesson observed in a well-structured and organized way, in order to go further in the process of analysis. Some of the principles and aspects included in the field notes were: date, grade, time, place of observation, name of lesson, specific facts, details of what happened at the site, and comments.

Audio Recordings. As Burns (1999) states, this term is related to audio or video recordings that provide objective records of what occurred inside the classroom, which can be re-examined. These recordings are written using conventions for identifying speakers and indicating pauses or any necessary non-verbal information. So, through audio recording I was able to understand, interpret, and analyze how students' oral interaction skills were shaped and improved by the implementation of storytelling in the classroom.

Student's Log. According to Burns (2010) a log is a classic tool that allows a person to record his/her beliefs, thoughts or ideas about a specific event or practice. Hence, significant reflections and perspectives could be known through the students' log taking into account the date, the story told, and the activities developed around the story. Based on the population and

the research objectives of this study, a student's log was used to collect data, not only because it was structured and organized, but also because it was more flexible to the answers of young learners. Consequently, three logs were implemented to record the children's perspectives about the use of storytelling, the project itself, and the English class (See Annex 4).

1.11 Data Collection Procedures

The three data collection instruments explained above were implemented in the following way: the teacher-researcher wrote down field notes in every class session along the cycles in order to collect information about the students. The field notes were structured taking into account aspects such as the name of the school, the class time, the date, the name of the lesson, the class descriptions, and the comments or reflection.

The students' logs were applied at the end of every cycle. In this research, students' logs intended to collect information about the student's perception on the class activities, as well as to check their learning in regards to the topics of each cycle. Finally, the audio recordings were taken every time students produced something orally in class. The data collected in the audio recording was analyzed to see the possible development of oral skills through the use of storytelling.

1.12 Ethical Issues

In order to avoid ethical issues, parents' permission for students to participate in this study was asked through a consent form (See Annex 5). In this consent form, the parents would say whether or not they allowed their children to be part of the study. Also, it is worth mentioning that students' identity was not revealed at any moment; instead, students were called with a fictitious name that they selected if they liked to.

To conclude, in this chapter the elements of the research design were presented: type of research, research method, data collection instruments, data collection procedures and ethical issues. In the following chapter, the pedagogical intervention which comprises the vision of language, vision of learning and teaching methodology, as well as a summary of the lessons to be applied are displayed and defined.

CHAPTER IV

PEDAGOGICAL INTERVENTION

The following chapter outlines the pedagogical basis on which this project was supported. It comprises the visions of language and learning, and the teaching methodology. In addition, the implementation phases this project went through are presented and explained.

1.13 Vision of Language

The vision of language in this study is language as self-expression. Vera, Chapetón, and Buitrago, (2016, In press) state that language is the means "by which we build up personal relationships, express our emotions and aspirations, and explore our interests" (p.65). These authors say that self-expression is related to personal meaningfulness, how people make sense, and construct their realities. Under this vision of language, learners are encouraged to express their feelings, thoughts, and personal experiences in a supportive environment with no fear of judgment or rejection; in this way, they are able to find personal meaningfulness while learning the language. (Vera, Chapetón, and Buitrago, 2016).

Therefore, in the present study language is seen as a tool, a means for communication and expression of students' likes, dislikes, and interests. Under this conception, students use language in ways shaped by the interaction with others, language is at the center of students' construction of reality and identity. It allows students to express freely their opinions, thoughts, and interpretation of the stories with no fear of judgment, and last but not least, students build up relationships not only with the teacher, but also with their classmates and with the story itself.

1.14 Vision of Learning

In this project, learning is seen as experiential. According to Vera, Chapetón, and Buitrago, experiential learning "implies a naturalistic form of learning or picking up the language

which requires direct experience of the language" (2016, p. 78). It emphasizes the idea of learning by doing which requires two important factors: the use of language for communicative purposes and the exposure of input in the language that is being learned.

In experiential learning, students learn by doing, by experiencing knowledge themselves. In this sense, the participants are first immersed in a storytelling experience and in all the activities developed around it, and then, they are encouraged to reflect about the experience in order to develop new skills, new attitudes, or new ways of thinking (Lewis and Williams, 1994). Experiential learning is characterized by having a mixture of content and process, an absence of excessive judgment, by encouraging the role of reflection in the students, by creating emotional investment, and above all, by developing meaningful relationships in the classroom.

1.15 Instructional Design

This proposal is centered on the use of storytelling as a pedagogical strategy to develop oral interaction skills in first graders. In this sense, storytelling is seen as a "theory of symbolic actions, words, and/or deeds that have sequence and meaning for those who live, create or interpret them" (Fisher, 1984, p.56).

Telling stories makes the speaking activity become joyful for all its participants since it could help students tell the chronological events of the story easily. Through storytelling, students can not only demonstrate their comprehension of the story, but also express if they feel identified with it or with any of the characters or events of the story. It allows the participants to express their likes and dislikes, the connection the story has with their lives and with reality, and to develop their imagination and creativity while they enjoy learning the language. Likewise, Vale and Feunteun (1995) state that storytelling is a strategy in teaching language. It

demonstrates the value of practical tasks as social, motivational, and language teaching tools in the learning situation.

Furthermore, the above authors claim that storytelling is a good teaching strategy because stories promote students´ interest, help students create vivid mental images in order to understand the concept easily, and stories activate the thinking process as well. Additionally, stories take information out of isolation and place it in a real context making that new information meaningful and memorable for students.

Besides the positive aspects of storytelling already presented above, there are many more advantages of using storytelling in the EFL classroom. Regarding the educational advantages of storytelling, we can find that telling stories interests students, lowers affective filters (Krashen, 1995), and allows learning to take place more readily and more naturally within a meaningful interactive communication context. Pesola (1991) describes storytelling in foreign language classrooms as "one of the most powerful tools for surrounding the young learner with language" (p. 129). All in all, storytelling is promoted as fostering natural communication allowing students to experience authentic language input.

Regarding the structure of the research, this study will have three stages that need to be followed when implementing it in the classroom: *pre-storytelling, during storytelling, and post-storytelling*. In the first stage or *pre-storytelling*, the main focus is to capture children's attention, to connect to their prior knowledge and experiences, to teach them new vocabulary or expressions that will appear in the story, and also to have students predict what will happen in the story based on the book cover, the tittle of the story, the pictures of the scenes, etc. During the second stage or *during-storytelling*, the teacher tells the students the story and involves them as if they were part of it. It means, that along the storytelling, the teacher may ask students

comprehension, yes/no, and wh questions. Also, the teacher can ask children to predict or infer what comes next in the story. In the *post-storytelling* stage, students produce something orally in order to put into practice what they learnt during the previous two stages. Some of the activities in this stage could be group retelling, description of their favorite character, creating their own ending, role playing, story mapping, and dramatization.

In regards to the interaction, it will be fostered throughout the three stages in the following way: in the first two stages interaction will be developed mostly in the way of student-teacher interaction, since students at these stages are just getting familiar with the stories and their content, and still do not have enough language input to interact by themselves with their classmates. But in the last stage, the focus will be on student-student interaction, as in this stage they start expressing themselves with others regarding the story and what they learnt from it.

1.16 Pedagogical Intervention

The pedagogical intervention was developed in two cycles. Each cycle comprised different lesson plans (Annex 9) and each lesson followed the stages of storytelling explained above. There were two stories covered, one for each cycle. In each cycle, students recognized and had a first contact with storytelling in a foreign language since they heard, interacted, and learnt from the stories. This first part of the cycle comprised an immersion of students into the storytelling practice by exploring new vocabulary, words, expressions, a different way of learning, and the use of authentic materials that were used to support and make visible the story told.

Then, students were exposed and participated in the telling of the story as well as carry out various activities around it in order to start articulating what they learnt in the previous

stages. Therefore, create a natural environment that allowed students to express themselves and to develop their oral production and interaction based on the story learnt.

When the first cycle ended, the reflection process proposed by action research took place. The data and results gathered from the first cycle were analyzed and a reflection process was made based on the positive and negative aspects obtained; also the necessary adjustments and improvements were made in order to apply the second cycle.

The following table (table 2) shows the cycles, their stages, the objectives and the estimated time of each implementation.

Table 2. Timeline

C	**Session**	**Date**	**Stage**	**Objectives**
1	1	February 22nd, 2017	Introduction	To introduce each other and to let students know what the purposes and the expectations of the research are.
	2	March 1st, 2017	Pre-storytelling	To stablish a good climate setting and environment to storytelling. To test previous students´ knowledge in regards to the content of the stories.
	3	March 08th, 2017	Pre-storytelling	To make students familiar with the content of the first story *"Little red hen"* To teach new vocabulary and expression that will appear in the first story related to animals, verbs, and adjectives.
	4	March 15th, 2017	During-storytelling	To have a first contact with storytelling, to hear, understand and interact with the first story. To identify in the story vocabulary learnt related to animals.
	5	March 22nd, 2017	During-storytelling	To listen and participate in the first story by using statements with "It is a ____". To learn the expressions "I like…. And I don´t like…."
	6	March 29th, 2017	Post-storytelling	To encourage students' oral productions and interaction by students making simple descriptions of what they heard in the story such as: I can see a _____. It is big /blue

				To do a story mapping exercise.
	7	April 5th, 2017	Post-storytelling	To start expressing orally the likes and dislikes about the story learnt. To interact with others by role-playing the story. To create a drawing and to describe it orally using simple sentences such as "It is a ___, It is red, It likes ____" about what students learnt from the first story.
	END	**OF FIRST**	**CYCLE**	**ANALYSIS AND REFLECTION PROCESS**
2	8	April 12th, 2017	Pre-storytelling	To make students familiar with the content of the second story "Things I like" To teach new vocabulary, words and expressions related to the second story: action verbs and hobbies.
	9	April 19th,2017	Pre-storytelling	To teach action verbs and to get familiar with the question and answer: "What is she/he doing? He/she is playing.
	10	May 3rd,2017	Pre-storytelling	To put into practice the vocabulary and expressions learnt in the last two sessions by doing different written and speaking exercises.
	11	May 10th,2017	During storytelling	To have a second approach to storytelling by hearing and learning with the second story.
	12	May 17th,2017	During-storytelling	To listen to the second story and answer yes/no and simple wh questions.
	13	May 24th,2017	During-storytelling	To identify in the story vocabulary learnt about actions verbs.
	14	May 31st,2017	Post-storytelling	To express their likes and dislikes in terms of the second story: the character and events they liked or they did not like and if they liked or disliked the ending of the story. To use pictures so that students can organize the story and retell it to a classmate.
	15	June 07th,2017	Post-storytelling	To articulate all the vocabulary and expressions learnt in order to dramatize the story by interacting with others.

