

Fairy tales enhancing fifth graders cultural awareness and communicative skills

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2. Descripción	
<p>El presente trabajo de grado da muestra de la contribución de los cuentos de hadas dentro de los procesos de aprendizaje de la lengua Inglesa como lengua extranjera en estudiantes de grado quinto del I.E.D Liceo Femenino Mercedes Nariño; el cual se realizó a partir de las diversas percepciones culturales que las estudiantes han construido a través de su interacción social dentro de una comunidad en particular. Permitiendo así, desarrollar su habilidad comunicativa en la lengua inglesa mediante actividades académicas que les proporcionaron las herramientas necesarias para expresar sus concepciones acerca de los diferentes comportamientos, actitudes y visiones que existen tanto en su propio contexto como el dado dentro de la lectura de los cuentos de hadas. Ejercicio que permitió identificar, reconocer y establecer relaciones de los diferentes componentes característicos de una segunda cultura en contraste a su propia cultura.</p>	
3. Fuentes	
<p>Burns, A. (2003). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.</p> <p>Burns, A. (2010). Doing action research in English language teaching: A guide for practitioners. New York: Routledge.</p> <p>Deardorff, D., & Jones, E. (2012). Intercultural competence: An emerging focus in international higher education.</p>	

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4. Contenidos

En este documento se desarrollan los siguientes siete apartados: En el primero, se presenta la información necesaria y relevante sobre el plantel educativo, el contexto de las estudiantes, así mismo el diagnóstico realizado y el planteamiento del problema, los cuales direccionan el quehacer de esta investigación, así como el valor que poseen los cuentos de hadas para la enseñanza de una lengua extranjera. Seguido a éste, en el segundo apartado se exponen las referencias teóricas que sustentan este trabajo. Dado continuación con el cuerpo del documento, en el tercer apartado se presenta la metodología desarrollada en lo que respecta a la investigación-acción. El cuarto, obedece a la implementación pedagógica organizada en dos momentos, el primero con el fin de familiarizar a los estudiantes a la metodología y el segundo, cuyo objetivo es hacer más significativo su aprendizaje. El quinto apartado despliega el análisis de los resultados partiendo de los datos recogidos durante el proceso de intervención. El sexto apartado se presenta los resultados brindados por el análisis de la propuesta pedagógica dentro del ejercicio de práctica. En el último apartado se hacen evidentes las conclusiones, limitaciones y recomendaciones a las que se llegaron gracias a este trabajo investigativo.

5. Metodología

Este trabajo investigativo está direccionado por los lineamientos de la investigación-acción, el cual fue implementado en el plantel educativo Liceo Femenino Mercedes Nariño I.E.D. de la

localidad Rafael Uribe Uribe, con un grupo de 40 estudiantes de quinto grado de básica primaria, quienes están en un rango de edad de 8 a 11 años. La investigación acción desarrolla un proceso cíclico con miras a mejorar la comprensión de los hechos y fenómenos vistos durante la misma. Los instrumentos elegidos para la recolección de datos fueron: Diarios de campo, trabajos hechos por los estudiantes, grabaciones de audio y cuestionarios.

6. Conclusiones

Como resultado de esta investigación-acción implementada en el IED Liceo Femenino Mercedes Nariño, es válido resaltar que este estudio, permitió desarrollar y mejorar el aprendizaje de la lengua inglesa como lengua extranjera, a través del uso de cuentos de hadas dentro de un contexto significativo, contribuyendo a que el educando encontrara un valor adicional a las clases, rompiendo las barreras entre la escuela y el mundo exterior. El contexto significativo en el cual estuvieron inmersos fueron los cuentos de hadas relacionados con la cultura anglófona en contraste con su propio contexto, un recurso al alcance de todos que al abordarse correctamente, puede dar excelentes e inesperados resultados en el aula. Mediante la creación de un vínculo entre el niño y el conocimiento previo – aquel considerado como cotidiano - las estudiantes respondieron positivamente, apoyando con su experiencia el proceso y llevando a cabo el desarrollo de la clase de manera óptima. Se hace oportuno resaltar las ventajas que esta herramienta puede proporcionar dentro de su contexto diario.

Considerando que las estudiantes están en un contexto EFL que no les permite interactuar ni complementar su proceso de aprendizaje de una lengua extranjera, al incluir material hecho por y para hablantes nativos, creaba una atmosfera de exclusión en las estudiantes dentro de la clase. Es ahí donde los cuentos de hadas como una estrategia para acercar al alumno y hacer de la clase un espacio de inclusión, permitieron que los actos comunicativos (de participación) fuesen promovidos en la lengua extranjera (Inglés).

Otra conclusión a la que conduce esta investigación, es el papel del docente como mediador entre los estudiantes y el conocimiento que se imparte. Dado que su función es de vital importancia como generador de un ambiente de aprendizaje propicio, que fomenta el respeto por sí mismos y hacia los demás, de igual manera la confianza en ellos para que la participación en lengua extranjera fuese natural, sin cohibiciones de ningún tipo. Puesto que de lo contrario, el óptimo desarrollo de las actividades y objetivos propuestos podrían haberse visto afectados por el desorden o prejuicios establecidos.

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ABSTRACT

This study focuses on English as a Second Language Teaching through the knowledge of culture and the inclusion of fairy tales as social practices within a certain culture. The concept of "culture" understood as a set of ideas, symbols and learned behaviors from generation to generation through cohabitation in society, in the same way the concept of "language" is understood as an instrument of social communication that a certain population has; therefore, it is important to note that culture and language are formed as a unit according to the needs of a specific society towards a real interaction.

Wherefore, the approach and acquisition of cultural knowledge are considered important and the uses of different fairy tales which are able to account not only the specific grammar or structure of the language but they also provide a notion of the culture.

Key words: Culture, Language, Fairy tales, Social practices.

TABLE OF CONTENTS

ABSTRACT.....	9
CHAPTER 1	10
CHARACTERIZATION.....	10
Context and problem	10
Local context.....	10
Context of Liceo Femenino Mercedes Nariño School.....	11
Diagnosis.....	12
Problem statement	15
Research question.....	16
General objective	17
Specific objectives.....	17
Rationale	17
CHAPTER 2	18
THEORETICAL FRAMEWORK	18
State of art	18
Theoretical framework	20
Culture.....	20
Intercultural Competence	22
Fairy tales	23
Children’s learning process	23
CHAPTER 3	25
METHODOLOGICAL DESIGN.....	25
Type of research.....	25
Method of Research.....	26
Instruments and procedures of data collection.....	27
Observation and field notes.....	27
Questionnaires.....	27
Photographs and videos.....	28
Validity	28
CHAPTER 4	29
PEDAGOGICAL INTERVENTION	29
Pedagogical Basis	29

Pedagogical Design	31
THE ACTANTIAL MODEL.....	33
CHAPTER 5	35
DATA ANALYSIS AND FINDINGS	35
Categories and subcategories.....	36
Categories of analysis.....	36
Fairy tales as providers of cultural perspectives.....	38
Reading through visual aids	39
Reflection of social interactions.....	43
Cultural awareness.....	45
Fostering Intercultural communications through world perspectives	47
Cross-cultural awareness	51
Personal Communicative development.....	54
Student’s reflection of their immediate cultural context	56
CHAPTER 6	58
RESULTS	58
Cultural perceptions through fairy tales.....	58
Cooperative Learning.....	61
CHAPTER 7	63
CONCLUSIONS AND FURTHER RECOMMENDATIONS.....	63
Conclusions.	63
Limitations.....	65
Recommendations	66
REFERENCES.....	68

ANNEXES INDEX

ANNEXES	71
ANNEXES NO. 1	71
First Students’ questionnaire.....	71
ANNEXES NO. 2	72

Parent's questionnaires	72
ANNEXES NO. 3.	74
From Assisted Practicum.....	74
FIELD NOTES.....	74
ANNEXE NO 4.....	76
PARENTS PERMISSION	76
ANNEXE N° 5	77
Field notes last practicum term.	77
ANNEXE N° 6	79
Second students questionnaire	79
ANNEXE N°7	81
Interviews.....	81
Interview N°1.	81
Interview N°2	81
ANNEX N°8	82
Videos.....	82
The tinder Box English narrations.....	82
ANNEX N° 9	82
Tinderbox theatrical performance	82

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Wherefore, the approach and acquisition of cultural knowledge are considered important and the uses of different fairy tales which are able to account not only the specific grammar or structure of the language but they also provide a notion of the culture.

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CHAPTER 1

CHARACTERIZATION

Context and problem

This chapter introduces the local and institutional context in which the participants of this research are immersed and diagnosis of their English language learning problem. It is important to take into account that this characterization is based on the collected data from fifth grade students. Likewise, the reader will find the research question and the objectives developed in this study.

Local context.

Instituto Educativo Distrital (I.E.D) Liceo Femenino Mercedes Nariño is located in the south east of Bogotá city at Rafael Uribe Uribe locality, the eighteenth locality in Bogotá. Rafael Uribe Uribe is located in a flat land where the older houses of the place are concentrated and other part of middle-mountain broken territory by the accelerated and uncontrolled growth, bad urban use and operation of quarries.

According to population projections released by Departamento Administrativo Nacional de Estadística DANE and District Planning Secretary, Bogotá's population for 2010 is 7,363,782 inhabitants; for Rafael Uribe Uribe locality, the population is 377,863 inhabitants, which accounts for 5.13% of the population in the city.

The locality has 26 public schools and 200 private institutions and a large endowment of community halls, theaters and libraries, almost all located in the flat zone. *Unidades de Planeamiento Zonal (UPZ)*. Its economy is mostly relied on retail markets such as banks, supermarkets and hair salons among other business. Security is one of the aspects in which police and local authorities struggle with; common crime is the principal factor that affects the safety of community.

Context of Liceo Femenino Mercedes Nariño School

The I.E.D Liceo Femenino Mercedes Nariño was founded by the parish priest Diego Garzón on October the 5th, 1916. Initially, the objective of the school was to prepare women for housework and it was named “*Sindicato de la Aguja, Artes y Oficios*”, after that, the name was changed to “*Escuela Departamental Superior de Artes y Oficios para señoritas*”. In 1958, the school changed its name to *Liceo Femenino de Cundinamarca*, and finally in 1960 it added the name *Mercedes Nariño* in honor to the daughter of Antonio Nariño. In 2002, the school became property of the Capital District of Bogota under the name: “*Institución Educativa Distrital Liceo Mercedes Nariño*”.

The Proyecto Educativo Institucional (P.E.I) is based on “Students’ Reflection and Autonomy” generating a critical thinking within their real context through the use of technological tools. According to the vision of the institution, by 2015 the school will be a leader in teaching-learning and cooperative model in the education of women with humanity, autonomous quality, critical skills, responsibility, creativity and independence. Finally, the Mission of the institution was inspired by the liberating thought intended to promote the integral

development of women's autonomy, creativity, responsibility and critical analysis of reality, allowing them full participation with warmth and quality in all spheres of life.

According to some documents found at the official web side of the school, *Liceo Femenino Mercedes Nariño I.E.D* works on a Holistic Pedagogical Model; it focuses its attention on wondering how the brain learns and tries to find an answer from the cognitive ability to shape the use of meaningful learning, cooperative learning and the development of creative thinking.

On the other hand, the school is equipped with enough devices that facilitate the teaching and learning processes. This equipment is useful in the English subject and consists of televisions, projectors, computers and smart notebooks. Besides, in order to help and enhance this process in English language, there is an institutional project called “The English Festival”. This festival was developed 8 years ago and it allows other institutions participation to promote interaction among the community. The main purpose of the project is to look at English as a resource of communication, culture and personal development.

Diagnosis

This chapter is aimed to present the results of the implementation of two different questionnaires used as data collection instruments. The following questionnaires took place on August 21st, 2015 and were directed to fourth grade students at Liceo Femenino Mercedes Nariño I.E.D and their parents. The main objective of the questionnaires was to give a general vision of the students’ academic level and the influence of their families in their real context.

The selected population for this research was Fourth Graders; 40 students – but only 35 of them answered the questionnaire-, 20 of them are 9 years old; 14 of them are 10 years old and 1 student is 11 years old, which means that their ages range between 9 to 11 years old.

