

**ENHANCING VOCABULARY ACQUISITION THROUGH THE USE OF FAIRY
TALES**

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To my mother, Miriam Castellanos, for everything she has done for me; without her, I would not have had the opportunity to study. I know I have not been the best daughter but I will be thankful for every single thing she helped me to overcome forever.

To my sister, brother, friends, and classmates for all the love, support and laughs in the hardest moments. They will always be in my heart.

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To life for putting me in this place and in this moment to live what I am living. You only have one life and you should live following what you think, what you love, and the path you want to walk.

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2. DESCRIPCIÓN	
<p>El presente trabajo es un proyecto de investigación que se llevó a cabo en el Liceo Femenino Mercedes Nariño con estudiantes de cuarto grado. El principal objetivo era que las niñas a través del uso de cuentos de hadas y de las diferentes actividades desarrolladas lograran expandir su vocabulario en inglés. Cabe destacar que el proyecto no se quedó simplemente en la adquisición de vocabulario ya que también se propició que las niñas tuvieran alguna producción escrita o comunicativa haciendo uso de dicho vocabulario. Se propone una metodología para el análisis de datos basada en el enfoque a priori, ya que este enfoque permite de antemano escoger las categorías a analizar, para ya después encontrarlas en los diferentes instrumentos de recolección de datos. Esta implementación logró que las estudiantes adquirieran vocabulario e hicieran uso de este para generar diferentes producciones en el aula de clase.</p>	

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4. CONTENIDOS

Este proyecto está dividido en 6 capítulos: El primer capítulo está compuesto por el contexto local e institucional, participantes, diagnóstico, justificación, problema del estudio, pregunta de investigación con sus respectivos objetivos generales y específicos. El segundo contiene el estado del arte y el marco teórico. El tercer capítulo abarca el tipo de estudio, los instrumentos de recolección de datos, diseño de investigación, la metodología para análisis de datos y los problemas éticos de la investigación. El cuarto capítulo engloba la propuesta pedagógica, así como también se define la visión de lenguaje y aprendizaje, diseño instruccional con la planeación de clases, cronograma de aplicación y significado de resultados. El capítulo cinco muestra cuales fueron los resultados encontrados de acuerdo al análisis de datos. Finalmente, el capítulo seis, comprende las conclusiones, limitaciones, implicaciones pedagógicas y las recomendaciones para futuras investigaciones.

5. METODOLOGÍA

El proyecto se llevó a cabo en un principio por medio de observaciones y la implementación de un diagnóstico se encontró un problema y a través de una pregunta de investigación se dio una posible solución para esta dificultad. Durante la investigación se siguieron tres etapas: En la primera etapa: *knowing the princess and her world*, se hizo una introducción al tema (cuentos de hadas) se hizo un primer acercamiento a algunos personajes y las niñas hicieron un reconocimiento parcial de las palabras. En la segunda etapa: *princesses in context*, las niñas aprendieron las palabras participando en diferentes actividades. En la tercera etapa: *Let's try to write and speak*, las niñas pasaron por un proceso de adquisición de vocabulario a la posibilidad de utilizar este vocabulario para manifestarlo en la escritura y en el habla.

6. CONCLUSIONES

Después del análisis de datos se puede concluir que por medio del uso de cuentos de hadas, las estudiantes lograron la adquisición de vocabulario proveniente de los cuentos de hadas y además de aprender este nuevo vocabulario, las niñas consiguieron hacer uso de este para situaciones comunicativas como escribir y expresar algunas frases en inglés. De esta manera, los cuentos de hadas deberían considerarse como una buena estrategia para ser utilizada en el salón de clase.

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Abstract

In the teaching and learning of a foreign language one of the elements that is necessary in order to have a better language proficiency is the acquisition of vocabulary since it is through the different words learnt that one is able to express oneself and make oneself understood. Likewise, this study will seek to encourage fourth grade girls from *Liceo Femenino Mercedes Nariño*, to broaden their vocabulary through fairy tales so that they could communicate in the foreign language more relevantly and as is necessary in the classroom and in other environments (house, friends and family). Moreover, fairy tales will be a great tool that should be used continuously in the classes. Therefore, in this project, fairy tales will help with the acquisition of vocabulary but it can also help to improve other skills like listening, speaking, reading and writing because these skills can be involved in the process of the acquisition of vocabulary.

KEY WORDS: Acquisition of Vocabulary, Vocabulary, Fairy Tales, Types of communication, English skills.

CHAPTER I

In this first chapter the reader will find information about the specific context (local, institutional and the participants), the diagnosis that was applied and the valuable findings that were found in it, the rationale of the study and the statement of the problem.

Context

Local Context

The research was carried out at the Liceo Femenino Mercedes Nariño School. This school is located in Restrepo, which is a neighborhood in Bogotá, Colombia. This neighborhood has become part of the modern history of Bogotá since it is one of the commercial areas that generate more income for the district. Besides its surroundings there are also places of cultural importance for Bogotá, for example, “La Iglesia de 20 de Julio”. In other words, this area has developed into a commercial tract and people have taken the opportunity to start their own businesses around this place. Due to the increase in business of this neighborhood, it has become one of the most visited districts in the city and it has also helped in the general recognition of this neighborhood in Bogotá. Other than the increased business in the area near to the school, people think that this neighborhood is a good one to live in. Those characteristics have contributed to the increase in a person who lives in this neighborhood and that is why the number of girls studying in this school has also increased.

Institutional Context

The school *Liceo Femenino Mercedes Nariño* is an institution that has sought to be a place that deals with the values of women. For instance, according to the student' handbook (2017), the school has the mission of “propitiating the integral education, promoting the values of women such as respect, honesty, identity, solidarity and autonomy; generating the construction of their life project, aiming at transformation of contexts where they interact, ensuring the enjoyment of their lives” (p. 13). On the other hand, the vision of the school indicates that:

In the year 2017, the school will be recognized at a national level for the quality of its service, students' excellence with a myriad of students with their necessary knowledge for society, the management of the foreign languages: English and French and new TIC; as builders of a society respectful of themselves and others (student' handbook, 2017. p. 13).

It can be seen in both the mission and vision that this school promotes in each girl the possibility of thinking for themselves as subjects who are part of a society and at the same time they can be individuals who have their own perspectives and dreams and also they will achieve positive and functional changes in the world.