1.17 Significance of the Results

By implementing this pedagogical proposal I expect to reach the objectives set in chapter number 1 and to answer my research question. Furthermore, I expect to show the significance

and positive aspects of using storytelling as a useful pedagogical strategy to develop students' oral interaction in the EFL classroom. Also, the results of this study aim at helping future language teachers, the teaching field in general, and principally the students, as it gives them a different way of approaching the teaching and learning processes.

To conclude, storytelling is a pedagogical strategy that educates, illustrates, and inspires its participants. Storytelling not only makes language learning easier and meaningful for students, but it also gives relief from the routine and stimulates their mind. It is a great motivator for teachers as well as for students.

CHAPTER V

DATA ANALYSIS AND FINDINGS

The following chapter presents the findings and the analysis and interpretations of the data gathered along the pedagogical intervention. First, the approach used to analyze the data is presented and described. Secondly, the categories emerging from the data collection process are presented as well as the findings.

1.18 Procedure of Data Analysis

Along the pedagogical intervention, all the data collected were organized systematically in order to save all the information for the corresponding analysis. All the field notes and students´ logs were kept in two folders depending on the cycle they belonged to. Likewise, the digital data, such as the audio recordings, were saved on the computer with the exact date each one was recorded.

In this research, the approach used to analyze the data was the *Grounded Theory.* According to Strauss and Corbin (1995), the grounded approach is an inductive process in which theories emerge from the data itself. It allows the researcher to construct theory through grounding data that was systematically gathered and analyzed. Additionally, the grounded theory is characterized as systematic and emergent (Cohen, Manion, & Morrison, 2007); as the theory is the result of the data collection process and analysis and not vice versa. In other words, the theory is the result of the data analysis; the theory is constructed along the processes of collecting, examining, and comparing data and not before.

During the data collection and analysis processes, different sources of data were triangulated in order to avoid bias, as for the present study: audio recordings, field notes, and students' logs were compared and analyzed.

Once the researcher has gathered all the data, these data are reviewed, and concepts and elements start appearing which are classified by codes. As data are re-reviewed and analyzed, those codes are grouped into concepts and then into categories. Those categories may become the basis for new theory. In other words, this process responds to the principles of *coding or naming data, grouping data, finding relationships,* and *displaying the outcomes*; steps proposed by the Grounded Approach.

First, all the collected data were read and reviewed looking for parameters in common. Every time an interesting element appeared, it was highlighted with different colors based on its nature and the relation to specific objectives of the research. This process is called *color-coding* and it was applied in the following way: yellow color for the data related to the oral interaction between students, blue color to refer to the students' responses towards storytelling, and pink color for the data related to vocabulary and language improvement.

The second step was *grouping data*. Grouping refers to reassembling the names or codes given to the parts of the data by collecting them into categories. This process creates a structure around the data, and allows the researcher to determine which data are more relevant than others, which ones to select and which to discard. This process is necessary when analyzing data since there are many sources of data collected but not all of them are relevant to use. In addition, grouping allows the researcher to classify data into broader parameters or categories that structures the data in an organized way and makes the analyzing process easier.

Thirdly, *comparing data and finding relationships* step is found. Here, the researcher needs to start comparing data from different sources (audio recordings, field notes, students' logs, etc.) and find relationships between them, in order to identify patters among the categories. Finding relationships among groups or categories not only allows you to detect common

patterns, but also to select those pieces of information that do not fit in the structure of the analysis.

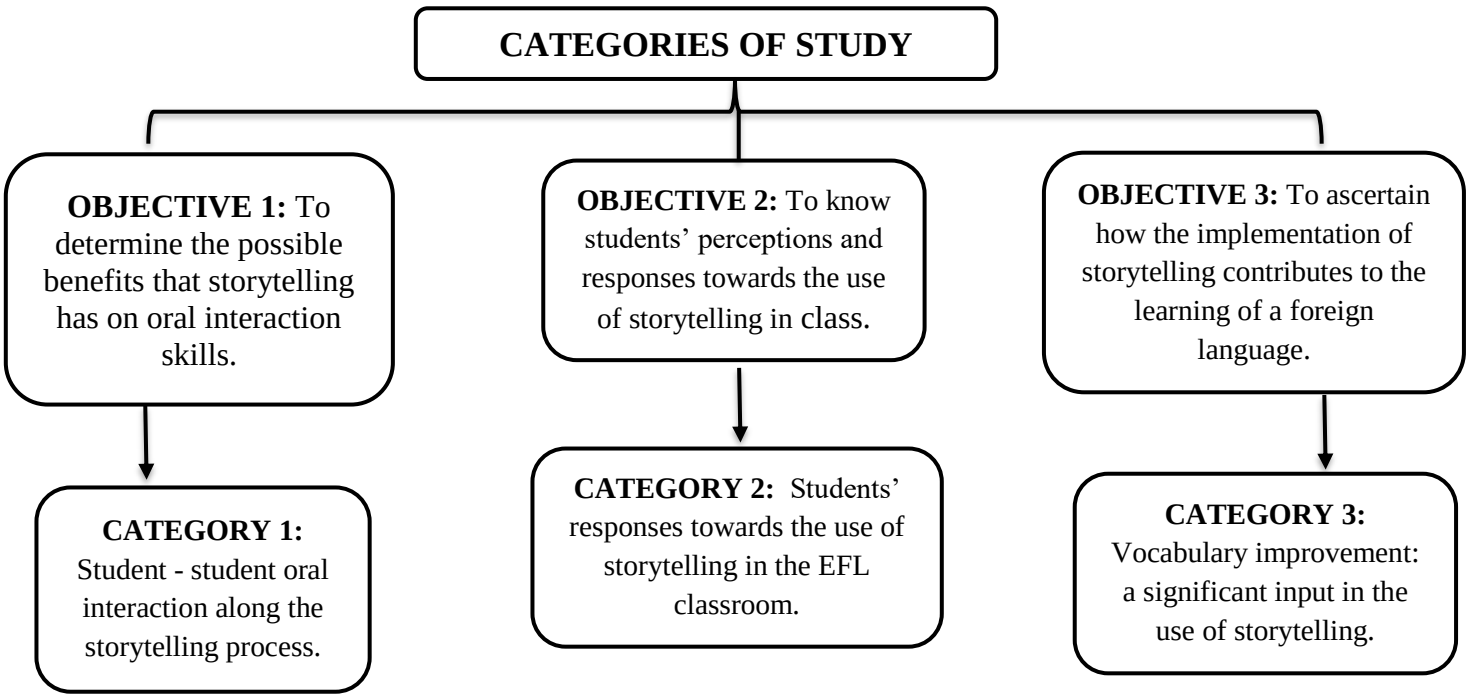
As the data analysis progressed, it was necessary to lay out the emerging findings, that is, *displaying the outcomes*. In here, the aim was to set out the patterns and relationships found among the categories. Therefore, the researcher started a reflection process about the findings, making interpretations and looking for new concepts in the light of the theory.

After having gone through this process, the following categories emerged from the data analysis and are presented and explained below: *student-student oral interaction along the storytelling process, students' responses towards the use of storytelling in the EFL classroom*, and *vocabulary improvement: a significant input in the use of storytelling.*

1.19 Categories of Analysis

The main objective of this research was to ascertain how the use of storytelling contributes to the development of oral interaction skills of first grade students. Based on this, the following figure shows a visual representation of the categories related to the specific objectives initially proposed which emerged from the data analysis.

Figure 2: Visual representation of the categories of analysis.



Category 1: Student-student oral interaction along the storytelling process.

This category refers to the oral interaction that students had during the implementation of storytelling in the English class. Data showed that storytelling helped students to develop their oral interaction skills at the early stage of the learning process. Taking into account the population and all the conditions for them to be in contact with the English language, telling and working with stories was a good opportunity to approach students to an initial process of interacting with others during the English class.

According to Robinson (1997), oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions about a certain topic. In student-student interaction, the teacher plays the role of a monitor and the learners are the main participants. Student-student interaction, also called learner-learner interaction, occurs in groups called student-student interaction, or in pairs called peer interaction.

It is worth noting that at the beginning of the implementation of the study, students were used to interacting with their classmates in their mother tongue even though they were in English class. In addition, they were used to listening to their English teacher talking to them most of the time in Spanish, therefore the teacher-student interaction and the student-student interaction mainly took place in their mother tongue.

During the first cycle of the storytelling process, with the narration of the first story *The Little Red Hen*, students began getting familiar with the vocabulary and the repeated expressions of the story. The story was first told in front of the whole class and then in small groups. After having told the first story for about three or four times, students got in pairs to develop a retelling

of the story activity using pictures from it. It was during that pair work that the following initial talk took place.

S1: espere que no he terminado…
S1: Listo, what the order of story?
S2: first, the little red hen plant the wheat. [Looking at the images on his worksheet]
S2: two, the hen water the wheat.
S1: three, the little red hen cut the wheat…yyyy ¿qué sigue?
S2: four, the hen eat the bread.
S1: no, no, no es esa…..antes the little red hen mix the bred. [Looking at the images on his worksheet]
S1: y ahora si, finally, the little red hen eat the bread.
S2: y es muy feliz [laughs]

[Audio-Recording. Class Activity. Retelling the story. April 5th, 2017]

As the previous audio-recording transcript shows, students were able to interact with other person, first in their native language and then in the target one. This initial oral interaction was possible from the very beginning of the storytelling process despite having heard the story for a few times and learnt just a couple of vocabulary words. At the beginning, the student-student oral interaction had to be guided by the researcher giving students common and repeated expressions and words that could help them when interacting with others. Therefore, students mixed those expressions in the target language with their mother tongue when they did not know how to say something in English. This shows a transitional process from L1 to L2, where the native language plays an important part in order to learn the target one. Indeed, students began an interlanguage process when interacting either with the teacher- researcher or with their classmates.