These students have two different family nucleuses according to the answers given by the students, 23 of them lived with their parents and share their family nucleus with their grandparents, uncles, aunts and cousins. 11 of the students lived with only one of their parents, and shared their lives with their parents and relatives; in addition, there was one case where one of the students had lost her mother and lived with her father and other relatives.

The activities that students did when they got home were in first place related to sports such as: volleyball, skipping rope, skating and biking. Sometimes students chose to use their free time to read, study and do their homework, there were some students who preferred to watch T.V or movies and others who preferred to draw, sing, dance and listen to music; there was a student who preferred to talk with her relatives. Finally, there were two specific cases where the students preferred to chat.

Taking into account the answers given by 35 students about the activities they did in company of their parents, most of them stated that they played board games, went to the park, ate ice cream, watched movies and practiced sports with their parents. There were 3 children who answered that they studied and did homework in company of their parents and some others answered that they shared time with their parents in activities such as cleaning the house, cooking and not doing anything in particular.

One of the main objectives of the questionnaire was to determine whether children liked to help with the homework and to know who accompanied them in this process. According to the

first one, 35 of them liked to do homework because they can learn, they find it fun and interesting; another aspect that was important to mention is that students seemed to be motivated by the fact that their homework will be graded. According to the second aspect, 6 of them stated that both parents helped them do homework; 13 students replied that only their mother helped them; 1 student is helped by her father; 14 are helped by their siblings, grandparents, aunts and cousins and 1 child is helped by a tutor.

According to the questionnaire, it was also determined the reasons why students liked the English class, in accordance to the questionnaire, 33 of them answered that they like the English class because they can speak in another language (English), they were able to learn, share and have fun with their classmates, the 2 remaining students did not answer the question.

Finally, according to the question: What would you like to do in the English class? 15 of them replied that they would like to do all the activities that the questionnaire stated that they watched movies, listened to music, played games, read stories, expressed their ideas in English (speaking), used technological tools and wrote stories. Twelve of them answered that they were just interested in watching movies and finally 8 students showed to be interested in learning a second language by listening to music.

Taking into account that only 17 out of 40 parents answered the questionnaires, it could be concluded that most of the parents' work in continuous match-day and only spent time with their children on weekends [this can be seen as a hypothetical idea that can or cannot be true].

Regarding the family context of students, the questionnaire showed that the parent's age ranged between 28 and 62 years old and 2 of the parents answered that they completed primary

school, 8 of them finished their secondary education; 5 of them were technicians and the other 2 were professionals; thus, their socio-economic status varies between 2 and 3.

There were 2 questions related to the relationship between parents and children, and the use of their freedom; all the parents agreed that they have a really good relation with their daughters and the most common activities that parents did with their children were watching television programs or movies, doing homework with them and going to the park. There were also some parents that answered that they like reading, biking, walking, jumping rope and going out to shop.

Finally, the parents gave their personal opinion about the importance of their daughter's education. In this main point, all of them agreed that education is the key to fulfill personal goals and dreams; they also stated that children are the future of the country and that they wanted to see their daughters as professionals and become good people who might contribute to the growth of the country. Parents thought that learning English would make them achieving these goals.

Problem statement

As per the observations made and the response of the questionnaires applied to the students from fifth grade, it was evidenced that although they are satisfied with the dynamics of the English language, most of them are interested in learning this second language in a didactic way namely with the implementation of several teaching resources, which can make the class a more dynamic and appealing to students.

In addition to that, it was also inferred that unfortunately students are used to studying the English language through its formal structure, leaving behind its social and cultural context,

which can only generate -in its majority- mechanical responses by individuals. Then, it becomes necessary to create environmental spaces in which students can feel part or immerse within a new culture; this with the purpose to make them experience, feel and live a new stable coded-second language- through interaction and communication with others. It guarantees their understanding and construction of the language in context what leads to significant and effective learning of a foreign language in all its dimensions.

In the same way, it will be significant for learners to have the opportunity to study and analyze the differences or maybe similarities between the culture in which they are immersed and a target culture. This kind of process gives information related to the shared ideas and values of a particular group, which has to deal with the human evolution and development (anthropology) within a particular context.

Finally, and according to what has been explained above, this project has been directed to enhance the interpretative and communicative skills of students from 404 grade from Liceo Mercedes Nariño through the reading and analysis of fairy tales. It has been done according to one of the personal competences “saber ser”, considering that this competence refers to the skills and behavior of humans within a particular society. In this way, the language is to be used meaningfully, giving to the meaning construction a central role and encouraging students to interact and express themselves generating a functional use and learning of the language.

Research question

How might fairy tales contribute to cultural awareness and communicative skills outreach in fifth grader’s English language learning.

General objective

- To identify the contribution of fairy tales regarding cultural awareness and communicative facility in fourth graders' English language learners.

Specific objectives

- To identify students' cultural perceptions using fairy tales.
- To identify the effect of fairy tales in student's immediate cultural context.
- To generate cooperative work within the lessons in order to enhance students second language learning (English) through interpersonal and team activities.
- To generate an intervention proposal that relates cultural and school education for the teaching of English as a second language.

Rationale

Taking into account that the English language is usually taught as an instrumental language, because of its learning as a subject and not as communication instrument, the teaching of English as a second language turns into something merely structural that loses its global sense of awareness of a new culture and communication. This the main reason why it is important to think of an eclectic approach in which students can develop not only their language level but also their perceptions when learning a second language and culture.

In this way, it should be noted that this research stemmed from the special interest of knowing how and to what extent the fairy tales encourage third graders at Liceo Femenino Mercedes Nariño Institution to have an informative interaction, unfolding in their natural

context, based on a social action that will help children becoming more culturally aware. It implies that language is a mediator between the individual and the society.

Finally, the importance of students' role towards raising cultural awareness, and subsequently the advantages provided in their learning processes. In turn, aims to promote the search and reconnaissance of methodological strategies that lead to the development of student's skills, to finally implement their knowledge within and outside the school, in the construction of their second language learning processes.

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter presents the research background and the theoretical basis that work as a central point for understanding the fundamental construct that guides this project.

State of art

The human beings have some characteristics that allows them to differentiate themselves from all living beings. One of these characteristics and the most important is the communication code that humans use as a tool to establish a social relation between the same species in a specific community. In this way, humans are constantly searching for different ways to build a

rapport with others, recognizing themselves and others within the same context, so, when it is said that language teaching is culture teaching, students get to know not only language structures but meaning negotiation mediated by culture.

According to what has been said, we counted on prior studies to this one, which account for the relationship between culture and language and its importance when learning a second language; these studies brought general information about the main objective of this research project.

In accordance to Lucie Vrbová (2006), the integration of cultural awareness in learners of English as a foreign language can help as a motivational resource. In fact, the language contents presentation varies from intercultural perspective and culture-language perspective to encourage people's interests to learn, understand and communicate their ideas in another language, so it leads to the principal objective to be intercultural communicative competent.

On the other hand, this proposal was aimed to the creation of one (language and cultural) dynamic to deal with the use of fairy tales to teach not only the English language but also to help students to understand through a new culture. In accordance with Lenka Mikesová (2006), "this kind literature provides meaningful and memorable context for processing and interpreting new language; besides, fairy tales are very acquainted with this age group and can help to create a great learning atmosphere for children as it has the advantage that while they are having fun they are learning a new language and knowing a different culture."

Based on the investigations above and new field experiences, the need for further English language and cultural awareness as a unit studies was evident in order to develop children's learning of English as a foreign language. The integration of these aspects (English language,

cultural awareness and fairy tales) can develop children's learning process in a favorable way, since fairy tales can foster student's interest in the English language. In the same way, the use and development of these studies can set teaching processes and help encouraging the institution and students in terms of language levels.

Theoretical framework

This section introduces Intercultural Competence and Foreign Language Teaching as the most relevant areas of research. It also describes other important constructs such as Culture, Fairy Tales and Children's Acquisition Process. These concepts are important to understand the relation between Language and Culture within the teaching process in this research study.

Culture

A definition by Spencer – Oatey (2008: 15) stated that “[c]ulture is a fussy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the “meaning” of other people's behavior.” It referred to the individual behavior within a social group and the way people from the same group relate to each other.

On the other hand, taking into account the pedagogical purpose of this research, it is crucial to study the role of culture in language teaching since culture has become one of the aims of education in foreign language learning and teaching process. Due to the limitations of formal language teaching (grammar-vocabulary), it is important to understand that culture is part of language, so, if learners are acquainted with the cultural aspects of the foreign language, vocabulary and grammar structure acquired can be meaningful for them.

Kramersch (1993: 125) highlighted the link between the linguistics aspects and the social context in establishing the intercultural competence of a target language, thus, she explains the importance of developing cultural aspects bearing in mind the native culture of the pupils, “understanding a foreign culture requires putting that culture in relation with one’s own. As we have seen for social interactions as well as for the interaction with written texts, meaning is relational”, if culture is included in language teaching, learners will develop their perceptions of culture and compare them with other cultures around the world (see also Kramersch, Cain & Murphy-Lejeune, 1996).

Kramersch (1993: 127) also pointed out: "At the intersection of multiple native and target cultures, the major task of language learners is to define for themselves what this 'third place' that they have engaged in seeking will look like, whether they are conscious of it or not." This takes place when the English learner understands how the native speaker understands his or her own culture.

In this regard, it was essential for this project to determine the importance of helping learners being involved in communicative acts that could be as real as their native language. To learn a second language requires not only the structure of the target language but also requires putting culture in relation to their native language to bring understanding from the differences and similarities between the two cultures.

Intercultural Competence

The term “Intercultural” has been understood as the communicative interaction between people from different cultural groups with the possibility of exploring new worlds through the acquisition and use of a foreign language to communicate and maintain a relationship with people from different communities or cultures.

As Helen Spencer - Oatey and Peter Franklin (2009: 3) pointed out, the word “Intercultural” means “between cultures”. It involves two or more different social contexts, the aim of this intercultural communication is to introduce people from another culture within a given situation in which individuals are going to develop their communication competence by interacting, cooperating and dealing with behavior, language and intercultural differences positively.

Based on the above and for the purpose of this research, Intercultural Competence or ICC, is understood as a strategic approach that helps pupils learning through multicultural environments in which students are going to construct not only their own cultural identity but also they are going to be acquainted with a different culture going beyond formal language. It is aimed to enhance their intercultural competence within culture experience. As Fantini (2000: 29) explained it as follows: “Finally, ICC is enhanced by grappling with, and developing proficiency in, a second language. Learning to perceive, conceptualize, and express ourselves in alternative ways is a sine qua non of intercultural competence”.

Fairy tales

Zipes (2012: 2) considers that fairy tales are part of the memetic approach since fairy tales are a social practice based on the communication of a social group and the transferring of culture through storytelling and reading within a specific community. The concept memetic (meme), according to theories of transmission of culture to future generation, refers to the smallest unit of cultural heritage transmission, thereby “People told stories to communicate knowledge and experience in social context”.

In regards of culture transfer, Bruno Bettelheim (1994) examined the relation between storytelling (fairy tales) and children’s reaction. From his point of view, fairy tales provide children’s imagination with new dimensions that will serve to structure their environments and behavior in the society where they belong to; therefore, fairy tales are valuable in the education of children because they bring significant elements for them to build identity.

These views of fairy tales as part of culture is linked with my research since I assumed that each culture has created its own fairy tales to transfer particular knowledge to be used as a didactic material to develop foreign language learning. In fact, fairy tales are rich in terms of language and open for cultural interpretations considering that their contents could be interesting and funny for children.

Children’s learning process

The concept of learning is the act or process of achieving mastery of a language or a linguistic role. This process takes into account the cognitive knowledge of the learner when learning a second language; it intends to assess if the pupil would be able to use his acquired

knowledge to understand, produce and communicate his ideas not only in their mother tongue but also in a second language.

Steven Pinker (1995) states that children language acquisition should be through a focus on meaning rather than grammar or memorizing a list of sentences -vocabulary- thus children learn based on what they hear from their parents or teachers as they learn for instinct or biological adaptation, these two aspects are related to the acquisition process of the mother language.

Second Language acquisition is closely related to culture since children learn how to use their native language because they are immersed within a particular society; in this way, children can also acquire a target language through the foreign oral tradition. In this case, the cultural input will be given through fairy tales.

In this regard, Scott & Ytreberg (1990: 28) give an essential background of the “young learner” attributes (age, cognitive abilities, and social factors) that are relevant for language teaching. Children will develop their learning according to their cognitive capacity furthermore, the authors give some relevance to “stories” as a good activity for children within the classroom they consider that “stories should be part of growing up for every child”.