On the other hand, it is worth mentioning the benefits that this institution has established to bring more assertive changes for both the institution and for the students. For instance, the school offers morning and afternoon shifts. This is a great way to help students and their families to have more options to study with the best schedule so that each person has the right to an education within the conditions that each family and girl needs. This school has a great reception of the public with regards to studying in varied schedules. In addition

to the curriculum, the school has several spaces and courses such as gymnastics and musical practice. These courses allow the girls to be outgoing and to share with their classmates. Besides, those courses develop new talents in the girls and a better disposition in the environment in the classroom since the girls become closer with each other. Likewise, the agreement that the school has with the district for giving the girls a snack is very valuable and necessary for the students. This agreement demonstrates the interest of the school for the integrity of the girls.

Participants

There are 37 girls in the third grade 404; the age bracket of the girls is between 9 and 11. Some girls live near the school and other girls must take a school bus to get to school. The composition of families is different. The results of the survey showed that only one girl out of the 37-surveyed lived alone with one of her parents. 20 of these girls are living with a big family: mom, dad, brothers, uncles and grandparents and the 16-remaining live with both parents: mother and father. Most girls' (29) families help them to do homework and the remaining 8 girls, their families do not. Many of the girls of this grade like to do activities such as playing, coloring, watching TV, reading, writing, and doing puzzles. Other girls like to do different activities such as running, figure skating and shopping.

These girls were always talking and sharing with their peers in Spanish and they seem to have fun when they are doing it but when the English class begins their interaction changes. They never tried to communicate with each other in the foreign language. Therefore, it is seen that their attitude towards the English class always changes.

Diagnosis

I collected information using four field notes, a survey and a test in which the four skills in English were evaluated. The survey sought to find out the girls' interests in school, family, and their preferences for the English class. The survey was written in Spanish so that the girls could fill it out faster than in English. Furthermore, they could respond with all that they considered necessary without being limited by the language.

To begin, the basic standards for the area of language proposed by the Ministry of Education, regarding the language competence is that in third grade, students must "express and point out basic objects within the classroom, answer questions about people, objects and places" (Ministerio de Educación, 2006, p. 19). This is not being applied in the classroom because students cannot express anything in English and this creates a gap in their educational process. It seems that the girls are lively when speaking and interacting with their peers in their mother tongue but when it comes to the matter of English that interaction changes and the English class becomes for them something mandatory. Thus, because of the lack of interest in the English class, the girls do not show any improvement in their communication in the foreign language.

Through observations, I was able to notice that during each English class, the girls always looked confused and showed certain apathy towards the activities proposed by the teachers (Appendix A). It is important to keep in mind that these girls have not had English class since March and are only now going to retake this course. Thus, it is possible to understand why they are not feeling comfortable in the classroom. However, the teachers tried different activities but the students' performances and attitudes did not improve. On the other hand, the treatment of teachers towards the girls has created a fear to speak in English because the girls feel insecure about themselves around their classmates and the

teachers.

Furthermore, when the girls were in their Spanish class they were always paying attention to the teacher and they like to participate in the class but that change when the English class begins. Also, the relationship with the homeroom teacher of the course, who is also the Spanish teacher, is better and they seem to trust and respect the teacher. In contrast, with the English teachers; the girls did not get along very well with them. The girls did not understand what the teachers tell them and that creates a problem between girls and teachers. Sometimes the teachers in despair treated the girls in a way not conducive to pedagogy and this creates a lack of confidence in the girls.

Above all, the diagnosis (Appendix B) was divided into the four abilities: Speaking, writing, reading and listening; the lack of vocabulary especially in the speaking section became evident. In this section, these girls had to complete two conversations with their own information considering an example given by the teacher. 32 girls could not do it and they moved on to other parts of the test. The other five girls tried to complete the conversation but they did not do it correctly. For instance, one of the girls wrote in the question what is your name: “me voy.”

On the writing segment, the girls had to write in English, who were the members of their families. Twenty - eight (28) girls wrote their family members but proved to have problems with spelling and phonics as they wrote things like: “moder and fader.” The other nine girls did not write anything and went on to the next part of the exam. In the reading part, the girls had to read a fragment from “*The Fairly OddParents*” and answer two questions. Twenty - nine (29) of the 37 girls did not answer anything and eight girls responded well to the questions. Here it should be noted that girls may have problems with vocabulary and therefore found it difficult to answer the questions. For the last component of the diagnosis, the girls had to listen to the teacher and place a cross on the words they heard. This skill was the one which they did better. Thirty-one (31) out of the thirty-seven (37) girls marked all the words and the other six girls only missed out two words.

Through these assessments, it was possible to make evident, the difficulty in the speaking skill of these girls from fourth grade. This issue has several reasons that have increased the fear that the girls have in trying to communicate in the foreign language. For instance, the lack of practice, the lack of vocabulary and the treatment that the teachers maintain with the girls (Appendix C) have created a barrier between the girls and the possibility to interact in the foreign language.

Rationale of the study

Teaching English to girls is a job that requires a lot of imagination and creativity; without these two characteristics, teaching would become somewhat monotonous and the girls would not get any benefit. In this project, as has been explained earlier, the problem was that girls are afraid to speak in English and this is mainly due to the lack of vocabulary because they do not know what certain words mean and thus an act of communication among the girls becomes really difficult.

In order to solve the aforementioned issue for the development and implementation of this project, and taking into account the main issue for this project, fairy tales were used as a pedagogical tool to try to solve this problem (lack of vocabulary). Since they are girls and they find these stories to be something that is closely related to their childhood. In addition, they already know what each fairy tale is about in their native tongue and therefore it will be easier for them to learn vocabulary extracted from each fairy tale related to clothes, the parts of the body and places, to mention a few.

Moreover, the main subject of this study was the acquisition of vocabulary with fairy tales. The girls were happier to work with this literature tool because with the good disposition that they had towards the different activities, this allowed them to acquire the new vocabulary and to search for more words on their own and perhaps in the future when they read some fairy tales, they may see some words or image and they can recognize those words or image from the English vocabulary that they learned in the classroom. They will internalize those words so that they can use those words not only in academic settings but also for their daily life; in this manner the acquisition of vocabulary helped them to improve their foreign language.

In addition to that, it is also important to mention that the curriculum of the school expects that fourth grade girls have an interaction with their other classmates but how can there be a communicative act when there is not a proper and meaningful level of vocabulary for the girls to express something in the second language? This project seeks precisely to lay a foundation so that a communicative act becomes gradually possible and for girls to not only work on this in class but also to be able to implement it in other situations.

Consequently, childhood is one of the most rewarding stages in the life of a human being; what is experienced in this stage influences the future of each person. Sometimes teachers try to stop children from being children and this is a huge error because instead of forcing them to put aside their childhood, their enthusiasm should be used so that it could be part of the educational system. That is why this project will be based on fairy tales as girls love the princesses and everything that happens in fairy tales. And although they are governed by certain topics in their curriculum, it is possible that through a subject that they like (fairy tales), they can learn many things especially as is the aim of this project, searching and learning several words from each fairy tale and these words will then become part of their own dictionary for their lives.