According to Richards et al. (1996), interlanguage is the type of language that can be produced by FL/L2 learners who are in the process of acquiring or learning a new language. In this context, students began using the vocabulary and common expressions learnt in the pre-

storytelling stage combined with their mother language in order to be able to talk and interact with other people as the following piece of evidence shows:

> *After having told the story in small groups, students were given a worksheet for them to cut out and paste in order the events of the first story "The Little Red Hen", and then, retell the order of the story to their classmates in pairs. As this was one of the first activities to interact with others, students got into pairs as they preferred, with his/her favorite friend. Most of the pairs began to use the common expressions and vocabulary previously learnt such as the little red hen, first, second, three, four, wheat, bread, plant, water, cut, mix, eat, etc. When they did not know how to say something in English, they immediately switched to Spanish or even invented the word. It was very common to see that switch of languages during this pair activity.*
>
> (Field Notes Nº6. Description. April 12th /2017)

As it has been noted, the oral interaction process in an EFL context is characterized by being a transitional process, first it is structured and later, with the practice, it starts becoming more autonomous (Bygate, 1987). At the first stage of learning a foreign language, both teacher-student and student-student interaction (Tuan & Nhu, 2010) needed to be guided and enhanced with visual aids and the telling of the stories repeatedly in order to make the understanding of the English expressions and words easier for the students.

The following audio recording transcription is another example of students interacting in a more natural way during an English session. In here, students began talking to each other by themselves in order to make everybody pay attention and be quiet. It was then, that the next students' intervention arose using expressions previously studied in class related to classroom rules. This transcript lets us see how students began feeling more confident and less nervous about using their new language knowledge to communicate in class with different purposes.

> **Students:** "oigan sssshhhhh"
> **S1:** "oigan, que se sienten"
> **S2: "**niños, silence and listen".
> **S1: "**Michael, please que sit down". [Looking at Michael]
> **S3:** "regla number one: silence and listen, y Pablo esta rompiendo la rule number 2, sit down correctly".

S2: "Andrés también, que please sit down correctly y pay attention".
S1: "solo faltas tú, que sit down, silence y listen".
S1: "listo teacher".
S3: Ready miss.

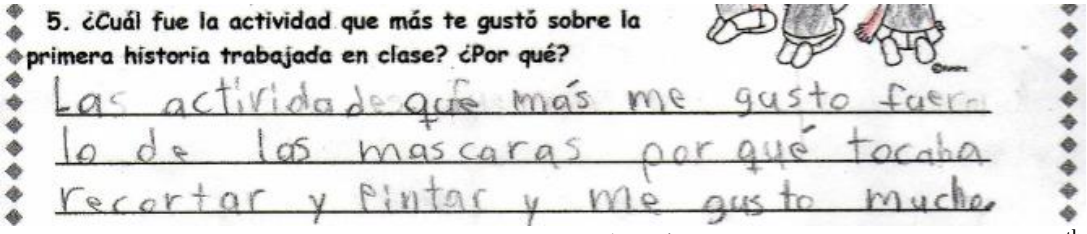
[Audio-Recording. English Class. August 16th, 2017]

To sum up this apart and based on the above, it is necessary to highlight that learning L2 is a gradual process from L1 towards L2. It means that the language students learn at an initial stage is a unique language system between their native language and the target one, and both influence it. As Selinker (1972) states, interlanguage is the language of the learner. It refers to the linguistic stage that foreign language learners go through during the process of mastering a target language. Nevertheless, this interlanguage phase is a natural part of the language learning process and allowed students to interact with others in not only their mother tongue but also mixing both languages along the process.

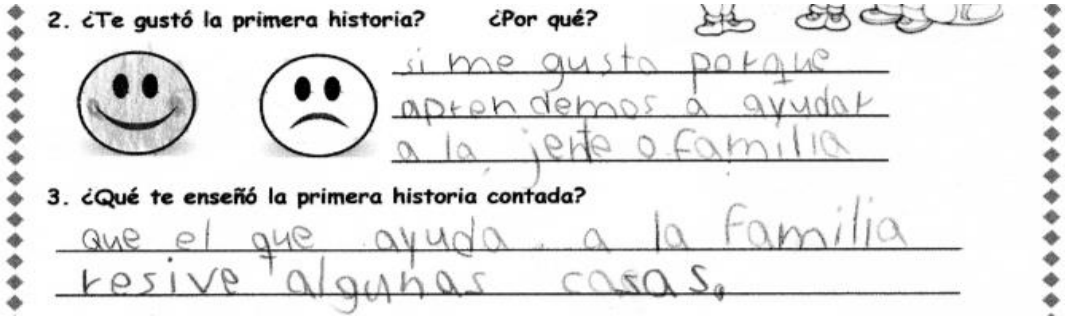
Category 2: Students' responses towards the use of storytelling in the EFL classroom.

All along the pedagogical intervention, the stories told were the principal source of motivation and participation for students in the English class. The stories became the impeller that enclosed the students into the English language, showed them a different learning environment and a distinct way of learning a foreign language.

Moreover, when a child enjoys what he is doing, and feels comfortable with the learning environment, he will learn faster and easier certain knowledge. That is, successful results may show up when children like learning. The data collected showed that students really liked the stories told and were interested and motivated towards the English language due to the nature of the activities proposed and implemented in class.

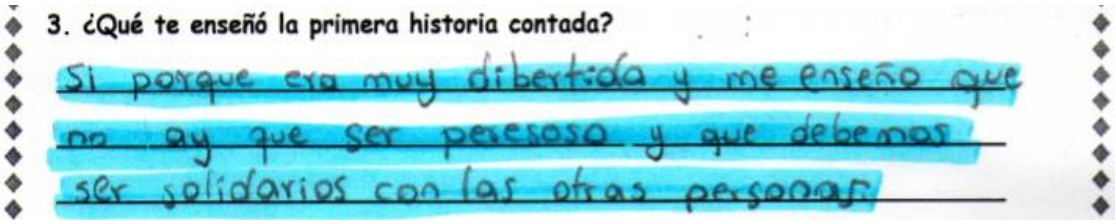


(Students' Log Nº1. St # 5. April 26th /2017



(Students' Log Nº1. St #2. April 26th /2017)

As shown in the excerpts above, students expressed that they liked the stories told and the activities developed around each story. It can be said that storytelling had an important impact on the way students started associating concepts in the target language along the whole process. They not only said that they liked the stories but also the reason why they liked them. Analyzing their answers on the students' logs, most of them stated that they liked the stories told because they were funny, interesting and because they left them a moral or a message to put into practice.



(Students' Log Nº1. St # 3. April 26th /2017)

On the other hand, the data showed that students felt motivated towards the English class and were attentive and willing to listen to the stories over and over again. They were attracted by the stories not only because of the visual aids used to support the telling of the story (flashcards, images, vocabulary picture cards) to make the understanding easier for students; but also because of the way the stories were told. Every time the story was told, children showed interest in it and

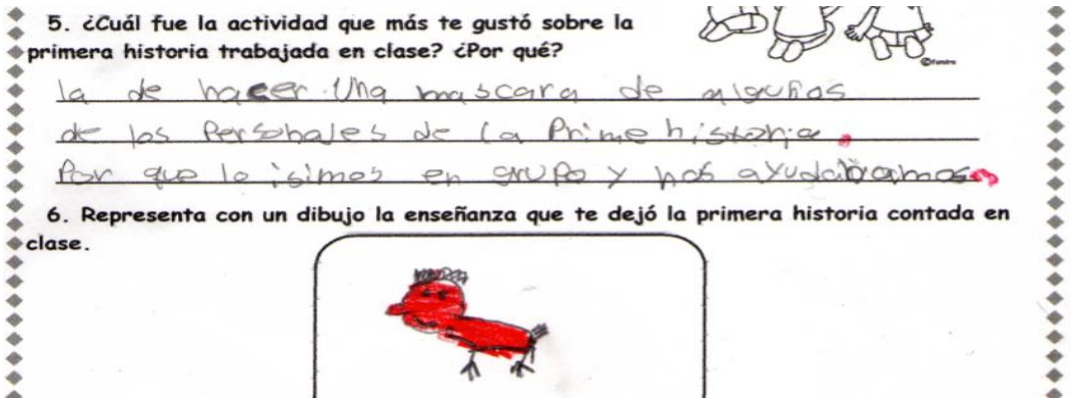
expressed excitement with the pictures that appeared in each story. Thereby, motivation and attention were two other important aspects developed along the storytelling process and evidenced in the students' responses.

> *During the telling of the story, most of the students kept quiet and showed interest in the story and in understanding the events of it. They began using the vocabulary and expressions learnt during the pre-storytelling stage and started participating more voluntarily towards the story. I consider the visual material used to tell the stories such as flashcards and picture cards, was an important aid that helped students to learn vocabulary easier and to make them feel more motivated in understanding the story.*
>
> (Field Notes Nº4. Description. April 5th /2017)

Attention and motivation are considered key elements when learning a foreign language and play a very important role in the speaking skill development as well. In order for students to be attentive in class, they first needed to feel motivated. In this sense, it is worth highlighting that the attention levels increased in students during the storytelling stage, more than in the pre-storytelling or post-storytelling stages. Hence, it was seen that when the teacher-researcher showed to children the pictures (picture cards or flashcards) and started to tell the stories, students were interested and felt excited about knowing what was next in the story. Aspects that were not evident before the implementation.

> **Teacher-Researcher:** "did you like the story The Little Red Hen?"
> **S5:** "yesssss a mi me gusto de lirol red hen…mucho"
> **S6: "**siii…yesss a mi tambien".
> **S7: "**si, de lirol red hen era muy bonita".
> **Teacher-Researcher:** "What did you like from the story the most?"
> **S7:** "I like la imagen de de lirol red hen, era muy beautiful"
> **S5: "**I like the cat black y the dog orange"
> **S6:** "I like todo de la historia, las imagenes de cat, dog, lirol red hen, duck, y el pig"
>
> [Audio-Recording. Post-storytelling. August 23rd, 2017]

As shown in the previous audio recording transcription, the visual aids used for supporting the storytelling were significant since they allowed students to associate concepts and words with the images shown in an easier way. In addition, the images helped students to understand the events of the story and aroused in them interest and caught their attention towards the story. The transcription also showed how students were attracted and motivated towards the stories. Every story implied a completely new and different sequence of events and a new set of words and expressions. Clearly, attention was linked to the story told and how it was told. Thus, the pedagogical tool used made students' attention and motivation towards the English class increase.