Finally, children’s acquisition process deals with the appropriate development of communication abilities in or out of the classroom, since every single experience that children have within their culture will be useful for their knowledge acquisition; therefore, environment sets forth meaning.

CHAPTER 3

METHODOLOGICAL DESIGN

This chapter explains the type of this research and the method it follows. Second, it describes the instruments selected to collect data information and the procedures for data analysis, the ethical issues and validity within this project.

Type of research

This research is qualitative in nature as it opens the possibility of making an exploration in reality or context by means of observation. It means that this type of research was socially constructed by the student individually when interacting with his/her context; therefore, the study is interpretive and descriptive. Creswell (1998: 15) defined qualitative research as a method that takes into account the complexity of the outcome and the nature of the naturalistic inquiry:

“Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting”.

In this way, qualitative refers to a way of conducting and conceiving research. In qualitative research, the researcher is the instrument or the tool for designing, collecting, and analyzing research as well as is interested in understanding thoughts, feelings and opinions of the community or group that the researcher is observing.

Method of Research

For the development of this research the method and model was related to action research since this method allowed the intern to be an observer and controller at the same time.

According to Burns (2010), action research is a practical approach that connects theory to practice in any social aspect. Thus within an academic situation, this method is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’, since the teacher explores his or her own teaching contexts in order to identify a problematic situation and tries to solve it. In action research, a teacher becomes an ‘investigator’ or ‘explorer’, while at the same time being one of the participants in it.

As Merriam (2002) points out, teachers carry out action research in their context in their classrooms. Teachers identify a problem or an area they wish to improve. They think of an intervention based on theory, experience, or a hypothesis. In this way, action research allows teachers to inquire about learning problems and reflect on their pedagogical practice.

Recalling the information collected in the diagnosis, fourth graders stated that they would like to have more appealing and dynamic classes. For this reason, students considered that Fairy Tales would allow them to have fun in class while learning, and at the same time, getting in touch with culture from other countries. An Action Research will allow the researcher to implement activities involving Fairy Tales and find out how they contribute to raise cultural awareness in students as they learn English.

Instruments and procedures of data collection

Observation and field notes

Observation in an educational context can be seen as an opportunity to analyze students' attitudes "taking regular and conscious notice of classroom actions and occurrences" Burns (2003: 80). As the observations take place in the classroom, the researcher can pick up detail information and recorded in field-notes to analyze what is happening in the classes, therefore, and according to Creswell (2003) the field- notes are text or words recorded by the researcher during an observation. Through observation, Cultural aspects are to be identified through social situations that may emerge in class while students interact among each other.

Questionnaires

Cohen, Manion and Morrison (2007: 336) claim, "[q]uestionnaire is a research instrument consisting of a series of questions with the purpose of gathering information from respondents."

The purpose of a questionnaire is to develop sufficient information to assist the researcher in evaluating the developer's qualifications. The questionnaire is very important in this research since it provides maximum bonding capacity between the researcher and the respondent. Implicit cultural aspects will be unveiled through questionnaires as well as the contribution of Fairy Tales in English learning.

Photographs and videos

Burns (2003) said that for some people images are more powerful than words and commonly people may prefer to document the observations through visuals to supplement the observation notes. They capture specific teaching moments, notice non-verbal aspects such as physical expressions, facial expressions or body positions or people's attitudes and complement other instruments' results.

In order to take into account not just the academic features of the students but also the ones related to their personality and behavior in class, this instrument will provide evidence on students' interaction in class and intercultural competence traits emerging.

Validity

Triangulation is an important aspect in action research since it refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the research findings. The instruments and procedures for data collection that were used in this research; observations, field notes, questionnaires-photographs and videos will be described.

CHAPTER 4

PEDAGOGICAL INTERVENTION

This chapter illustrates the pedagogical intervention that includes a description of the learning-teaching approach and its pedagogical model. These constructs correspond to the cooperative learning approach from the point of view of Johnson, Johnson and Holubec (1994) and the intercultural competence model, developed by Deardorff (2012). This chapter also describes the development of pedagogical design, the procedure and the lessons within the pedagogical intervention.

Pedagogical Basis

The pedagogical intervention of this project aims to create activities that will help fourth grade students, at Liceo Femenino Mercedes Nariño School, to foster their knowledge of a second language and its cultural context. Therefore, it is important to tackle the teaching and learning approach that will help the researcher to construct the activities in accordance with the main objective of this project and the needs of the students. This approach is called: Cooperative Learning (CL) and will be understood from the point of view of Johnson, Johnson & Holubec.

To Johnson et al. (1994: 5) the Cooperative Learning “consists of students working together (...) to achieve shared learning goals”. Hence, this approach is about the interaction in groups to share knowledge and experiences; it means that students are responsible not only for learning the material taught but also for helping their classmates learn; the more students work in cooperative learning groups, the more they will understand what they are learning.

The essential components of cooperative learning are positive interdependence, face to face interaction, individual and group responsibility, interpersonal and team techniques and finally group evaluation. Johnson et al. (1994) claim that the first component corresponds to the clear task and a target group that the teacher should give to the students; the second one has to do with the group responsibility to achieve their goals and each member is responsible to fulfill their part of the work; the third one refers to the group performance in which each member promotes the success of others, sharing, helping and motivating each other; in the fourth one, the group members should know how to exercise leadership, make decisions, create a climate of trust, communicate and manage conflict, and in the fifth one, evaluation occurs when group members discuss to what extent are achieving their goals.

Noticeably, the interaction between students and teamwork are the main points of the cooperative learning approach, since cooperative work structures are the conditions in which the efforts of the group members to finish a work are processes. Thus, students share their goals and expectations as a team, they depend on each other to complete tasks successfully and each one of them can contribute to the team.

In agreement to the teaching approach, this pedagogical intervention follows the intercultural competence model since the main purpose of this research is to help students understanding not only the language but also its culture, integrating the contents of the second language with the cultural aspects through fairy tales. In the same way, this project aims to develop activities that can help the teacher to foster student's knowledge about the target language within the classroom in a didactic way.

Pedagogical Design

In order to apply the pedagogical theories above and achieving the research objective of this project, the researcher will guide this pedagogical intervention through four pedagogical objectives:

- To enhance third grade EFL student's cultural and English learning through fairy tales.
- To strengthen children's cooperative work through reading activities.
- To promote the interpretive and communication skills of the English language through the recognition of its culture.
- To observe the influence of the culture when learning a second language.

Taking into account the pedagogical objectives, advantages of the approach and the method. It is pertinent to know how the pedagogical intervention is going to be put into practice. In accordance to the pedagogical goals that the project aims to develop, the lesson activities are created taking into account the needs and interests of students, as well as the researcher interest in promoting second language and cultural acquisition through the implementation of fairy tales.

Students are expected to have an activity where they are going to learn new words that would help them understand the tale (input). This activity will also give them the opportunity to interact with their classmates and to work in groups with the purpose of guaranteeing the learning of each member of the group and the development of the class.

If possible, every "fairy tale" reading is going to have a different approach; in some cases, with technological resources, some other ones with drawings, flashcards or books, etc. As

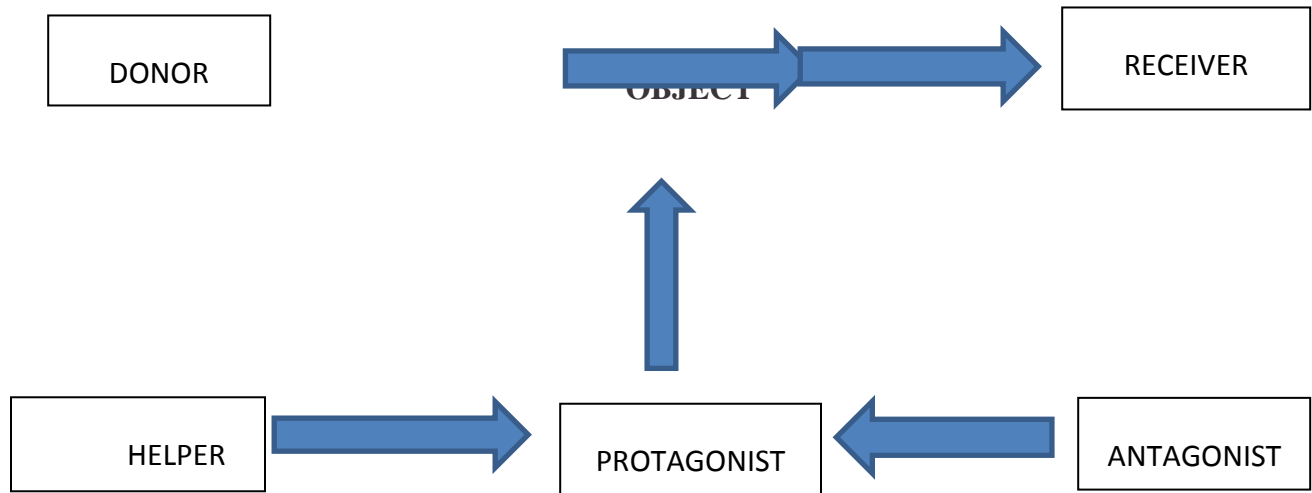
likely students have read some of these stories before, it will be easy for them to understand the main point of the story, thus, the researcher could focus on the comparison between the American and Colombian culture through the reading of the fairy tales, which would help students enhancing their second language and cultural knowledge.

To have a better perspective of the methodology of this project, the following chart presents the resources and tasks taking into account students' needs and researcher's purpose:

RESOURCES	TYPE OF TASK
<ul style="list-style-type: none"> ○ Fairy tales ○ Videos ○ Readings ○ Flashcards ○ Comics ○ Games ○ Drawings ○ Video-beam ○ Smart-notebook ○ Books 	<ul style="list-style-type: none"> ○ Group games ○ Reading and oral production ○ Role play ○ Acting performances ○ Comparison of cultures. ○ Homework.

In this regard, it is important to mention that since the fairy tales are the main resources within this research, they are going to be selected and developed through the actantial model developed by A.J. Greimas:

THE ACTANTIAL MODEL



It allows us to break an action down into six facets, or actants: (1) The subject (for example, the Prince) is what wants or does not want to be joined to (2) an object (the rescued Princess, for example). (3) The sender (for example, the King) is what instigates the action, while the (4) receiver (for example, the King, the Princess, the Prince) is what benefits from it. Lastly, (5) a helper (for example, the magic sword, the horse, and Prince's courage) helps accomplishing the action, while (6) an opponent (the witch, the dragon, the Prince's fatigue or a suspicion of terror) hinders.

Likewise, students are going to attempt to analyse the tales through the very simple structural way – Actantial model - since this beginning it is a powerful technique of descriptive ethnography inasmuch as it lays bare the essential form and aspects of the text. But the form must ultimately be related to the culture or cultures in which it is found; for this, it will be good to introduce the functions of the semiology or semiotic in order to get involved within the main aspects of the culture through signs that are integrated within the narrative of the tales.

According to Charles Sanders Peirce, the sign is a mental representation through which one can know the objects of reality and to understand it we must know its components:

- The object (part of the reality known through the sign).
- The representative or sign, meaning the aspects of the object.
- The interpreter or other sign that it symbolises in the mind of the person.

Similarly, the three forms of relationship between signifier and signified are listed here in decreasing order of conventionality. Symbolic signs such as language are (at least) highly conventional; iconic signs always involve some degree of conventionality; indexical signs ‘direct the attention to their objects by blind compulsion’ (Peirce 1931–58, 2.306).

In this way, this project aims not only to the implicit analysis of the fairy tales through the use of the actantial model but also to the search –by the investigator- of different types of icons within the narrative of the fairy tales in order to help students to analyse the cultural variable within the reading of the texts. Thus, students will be able to perceive a new culture in real life and context.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

The analysis of data gathered from fifth graders from Liceo Femenino Mercedes Nariño I.E.D, evidenced all the process and the outcomes on what this research was focused. For this analysis, it was important to take into consideration as general and specific objectives in furtherance of reaching them during the implementation.