Problem Statement

The main problem found in the observation is the fear that the girls have to speak in English. This problem has to do with the girls' lack of vocabulary and low self-esteem. Although they are so young, they are already afraid to speak in English in the class, so the

only way for them to communicate in the class is always in Spanish. The absence of vocabulary can be the result of the lack of practice in the classroom and the short time that the girls have in the English class per week. They only have 45 minutes weekly and this is not enough time for them to learn and cover all the needs that they have in the foreign language. The paucity of self-esteem can do with the fear of making mistakes in front of their classmates and teachers; as could be seen in the observations, the girls are afraid to say even a word in English (Appendix D).

On the other hand, the atmosphere in the classroom and development of the class has become static and girls do not enjoy performing the activities proposed by the two English teachers the relationship with the teachers increases this fear to speak in English.

Research question(s) and objective(s)

With the analysis of the data collected, the research question to be solved is:

What could be the impact of using fairy tales as a pedagogical strategy to facilitate vocabulary acquisition in English in a group of 4th graders at Liceo Femenino Mercedes Nariño?

Likewise, the question at hand has generated the following objectives:

- **General objective**

To describe the impact of the use of fairy tales as a pedagogical strategy to facilitate vocabulary acquisition in English of a group of 4th graders at Liceo Femenino Mercedes Nariño.

- **Specific objectives:**

To analyze how the implementation of fairy tales promotes the use of new vocabulary.

To describe the types of communication that came out from the fairy tales and its vocabulary

With the use of different data collection tools such as: field notes, a survey and a diagnosis; it was possible to conclude that the problem that occurs in this fourth grade is that they do not try to interact by speaking in English mainly because they do not know sufficient vocabulary in the foreign language. This problem can be treated with fairy tales to facilitate vocabulary acquisition in the foreign language. In chapter number two, the previous works and the most important constructs to support this study will be expounded upon.

Chapter II

Theoretical Framework and Literature Review

This section of the document presents five previous studies that will give an overview of the characteristics and results of working with the idea of vocabulary acquisition.

Additionally, the theoretical framework with the principle constructs to support this study will be presented.

State of the Art

To begin with, the first project, *how to use tales for the teaching of vocabulary and Grammar in a primary education English class* by Barreras Gómez (2010), deals with the importance of using fairy tales in order to make the learning process of students in a second language a more meaningful way to acquire vocabulary. The study gives many reasons and characteristics that provide an overview of what fairy tales can mean with regards to vocabulary acquisition as well as the author's acquired data can help to improve grammar, social skills and cultural knowledge. Moreover, the concepts of fairy tales and vocabulary acquisition were some of the theoretical constructs of the study.

In this project the different elements that are part of the teaching and use of fairy tales with primary courses is exposed in an orderly and clear way. These specifications of why it is valid to use fairy tales to acquire vocabulary demonstrate that fairy tales are significant for children and that because they are part of universal literature, they can help children become more interested in learning and having a better proficiency in the second language. In addition, the author also mentions that he must be very careful with the fairy tale that

will be presented to the students, because if it is a fairy tale that they already know, it will be possible to make use of that previous knowledge so that they can understand and relate to it in the second language. This is of vital importance for the acquisition of vocabulary since with this prior knowledge of words it will be easier for students to learn those words in English.

This project is relevant for the present study because it evidences through different arguments, the usefulness of fairy tales in the early school years. This means that the use of fairy tales can help students with their acquisition of vocabulary due to the fact that children can be interested in the topic and with the different strategies and activities, teachers will help students to acquire vocabulary that each fairy tale can provide. For these reasons, the cited project represents a meaningful reference to the acquisition of vocabulary which is the the principal aim of the present research study.

To continue, the second project, *The Effect of Storytelling on Vocabulary Acquisition* by Abdull (2012), inquires the difficulties faced by EFL learners to learn vocabulary in a second language. The aforementioned has to do with students having to memorize so many words that this process becomes somewhat monotonous and in the long run the results are not favorable for students. Then the author gives great value to the stories because they can be a motivational factor to learn vocabulary as EFL students.

The sample of the study were thirty (30) students, all of them women between twenty (20) and twenty-one (21) years old from Iraq. The researcher divided the group into a control group and an experimental group. The first activity was to approach the topic (storytelling); the teacher explained to the control group the topic in a more specific way

than to the experimental group (this did not affect the understanding of the topic in the groups). Then, during the second week the teacher gave different short fairy tales to each group so that later they could tell them in their own words. At the end a test was applied and test validity and test reliability were the main procedures of the test. The experimental group obtained a better percentage of acquisition of vocabulary according to the author because they were given more freedom in the choice of stories and the way in which the teacher carried out the class was more amiable. The results of this study support the idea of using fairy tales to help students with the acquisition of vocabulary.

This study contributes to the present research project since it provides a good characterization of how vocabulary acquisition, through storytelling, positively affects a group of female EFL students. It also contributes to the fact that the fairy tales generate curiosity to acquire vocabulary or improve other skills. In the same way, this study worked with a group of women, and that allowed for the understanding on how to present the topic of the fairy tales to a group of women, since in this research project the subjects will also only be girls. It is also worth mentioning that although in the study the ladies were already adults, they still enjoyed the use and application of stories in college.

The third study, *Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language* by Porras González (2010), reflects on the way in which we as teachers in training must learn to use stories in the classrooms for children to learn the second language. It is our task to use our imagination to create a meaningful and fun environment so that children acquire different words from each story.

After that, the study mentions that this study was carried out in a school in Bucaramanga. The eight teachers from Universidad Cooperativa de Colombia worked with children of second and third grade and although they were different populations, the results have some similarities in the valuable role that the stories have so that the children find meaningful, the learning of a second language and different vocabulary. For the methodology, the study uses observations, categorization and a syllabus that was created by the teachers themselves in order to implement this study. One of the conclusions was that teachers should be careful with the kind of methodology and strategies that are used with children because it affects the main aim that is to teach the second language in a meaningful way. Other conclusion affirms that if a story is familiar students will quicker internalize different words from each story. Having a relationship between the story and the context of the students will make it easier for them to learn those words to make them part of their academic life.

Consequently, this article was relevant for my study as it emphasized the importance of stories in order to help with the learning of a second language and as a positive outcome, the acquisition of new vocabulary. Moreover, this study also discusses how each teacher prepares and manages a class so that children can receive inputs that from the beginning make the topic that will be seen in the class clear and thus they will be able to better understand the story and therefore the words that are derived from that story. Furthermore, this study shows that it is also important to be careful with each story that we selected because it must take into account the age, grade and also whether or not the children like the stories.