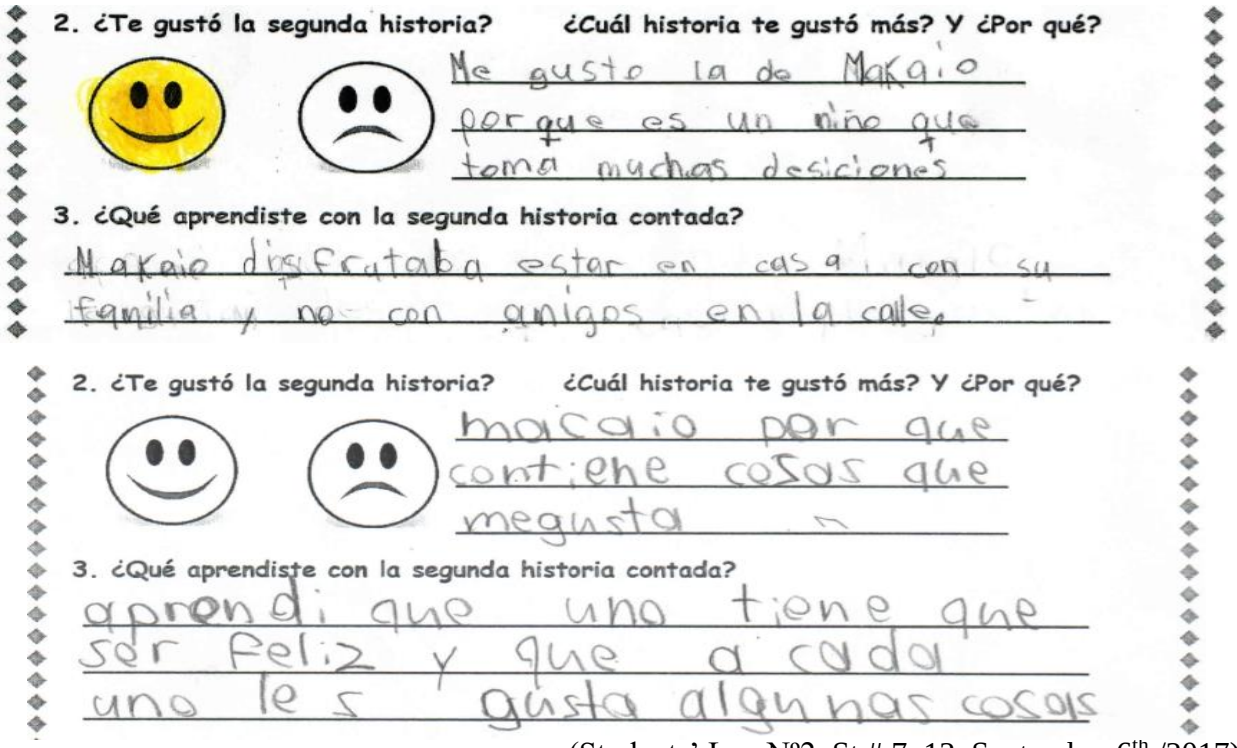

5. ¿Cuál fue la actividad que más te gustó sobre la primera historia trabajada en clase? ¿Por qué?

la de hacer una mascara de animales de los personajes de la Primera historia. Por que la hicimos en grupo y nos ayudabamos

6. Representa con un dibujo la enseñanza que te dejó la primera historia contada en clase.

(Students' Log Nº1. St # 8. August 9th /2017)

To sum up this category, the data collected showed that students liked the implementation of storytelling in the English class and they were motivated by the activities developed around each story and by the stories told themselves. Furthermore, if students are given a good environment to learn and they like and feel comfortable with the topics and activities done, the language learning process will be easier and more significant. Moreover, storytelling is motivating and fun and helps to develop in children positive attitudes towards language learning. Consequently, storytelling led to a significant improvement in the students' attention levels as it is presented in the following excerpts.



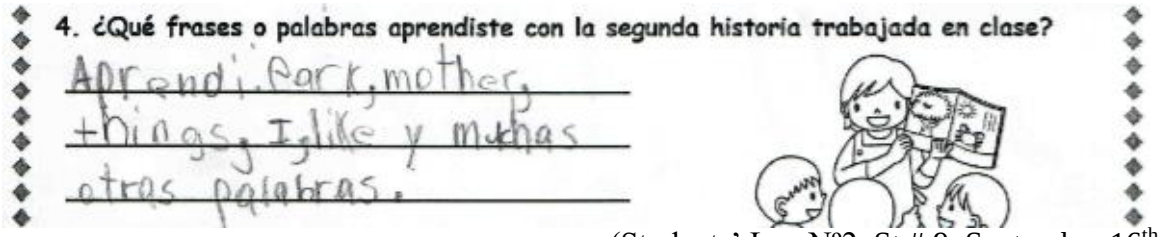
(Students' Log Nº2. St # 7, 12. September 6th /2017)

Category 3: Vocabulary improvement: a significant input in the use of storytelling.

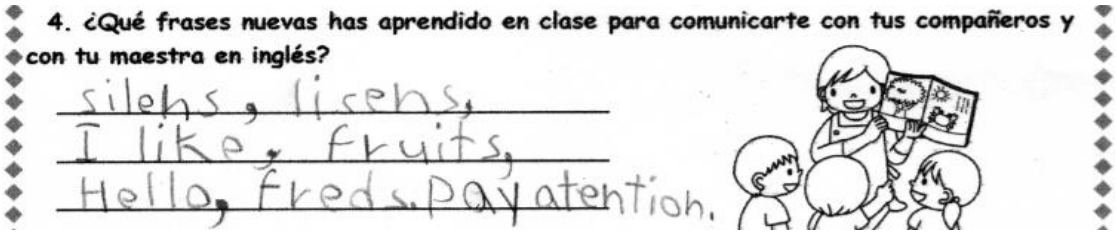
Taking into account that vocabulary is also another important aspect when learning a language along the language learning process, vocabulary became the first tool to learn English as students began getting familiar with different vocabulary since the pre-storytelling stage. It is well known that when a person does not know a wide variety of vocabulary of the language that he is learning, this process may become more difficult and perhaps slower. For this reason, along the three stages of storytelling, students were in constant contact with different vocabulary that helped them to understand the stories better.

Undoubtedly, and based on the data collected, storytelling served as a significant input and affective technique to improve students' vocabulary in the language. This was made possible through storytelling characteristics: stories are believable, rememberable, and entertaining; they not only expand students' language skills, but also sharpen their imagination. Additional to the storytelling's ability to capture students' attention to listen to stories repetitively. Thus,

storytelling was found to be positive for language learning, as for this case particularly in vocabulary, since the students were more motivated to listen to the stories over and over, and willing to understand new words and expressions from the stories in order for them to express their own likes, dislikes, and ideas towards it.



(Students' Log Nº2. St # 9. September 16th /2017)



(Students' Log Nº1. St # 15. August 11th /2017)

Different pieces of data showed that students' vocabulary was improved after being taught through storytelling. Many possible factors contributed to the effectiveness of storytelling in learning and improving students' vocabulary. These factors were related to the stories' selection, the use of visual aids to support the story, and the words and expressions' repetition during the storytelling.

> *During the post-storytelling stage, students got into pairs in order to interact with the masks they had created based on the first story told. Using the animal masks student A asked "What is your animal?" and student B replied: "It is hen. The hen red." Other pairs said: student A: "what animal? and student B replied: "cat, the cat black" Most of the students knew the name of their animal and replied "It is a dog, it is a hen, it is the little red hen, it is duck, etc.*
>
> (Field Notes Nº5. Description. April 19th /2017)

As stated previously, different factors promoted vocabulary development and improvement along the storytelling process. Firstly, the stories' selection was a crucial aspect that needed to be taken into account before implementing storytelling lessons. The stories told were suitable with the students' level and age and also with their likes and interests. Additionally, the selected stories contained a great amount of vocabulary related to nouns and verbs closely related to the students' daily life and context.

Secondly, the visual aids used to support the storytelling were also relevant to enhance vocabulary in students. Visual aids such as pictures, gestures, flashcards, and realia were used during the storytelling stage. Based on the observation and data analysis, those visual aids were very helpful for the students in understanding the stories. As Harmer (2007) states, children's understanding comes not only from explanation, but also from what they see, hear and touch. Thus, every time the students did not understand the meaning of a word mentioned in the story, the pictures, the teacher-researcher's gestures or realia helped them to still understand the stories, or at least the general idea from it.

A third important aspect in students' vocabulary improvement was the repetition of the words and expressions from the stories. As the stories were repetitively told, students had the chance to listen to the words and expressions from the stories many times. This aspect helped them a lot in internalizing and remembering the new vocabulary in an easier and faster way in order to use it when interacting with other classmates as shown in the following audio transcription.

S8: "¿Empiezas o empiezo?"
S9: "a mi me gusta…ehhhh digo I like dancing, I like play with toys, y I like ice cream, mmmm ya…tu turno" [Looking at some picture cards]
S8: "I like play soccer, ice cream, I like cars peroooo I don't like books, ni broccoli, ah y I don't like muñecas".
S9: "a mi….I don't like soccer y I don't like play cars"

S8: "pues porque eres girl y las girls no juegan con cars sino con dolls"
S9: "ahhh siiiii I like play dolls, muchoooo, tengo muchas dolls….como diez"

[Audio-Recording. Post-storytelling activity. September 6th, 2017]

As noted above, after having heard the second story for several times, students were already familiar with common words and expressions that appeared in the story. Therefore, when they got into pairs or groups to develop any activity or exercise around the story, they tried to use that vocabulary previously learnt not only to communicate with other kids or with the teacher-researcher, but also to express their own likes, thoughts and opinions.

The data also showed that through storytelling students not only were able to improve their language vocabulary, but also to build well-structured sentences with that vocabulary. Children who listen to stories are exposed to many new words and acquire new language structures. The frequent story repetition contains key vocabulary and structures that students start unconsciously internalizing and making part of their language lexicon. Telling and retelling the stories over again also encouraged students to participate in the narrative. Consequently, as the children learnt some previous vocabulary and expressions during the pre-storytelling and while-storytelling stages, in the post-storytelling stage they felt more confident and less shy or afraid to participate in the activities and to use the new knowledge to try to communicate in class.