To analyze such information, the chosen method is the Triangulation that according to Creswell (2012) it “is the process of corroborating evidence from different types of data (e.g., observational field notes and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support a theme.” This ensures the study will be accurate because the information draws on multiple sources of information, individual, or processes” (p. 259). In order to do this, Burns suggests five stages: Stage I) Assembling the data; II) Coding the data; III) Comparing the data; IV) Building interpretations and V) Reporting the outcomes (1999). This chapter develops them below.

The instruments to collect data in the current research were field notes, videos, students’ artifacts, photographs and questionnaires considered pertinent for this research because they could gather the sufficient outcomes providing validity to this study.

Categories and subcategories

The following part presents a description of the categories and their subcategories that emerged from the analysis of data related to the research question.

Categories of analysis

Research question	Research sub question	Categories	Subcategories
How might fairy tales contribute to cultural awareness and communicative skills outreach in fourth graders' English language learners?	<p>How are the fairy tales developed within the English class?</p> <p>Which perspectives from other cultures can students perceive through the reading of fairy tales?</p>	Fairy tales as providers of cultural perspectives.	<ul style="list-style-type: none"> - Reading through visual aids. - Reflection of social interactions.
	How could four graders get involved within a different culture?	Cultural awareness.	<ul style="list-style-type: none"> - Fostering Intercultural perspectives. - Cross-cultural awareness.

	What are the possible changes of student's cultural viewpoint that emerged from the reading of fairy tales?	Personal communicative development.	- Student's reflection of their immediate cultural context.

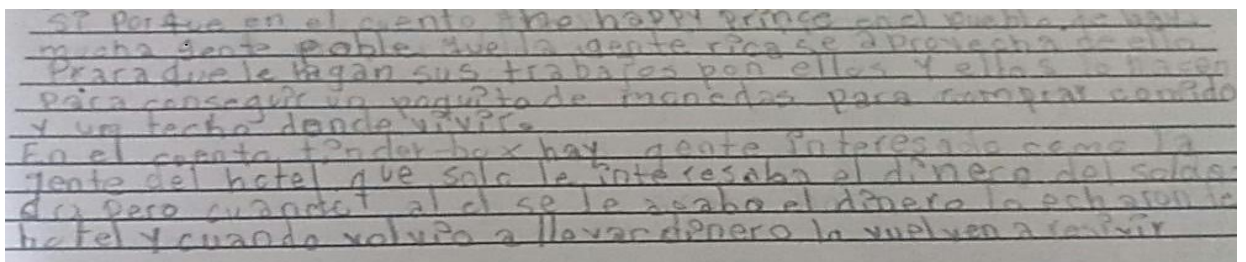
The first category came from the educational necessity to implement different, dynamic and innovative tools to reinforce the teaching of the English language as a second language within students learning processes. This takes into account students' immediate context, suggestions and likes when learning a different language from their mother tongue (see appendix No. 1). This category was related to the first and second research questions and has two subcategories. The second category involved cultural awareness within the classroom when teaching and learning a second language. In this way considering that, language is merely a mirror of culture and thus cannot be separate from culture. This category related to the third research question that provided two subcategories that are cross-cultural awareness and fostering intercultural perspectives. The third category answered the fourth research question. It referred to students' points of view from the reading of fairy tales in the English class. The main aspect in this category was that students would have the ability to read, understand, interpret and express what they have read in order to get their own conclusions or visions of the world. In this way, fairy tales are an important weapon to engage students' perceptions of their own world in relation to the situations that they have just faced within the reading. This category has one subcategory.

Fairy tales as providers of cultural perspectives

This category refers to fairy tales as one of the many ways to provide English language learning and culture awareness within teaching strategies at I.E.D Liceo Femenino Mercedes Nariño in Bogotá, a strategy that can overstep boundaries incorporating the reality with fantasy. Therefore, it generates a closed view between students' immediate context and the one found through the interpretation of events within fairy tales.

Fairy tales as mentioned in Chapter II, are considered by the researcher as a vehicle to explore different cultures and strengthen English language learning and teaching processes inside the classroom. In fact, fairy tales are rich in terms of language and open for cultural interpretations, as Cristina Bacchilega (1999) points out “narratives [fairy tales] often symbolize different needs and aspirations for different social groups” chapter I, p. 6. Let us illustrate this exercise through the following sample:

Sample 1: Second questionnaire, March 16th, 2016.



As we can see in this example, fairy tales are often providing cultural aspects between its narrations since they provide readers significant meaning through the narration of simple but real daily life events using fantasy to explain most of the natural world and human phenomena.

However, the narrations of these events are in most of the cases accompanied by fantasy, but students have the ability to perceive or identify the real aspects from the magic ones. The foregoing is based on personal experiences as an actor within a particular society and its relation to a cultural background that becomes one of the reasons why in the sample 1 the student felt free to make a brief overview of the tale and express its personal opinion through a comparison between cultures.

Consequently, and taking into account the explained above, the English class at I.E.D Liceo Femenino Mercedes Nariño is conceived by learners as the leisure time within the academic activities at school. Therefore, it became essential to integrate different tools to attract students' attention to generate not only positive and ludic environment inside the classroom but also significant learning for students. Therefore, fairy tales became an important allied instrument when teaching, since the narrations that students have explored presented in some ways, many similar aspects or events to students' real context, which also helps them to make relations between their immediate context and the one given between lines.

Analyzing the data obtained two different categories of fairy tales emerged: Reading through visual aids and reflection of cultural practices in social interactions. These subcategories are describing in the following part and its relation to the research questions.

Reading through visual aids

When students were asked to choose -in the first questionnaire- what they would like to do within the English class, most of their answers pointed out that they would like to explore

instruments such as: Tics, movies, music, read tales, write stories, talk in English and play games in order to make their English learning meaningful and memorable. These aspects were taken into account by the researcher so as to develop the English class.

Thereby, and according to previous observations and needs of the group, the researcher decided to use fairy tales as the main instruments for the English language and cultural awareness learning processes.

Sample 2: The tinder-box reading, August 28th, 2015.



Thus, taking into consideration the idea that visual aids make learning more permanent, as Karen Saxby (2010) states that “The experience of reading or listening to a story allows us to escape our own lives for a moment and live in another one in a fun and safe way. In the same magical experience, a goldmine of language may be learned.” In this way, the visual aids came as support of the reading of fairy tales with the main purpose to make learning more permanent. This strategy helped students to understand the tales due to the dense within the narrative of the text, so visual aids have the function to clarify the didactic material.

This concept of visual aids or visualization is going to be called and developed here as “visual culture”, a concept that refers to the new view of culture consisting in visual overload in

everyday life. According to Nicholas Mirzoeff (1999) visual culture is: “not just a part of your everyday life, it is your everyday life. It means that this concept covers visual events in which information, meaning or pleasure is sought by the consumer in an interface with visual technology”. Technology is conceived here as any device created or designed in order to enhance natural and human visions of the world. They can lead to different means of interpretation simply by using students’ visual experiences and visualization of things that are not only visible for the eyes but also for the senses and human capacity of relation with others inside a determined community.

Visual culture is for this research a valuable strategy to read, but a reading between lines in which the reading process becomes a message hidden between lines and its real message is not always visible to the eyes. The visual culture here is called *Fairy tales* but these tales were presented through video for many reasons; firstly, because videos are flashy for kids and secondly due to students’ interest in change the dynamic of the English class. When the students answered the first questionnaire, they expressed and showed this viewpoint. (See Appendix N° 1).

In the same way and taking into consideration the above explanation, it will be relevant to mention and share part of students’ answers in some interviews according to the use of tales within the English class. When asked in the first interview (see appendix N° 7) if they had liked the fairy tales (yes or not, explain your answer) most students’ answered:

Sample 3, students’ interview on April 6th, 2016.

... a mí me gustaron más en video porque uno puede ver y entonces si por decir alguno no se sabe las palabras o lo que está diciendo pues con el video uno le ayuda para saber qué es lo que está pasando en cambio si fuera en escrito sería más difícil.

To me ... I liked the [fairy tales, through] videos because you can watch and maybe if someone doesn't know the vocabulary or what has been said [within the narration of the tales] so, the video [would] help to know what has been said and what is happening, however if [the narration of the tales] were in [text] it will be even more difficult for us to understand.

For this student it was preferable to read through images or visual aids, since it helped her to understand in a better way the content of the stories; this due to the recreation of events in a dynamic way. The student also expressed that even though –someone- did not know or understand the whole vocabulary provided in order to comprehend the story she can catch the general idea of the tale. But, something that is even more interesting and important is that if she could read and make a relation between images to understand or get almost everything of the reading, this student probably could read between the lines and get the hidden message from the narration (cultural aspects).

Analyzing the interviews, field notes, homework's and questionnaires the teacher in service made with students, it could be said that students could perceive many details in reference to cultural aspects within the reading of the tales, for as much as the majority of the learners could comprehend, interpret and make relations between everyday life and fairy tales. As we have been so far, students describe well not only the uses of the language but also cultural aspects within their own interpretations of the fairy tales reading in class. This is due in a great

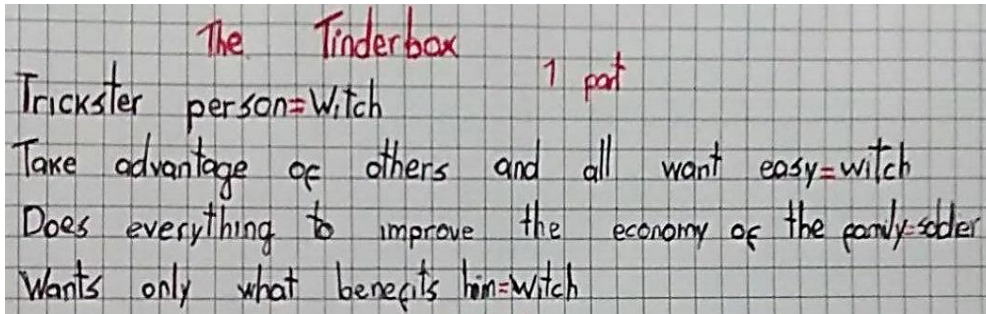
extent to the inclusion of visual aids inside the classroom, as Mirzoeff points out: “culture does not depend on pictures but on this modern tendency to picture or visualize existence”.

Reflection of social interactions.

The social interactions involved the use of different strategies within the classroom in order to help students to make reflections of their own culture (enculturation) and be aware of an additional culture (acculturation), these through experience, observation and instruction. Hence, the environment provided inside the classroom through the use of fairy tales benefited learners to envision events or practices of the outside world by developing personal perceptions and reflections of circumstances not beyond to their own and particular context, which also leads to cross-cultural awareness.

Along these lines and in agreement with chapter II, if culture is included in language teaching, learners will develop their perceptions of culture and compare them with other cultures around the world (see also Kramsch, Cain & Murphy-Lejeune, 1996). In kind, the activities developed inside the classroom aimed to intercultural awareness which implied dynamic learning inside teaching processes inward the classroom; for example, watching videos of the tales’ and inspect them carefully part by part to understand and to discuss different topics within its narration and then explain its meaning through writing papers as home-works. Let us illustrate this:

Sample 4: Homework the Tinderbox, September 25th, 2015.



This student made categories to describe topics that he/she found important within the narration of the first part of the fairy tale: “*The Tinder-Box*” by Hans Christian Andersen. She uses her first cultural acquisition (enculturation) to show her reflection about a second cultural context through beliefs, attitudes, meaning or ideas that represent particular societies and its visions of the world. According to her perception, she realized that during the development of the story characters found different situations to test their attitudes and beliefs as well as their way to overcome those events.

In the same way, her cultural background supports her social antecedents to determine that the: *soldier will do everything to improve the economy of [his] family no matter what* and that the *witches take advantage of others [to get what they want] in an easy way*. As a researcher it could be inferred that the student social environment came from oral transmission, since in the first part she mentioned the family as a basic social unit and as something important in her life and community. Additionally, and taking into account student interpretation of the second part of the same tale:

Sample 5: Homework the Tinderbox, September 28th, 2015.

2 Part

Only wants the rich and boks only at the outside=receptionist
You do not want the freedom of some people=king
Pretend to be friends but do not wan money and close
doors="friends
Enamored=soldier and princess.

The student was concerned about the classification of different social classes within any group of people and their attitudes according to their positions, thus she explained the king does not want people freedom due to his acts in the story and his position of power and authority over his community. The learner also brought out humans' relationships and behaviors when she affirms that people sometimes pretend to construct friendships but these relations will last as money does.