The fourth study, *Fairy Tales In Teaching English Language Skills And Values In School Stage II* (Lepin 2008-2009), presents the idea that fairy tales are elements that can cause a great influence in the teaching of different skills in a second language. For the purposes of this research, the study mentions how fairy tales can help in the acquisition of vocabulary as stories will serve as a means of creativity for children to learn new words. Children are curious by nature and if during teaching, vocabulary from fairy tales are used, this will draw the attention of the children from the beginning, and thus they will be able to learn those words. In addition, if the context of the children is also used to relate these words, this will make the children more interested in the topic.

Furthermore, the final discussion of the study stated that fairy tales are generally a good strategy to implement in the classroom to teach some of the skills or some topics in English. With the new material created by researchers; this new material became part of various lesson plans for future teachers so that they could have a guide on how to explore fairy tales in the classroom. It is also emphasized that the people who valued this new material suggested some changes so that each activity is more appropriate according to the course to be tackled.

The aforementioned study contributes to the present research because it affirms that fairy tales do have an influence on the learning of different skills in English and for this study as a fundamental basis, the fairy tales help with the acquisition of vocabulary. By combining fairytales with words that have a great interest to students, this will not only enrich new vocabulary but also foster the development of other skills in English.

To conclude, the fifth study, *The Uses of Enchantment: Fairy Tales as Instructional*

Materials to Facilitate Primary English Language Education (Lee, 2003), included fifth and sixth grade students and various features were analyzed to take into account the children from these grades. Characteristics such as intellectual development, attention span, sensory input, affective factors, authentic and meaningful language, and the age effect; all those characteristics allowed one to know the population more and to know how the implementation of fairy tales in the classroom could be.

Although the results were analyzed in quantitative terms, the authors presented two important conclusions; first the researcher contributes to this study by saying that fairy tales have different psychological, intellectual and cultural elements that can be used as insoumis of teaching and learning a second language. In addition to that, Lee concludes that fairy tales in the teaching program showed a great interaction between teachers and learners and thus it facilitates the learning of something in the second language.

The study previously reviewed is important for this project because it reveals how fairy tales can be used in different grades at school. For the above it is important to have prior knowledge of the population in order to prevent the thought that all children are equal in the sense that they will learn in the same way and within the same time range. In the same way, the author presents fairy tales as an excellent tool to be included in the curriculum of school education in order to teach other topics to the students and that this becomes a possible innovation within the educational system.

Theoretical Framework

Vocabulary

When it comes to the learning of the foreign language it is important to clarify the meaning and importance of vocabulary. The term vocabulary has been widely discussed by many authors. For example, in the Oxford dictionary vocabulary is defined as: “The body of words used in a particular language or the body of words known to an individual person” but the meaning of vocabulary is beyond its relation with words because vocabulary is a fundamental part of the cognitive process in a student. With the development of it, students may or may not be able to address another person in the foreign language (Gairns and Redman, 2012), having in mind that, Masmaliyeva, Moeller, and Ketsman, assert that vocabulary:

Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning (2009, pag. 1).

In that manner, vocabulary allows an approach and development with different topics. Vocabulary is a world in itself and therefore what is inside that world will have much incidence in the development of the foreign language. When an individual has a sufficient and meaningful management of that world of words their relationship with the concrete world, that is to say, with the way of communicating with people and their own thinking will have a conceptual and practical enrichment for their life. Pyles and Algeo cited in Abdulla (2010) state that "vocabulary is the focus of language. It is in words that sound and

meaning interlock to allow us to communicate with one another, and it is a word that we arrange together to make sentence, conversations, and discourse of all kinds”.

Likewise, in the teaching of the foreign language it is decisive to have a wise choice of the vocabulary which is going to be taught. With enough words, students will be able to have a more dynamic role and a more meaningful process inside and outside the classroom. In other words, the students will be able to recognize these words in other contexts and they will manage to address other people. There are many types of vocabulary but for the purpose of this study it will take into account the types of vocabulary proposed by Aeborsold and Field cited in Abdulla (2010). They established that vocabulary is divided in two types of vocabulary: active and passive vocabulary. The first one, as the authors mentioned is the type of vocabulary where the learner can use it in the listening and speaking skills. The active vocabulary is really hard to put into practice because students must know the correct pronunciation of the words and the correct grammar structure and the meaning of the words. This is not impossible to achieve but it requires more time. On the other hand, the passive vocabulary is about the words that students learn and recognize but they cannot produce or pronounce in the best manner while speaking or writing and it is also called productive. This study will seek to gradually go forward from passive to active vocabulary because it will be easier for the girls to learn the words and then to have a good proficiency using those words. Abdulla (2010) affirms that: “Nobody ever learns all the words in any language. We know and use the words that fit our particular purposes and learn new words as long as we live”. The prior statement evidences the importance of the words in each person because although words can be few, they can have an impact on people.

Vocabulary acquisition

What was previously explained about vocabulary has a close relationship with its acquisition and how it develops in each person. The acquisition of vocabulary in the foreign language is a cognitive process that is being developed through time. When going through the word document *Multicultural & ESOL Program Services Education Dept. 25*, I encountered the quotation stated below:

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. (2007, pag. 1)

Similarly, in many occasions what happens is that a person wants to say many things to another person who speaks a different language but not having a sufficient development in vocabulary makes the communication process difficult. It becomes a necessary exercise to learn and understand new terms as this ability over time increases but if it is not used regularly, students will not acquire new vocabulary. In other words, the acquisition of vocabulary is necessary because each student will be able to successfully communication with the other and with the acquisition of new words they can have knowledge of the other and of themselves (Min, 2013).

Moreover, vocabulary acquisition is a different process in each individual. We cannot

expect all children to learn in the same way. What we can do is implement meaningful strategies in order to help them with the acquisition of vocabulary. Bunker (cited in Rafik, 2005, p. 52) believes that these teaching techniques can help the learners to develop vocabulary:

1- Use of common and familiar words so that other new words would be easily grasped and the message understood.

2- Consistency in the use of terms: the teacher must make sure to use the same words in the same contexts in order to emphasize the meaning of these words.

3- More than five repetitions of word: it has been noticed that the number of times a word appears counts in learning it. Some researchers agree that five repetitions are enough, while others are for a repetition of a word between seven and ten times in order to develop learning.

4- Definitions of words in contexts: words cannot have a full sense unless they are put in context; explanations of words in isolation cannot help the learners' understanding and acquisition.

Those strategies are valuable because they allow the planning of how to present the different words to the students so that they go through a theoretical and practical process for the acquisition of vocabulary. Perhaps the girls who are the population of this study will have the possibility to acquire vocabulary through some of these strategies.