During a post-storytelling activity, the teacher-researcher began asking the children some questions related to the story told while showing them some flashcards: Student-researcher: "do you like dancing?" (showing the dancing flashcard) Most of the girls replied: "yes I like" (showing thumbs up) but most of the boys said "no, I don't like" (showing thumbs down). The S-R continued asking: "do you like eating broccoli?" (showing the broccoli flashcard) Some students said: "siii, I like broccoli, es rico" but some others yelled: "no, I don't like, guacatelas".

(Field Notes Nº7. Description. Spetember 13th /2017)

CHAPTER VI
CONCLUSIONS AND LIMITATIONS

This chapter presents the conclusions, reflections and limitations arising from the implementation of the current study. Based on the information and findings presented on the previous chapters, from the pedagogical intervention and the data analysis emerged the following conclusions.

Based on the interpretations of the findings and the data analysis, three categories emerged with the purpose of answering to the research question initially stated. All along the intervention, storytelling was the main input to develop oral interaction skills in beginners, and also became the principal source of motivation and participation in the English class. The data showed that applying storytelling strategy in the EFL classroom had a significant impact mainly on three aspects: on the development of children's oral interaction skills, on students' perceptions towards the English class, and on students' vocabulary of the target language.

Firstly, in regards to the development of children's oral interaction skills and based on the data shown, storytelling was a helpful pedagogical strategy to develop oral interaction skills among second graders in an initial learning stage. Throughout the implementation, it was possible to see that students really felt empathy with the stories told. They were involved in the telling of each story which allowed them to be in a shared 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.

In this respect, storytelling contributed to an initial development of students' oral interaction and nonverbal interaction, since it guided them to work and interact in pairs and in groups as a shared learning experience where one could learn from the other one and vice versa. Moreover, storytelling led students to feel the necessity of interacting in class with their partners,

reason why they began an interlanguage process in order to be able to reach this goal and communicate with others in the EFL classroom.

Secondly, regarding students' responses towards the implementation of storytelling and the English class in general, it is important to highlight that students from second grade were fully engaged with the stories told and the activities proposed and developed by the teacher-researcher. As shown in the data analysis, students' perceptions towards the use of storytelling in the English class were positive and constructive. Children really liked the stories told, because not only they were funny and interesting for them, but also because they said that each story left them a moral. Overall, storytelling changed positively students' perceptions towards learning English and the English class itself. Children expressed that listening to stories was a new and motivating way to learn English.

With respect to vocabulary, there was also a meaningful and evident improvement from the implementation of storytelling. Through storytelling, students stablished relationships between the words and the expressions they heard in the story and the visual aids used to support the telling of the stories which helped them to internalize and remember the vocabulary easier. Additionally, vocabulary improvement was also fostered through the use of body movement. The fact of acting out the stories and using body gestures while telling the stories became a useful tool for kids to remember vocabulary. Therefore, the telling of stories over and over again allowed students to learn vocabulary and simple grammar structures inductively in a meaningful way as they were put into context.

Finally, the implementation of storytelling also contributed to increase motivation and attention levels in most of the students. Along the storytelling process, they felt motivated and were attentive to listen to the stories over and over again since before the implementation, these

two aspects were not evident in the English classes. Telling stories caught students' attention and awoke in them interest in participating and in being part of the stories. Thus, storytelling encouraged students' motivation and attention in the English class as they felt joyful and confident towards the pedagogical strategy by having the chance to participate in it and to by feeling involved in the class.

In conclusion, storytelling had a significant impact on students' language learning process since it sharpened different aspects of the learning process and the learning environment as well. Aspects such as students' oral interaction, vocabulary, students' perceptions towards learning English and attention and motivation levels were developed and improved. Through storytelling, it was possible to achieve the main objective of this study as telling stories helped a lot to develop oral interaction skills among beginners in an initial stage.

Limitations

Several limitations came up along this research study. To start with, time was the principal limitation throughout the whole study, but mainly during the implementation phase. Time was not enough to apply all the activities initially proposed. So, the cycles of the implementation were abruptally changed and affected. This was mainly because of the National Teachers' Strike that took place during the implementation cycle and which lasted around two months. The study was highly affected as I was not able to carry out the pedagogical intervention for such a long time, and consequently, it was not possible to collect data in the right time.

Additionally, when the National Teachers' Strike was over, the teacher- researcher had to run against time in order to be able to accomplish the pedagogical implementation and collect the necessary data. Besides, the weekly time set to apply the proposal with the students was not enough either, since there were many other aspects inside the classroom that delayed the

implementation and the process. Aspects such as discipline, attention, break, beginners level, etc., also limited the development and advance of the research. As it is known, learning a language requires of constant practice and contact with the language; and the fact of seeing the group only once a week hindered not only students' improvement, but also the research's development.

Another constant limitation was in regards to discipline and attention. Since the beginning of the implementation, it was notable the high level of indiscipline and the lack of concentration of the students. It was a real challenge to deal with these two aspects as I had to look for different strategies in order to cope with them and try to improve those aspects. Strategies such as concentration games, role plays, songs, acting out the story, among others; were very useful to improve those two aspects. Nevertheless and in spite of the different limitations found, it was possible to apply the pedagogical proposal and reach some of the objectives initially set to give answer to the research question.

To conclude, all this process was an enriching experience not only for the teacher-researcher but surely for the participants too. The teacher-researcher was inmmersed in a constant process of reflection and analysis of the positive and negative aspects that emerged along the process. Moreover, it was a meaningful practice, in both, pedagogical and human aspects, as it allowed the teacher-researcher to be aware of the many factors that teaching and pedagogy imply and the other several aspects that need to be rethought and deserve detailed attention. Also, it gave the teacher - researcher the chance to live a real Colombian teaching practice where, in my opinion, educating happy and sensitive human beings should take precedence over educating in any discipline of knowledge.

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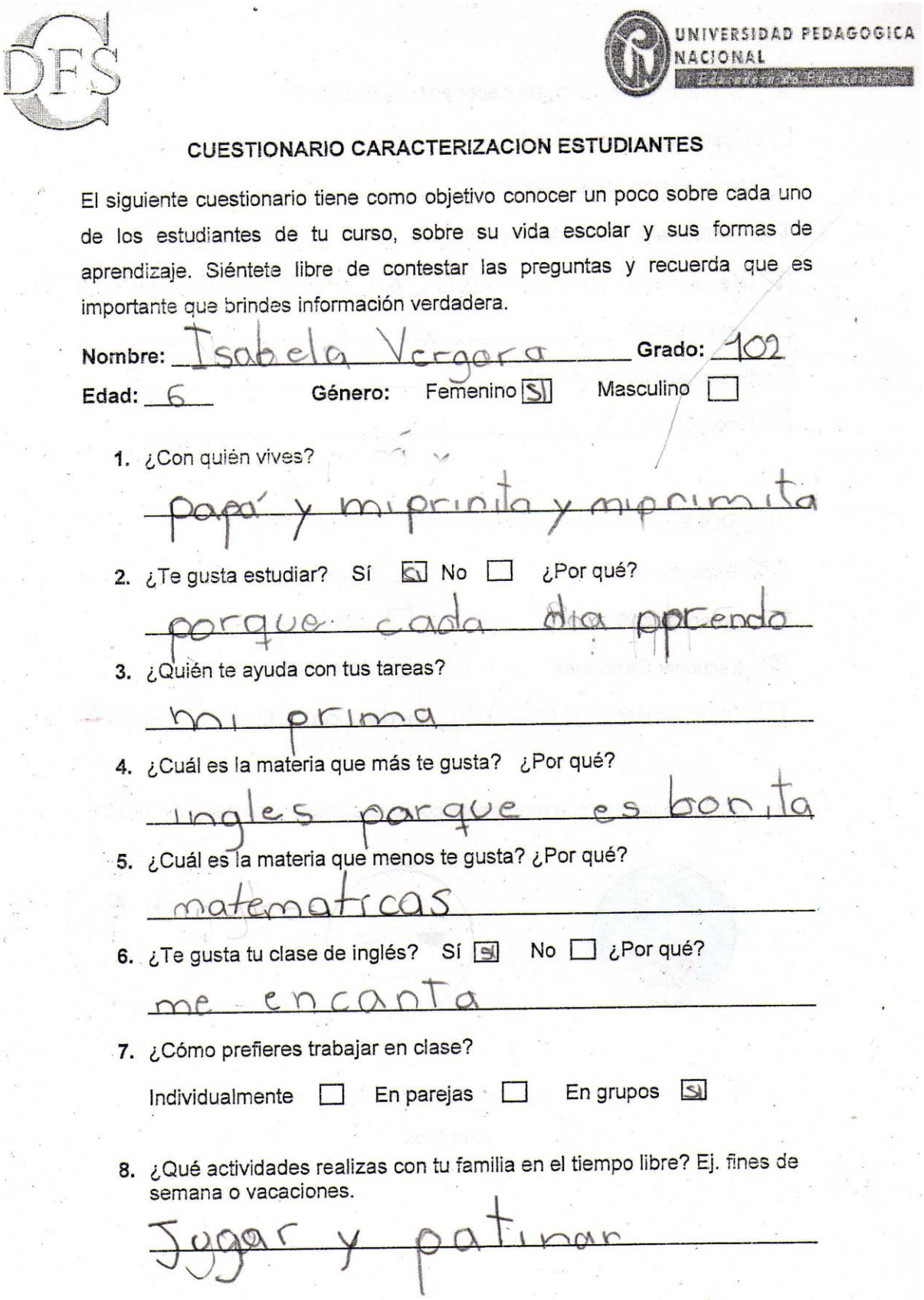
ANNEXES

*Annex 1:*Students' survey



UNIVERSIDAD PEDAGOGICA NACIONAL

CUESTIONARIO CARACTERIZACION ESTUDIANTES

El siguiente cuestionario tiene como objetivo conocer un poco sobre cada uno de los estudiantes de tu curso, sobre su vida escolar y sus formas de aprendizaje. Siéntete libre de contestar las preguntas y recuerda que es importante que brindes información verdadera.