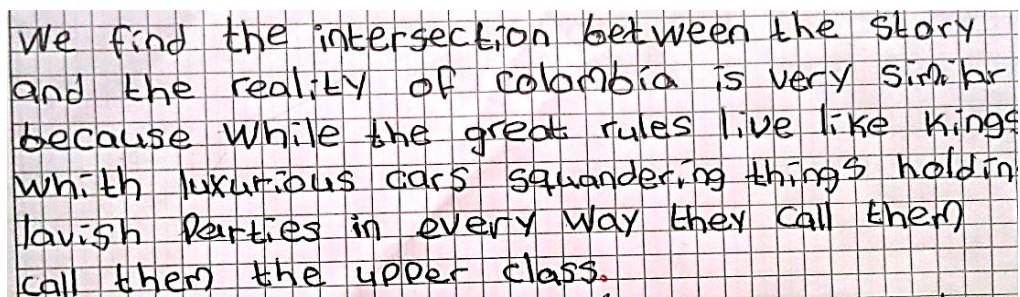
Thus and thus, social interactions are construct in here from students' immediate context and cultural background as well as their learning processes when integrating aspects of their daily life to a second culture, as Louise Damen (1987:8) points out: "the classroom... offers unique opportunities for experimental intercultural communication. If administered well, this community can provide the first step on a long voyage of cultural discovery that will end in the world outside the classroom generating in this way a social and cultural pattern.

Cultural awareness

This category refers to the cultural awareness learning process with the use of fairy tales within the classroom and answers the second research question. Cultural awareness is understood as the basis of human communication and involves how people developed within a specific society according to its beliefs, behaviors, values and perceptions of the world. As culture is a

natural process that humans have to confront directly with a group of people, their first cultural awareness is their native culture that is technically known as *enculturation* while in a non-native context as *acculturation*.

In this regard, students explored in first place their cultural issues in order to understand and interpret events related to their daily life. They created in this way their own cultural identity that can be understood as the basis to further interpretations, but this time in second cultural contexts. This was built up with the use of fairy tales as channel of communication between them and their immediate context. Since, as Damen (1987) indicates: “To become bicultural is to develop and altered cultural personality and identity” p.142. I’d like to illustrate my point with an example: Sample 6, class task, The Happy Prince and real life comparisons, March 30th, 2016.



We find the intersection between the story and the reality of Colombia is very similar because while the great rules live like kings with luxurious cars squandering things holding lavish parties in every way they call them call them the upper class.

In this sample, the pupil evaluated her perceptions of the world through the comparison between events within the narration of the story: “The Happy Prince” by Oscar Wilde and her real context. Student general comprehension topics are based on social disadvantages inside a community, aspects that were noticed when the learner affirms that during the narration and description of events in the story, she realized that the fairy tale and her context –Colombia-, have some similarities according to people behaviors, attitudes and perceptions of the world.

Since, while “rich” people got luxurious things, “poor” people had to work hard in order to pay the rent and get food due to the fact that rich people have everything they need in their life’s instead poor people that did not have even where to sleep.

Thus and thus, this student also made a relation between her real social community and the events developed within the narration of “The Happy Prince” Hence in the story: “Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates” p.7.and she expressed in her paper that people who did not have any place where to live used to “*live on the street [under some] bridge, [without having anything to eat and begging for food] on the street*”, when she said: “*under the bridge*” she used her cultural background knowledge to express her permeate culture and vision of the world when she affirms that those who do not have good resources to live in a good way are obligated to be by their own without receiving any kind of support by their government such as it happened in the story of “The Happy Prince”.

Lastly, the cultural awareness within this research project is concerned, firstly in the construction of meaning within students’ events of their daily life in order help them to create reflections of their own context and generate identity and secondly in the construction of different spaces in which students could be aware of a second culture and make relations between their native culture and non-native cultures.

Fostering Intercultural communications through world perspectives

As mentioned in chapter II the intercultural communicative process is the imparting or interchange of thoughts or opinions between individuals who share cultural characteristics in accordance with their given context. Furthermore, perspectives are understood as the process in

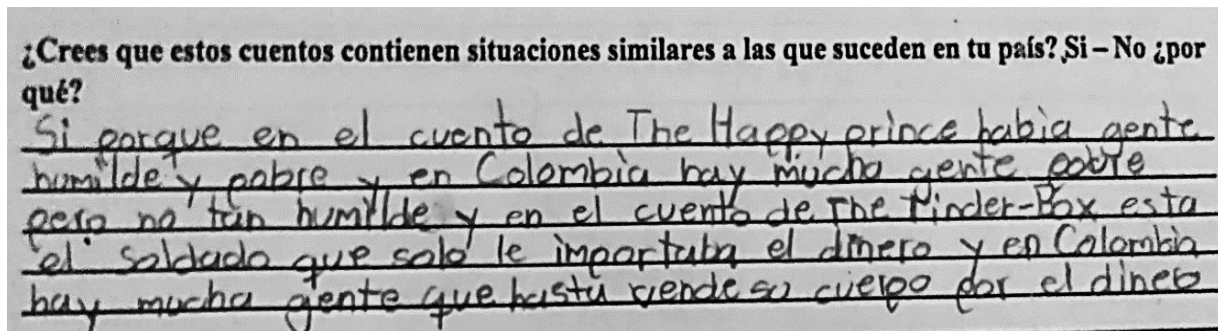
which humans evaluate and assimilate perceptual patterns of their community so as to establish cultural components inside their nation. Thus, Miric (2008) states: “[the intercultural competence] is the interpersonal interaction between members of different groups, which differ from each other in respect of knowledge shared by their members and in respect of their linguistic forms of symbolic behavior”.

In this manner and taking into account what have been explained above, human beings are socialized inside a particular community or society in which they get and develop their own communicative competence. Thus, individuals learn how to get along with other people, how to behave according to their society beliefs and how to recognize different patterns inside their community, therefore when individuals are involved within a second or foreign language learning process they should not only learn the language part but also need to be acquainted with the second culture patterns, since this kind of awareness can make their communicative competence more pragmatic, complete and enjoyable when experienced an entire different society, as a definition of Tracy Novinger explain: “intercultural communication” shall mean an international “transactional, symbolic process involving the attribution of meaning between people from different cultures.”. p.9.

In addition to these general background, the intercultural competence was developed within the classroom through reading and evaluation of three different fairy tales: *Peter the Rabbit* by Beatrix Potter, *The Tinder-box* by Hans Christian Andersen and *The Happy Prince* written by Oscar Wilde. The tales that were telling with the use of visual aids and worked as the utmost expression of foreign culture within scholars’ environment, since students were able to

identify differences between tales description of another context and their native culture. Let's point up one example according to what have been explain so far:

Sample 7, second questionnaire, March 16th, 2016.



This student presented her understanding of some principal concepts of her native culture and its comparison with a second culture. It led to the evaluation of events developed inside the classroom (fairy tales) and found within a day-to-day life involvement since she uttered a cultural construction judgment when she stated that in her cultural context –Colombia- there are some people who will do anything for money including, she points out: “*vender su cuerpo por dinero*” (sell their bodies for cash). This interpretation requires a high social immersion and a type of transmission usually provided by someone else in the community. According to Boyd and Richerson (1985) “discuss guided variation refers to a process by which individual acquire information about any behavior from others and them modify the behavior based on their personal experience”.p.240.thereupon the learner finds the idea of “selling the body for cash” as a wrong ethic, moral attitude within her culture.

In the same way, another student expressed some similar idea when talking about values and beliefs in any culture. The learner declared that Colombian people are in most of the cases coarse and impolite people that take advantage from other individuals; they are not good friends

because they drop their friendship when they realize their fellows have no money: Sample 8, second questionnaire, March 16th, 2016.

¿Crees que estos cuentos contienen situaciones similares a las que suceden en tu país? Si - No ¿por qué?
Si por que los colombianos siempre somos graseros maleducados y tambien nos aprovechamos de las personas y tambien las personas que no tienen dinero lo votan y cuando si tienen dinero los aprovechan y tambien aca todo lo que es de blande plata y eso lo roban por tanto dinero que son gueros mas personas se aprovechan mas y ademas cuando se los acaban el dinero y al terminar el dia los botan por la calle

These aspects that are also showed in the narrative of the tales, since in “Peter the Rabbit” Peter went to Mr. Macgregor farmer to gather some blackberries but without the permission of the owner, which can be understood as the act of stealing, something she also mentioned within her response. As well as the following student creates some kind of barrier between social classes, wherefore the learner expresses that:

Sample 9, class activity, April 9th, 2016.

En Colombia hay gente como en el cuento que trabajan mucho para al menos comer algo y mantener a sus familias y aunque tengan frio lo hacen.

The happy prince
En el cuento hay mucha gente pobre y los ricos se aprovechan de aquello eso pasa en Colombia y en muchos lugares mas.

It is a clear expression of a type of discrimination produced by the differences among social classes, considering that beyond that the economic difference is an indicator of social status. It also includes people with similar levels of education, medical care and social opportunities within communities. Thus, the student here expressed her perspective when talking about socio-economical levels, aspect also linked to intercultural communication perspectives, slant that is comprehend in this project as cultural product inside society.

Cross-cultural awareness

The cross-cultural awareness argued the similarities and differences in cultural patterns of other than native culture. Hence cross-cultural awareness can be defined as “the way a person abstract information from the environment, remembers it, classifies it into concepts and categories, designs goals by using problem-solving, and creates new knowledge” Mestenhauser (1981:117).

In fact, students cognitive learning style -according to students answers in the first questionnaire- (see appendix N°1), helped the researcher to build a pedagogical intervention in which their ways to learn where an important variable when learning and match up any real life situation in other culture. Then, the election of the fairy tales and class resources was a process in which children opinions were took into account, since learners showed a preference for a different learning style: The sensory channels in which ears, eyes and hands are actively involved.

Moreover, and according to chapter IV, the actantial model was fairy tales' basic analysis tool owing to its simple and mirror pattern of life. Since, the protagonist - or hero - of the folk tale is the key element of this model. The upper axis represents the fact that a donor gives an

object to a receiver the latter being the protagonist. This is often the king who gives his daughter, the princess, to the character. The lower axis represents the fact that the protagonist has to overcome various obstacles in his quest for the object and that he will have to face and conquer an antagonist and will receive assistance from a helper as a part of this process. The model might appear static, but it thus represents a dynamic sequence of actions which the traditional folk tale follows.

In The Tinder-Box, for example, this structure has been already manipulated. The witch is really rather a helper than an antagonist but the protagonist, the soldier, kills her anyway.

Sample 10, homework, March 9th, 2016.



Along these lines, students strived to reach the desired goals, encountering both support and obstacles in the process. In this way, learners made a big effort to understand and create “bridges” to understand patterns of a different culture.

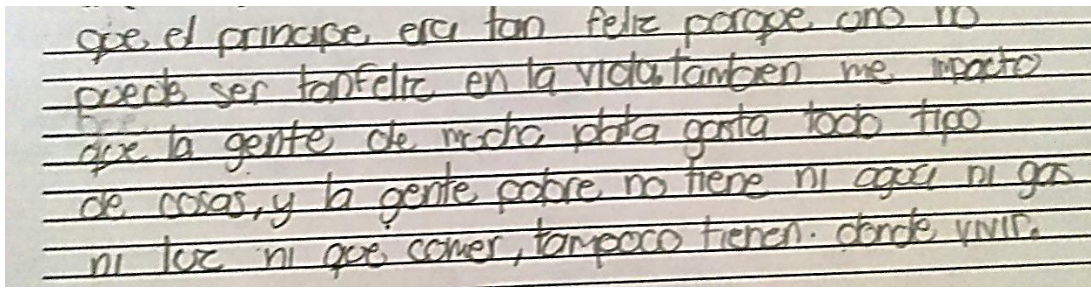
Sample 11, second questionnaire, March 16th, 2016.

1. En the tinder box a mi me impacto cuando el soldado llego al hotel y el señor le pidio plata y le trataba de hacer mala cara pero cuando el soldado saco la bolsa con las monedas cambio la cara por una sonriente y ahí se vio que el señor era interesado.

In kind, and taking into account that learning and culture awareness consists in thinking, perceptions and information processing, this student made a relation of her constructed cultural values to show something that is not right from her point of view. She said that the scene that caused more impact to her was when the soldier got into the hotel using his “soldier” uniform while the receptionist held him in contempt because he thought that the soldier did not have money. When the soldier showed gold coins to the receptionist, he received a good treatment just because of the money; this is what we culturally have labelled as hypocrisy, because faithful or loyal people do not assume this type of behavior.