Fairy tales as an EFL learning tool

The population of this study are girls and traditionally it is assumed that they have a liking for fairy tales. Fairy tales are magical stories that tell of the various adventures of good characters against bad characters. Fairy tales are stories that the girls have already heard before and therefore are already part of their literary environment. According to Rafik:

A fairy tale, a fable, or a mere narrative story has the advantage of creating a magical, but also a meaningful context for learners, especially younger ones. However, this type of literature has been considered an old-fashioned way of widening children's imagination and knowledge (2005, pag. 4).

As it was previously mentioned fairy tales are considered as a very traditional tool and therefore sometimes people and even teachers think that there must be a change by means of new tools in the classroom. However, for the effects of this study, fairy tales are the basis for acquiring vocabulary because of recognition and preference that girls have over fairy tales and in this way it will make it easier for them to acquire vocabulary for academic and daily use. The various fairy tales that are going to be used are: *Cinderella*, *Sleeping Beauty*, *Beauty and the Beast*, *Snow White and The Little Mermaid*; these fairy tales were chosen based on the fact that they are the most known tales and the girls are really enchanted with the idea of working with them.

Fairy tales will be precise for the acquisition of vocabulary as was already mentioned; the easy recognition in these fairy tales and the association that they make of their knowledge in mother tongue with the word in the second language will serve them to be able to understand each word of the vocabulary that is going to be explored in each class.

Pometlová claims that:

We can use fairy tales already known to children, which would help them in case they do not understand all the words. They just remember the plot they know and so it is easier to guess the meaning of the word. (2006, p.12)

Furthermore, fairy tales are an excellent input to use in the classroom. As teachers, we have to be creative in the ways we present and teach vocabulary to students. Fairy tales have various words to be taught and if we take advantage of that, the process of acquiring vocabulary will be easier for the girls. If teachers want students to truly learn vocabulary, they can use some strategies like the images of the fairy tale or their body language. In this way students will understand the meaning of the words that are incorporated in the new vocabulary (Pometlová, 2006). It is important to never forget that we are teaching children and we need to be careful with the way we approach the new topic. It is possible to use funny and creative strategies in order to achieve the goal of acquisition of vocabulary.

Cognitive strategies

Cognitive strategies are a means that a person uses in order to successfully achieve the acquisition of a topic. Learning is a cognitive process that develops in different ways and within different time periods according to each individual. Thanks to the diverseness of the learning process, there are some strategies that help with the development of this process. One of the authors that has expounded upon this topic is Rebecca Oxford. She implemented a division of cognitive strategies: *Direct and indirect strategies*. According to, *Ehrman and Oxford, cited in Lee (2010, pag. 140)*: “Direct strategies are specific ways that involve use of language, subdivided into memory, cognitive and compensation strategies. Indirect

strategies do not directly involve using the language, but they support language learning and are further divided into metacognitive, affective, and social strategies.” These strategies can be a guide for the teacher and for the students. In other words, when a person is able to know which strategies suit the best for his or her learning process, this person will have a meaningful advantage in order to enrich his or her knowledge. According to (Armbruster, Lehr, & Osborn, 2001, pag.8) cited in Hanson and Padua “For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading”, the use of these exercises will increase not only the acquisition of vocabulary but also will help the interaction between the girls, this interaction will be possible with the new words or structures learned. With this it will be possible to have a learning proceses that involves teamwork. Moreover, as stated by (Armbruster, et al., 2001, pag.8) cited in Hanson and Padua “Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies”. In the classroom it is important to capture the attention of the students with different activities that can help them to figure out the meaning of a word and the use of that word in a particular situation.

To have a clearer view of these kinds of strategies it can be found in the table below with the differences:

Table 1: Oxford's strategy classification system (1990).

<i>Direct strategies: Memory, Cognitive and Compensation Strategies.</i>		
<p><i>Memory Strategies</i> They help students store and retrieve new information</p>	<p><i>Cognitive Strategies</i> They involve more direct manipulation of the learning material itself.</p>	<p><i>Compensation Strategies</i> They help learners to understand or produce messages in the target language despite limitations of knowledge.</p>
<i>Indirect strategies: Metacognitive, Affective and Social Strategies.</i>		
<p><i>Metacognitive Strategies</i> They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.</p>	<p><i>Affective Strategies</i> They help students to regulate emotions, motivations and attitudes.</p>	<p><i>Social Strategies</i> They help to learn through interaction with others.</p>

Retrieved from Garrido Barra.C.G (2008). *Developing Language Learning Strategies*.ISSN 1755-9715

Vocabulary acquisition in children and the skills they develop with it.

Children are beings that by nature are very sensitive and to teach them a second language, care must be taken with how they approach different topics. It is not for this that we should devalue what children are capable of learning. For instance, the purpose of this study is to help girls through something that is of their personal taste (fairy tales), which can create a better proficiency in the foreign language. Also, they may improve on the four

basic skills for learning a foreign language.

Listening and speaking

These skills go hand in hand because through these two skills, the hearing is adjusted to new words and when students have clear not only sound, pronunciation and meaning, it will be easier for children to use this word or sentence in a communication. In accordance with (Agustín and Barreras 2007, pag.9): “The process of vocabulary acquisition takes a special character when young learners are they recipients of the instruction”. It is important to be aware of how they are listening to and understanding the words because if we as teachers pronounce something in a wrong way this mistake can be implanted into the minds of children; which would lead to future problems in their communication.

Reading and writing

Sometimes children only like to stay in the stage of listening and repeating but this is not good because students are limiting themselves to not put in practice all their skills in order to have a better English level in all possible ways. As specified by (Pikulski and Templeton 2004, pag. 2): “Young children naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills”. In other words, children are capable of enhancing all the skills but we have to be smart with the kind of activities we proposed as teachers in a classroom. It is helpful for them, to have the possibility to try to read and give them the opportunity to write about what they understood. In this manner, children will continue increasing their liking for the different topics.

This chapter presented the state of the art and theoretical constructs of this project. Some previous investigations about the acquisition of vocabulary through fairy tales were explored. Then, the principal constructs of the project: vocabulary, vocabulary acquisition, fairy tales as EFL learning tool and cognitive strategies, vocabulary acquisition in children and the skills they develop with it, were explained. Those constructs were written to give validation to this study. In the next chapter, the methodological part with its different elements will be highlighted.

III

Research Design

Introduction

In this chapter the reader will find the paradigm and type of the study, the data collection instruments, the data analysis, the analysis of the instruments and the ethical issues.