Nombre: Isabela Vergara **Grado:** 102

Edad: 6 **Género:** Femenino [SI] Masculino [ ]

1. ¿Con quién vives?

papá y miprinita y miprimita

2. ¿Te gusta estudiar? Sí [SI] No [ ] ¿Por qué?

porque cada dia aprendo

3. ¿Quién te ayuda con tus tareas?

mi prima

4. ¿Cuál es la materia que más te gusta? ¿Por qué?

ingles porque es bonita

5. ¿Cuál es la materia que menos te gusta? ¿Por qué?

matematicas

6. ¿Te gusta tu clase de inglés? Sí [SI] No [ ] ¿Por qué?

me encanta

7. ¿Cómo prefieres trabajar en clase?

Individualmente [ ] En parejas [ ] En grupos [SI]

8. ¿Qué actividades realizas con tu familia en el tiempo libre? Ej. fines de semana o vacaciones.

Jygar y patinar

9. ¿Qué actividades te gusta hacer en tu tiempo libre?

☐ Jugar videojuegos ¿Cuál?_____

☐ Ver televisión ¿Qué programa? _____

☑ Practicar algún deporte ¿Cuál? Fotbol

☑ Usar el internet ¿para qué? Para ver la Rosa de Guadalupe

☐ Jugar ¿a qué? _____

☐ Escuchar música ¿Cuál?_____

☐ Otro ¿Cuál?_____

10. ¿Qué actividades te gustaría incluir en tu clase de inglés?

☑ Escuchar historias

☐ Aprender con Juegos

☑ Escuchar Canciones

☑ Otros: ¿cuál? cantar, trabajar en fotocopias contar historias

☐ Aprender con Títeres

☐ Juegos de roles

☐ Ver Videos

11. ¿Colorea la cara que represente cómo te sientes en tu clase de inglés?

Fin del Cuestionario

¡Gracias!

DFS

UN NACIONAL

CUESTIONARIO CARACTERIZACION ESTUDIANTES

El siguiente cuestionario tiene como objetivo conocer un poco sobre cada uno de los estudiantes de tu curso, sobre su vida escolar y sus formas de aprendizaje. Siéntete libre de contestar las preguntas y recuerda que es importante que brindes información verdadera.

Nombre: Isabel Sofía **Grado:** 4

Edad: 7 **Género:** Femenino [S] Masculino [ ]

1. ¿Con quién vives?

   con mi mama mi papa mi hermana

2. ¿Te gusta estudiar? Sí [X] No [ ] ¿Por qué?

   Porque cada día aprendemos más

3. ¿Quién te ayuda con tus tareas?

   Una prima llamada Maira

4. ¿Cuál es la materia que más te gusta? ¿Por qué?

   Inglés porque

5. ¿Cuál es la materia que menos te gusta? ¿Por qué?

   Comunicativa porque es simple y a mí me gustan las cosas difíciles.

6. ¿Te gusta tu clase de inglés? Sí [X] No [ ] ¿Por qué?

   Porque es divertida, y cuando sea grande puedo hablar en inglés.

7. ¿Cómo prefieres trabajar en clase?

   Individualmente [ ] En parejas [ ] En grupos [X]

8. ¿Qué actividades realizas con tu familia en el tiempo libre? Ej. fines de semana o vacaciones.

   Ir al parque y montar bicicleta

9. ¿Qué actividades te gusta hacer en tu tiempo libre?

☐ Jugar videojuegos ¿Cuál?_____

☑ Ver televisión ¿Qué programa? Soy Luna

☐ Practicar algún deporte ¿Cuál?_____

☑ Usar el internet ¿para qué? para ver videos chistosos

☑ Jugar ¿a qué? Congelados

☑ Escuchar música ¿Cuál?_____

☐ Otro ¿Cuál?_____

10. ¿Qué actividades te gustaría incluir en tu clase de inglés?

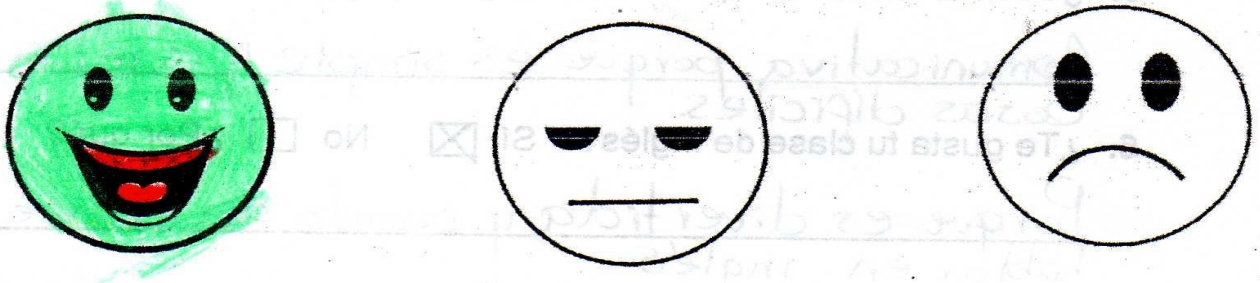
☑ Escuchar historias ☐ Aprender con Títeres

☐ Aprender con Juegos ☐ Juegos de roles

☑ Escuchar Canciones ☑ Ver Videos

☑ Otros: ¿cuál? Cantar - juegos y historias

11. ¿Colorea la cara que represente cómo te sientes en tu clase de inglés?



Fin del Cuestionario

¡Gracias!

Annex 2: Field Notes – Observation

	School: Domingo Faustino Sarmiento **Time: 8am – 10am** **Date: September 2nd 2016 Grade: 1st** **Class: English class**	**Field Notes #: 3** **Observation Field notes** **Name of lesson: School Supplies**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39	La profesora empezó la clase pidiendo a los niños que se sentaran e hicieran orden. Les dijo "silence please", and "attention please". Los estudiantes se sentaron pero continuaron hablando y haciendo ruido. Luego, reforzó los saludos vistos anteriormente saludando a los estudiantes en inglés. "Good morning, good afternoon, good evening, hello, bye bye" Los estudiantes contestaron a cada saludo repitiendo después de la profesora. Seguidamente, preguntó individualmente el nombre a cada uno de los estudiantes diciéndoles "What is your name?" La mayoría de los niños permanecían en silencio cuando les hacia la pregunta o simplemente contestaban el nombre. Luego, dijo a los estudiantes que iban a aprender los elementos del salón de clases. Para ello pegó en el tablero las imágenes de los útiles escolares y les pidió que repitieran cada palabra después de ella. "Pencil, book, notebook, ruler, pen, chair, table, board, window" Los niños repetían después de ella. La maestra repitió varias veces las palabras y los estudiantes las decían, seguidamente preguntó el vocabulario grupal e individualmente usando la pregunta "what is this?" Cuando preguntaba grupalmente los estudiantes lograban responder las preguntas, pero cuando lo hacía individual la mayoría de los estudiantes no respondían o lo hacían en español. La práctica del vocabulario fue netamente entre profesora – estudiantes, no hubo una práctica en parejas o por grupos. Se basó principalmente en imitar a la docente, repetir varias veces las palabras después de ella. Después de repetir varias veces el vocabulario la profesora les mostró una bandera de Colombia y les preguntó los colores, los niños contestaron correctamente. Al final, los estudiantes fueron llevados a la sala de sistemas por primera vez en el año (según la profesora), y me pidió que me quedara con ellos y realizara una actividad en los computadores porque tenía una reunión importante. Por tal razón, los estudiantes se ubicaron en parejas por computador y les sugerí que accedieran a una página web de ejercicios en inglés para practicar lo visto en clase. La actividad consistía en unir las imágenes con las palabras correctas sobre los elementos del salón. Los estudiantes tuvieron inconvenientes para acceder a la página debido a que la gran mayoría no sabía cómo utilizar el computador. Así que requerían ayuda para poder hacer el ejercicio pero al estar sola me fue muy complicado atender a todos el menor tiempo posible. Finalmente, la profesora regresó y pidió a los niños que se regresaran al salón y la clase finalizó.	os estudiantes muestran interés y prestan atención durante la primera parte de la clase, pero a medida que avanza y la actividad sigue siendo la misma, escuchar y repetir lo que la profesora dice, los niños se dispersan y empiezan a jugar o hablar entre sí. Esto quizá se da porque no hay variedad de actividades en la clase de inglés, y el ejercicio de escuchar y repetir lo encuentran bastante monótono y exhaustivo. Los estudiantes mostraron interés por la actividad de las imágenes en el tablero, quizá porque cualquier otro tipo de material o actividad en clase, diferente a solo escuchar y repetir lo que dice la maestra, les gusta y siente interés y curiosidad por ello. Además, se pudo ver que la mayoría de los alumnos son visuales, lo que les permitió aprender y asociar el vocabulario con más facilidad. La actividad realizada en la sala de sistemas despertó mucho entusiasmo e interés en los niños, debido a que casi nunca son llevados a tal espacio, aun cuando se ve que disfrutan interactuando con las nuevas tecnologías. Sin embargo, su interés por usar un computador se ve limitado ya que la gran mayoría no sabe cómo encenderlo, usarlo o acceder a internet. Razón por la cual todo el tiempo necesitaban de la ayuda de un adulto para poder realizar la actividad propuesta.