At the same time another student, points out that nobody can be as happy as “The Happy Prince” of Oscar Wilde, since there are some events deep down the society that affect people development inside their community. They are the social conditions since and in accordance with her opinion some people have lots of money and some others within the same community do not have even to pay the public utilities as her enculturation background is made evident.

Sample 12, second questionnaire, March 16th, 2016.



In this regard, the cross-cultural awareness was always present when students were watching the videos and expressing ideas because students related some events of their real life due to their interpretation of situations read on the fairy tales. This was because they developed not only their language learning but also clarified their attitudes, perceptions and beliefs towards their native culture while respected the perception of other societies in a reflexive form.

Personal Communicative development

The communicative competence, as Hymes (1966) explains, the development of that competence is reflected in the capacity and ability of the learner to negotiate with speakers the meaning of the conversation. Besides, in line with the same ideas, Halliday (1986) conceives that language is more than a system full of rules and grammatical structures. Language is interaction because in educative contexts it has an important role because through it students know the world and express their ideas, although those ideas are exposed in regards with mother language, in second language teaching has to be the same: the way to convey the culture, the ideas, opinions and thoughts.

The activities developed within the classroom aimed to evolved students in a different process when learning a foreign language, which lead to the implementation of different strategies and dynamics within class in order to guide learners to reinforce their first cultural knowledge (enculturation) as well as the awareness of a second language and culture

(acculturation). Thus, taking into account students' worldviews, beliefs and values associated to their immersion and experienced inside a particular society.

Cultural meditations are associated in a high level to students' principal cultural elements and specific response to their visions of the world. Hence, with fairy tales in the English class students could be aware and comprehend different cultures, as well as practice their English language learning; evidence arose when they tried to use the target language to communicate some thoughts and when they meditated to bring about similarities and differences between cultures.

In this respect, through the process of sensitization developed a communicative competence in the class. Learners were in vocabulary immersion before watching the video of the fairy tales to take new concepts to reinforce their previous perspectives of the world and to help them to express their conceptions of the universe, owing to develop a meaningful interrelationship with the second culture and feel confidence when taking. As stated in the British council web page "When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language". As a natural strategy, they used to use a mixing between Spanish and English languages. (See appendix N° 81, first video).

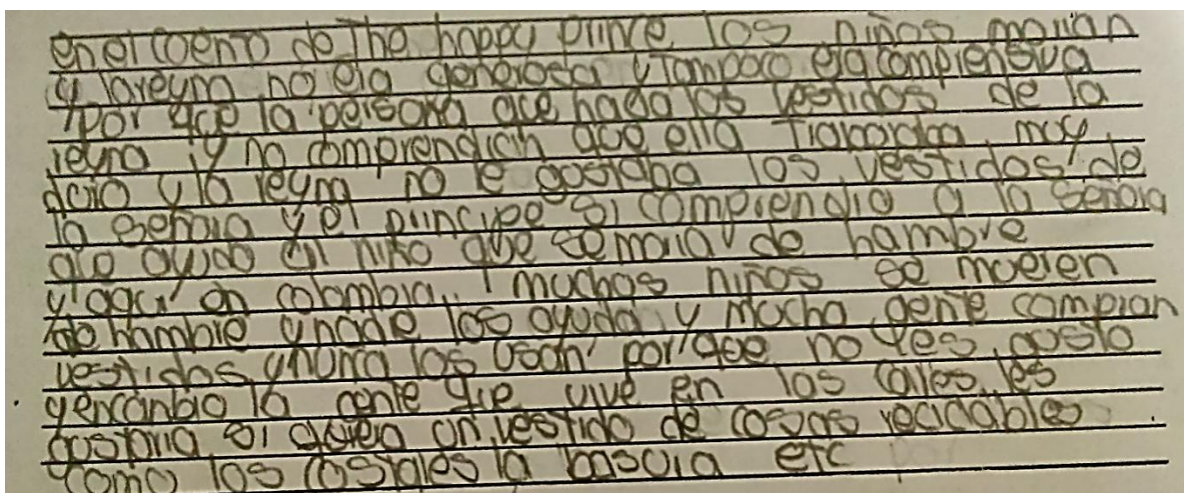
Taking into account what have been explain above, the communicative competence is understood within this project as Michel Canal (1983) states "is a form of social interaction, and is therefore normally acquired and use in social interaction". This concept allows the researcher to highlight the importance of the use of the fairy tales as strategy within the processes of second language and cultural awareness learning.

Student's reflection of their immediate cultural context

This subcategory refers to the reflections that students have made around the process of a target language and culture immersion within the English class. In this way, learners' points of view, perceptions and beliefs are very important for the researcher and the present project. According to references made in chapter II, the idea to use fairy tales within the English class involved two different cultures and help students to get into a process of interaction to develop their communicative competence.

Thus and thus, we explored students' perceptions to some daily life situations –events shown through fairy tales contents dealt with in the classroom. The questions on the second questionnaire elicited the following opinions:

Sample 13, second questionnaire, March 16th, 2016.

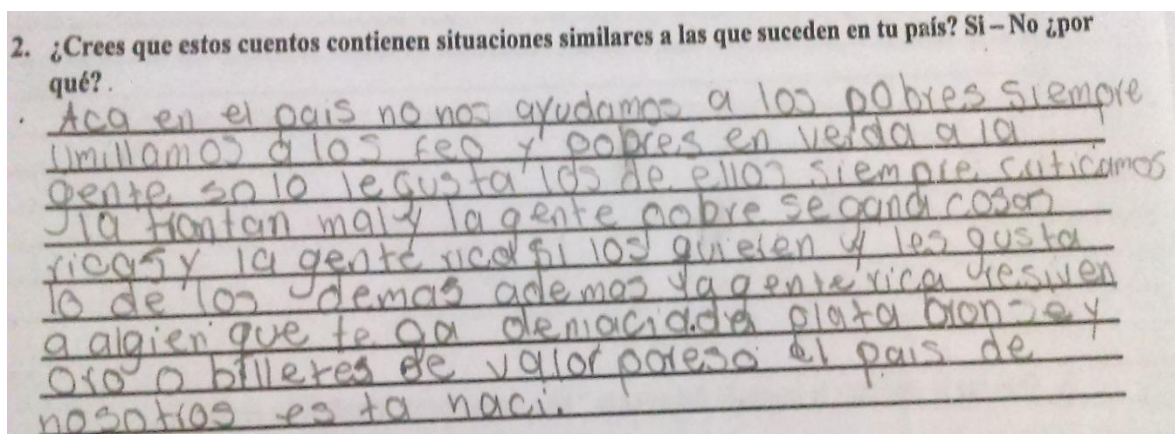


The student gave her perception in relation to one scene described in “The Happy Prince”, hence, the learner made a relation between the tale and her experienced as a citizen immersed in a particular community. Consequently, she expressed that in her context people

never help homeless people (children), even being aware that they are dying because of the malnutrition. Besides, she also argued that “rich people” are compulsive consumers that waste their wealth in things that are considered non-essential, such the dress that the dressmaker is trying to finish for the queen (*mucha gente compra vestidos y nunca los usan*), so, one can deduce that the learner is highlighting a sign of status within a social group.

Along these lines, students also mentioned that because of this sort of behaviors our country is such as it is nowadays blaming the government (*país*) that do not help people -who are very poor and with no opportunities to change their present reality. Besides, people criticize everything that others do and the critic become a kind of gossip created by the same folks:

Sample 14, second questionnaire, March 16th, 2016.



In respect to children responses, their opinions relate strongly to their cultural experience and their relation, reflection and meditation of different culture aspects (intercultural communication). Evidences arise from their intention to produce and communicate their ideas or visions of the world through participation in group’s discussions and theatrical presentations. (See appendix 81, second video).

CHAPTER 6

RESULTS

This chapter exposes the results of the pedagogical intervention design by virtue of encourage students' ability to be aware of a second culture when learning a target language (English). Thus, activities developed within the classroom and students' responses underline the mean purpose of this research project since the interpretation of the content, produce the required evidence to show the impact of this project within the English class at I.E.D Liceo Femenino Mercedes Nariño. These, taking into account the objectives described at the beginning of this document and the categories of analysis that were observed during the implementation of the activities that contrasted with the theoretical framework, yielded the following outcomes:

Cultural perceptions through fairy tales

Based on the idea that the process of teaching and learning a foreign language has been always separated from its cultural background, the use of the fairy tales become in an utmost strategy to implement within the English learning environment due to its almighty content and its positive impact when teaching a foreign language to children's. Thus, fairy tales explored the second language and culture from a variety of sources such as knowledge, attitudes, behaviors, perceptions and beliefs of the world. These aspects are not beyond from students' ordinary life.

To this extent, the use of fairy tales allows students to make a cross-cultural awareness between their own society and the one developed through the reading of fairy tales. Learners

were able to understand and reflect about situations that normally happen in their immediate context and related to events that were developed within the reading of the tales. The goal was achieved due to the implementation of visual aids and its benefits to stimulate children learning processes arising from its interactive effects, given that children are visual and these resources avail them to catch language, verbal, non-verbal and visual elements found within the narration of the tales.

Thereupon, each time pupils immersed in a second language and culture circumstances they were able to express their opinions with their cultural background in comparison to the other cultural context. Thus, students realized that humans act and react in response to different social situations that are culturally conditioned. In this extent, it can be said that students were aware of a different culture and develop their intercultural competence in some aspects that are important to build up when learning a foreign language, aspects that are related to (Deardorff, 2006, 2009) model of intercultural competence and can be related to the present project as follows:

Knowledge, attitudes, skills and internal and external outcomes were part of the English class considering that through general language and cultural knowledge awareness students could in first place comprehend and understand in a deep way their cultural background and then use it as a basis to perceived a foreign language and culture framework. It made easier for them to make relations of their daily life with the events developed in the reading of the tales that wake their curiosity and their desire to talk about some personal experiences that they have had in their early lives. It developed in these way learners' abilities to listen, observe and interpret

not only their immediate context, but also the impact of others cultures and worldviews. (See appendix #).

In addition, attitudes such as respect, openness, curiosity and discovery were evolving when introducing other culture inside the English language learning process, when students value other culture diversity and were able to tolerate events and behaviors that were wrong in relation to their beliefs. In this way, they made a distinction between worldwide beliefs in each one of the societies involved in the reading and letting their partners know their personal positions according to the comparison between cultures and give their personal opinion to encourage their fellows with their individual background or experience.

Moreover, in the external and internal outcomes, researcher made references to different communication styles, such as group dynamics of interactions, tasks focused on the practices of their individual reflections of cultural perceptions developed through writing papers and through cooperative work in which students elaborated a theatrical presentation to show the real aspects involved within the fairy tales. It allowed to change some parts of the tales in order to show what would happened if the tales were merely based on a Colombian context and daily situations. (See appendix #: videos).

In this regard, it was found that the use of the fairy tales do provide learners different conceptions of the world and gave them the possibility to interact with their social reality to comprehend different points of view and create a sense of belonging identifying themselves within a particular society.

Cooperative Learning

During the interventions made inside the classroom, the researcher realized that the learning processes are easily developed if there is an implementation of group-work within the learning activities. It minimizes the uncomfortable feeling and fear to explore unknown situations and improve children's capacities to understand and accomplish any academic goal. That is to say, that teamwork is always support for each one of its members, thus, if someone of them fails, all the group will surely suffer the consequences. This act that can lead to "positive interdependence" as Johnson and Johnson (1998) model states "cooperative learning is instruction that involves students working in teams to accomplish a common goal", hence, each one of the members of the group are responsible to keep their group working in order to guarantee its evolution.

In this way, students were able to cooperate within their partners learning processes. If someone of them did not understand some part of the topics developed in class, the other members of the group were able to explain and gave them feedback to make them understand and become in an active comrade within the production of ideas or conclusions inside the classroom. This aspect was found in the explanation of the actantian model since some students did not understand the role of the characters (sender, object, receiver, helper, subject and opponent); they were also confused about their use, so, team-work starts to work in order to make their co-workers part of the learning process.