Paradigm of the research

The paradigm of research for this project is the qualitative research since it allows for the analysis and description of a problem in a comprehensive and real way. Besides the qualitative research, the causes of that event or problem that is happening at that time in that population would be determined (Hancock, Ockleford, and Windridge 2007). The information obtained during the investigation could be helpful for future social changes that can generate new and positive ideas to research many issues in the schools.

Furthermore, the type of study that will brace this project is the action research since it allows reflecting and taking measures to help with a social situation. In the action research the researcher involves himself in the project as much as possible to try to understand the circumstances of the problem. Ferrance (2000) claims that:

Action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing (pag.13).

In the action research, it is important to follow five steps (Ferrance, 2000).

The researcher must limit the problem in order to focus on one problem at a time. The next is the data collection and organization. In this step the researcher must find

the best instruments to gather the information that is going to be necessary in the project. The third step is the interpretation of the data. In this step it is required to point out the main topics or categories that will develop in the whole project. Then, it is time to gather the evidence. In this part, the innovation will take place; the researcher needs to make a change for the problem. Finally, it is mandatory to evaluate the results. Something that is essential is to give the reason of the success or failure of the project. All these five steps are a guide to enhance and develop the proposal in a more effective way.

Data Collection Instruments

All in all, it is worth mentioning the instruments that will be used during the intervention. These instruments will be the basis and support for the proposal. The instruments will be field notes, surveys and artifacts.

Field notes

Field notes are the written considerations in which I wrote all the data that is important to make evident the progress of the students. In these field notes all the actions, dialogues and ideas between the girls were relevant for the study. The selection of decisions was a fundamental point in the field notes as what I eventually decided to write had an immense impact in the proposal (Wolfinger, 2002). The field notes were useful to keep all the information and progress of the students in order as well as the activities. Example, (Appendix A).

Surveys:

At the beginning of the study, a survey was done in order to obtain the diagnosis of the girls about their environment and English level. Now, for the final step of the proposal another survey took place to determine the results of this proposal. (Freeman, 1998, page

94) defined surveys as: “Sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgments or beliefs. Used in non-face-to-face situations”. As it can be seen a survey is a meaningful and practical instrument because through it, the participants can have a clear exercise to put into practice with the different topics that they learnt during this study. Examples of the surveys can be found in chapter five.

Artifacts

The artifacts are all the types of products that the students will be making during the study. The different artifacts can give more elements to be considered in the process of the research. An artifact will address all the manifestations and efforts that the students will be doing in the project and it will give light to the study (Kalmbach and Carr, 2006). With the artifacts, it was possible to have more elements to take into consideration in the development of the proposal. During this study, one of the artifacts was the glossaries that the girls did during the progress of this proposal. The idea of making a glossary came out as a way of giving the girls the opportunity to continue learning all the words by practicing with this tool in the classroom and in their house. Other artifacts were worksheets for each fairy tale, photographs of some of their exercises; these artifacts were a good material for them not only for learning the words but also to give them the chance to be able to communicate with each other. Examples of the different artifacts can be found in chapter five.

Data analysis methodology

For the analysis of the data, a priori analysis was used because with this approach the research has the opportunity to establish the categories beforehand and then the researcher can find those categories in the data instruments. According to (Freeman, 1998, pag. 103): “in this approach you are looking for things you have determined in advance”. The priori analysis marks the way the investigation will be carried out to have a good development of the elements that have been emerging with time in the proposal. Moreover, the a priori analysis gives order and accuracy to the study. Conforming to Freeman (1998):

Common form of analysis within an a priori approach involves measuring quantities or counting instances in the data. Determining the quantity of items in particular categories entails using numbers as a way to name what is in the data. When numbers are counted and compared to the total possible in the category, they become frequencies. Surveys and questionnaires provide perhaps the clearest examples of data collection methods that can be analyzed quantitatively; however, virtually all data have quantitative dimensions and can be analyzed accordingly (pag. 105).

Even though, as it is mentioned before, the quantities has a huge effect with the a priori analysis in a study; for this study the information attained from those quantities will have an important effect on the analysis of the different categories and findings during this proposal.

In addition to that, the triangulation is a process that gives credibility to the project and it can be used to give more reasons to continue working in the future with this idea (Freeman

1998). Moreover, the triangulation is the moment in which the researcher will put all the instruments together and a result from those instruments will be a relevant finding for the project. With the triangulation all the data will be analyzed and it will give validity to my proposal. Furthermore, Freeman (1998):

At its most basic level, triangulation is about what makes something sturdy, able to support its own weight, and therefore dependable. In the physical world, things that are "triangulated" are better balanced and physically more dependable than things that are not, because they are able to stand by themselves (pag.96).

For the aim of this project it will be used the metodological triangulation. This kind of triangulation is the one that suits better to my proposal because I will apply several data instruments to work on the resolution of my research question. The methodological triangulation functions with a lot of information taken from the diferente data instrument to realice if the idea of project was sucessful or not.

Table 2

Description of the Units of Analysis

<u>Units of Analysis</u>	<u>Categories</u>	<u>Subcategories</u>	<u>Indicators</u>
Vocabulary acquisition	Fairy Tale vocabulary acquisition	Word recognition	▪ I identify the words from the different fairy tales.
		Using words in context	▪ I recognize and use the words from the fairy tales taking into account some instructions.

Communicative purposes	Vocabulary use for communicative purposes	Writing sentences	▪ I am able to write sentences following a structure.
		Having simple exchanges	▪ I use the vocabulary to share some sentences in English with my classmates.

Participants

The participants of this project were a group of Colombian fourth graders at Liceo Femenino Mercedes Nariño. The group was composed of thirty students with ages from 9 to 11. The sampling for the data analysis was 26 participants (Appendixes from A-Z7) because that was the number of students that obtained permission from their parents to be part of the research.

Ethical issues

For this project, the parents of the girls were asked for their informed consent due to the fact that the girls are not yet adults; this consent allows me to observe the girls and to develop the proposal in order to have a better process between the researcher and the students. Likewise, the respect of the identity of each student was always something essential for the development of the project. No girl's name has been or will be mentioned in this study. This created a bond of trust between the researcher and students.

In this chapter, the type of the study was shown as well as the data collection instruments, the data analysis, the analysis of the instruments and the ethical issues. All previous elements will be an aid to the development and application of the project. Next, chapter four will be presented to give the reader a general view of the pedagogical intervention.

IV

Pedagogical Intervention and Implementation

In this chapter one will read about the pedagogical intervention, the vision of language and of learning, the instructional design, the stages of the study and the significance for the proposal and the conclusion.