Annex 3: Diagnostic Test

COLEGIO TÉCNICO DOMINGO SARMIENTO FAUSTINO

NAME: Juan Alejandro

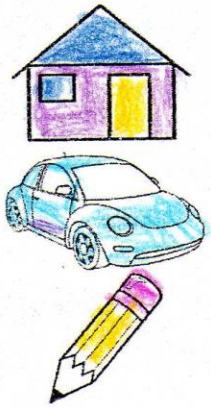
DATE: Sept 14th CLASS: 1st

UNIVERSIDAD PEDAGOGICA NACIONAL

1. Une los números.

2	One
3	Four
1	Six
4	Three
5	Two
6	Five

2. Ponle un tick ✓ a la palabra que corresponda.



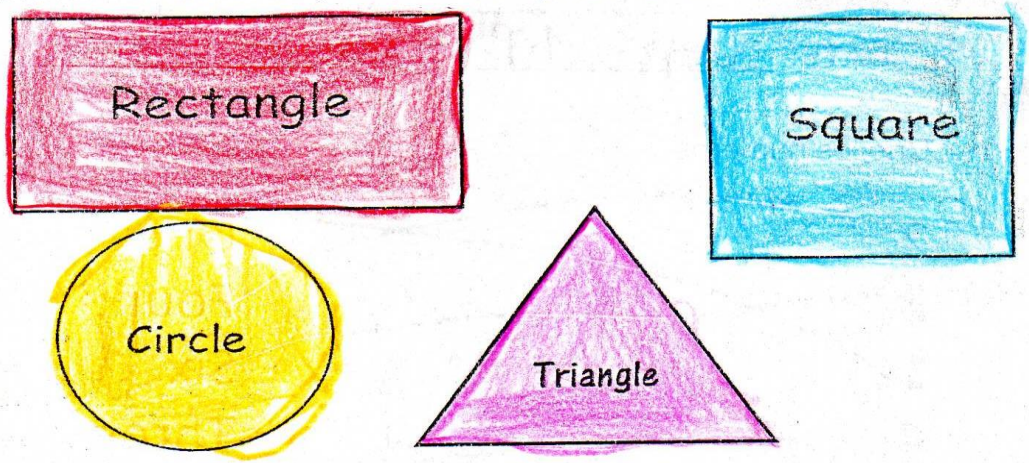
✓ Car	House	Family
✓ Teacher	dog	✓ Car
✓ Pencil	School	Family

3. Completa las palabras de los miembros de la familia.

Father Mother

Brother Sister

4. Escucha las instrucciones y colorea las figuras correctamente.

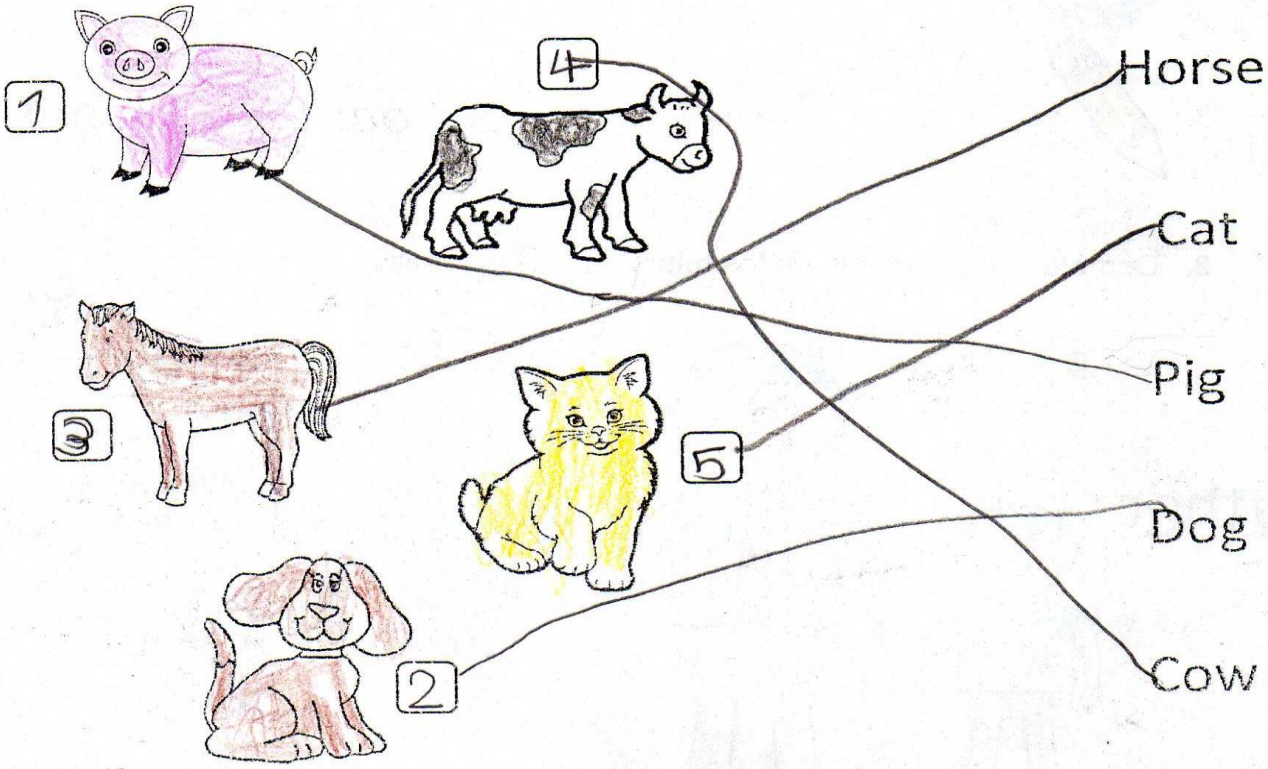


5. Lee y dibuja la cara según las instrucciones.

Happy

Sad

6. Escucha y escribe al lado el número en el orden que escuches cada animal. Luego une con una línea cada animal con su nombre.



Isabell Sofia

SPEAKING DIAGNOSTIC TEST

1. Hello, how are you? fain
2. What is your name? Sofia
3. How old are you? —o—

Look at the next picture and answer the questions.

4. What color is the sun? amarillo
5. What is this animal? —o—
6. What color are the trees? grin
7. Is the boy happy or sad? —o—
8. Is it a boy or a girl? —o—
9. What color is the cat? —o—

Emanuel S.

SPEAKING DIAGNOSTIC TEST

1. Hello, how are you? fain tenkyiu
2. What is your name? Emanuel
3. How old are you? —o—

Look at the next picture and answer the questions.

4. What color is the sun? yelou
5. What is this animal? gato
6. What color are the trees? verde
7. Is the boy happy or sad? —o—
8. Is it a boy or a girl? —o—
9. What color is the cat? blanco pero no se en Ingles.

Annex 4: Students' Log 1

STUDENTS´ LOG

Name: Juan Alejandro P.

Date: _____

1. ¿Cuál es el nombre de la primera historia trabajada?

The litte red hen

2. ¿Te gustó la primera historia? ¿Por qué?

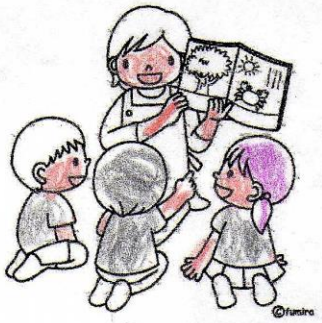
Si porque enseña como ayudar a los compañeros siempre.

3. ¿Qué te enseñó la primera historia contada?

Que uno siempre tiene que ayudar a los amigos y no dejarles todo el trabajo a ellos, debemos ayudarles.

4. ¿Qué frases nuevas has aprendido en clase para comunicarte con tus compañeros y con tu maestra en inglés?

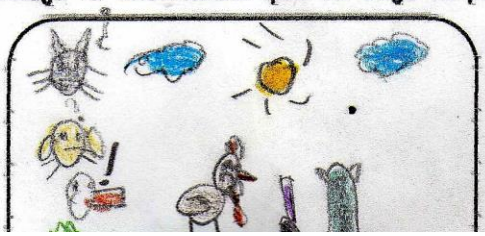
Aprendí: Today is I, rugles, i like i don like, ice cream, brocoli.



5. ¿Cuál fue la actividad que más te gustó sobre la primera historia trabajada en clase? ¿Por qué?

Las actividade que más me gusto fuera lo de las mascaras por qué tocaba recortar y pintar y me gusto mucho.

6. Representa con un dibujo la enseñanza que te dejó la primera historia contada en clase.



STUDENTS´ LOG

Name: Sebastian Tviran

Date: _____

1. ¿Cuál es el nombre de la primera historia trabajada?

de litle red hen

2. ¿Te gustó la primera historia? ¿Por qué?

si me gusto porque era muy bonita y me enseño muchas cosas.

3. ¿Qué te enseñó la primera historia contada?

que debemos ayudar al que lo nesecita para que despues nos ayuden a nosotros.

4. ¿Qué frases nuevas has aprendido en clase para comunicarte con tus compañeros y con tu maestra en inglés?

Helou, how are yu
sailen and lisen
uan moment plis

5. ¿Cuál fue la actividad que más te gustó sobre la primera historia trabajada en clase? ¿Por qué?

la que mas me gusto fue la de dibujar de litle red hen en los Computadores.

6. Representa con un dibujo la enseñanza que te dejó la primera historia contada en clase.

Annex 5: Consent Form

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

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

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica			
Título del proyecto de investigación			
Descripción breve y clara de la investigación			
Descripción de los posibles riesgos de participar en la investigación			
Descripción de los posibles beneficios de participar en la investigación.			
Datos generales del investigador principal	Nombre(s) y Apellido(s) :		
	N° de Identificación:	Teléfono:	
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía N°_____ de_____, con domicilio en la ciudad de_____
Dirección: _____ Teléfono y N° de celular: _____
Correo electrónico: _____
Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____
_____	_____	_____

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:_____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

_____

Nombre del adulto responsable del niño o adolescente: _____

Nº Identificación: _____ Fecha: _____

Firma del Testigo:

_____

Nombre del testigo: _____

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 absuelto 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 el 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 el investigador responsable del proyecto,

Annex 6: Audio Recordings

Recordings

Recording Transcription # 1
Topic: The Little Red Hen
Participants: Students 1, 2
Date: April 5th 2017

During the class session of April 5th, in one of the last activities of the class students were given a worksheet for them to cut out and paste in order the events of the story "The Little Red Hen", and then, retell the order of the story to their classmates as it is shown in the following recording transcription.

S1: "espere que no he terminado…"
S1: "Listo, what the order of story?"
S2: "first, the little red hen plant the wheat". [Looking at the images on his worksheet]
S2: "two, the hen water the wheat"
S1: "three, the little red hen cut the wheat…yyyy ¿qué sigue?"
S2: "four, the hen eat the bread"
S1: "no, no, no es esa…..antes the little red hen mix the bred". [Looking at the images on his worksheet]
S1: "y ahora si, finally, the little red hen eat the bread"
S2: "y es muy feliz [laughs]"

Recording Transcription # 2
Topic: Pre-storytelling (2nd story)
Participants: Students 1, 2, 3
Date: August 16th 2017

During the class session of August 16th, students started using classroom language expressions among them by their own initiative in order to communicate in the English class.