Additionally, and according to Johnson and Johnson (1998), groups need to assess what they are doing well as team and identify changes they will make to function more effectively in the future. This conception helps students to build trust and communication with their partners

when managing difficult situations. This action reminded me the moment in which students were choosing the parts of the tale that they were about to change and they started to give ideas and share opinions about it, then they agreed what scenes need to be used in order to achieve their goals.

In such a way, the cooperative learning approach join to the activities developed to contribute to second cultural awareness within the classroom help students not only to reinforce their previous knowledge in reference to vocabulary and grammar structure but also provide students with meaningful tools to overcome obstacles and take advantage of their educational environment when learning a second language. Thus, the researcher strongly believes that students develop their English language learning and get involve within cultural practices through the implementation of this pedagogical proposal.

CHAPTER 7

CONCLUSIONS AND FURTHER RECOMMENDATIONS

Conclusions.

Because of this action research project implemented at I.E.D Liceo Femenino Mercedes Nariño, it is important to highlight that it is a dynamic pedagogical proposal to develop and encourage foreign language learning and cultural awareness with fairy tales within academic practices. In this way, it is necessary to create meaningful contexts of learning in which students can feel part, experience and interact with their environment in order to produce significant knowledge not only for their scholastic spaces but also for their everyday life.

In this regard, it can be said that fairy tales are a powerful mean to use within children's second language learning processes. This is due to its mixture between fantastic and real events that call children's attention and help them to understand -in a dynamic way- different social behavior that are permeated by particular communities developing in this way a sense of individual identity within given social groups.

In the same way, the execution of this project lead to student's reflection about their immediate context in comparison with the events developed inside the narration of the fairy tales; these situations provided students world visions in order to express their opinions in accordance to similarities or differences in patterns of other than their native culture.

It develops individual abilities to use language in context, build new agreements, stating their own opinions, positions and arguments from a central point of view.

In relation with students' interpretative and communicative skills development, the implementation of daily life situations help learners to generate basic connections between social events and the real usage of the English language. Hence, students were firstly aware of elemental vocabulary and structure knowledge and then motivated to generate assertive communication within their social group, since they were openly able to express themselves with their partners.

These, taking into account that the employment of real life events guided students to foster their language learning processes due to its contextual usage as a complete subject that cannot be separate from its frame reference and not as a surface language that only concerns about the right use of the grammatical structures leaving behind the emitter's intention when talking. In kind, it can be firstly concluded that pupils develop their interpretative skill in a high level through the meditation of social events found in their real life and within the tales.

However, students' communicative ability was quite difficult for them to foster, hence, they only practice the target language one hour per week, in such wise, and it was very difficult for them to practice English language at home when they do not have anyone to support them in this subject. Therefore, even though that the communicative English competence was not in a high level advanced, the expression opportunities that learners had within class help them to overcome language barriers and progress in their target language communicative competence. This through their disposition to talk about their conceptions of the world.

On the other hand, this study suggested cooperative work as a class resource to assist students when learning a second language. Given that cooperation is working together in order to achieve shared goals, students were comfortable working in teams, since through cooperative situations learners improved their interaction abilities, benefit themselves and other members of the group, have fun and enjoy their learning processes and most important enhance their social and academic second language knowledge.

Eventually, the impact that cultural aspects had within the classroom are in most the cases positive for this research, considering in first place that language cannot be separate from its historical background and in second place that students were able to explore the language in a deep and different way. These aspects reinforce students' learning processes, since knowledge was built up in accordance with their previous information and develop on a daily basis that are not far from their social experiences, which lead to students' significant learning.

Limitations

The limitations shown by this research project were related to students and I.E.D Liceo Femenino Mercedes Nariño and me, the researcher. Firstly, it will be important to mention that during the course of this study, the researcher has had to deal with some obstacles in order to continue with this research; the first one was due to a scholarship out of the country, time in which the study had to stop its course during almost one year. As it was expected during this period of time, the project changed in some aspects. One of the most relevant was the change of population, since at the beginning of the investigation the population immersed in the study were third grades from I.E.D Liceo Femenino Mercedes Nariño and became fifth grades from the same context.

Furthermore, this change affected somehow the observations and findings made before with the previous group, since during the process of observation the researcher found a problem according to students' needs and interests and use the analysis of this as the basis for the constructions of this project. Unfortunately, due to the changes and the need to implement the project, the researcher had to explore its new context and group of learners at the same time that implemented the project; it can be seen as a disadvantage in terms of time and data collection.

In second place and according to the agreements made between the university and the school in which the practice took place, the practitioner would have four hours of intervention in her second and third stage of the practice. However, in this case the school gives to the practitioner only two hours of intervention due to its condition of "Colegio Piloto" in which students are part of different kind of researches, thus, the time of students is divide in each one of the investigations and projects from students from different universities.

Finally and in accordance with students' learning processes, the lack of study habits of learners, affected somehow the development not only of the classes but also their learning evolution, since, even though they worked well within the English class and the class was developed in a positive form, the majority of them did not bring the tasks suggested by the teacher in practice and this delayed the objectives of each one of the classes.

Recommendations

The fairy tales as strategy to enhance English language and cultural awareness learning in students from elementary school is an appropriate pedagogical proposal to foster communicative competence in a dynamic way. In fact, students improve their oral abilities and develop their

cooperative work, which involves individual accountability, group goals and equal opportunities for success.

In this way, the implementation of this strategy implies to take into account students social and cultural context, to take those aspects as a start point and begin the teaching and learning process in a foreign language. It is also a suitable election or creation of adequate resources to motivate students to be part of their learning process, since the more interested they are, the more knowledge they get.

In accordance to the practicum and the proposal intervention, it will be good to take into account the time given to interns to implement the project, since one hour per week is not enough to develop in a high and complete level the research project. In the same way, institutional events sometimes interrupt the continuity of the activities, which also delay the evolution of the project, hence, time it will be a good resource in order to develop teaching and learning process in a deep way.

Finally, fairy tales provide a great opportunity to have diversity; therefore, teacher creativity is needed to start the imagination and motivation of students when learning any kind of subject within their academic processes.

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ANNEXES
ANNEXES NO. 1

First Students' questionnaire

1. ¿Cuál es tu nombre?
Maria Camila Cuadros Fuentes

2. ¿Cuántos años tienes?
8 años

3. ¿Con quién vives?
con mi mamá, con mi papá, mis hermanas y mi abuela

4. ¿Qué te gusta hacer en tus ratos libres?
Jugar en el computador, ir al parque y ver tae

4. ¿Qué actividades realizas en compañía de tus padres?
ir al parque y viajar


5. ¿Te gusta hacer tareas?
Sí No ¿por qué?
porque aprendo más y me gusta

6. ¿Quién te ayuda a hacer tareas?
mi mamá o mi hermanita

7. ¿Te gusta la clase de inglés?
Sí No ¿por qué?
porque aprendo y puedo viajar


8. ¿Qué te gustaría hacer en la clase de inglés? Puedes marcar más de una opción.

Ver películas	<input checked="" type="checkbox"/>	Jugar	<input checked="" type="checkbox"/>
Expresar tus ideas en Inglés (Hablar)	<input checked="" type="checkbox"/>	Escribir historias	<input checked="" type="checkbox"/>
Escuchar música	<input checked="" type="checkbox"/>	Leer cuentos	<input checked="" type="checkbox"/>
Utilizar herramientas tecnológicas	<input checked="" type="checkbox"/>	Todas las anteriores	<input type="checkbox"/>



ANNEXES NO. 2

Parent's questionnaires

 UNIVERSIDAD PEDAGÓGICA NACIONAL

Esta prueba tiene como finalidad recoger datos específicos que aportaran al desarrollo educativo e institucional del Liceo Femenino Mercedes Nariño; en cuanto a la idea de implementación de nuevas estrategias didácticas para la adquisición de una segunda lengua (Inglés) en la jornada primaria; Esta prueba está a cargo de la docente en formación Laura Tatiana Flórez Garzón, de la universidad Pedagógica Nacional, la cual tiene el objetivo de generar una nueva propuesta académica guiada por el espacio curricular *Trabajo de grado I*. Gracias por su colaboración.

1. ¿Cuál es su nombre?
Neima Constanza Ramirez Pedroza.

2. ¿Cuál es su edad?
45 años.

3. ¿Cuál es su estrato socio-económico?
3.

4. ¿Cuál es su nivel de escolaridad?

Primaria	<input type="checkbox"/>
Secundaria	<input type="checkbox"/>
Técnico	<input type="checkbox"/>
Tecnológico	<input checked="" type="checkbox"/>
Profesional	<input type="checkbox"/>

5. ¿Qué labor desempeña actualmente?
Independiente . . .

6. ¿Cómo es su relación con su hija? ¿por qué?
La Verdad soy Concreite. que me he dedicado mas al trabajo que a la niña.

7. ¿Comparte su tiempo libre con su hija?

Si No ¿por qué?

La verdad muy rara vez. Soy consciente que me he equivocado en ese sentido, que le he tocado defenderse. Solo que no le ponga cordada.

8. ¿Qué clase de actividades le gusta realizar en compañía de su hija?

Cuando la realiza me gusta leer con ella. O a veces a ver una película.

9. ¿Es usted el encargado o encargada de ayudar a su hija a realizar las tareas escolares?

Si a veces.

10. ¿Considera usted que la educación juega un papel importante en la formación personal de su hija? ¿por qué?

Si claro por que así crece como persona, adquiere muchos conocimientos que la van a ayudar a salir adelante. Como persona y como profesional.

Comentarios

t

ANNEXES NO. 3.

From Assisted Practicum

FIELD NOTES

GRADE: Fourth grade (404).
 SCHOOL: Liceo Femenino Mercedes Nariño.
 PRACTITIONER: Laura Tatiana Flórez Garzón.

DATE: 24th August 2015
 TIME: 4:45 to 5:45
 SIGNATURE: English.



Observation Description/narration	Analysis Causes / Effects	Project contribution Questions / Decisions
<p>Today's session began at 4:45 pm promptly. As it was the first time that students and teacher in training met, the class started with a brief introduction by their principal English teacher-Sandra Cardenas-to the teacher in training. Then the teacher in training made an introduction of the objective of her presence within their coming classes; in this part students showed their appreciation for the new person within their classes.</p> <p>The principal professor began with an explanation of the different and previous knowledge that they have learned in the English class, thus, she started to made questions to their students in order to let the new practitioner to be aware about what students already know. During the intervention of the professor, girls' evidenced previous knowledge's such as: numbers, colors and pronouns. Later the principal let the practitioner to take part of the class and begin with her planned activities.</p> <p>At 5:10 pm; I started my intervention with the girls. As Before my girls showed knowledge through questions, as I mentioned; I decided to start with a warming-up in which students had the opportunity to use what they have already learned. The activity was to introduce themselves in English, say their hobbies, favorite color and to do some movement with their bodies. While doing the exercise they expressed few concerns about vocabulary unknown and how to express their ideas. The class ended at 5:40 pm In order to have 5 minutes to be ready to go home.</p>	<p>According to the first minutes of class in which the principal teacher was making questions to the girls in order to show what the know, it is easy to guess the advantage over basic vocabulary acquired since students can build new vocabulary and structure from this.</p> <p>The concordance of the subject as well as being a coincidence is quite positive because it allows me to make a link between my purposes as researcher and school as formers in a deep way.</p> <p>In the face of the intervention it could be observed the advantage of the necessity of reinforce previous knowledge's within the practice, since, even though the majority of students understood the objective of the activity, there were some students who showed not to understand and got lost within the activity, which can be seen as a lack of knowledge or practice in a foreign language. However, the concentration of the majority of girls in the exercise, produced positive feelings about the selection and preparation of the "Breaking Ice" activity. It should be noted a comment made by one of the students -Lina Beltran- at the end of the activity: "How cool is to talk in English". Which can give an idea of the interests of girls when learning a second language.</p>	<p>Contributions to the project are large, due to the interest of girls in learning and talk in a different language from their mother tongue. Thus, can open a huge world of ideas to create and plan classes that catch their attention and let them to be immerse within a second language and a new culture.</p> <p>Respect to the decisions, it is necessary to observe in a deep way how they acquire and which strategies are best in order to get them within a new world. Thus it will be explored through the different coming classes and lesson planning that I have in mind for them.</p> <p>There are so many questions that can be presented in this first stage, but the most important questions to take into account are: how to get them involve within a new culture and language? Which strategies are the best to use in practice, taking into account their previous knowledge?</p>

GRADE: Fourth grade (404).
 SCHOOL: Liceo Femenino Mercedes Nariño.
 PRACTITIONER: Laura Tatiana Flórez Garzón.