Vision of language and learning

Vision of language

The vision of language was based on (Tudor, 2001, cited in Chaparro, W. and Uribe, L. (2015) and his theory that the vision of language is self-expression. As it was developed throughout the proposal, the main idea was that with the acquisition of vocabulary through fairy tales, the girls will be able to express their ideas, feelings and thoughts and thus they will be able to continue developing and putting in practice more and more the communicative process in the foreign language. Also, the girls having the possibility of self-expression will allow them to strengthen the relationship between themselves.

Vision of learning

The vision of language was based on (Tudor, 2001, cited in Kumarand, S and Nazneen, S. (2016) and his definition of vision of language as a habit formation: developing automaticity. With the passing of the activities, the girls commenced incorporating the vocabulary in part of their daily and school life. The idea was that each girl develops the habit of relating each word with their fairy tale so that it also becomes part of their daily life.

Instructional design

Lesson planning

The lesson planning was based on (Jensen, 2001, cited in Celce-Murcia, M. (2001). Jensen (2001): “A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students (p. 443)”. The lesson plans in this project were a guide for the teacher. Each lesson plan allowed the teacher to be clear as to which steps are necessary to achieve the objective of the class. A lesson plan gives security to the teacher since it generates strategies to be applied in the classroom. Good teachers always prepare for their classes because it demonstrates to the students that the class has a solid foundation and will be of great help to them in their school life. One of the lesson plans that were carried out in this study can be found as (Appendix E).

According to the objectives of this project the following stages were a vital element for the development of the project through the activities in each lesson.

Stage one: knowing *the princess and their world*

In this stage, the main resource were fairy tales. All the fairy tales were selected because they are well known by the girls. During the first part of the implementation, in order to approach the girls to the new topic, the use of several images was necessary. Group work was the key strategy and thus, the word recognition was easier for them.

Moreover, big group, individual and couples were the instructional setting. The teacher was the planner and manager of the class. These functions allowed the topics to be explained and the girls could ask for new vocabulary. In this stage the fairy tales worked as the main language facilitator.

Identifying students' recognition of the fairy tale was the objective of this first stage, therefore they started to work with glossary and in the classroom a lot of worksheets were made. Taking into account all the images, activities, glossaries and worksheets the fairy tales used were: *Cinderella*, *The Sleeping Beauty* and *the Beauty and the Beast*.

Stage two: *Princesses in context*

Once the students were adjusted to the class and they were already adapted to the words recognition, they started working in more activities similar to the previous ones. Also, group work was still present in some activities but the students began an individual work. The goal was focus on the student's words recognition using fragments, structures, figures and photos. In this phase the students used fairy tales like *Snow White* and *The Little Mermaid*.

The objective of this second stage was to identify students' words recognition from fairy tales. In order to achieve the goal, they continued to use the glossary for word recognition. Writing sentences was a fundamental part in this stage because the students were following

a given structure to write a sentence about the fairy tale. In this case they again used all the fairy tales, including the previously used.

Stage three: *Let's try to write and speak*

In the previous stage the recognition and the writing skill were the principal focus. This third stage's target was reinforcing all the words about fairy tales, writing and speaking, therefore they not only learned the vocabulary but also used it for another purpose (writing and speaking).

In respect of the activities, more activities for the whole group were made, activities were done with the theme of the princesses and thus, they had to talk about it in English, they were allowed to use the structures learned previously. The main goal in the three stages was to know the impact of using fairy tales as a pedagogical strategy to facilitate vocabulary acquisition in English of a group of 4th graders.

Timeline

Stage	Topics	Time
<i>knowing the princess and her world</i>	Names, places, clothing, colors.	Feb, march, april, may

<i>Princesses in context</i>	<p>*Sea animals</p> <p>*Song about the princesses</p> <p>*Working with play dough</p>	Aug, sep
<i>Let's try to write and speak</i>	<p>*Communicative situations</p> <p>*Evaluation</p>	Sep-Oct

Significance of the results

With regard to this study and its implementation, it seeks to have a favorable impact for the girls of fourth grade from Liceo Femenino Mercedes Nariño, not only for them to have an acquisition of vocabulary but also for them to use that vocabulary in different moments in their lives (classroom, house and friends). Vocabulary as it has been explained in this project is one of the essential elements for having a good proficiency in English and if the girls develop this from an early age, it will be easier for them to have a better level and use of the foreign language. Nowadays, English is something that is mandatory and if they learn with something that they like the process will be more productive.

The use of fairy tales as the principal tool in this proposal has the specific objective of first, giving the girls something that is familiar for them but that is not used a lot in the classroom. In other words, fairy tales give them an affective memory of their childhood and as they love these kinds of tales, their response in the class will be great. Another objective will be that they will recognize everything faster because they know the fairy tale in their

mother tongue and in this manner their performance in the classroom will have a good result.

Moreover, fairy tales and vocabulary acquisition correlate and work together in any English class to teach and to learn any subject. In this case the girls will love to work with this tool because as it was mentioned before fairy tales are a great literary element to work on and the girls will be enchanted to work and learn from this. With the process and activities that will be carried out with the students they will not only acquire vocabulary from fairy tales but these new words that they learn can be used for other activities in the classroom and in other subjects. The girls will have a wide vocabulary and with this they will be able to continue improving their interpersonal relationships with their classmates. Furthermore, when the girls are watching a movie or reading a book about these fairy tales they will have the chance to recognize the characters of the fairy tales and its different words and they will think that what they learnt in this proposal can be used in their daily and academic life. In this manner, the fairy tales will become a part of their lives.

Finally, the material proposed by the researcher can be useful to continue using the tool of this study with other kinds of populations. Also, the use of fairy tales will be considered as an innovative resource for future projects because with this the acquisition of vocabulary through fairy tales will have an important impact on the students, the school, the university and the researcher itself.

In this chapter there was a general exploration of the pedagogical intervention and other main elements such as: the vision of the language and vision of the learning, the

instructional design and the significance for the proposal. In the following chapter the reader will find an overview on the data analysis.

CHAPTER V

DATA ANALYSIS

In this chapter the reader will find the results gotten from this project. Also, the procedures for data analysis, the analysis of the categories and its sub-categories and how the triangulation of these did or did not help in order to know if the students did or did not achieve the goal of this proposal.

Procedures for Data Analysis

The different instruments used such as, field notes, surveys, and artifacts (glossaries, pictures of different activities and worksheets) helped to analyze and organize following an *a priori approach*. Looking at the different instruments it was necessary to find the similarities among them to reinforce the categories that were selected beforehand. Relevant to Freeman (1998) affirms that when you approach data in an *a priori* fashion, you take the categories as the basis for the analysis and look for, instances, or names, of those categories in the data, and then for relationships among the categories (P.108). In addition to this, Freeman (1998) considers that in an *a priori* analysis, the display serves a different function. It lays out the amount and kind of data that fall in each category (P.108).