Students: "oigan sssshhhhh"
S1: "oigan, que se sienten"
S2: "niños, silence and listen"
S1: "Michael, please que sit down". [Looking at Michael]
S3: "regla number one: silence and listen, y Pablo esta rompiendo la rule number 2, sit down correctly".
S2: "Andrés también, que please sit down correctly and pay attention".
S1: "solo faltas tú, que sit down, silence y listen**".**
S1: "listo teacher".
S3: Ready miss.

Recording Transcription # 3
Topic: Post-storytelling (2nd story)
Participants: Students 5, 6, 7
Date: August 23rd 2017

Teacher-Researcher: "did you like the story The Little Red Hen?"
S5: "yesssss a mi me gusto de lirol red hen…mucho"
S6: "siii…yesss a mi tambien".
S7: "si, de lirol red hen era muy bonita".
Teacher-Researcher: "What did you like from the story the most?"
S7: "I like la imagen de de lirol red hen, era muy beautiful"
S5: "I like the cat black y the dog orange"
S6: "I like todo de la historia, las imagenes de cat, dog, lirol red hen, duck, y el pig"

Recording Transcription # 4
Topic: Post-storytelling
Participants: Students-pairs 1, 2
Date: September 6th 2017

The following recording was taken during an activity about likes and dislikes related to the second story told *Things I like.* During the activity, the kids previously developed a cutting worksheet and then got into pairs to share with their classmates what they liked and what they did not.

S8: "¿Empiezas o empiezo?"
S9: "a mi me gusta…ehhhh digo I like dancing, I like play with toys, y I like ice cream, ahhh y I like barbies mucho pero mucho pink ….you?" [Looking at some picture cards]
S8: "I like play soccer, ice cream, I like cars peroooo I don't like books, ni broccoli, ah y I don't like muñecas".
S9: "a mi….I don't like soccer y I don't like play cars"
S8: "pues porque eres girl y las girls no juegan con cars sino con dolls"
S9: "ahhh siiiiii I like play dolls, muchoooo, tengo muchas dolls….como diez"

Annex 7: Field Notes – Implementation

	School: Domingo Faustino Sarmiento Time: 8am – 10am Date: April 5th 2017 Grade: 2nd Class: English	Field Notes #: 4 Name of lesson: While Storytelling
	DESCRIPTION	**COMMENTS/REFLECTION**
1	The student-teacher began the class by greeting students *"good morning, how are you?"* to what students replied *"fine, thank you"*. She continued *"Are you happy or sad?"* students said *"happy"* Then, we reviewed the hello song learnt in the previous session; boys first, then only girls and then all the class together. Students did know very well the song learnt in the previous session and all of them participated in it. Children all sang:	Students knew very well the song learnt in the first session of class. They said they liked and enjoyed the song. This shows that kids in general are musical learners. They learn easier and faster through songs; states Howard Gardner in the musical intelligence.
2	*"Hello teacher, hello teacher, how are you? How are you? I am fine today, I am fine today, How are you? How are you?"*	
3	The student-teacher showed the students some animal flashcards and started asking them *"what animal is it?"* students replied *"dog, cat, hen, etc."* The student-teacher then told them that she was going to tell them a story, the name of the story was *"The Little Red Hen"* She gave each person a small piece of paper for them to told them to ask them *"what is your favorite animal?"*…but as the students did not understand she asked them to question again in Spanish to what students also replied in Spanish. The student-teacher wrote on the board the sentence *"my favorite animal is the dog"* and drew a dog next to it. The students repeated the sentence a few times and then told the class their favorite animal using the statement in English. Next, during the telling of the story, most of the students kept quiet and showed interest in the story and in understanding the events of it. They began using the vocabulary and expressions learnt during the pre-storytelling stage and started participating more voluntarily towards the story. I consider the visual material used to tell the stories was an important aid that helped students to learn vocabulary easier and to make them feel more motivated in understanding the story. Many of them expressed that they liked the story and they wanted to listen to it again. During the post storytelling activity, the student-teacher gave the kids an animal mask worksheet for them to paint it and cut it out. The worksheets were about a cat, a dog, a duck and a hen. Some students began arguing because they wanted to get an animal different from the one they were given. Each animal had to be painted in the same color: the ducks yellow, the cats black, the dogs brown and the hens red. During this activity students began asking questions about how to cut the masks out and what color to paint the animals, also for help in cutting the animal masks. Students took very long doing this exercise. While students were cutting and painting the masks, the student-teacher walked around students places in order to ask them what animal each person had. Most of the students knew the name of their animal and replied *"It is a dog, it is a hen, etc."* A few students still said the name of the animal but in Spanish; so the student-teacher encouraged them to reply in English. At the end, all the students wrote their names in the back of their masks and place them upside on the floor in the back of the classroom for the masks to get dry. The ring sounded and the class was over.	Students constantly replied to my questions in Spanish perhaps because they still do not have the knowledge enough to understand all that I say and ask. And also because they are not used to having a person talking to them all the time in English. That is new for them in class. Lack of Vocabulary. Probably some students complained and misbehaved in the animal masks activity because they felt more identified with some animals than others and also because they do not understand the act of accepting what each one is given without preferences in a group. It was possible to see that most of the students liked and were interested in the animal masks exercise due to the fact that they like hands-on activities and that this type of exercises wakes their creativity and distract them from their routine of writing dictations and copying from the board only. Visual learners.

Annex 8: Students Log 2

STUDENTS´ LOG 2

Name: Sebastioln David

Date: septiembre 27

1. ¿Cuál fue el nombre de la segunda historia contada?

makaio

2. ¿Te gustó la segunda historia? ¿Cuál historia te gustó más? Y ¿Por qué?

macaio por que contiene cosas que megusta

3. ¿Qué aprendiste con la segunda historia contada?

aprendi que uno tiene que ser feliz y que a cada uno les gusta algunas cosas

4. ¿Qué frases o palabras aprendiste con la segunda historia trabajada en clase?

hamsters pig

Dansing

Play sequer

5. ¿Cuál fue la actividad que más te gustó sobre la segunda historia? ¿Por qué?

cuandoo lelleron el cuento por que a makaio le gusta todo

6. Realiza un dibujo en el que plasmes algo de lo que aprendiste con la segunda historia "*Things I like*"

STUDENTS´ LOG 2

Name: Juan Alejandro Palomino B.

Date: ?

1. ¿Cuál fue el nombre de la segunda historia contada?

Makaio "Things I likes"

2. ¿Te gustó la segunda historia? ¿Cuál historia te gustó más? Y ¿Por qué?

Me gusto la de Makaio porque es un niño que toma muchas desiciones

3. ¿Qué aprendiste con la segunda historia contada?

Makaio disfrutaba estar en casa con su familia y no con amigos en la calle.

4. ¿Qué frases o palabras aprendiste con la segunda historia trabajada en clase?

Aprendi. Park, mother, things, I, like y muchas otras palabras.

5. ¿Cuál fue la actividad que más te gustó sobre la segunda historia? ¿Por qué?

Me gustaron que como eran los dibujos y la forma de contar esa historia.

6. Realiza un dibujo en el que plasmes algo de lo que aprendiste con la segunda historia "*Things I like*"

Annex 9: Lesson Plans

Lesson plan 5

Institution: Domingo Faustino Sarmiento **Grade: 2nd**

Topic: The Little Red Hen **Total time**: 2 hours

Learning objective: To do a second storytelling of the story "The Little Red Hen"

Specific learning Objectives:

- Students will have a second contact with storytelling, they will hear and interact with the story.
- Students will be able to identify in the story previous vocabulary learnt.
- Students will be able to talk about the message the story leaves them.

Resources: board, flashcards, animal cards, worksheets

Procedures& strategies

	Grouping(s) (individual work, pair work, group work, whole class)	TTT STT	Time
Opening(s): (warming-up, exploration of previous knowledge)			
We will start the class by learning a new song "The Little Red Hen Song"	All students	+STT	10 mins
Pre-activities / pre- task			
Students will be shown pictures about action verbs that appeared in the story such as cut the wheat, plant the seeds, water the wheat, help, eat the bread. We will do a choral and individual practice and act the verbs out.	Whole class	+STT -TTT	10 mins
Then, I will paste on the board images about the scenes of the story in order to tell them the story again. I will use a red hen puppet to tell the story. And I will tell them to pay attention to the values or the message the story teaches us. (This activity will be done in English)	All students		15 mins.
While-activities / task cycle			
After telling students the story for the second time, I will give each student a small piece of paper and I will ask them to write down what they believe the message of the story is or what it teaches us. Next, they will share in pairs what each one wrote.	Individual work / Pair work	-STT +TTT	15 mins.

Lesson plan 7

Institution: Domingo Faustino Sarmiento **Grade: 2nd**

Topic: Things I like **Total time**: 2 hours

Learning objective: To make students familiar with the content of the second story "Things I like"

Specific learning Objectives:

- Students will be able to make inferences about what the second story is going to be about."
- Students will learn new vocabulary, words and expressions related to the second story such as action verbs and hobbies.

Resources: pictures, worksheets.

Procedures& strategies

	Grouping(s) (individual work, pair work, group work, whole class)	TTT STT	Time
Opening(s): (warming-up, exploration of previous knowledge)			
First, we will start the class by learning a new rhyme about keeping quiet in class. Zip it.... Lock it... Put it in your pocket....	All students	+STT	05 mins
Pre-activities / pre- task			
We will play Simon Says in order to practice and learn the new action verbs that will appear in the story such as play soccer, ride bicycle, dance, play with toys, eat ice cream, watch T.V, read books, and eat vegetables. (This activity will be done in English)	Whole class	+STT -TTT	10 mins
Then, I will show the students the covering of the story and ask them what they believe the story is going to be about. I would ask them to share in pairs their ideas first and then to the whole class. (in Spanish)	All students	+STT -TTT	15 mins.
While-activities / task cycle			
After, students will be given a small paper to write their favorite hobby or the thing they like to do the most and represent it with a drawing on that paper. Next, I will collect all papers and I will read some papers out loud to the class as a way to get to know the classmates a little better. (This activity will be done in English and Spanish)	Individual work / Group work	=STT =TTT	20 mins.
Learning Outcome			
At the end, students will be given a worksheet with the sentence "I like to _____" and next to it two blank boxes for them to illustrate their hobbies. To finish we will sit in a circle and play duck, duck, goose in order to share with the class students' illustrations. (in English)	Whole class / Individual work	+STT -TTT	30 mins