DATE: 28th September 2015
 TIME: 4:45 to 5:45
 SIGNATURE: English.



Observation Description/narration	Analysis Causes / Effects	Project contribution Questions / Decisions
<p>Today the class started with the introduction of "Farm tools" vocabulary, at the beginning girls found the vocabulary write on the smart-board, after we practice the pronunciation and I explained the next step, which consisted in watch some images that I have prepared in a power point presentation, and they had to try to guess which word could be described by the physical image of the picture. Later when they individually tried to guess, the tale of "peter the rabbit" started again, there with the help of the images students related the vocabulary with the image and repair what they have write if there was a mistake.</p> <p>After they understand the vocabulary, we started to read the tale step by step, in order to understand and clarify the ideas of the tale, however, the principal teacher asked me before -at the beginning of the class- if I could finish the class 15 minutes before, since she needed to give the some information about an event that they will have during the week.</p> <p>Even though the class was stopped, and we cannot finished the whole class as it was planning in the lesson plan, I can say that the time that we spend in reading and understanding the tale using the vocabulary learned today and before was a good advantage for their learning process.</p> <p>Since it was the last class before the week that they have to rest, I give them a homework for holidays, which consist first in practice the vocabulary seen -learning and pronunciation-and second, write sentences related to the tale using the vocabulary learned within the class.</p>	<p>Although the first part of the class -relate vocabulary with images-was kind difficult for them, they work hard in order to guess which word would belong to the image, in this part most of them guess well "Flower-pot", then they were focus on the video and the narration in order to find a clue -word- that describes the image shoed also in the video. This was an interesting activity for them since they tried to do it as well as they could.</p> <p>According to the reading of the tale step by step, as they were excited because they had already understand the vocab, they started to translate what they understand. At this point I had to stop the reading and asked them not to do it anymore, since if some other students did not understand, it will be difficult for them to learn something or develop their knowledge if someone was giving them the possible answers.</p> <p>Then the class follows its course and we spend a good time together, it will be good to highlight that a group of girls, at the end of the class said: "bye bye teacher! Thank you for the class", this comment was really gratifying for me.</p>	<p>In accordance to the contributions, it will be good to say that the contributions apart from enrich my investigation also enrich students second language learning, since they really enjoy the lesson and try their best in order to understand the lesson, they also try to use the vocabulary given to express their ideas. Which reflects their compromise with their study, let's hope that they practice during the holiday in order to not delay their learning process.</p> <p>By now I have no more comments about this teaching process, I can just wait and trust in my students in pro to my investigation and their learning. </p>

ANNEXE N0 4

PARENTS PERMISSION

I.E.D. LICEO FEMENINO MERCEDES NARIÑO
AUTORIZACIÓN PARA PARTICIPACIÓN EN PROYECTO
INVESTIGATIVO DE LA UNIVERSIDAD PEDAGÓGICA

La investigadora principal: Laura Tatiana Flórez Garzón, estudiante de la Universidad Pedagógica Nacional, solicita a usted Sr padre de familia el consentimiento para trabajar en compañía de su hija en la realización del proyecto investigativo: Mejorando la conciencia cultural y la habilidad comunicativa de la lengua inglesa a través de los cuentos de hadas. Dentro de este proceso de investigación su hija se encontrará en diversas situaciones en las que deberá poner a prueba sus conocimientos, y sus habilidades cognitivas.

Estoy enterado (a) de que este estudio es confidencial y libre de costo.

Autorización (Padre, madre o acudiente)

Firma:

ANNEXE N° 5

Field notes last practicum term.

GRADE: Fifth grade (504).
 SCHOOL: Liceo Femenino Mercedes Nariño.
 PRACTITIONER: Laura Tatiana Flórez Garzón.

DATE: March 2nd 2016
 TIME: 3:45 to 4:45
 SIGNATURE: English.



ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS
Words in context in order to read the tale "The Happy Prince by Oscar Wilde"	The teacher in training bring some flashcards in order to introduce new vocabulary for the introduction of the tale "The Happy prince tale".	Through the use of flashcards students were aware of elemental vocabulary in order to reinforce their English language knowledge in order to help understand the activity coming.	Students learn and practice new vocabulary through the use of a memory game which help them to memorize and use the words to create sentences.	At this point the girls felt anxious and showed to be interested in doing something. They were so competitive within the memory game.
Reading the tale through visual aids (video).	The first part of the tale was shown to the learners.	In this part of the class students were able to watch the video and understand the events developed within the narration. In the same way they show to be sensible with some particular events of in the tale. Pupils used their body gesture to express their emotions.	The events developed within the tale, showed some situations that made students express their emotions, since those events were not far from their reality. Which involve significant knowledge for them as well as motivated learners to talk about it.	Students show their social relation with the events of the tale, this, through comments made in both Spanish and English languages. The impact of the events reinforce students' communicative competence since they try to spoke about similar experiences that they have had to face in their lives.
Social interactions.	Identifying students' social and cultural backgrounds in order to foster learners' world vision.	According to their motivation to talk, the practitioner asked them to pick one scene and tried to write cross-cultural relation between the tale and their lives.	It is important to take into account that their personal backgrounds help students to create relations with other cultural spaces, since through these distinctions students can generate better understanding about a second culture.	For the next intervention students should bring to the English class a drawing about their favorite or most choking scene of the first part of the tale and write the reasons why.

GRADE: Fifth grade (304).
 SCHOOL: Liceo Germánico Mercedes Nariño.
 PRACTITIONER: Laura Tatiana Flórez Garzón.

DATE: March 2nd 2016
 TIME: 3:45 to 4:45
 SIGNATURE: English.

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
<p>Developing cultural awareness through cross-cultural events.</p>	<p>According to the reading of the fairy tales, students had to work in groups of six people in order to make a brainstorm of similar aspects such as: beliefs, behaviors and attitudes between their culture and the one giving by some of the tales.</p>	<p>In this part of the class students were able to work in groups in order to generate a cooperative work in which each one of the group members are important for the development of the activity.</p>	<p>Through cooperative work students discuss different aspects of their visions of the world, in order to generate a clear relation between cultures.</p>	<p>The brainstorm activity helped students to discuss and clear their ideas of culture, since they pick specific people behaviors, beliefs and attitudes to contrast them with their immediate context. Such as group 4, that focused on the "attitudes" that people used to have when people from different economic status are in the same situation, in this</p>
<p>Socialization of brainstorms, using examples from the tales.</p>	<p>The dynamic of the class in this part was that each members of the group has to move to other group in order to explain their points of view and be aware of their partners too.</p>	<p>This activity help students to make part of their cultural constructs since each one of them interacted with their partners in order to be aware of others categories of discussion and aware of conclusions made by each one of the groups.</p>	<p>Through learners' communicative competence, students achieve the goal to interact and explain their categories principal ideas, in order to help their other fellows to comprehend world vision</p>	<p>Between the socialization, students could discuss different cultural aspects, and express their opinions through the use of their personal background. Thus, creating relation between cultures and making analysis about real events.</p> <p>As homework, students have to bring the translation of the new vocabulary given by the practitioner in order to use it within the next class, to express viewpoints of their lives.</p>

ANNEXE N° 6

Second students questionnaire

QUESTIONNAIRE

1. ¿Qué opinas de los cuentos que hemos trabajado en la clase de inglés?

Como ya puse en una vez trabajados en vez de todos mis compañeros, bueno a mi me encantó todo lo que e más aprendido y todo lo que e más visto en todas las clases de inglés, después la parte es muy bonita son todas cosas y muy interesantes con todo y cosas habeses no le puse caso y ella habeses se tiene que salir de clase.

2. ¿Crees que estos cuentos contienen situaciones similares a las que suceden en tu país? Si - No ¿por qué?

NO, porque los cuentos de hadas no existen aquí en Colombia pero en otros países hay príncipes o príncipes o reinas, o reis pero acá en Colombia no existen ni los príncipes, ni los príncipes o las reinas o reis y acá no existen tampoco los cuentos de hadas ni nada de eso pero sí es como si los hombres fueran príncipes y las mujeres fueran reinas y los mamás fueran reis.

3. Narra una de las historias vistas y compárala con una situación o una historia de tu país.

Fuero algunas cosas en pasado en mi país y otras no son verdad, acá no existen príncipes o príncipes o reinas o reis, ni tampoco existen las hadas ni los árboles que tenían rocas o piedras que tenían dinero dentro de ellos y acá existen las malas personas acá también existen las buenas personas y también existen las hadas y las niñas y los caballeros y acá tampoco existe la magia bien solamente esa la hacen los magos o en el circo habeses también hacen magia o truco de magia o habeses a las personas las cosas o a las personas las cosas o a las personas pero acá tampoco existen los reis.

4. Qué aspectos (actitudes, creencias, valores o ideas) llamaron tu atención de los cuentos que hemos visto. Explica tu respuesta.

Buena los amores, los raritos que los personajes tenían sobre los otros personajes y cuando los enamorados se encontraban a los amigos o perritos los traían donde uno de los dos y que algunos de los familiares o amigos a alguien les decía que no podían estar los dos juntos o enamorarse o casarse algo pero siempre al final de todos los cuentos siempre bueno o bien ya que todos los finales tienen que terminar felices en todos los cuentos y que casi en todos los cuentos hay personajes malos y otras buenas pero siempre los enamorados obtienen lo que quieren o lo que desean o todo lo que ellos quieren para ellos o sus amores.

5. Qué fue lo que más te impacto del cuento "The tinder box". Explica tu respuesta.

Buena que había primero un sábado sobre y después tuvo una buena suerte y se volvió rico bueno tuvo mucha plata y así después le apareció una hermosa prieta y él se enamoró de ella sin saber quien era pero se casaron y él decía que no importaba quien era sino sus sentimientos porque él la amaba demasiado y ella también entonces ellos al final se casaron y vivieron felices por siempre.

6. Qué fue lo que más te impacto del cuento "The happy prince"

Buena lo que a mí más me impacto es que la estatua quería ayudar a todos los demás y como el príncipe no a una niña enferma y la mamá le robó las vestidas a la reina entonces él decidió darle un ojo de él y se lo dio a la mamá y el príncipe después va a un escritor que tenía el techo de el medio rato entonces le dijo al pájaro que le diera al escritor el otro ojo y el pájaro le hizo el favor y esa historia es muy bonita.

ANNEXE N°7

Interviews

Interview N°1.

Entrevistadora: ¿te gustaron los cuentos?

Estudiante: Lo que a mí me gustó del video fue que tenían una gran enseñanza y tenía un gran vaca-vocabulario—que no eran cuentos que uno podría ver todos los días tan repetidos, sino que uno los ve muy-no los ve muy seguidos. Otra cosa que a mí me gustó de los cuentos fue que-que-que todos los personajes tenían un gran papel en el cuento, y no eran ahí....

Entrevistadora: ¿Un gran papel cómo?

Estudiante: Un gran papel en la historia, como en “The happy prince”, el pajarito no solo le ayudó una vez al príncipe, sino que le ayudó mucho más, y eso también tiene una gran enseñanza en la vida.

Entrevistadora: ¿Por qué en la vida?

Estudiante: porque uno a veces tiende a ayudarle a alguien y no volverle a ayudar, y solo una vez, por eso a mí me pareció chévere el cuento

Interview N°2

Estudiante: A mí me gustaron los cuentos porque son interesantes, son de acción, son de animación, tienen suspenso-tienen suspenso, tienen como en- tienen como en que como en que centrar y no son aburridos.

Entrevistadora: ¿what do you prefer when reading a story, videos or texts? ¿What do you prefer?

Estudiante: Pues a mí me gustaron más en video, pues, porque uno puede ver y entonces si por decir alguno, no se sabe las palabras y lo que está diciendo pues con el video uno le ayuda a saber qué es lo que está pasando.

ANNEX N°8

Videos

The tinder Box English narrations

<https://www.youtube.com/watch?v=ZN4TXYPakA&feature=youtu.be>

<https://youtu.be/HSRJgWzo8ic>

ANNEX N° 9

Tinderbox theatrical performance

<https://www.youtube.com/watch?v=f1z5vOJgJpg&feature=youtu.be>