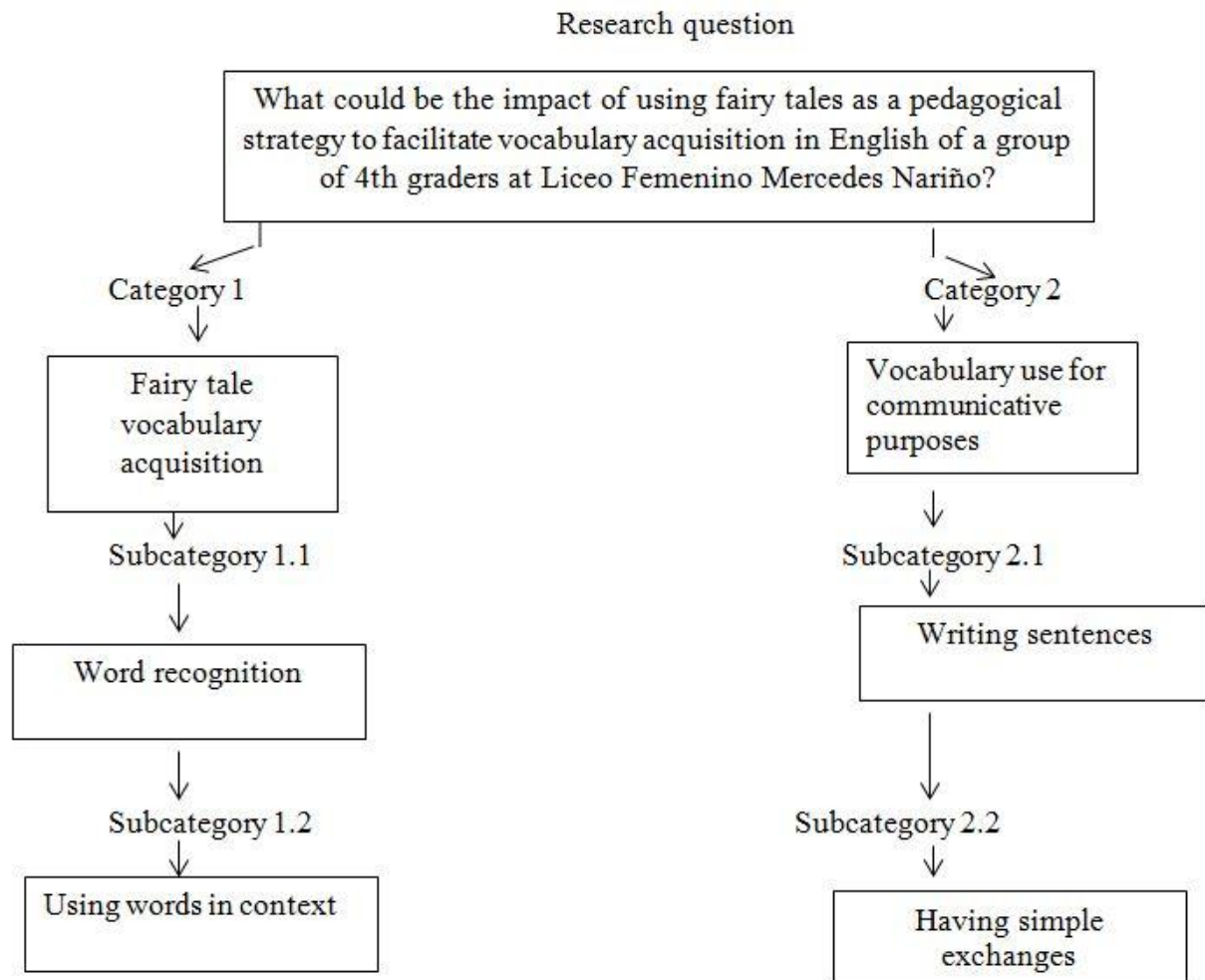
Categories of analysis

According to Glaser & Strauss cited in Elliott & Timulak (2005), the categories evolve from the meanings in the meaning units. The word category refers to the aim of discerning regularities or similarities in the data (p.154). Following, this and after having reading and analyzed the data collection instruments and finding the relation that was previous mentioned the categories and consequently the subcategories came out for this analysis. Moreover, Elliott & Timulak (2005) grant that categorising is thus an interactive process in which priority is given to the data but understanding is inevitably facilitated by previous understanding. It is a kind of dialogue with the data (p.154).

Taking into account the research question that was proposed for this study: What could be the impact of using fairy tales as a pedagogical strategy to facilitate vocabulary acquisition in English of a group of 4th graders at Liceo Femenino Mercedes Nariño?, two specific objectives emerged to resolve the research question: firstly, to analyze how the implementation of fairy tales promotes the use of new vocabulary from this objective one category come to light: “Fairy Tale vocabulary acquisition”. This category represents the main category because it is related to the main idea of the acquisition of vocabulary through fairy tales. To illustrate the aforesaid category, two sub-categories surface: “word recognition” and “word recognition in context”. The first sub-category “word recognition” refers to the instant recognition and understanding that the students had at the time they started with the classes in the project. The second sub-category “using words in context” refers to the recognition that girls made with the help of structures, photos and even the meaning of the word.

For the second objective: To describe the types of communication that came out from the fairy tales and its vocabulary a second category show up: Vocabulary use for communicative purposes. This explains the girls' vocabulary and how they use that for a communicative purpose. Also, this category represents the the amount of vocabulary that they learnt but how they use it in communicative situations. To interpret the foregoing two sub-categories stand out writing sentences and having simple exchanges. The first one, "writing sentences" describes how the girls use the vocabulary and some structures to write sentences about the different fairy tales and its characters. The second one, "having simple exchanges", analyzes the different moments that they had to communicate in an activity in the classroom. This has relevance because they use the vocabulary not only to learn it but also to be able to do something with it.

The following mind map shows these categories and sub-categories:



Category 1: Fairy Tale vocabulary acquisition

This category indicates to one of the findings related to the fairy tale vocabulary acquisition.

It became clear that the use of fairy tales was a strategy that served for girls to acquire vocabulary of these types of stories that were an element that they like to work with. The

magical world that is presented in each fairy tale is a literary world that presents different characters, places, animals that helped the students to have an improvement in their vocabulary and the way, in which they could use it, as well this worked to motivate themselves to continue learning different subjects in the second language. Thanks to having acquired more vocabulary and the ways they were able to express that vocabulary the students started to have a better performance in class. For example, they started to participate more and to be more creative as well with the activities or homework they had to do.

Word recognition

This sub-category is related to vocabulary itself. When a person is able to recognize a word it implies that this person has already had an approach with this word for which the understanding of meaning will already be internalized in the person. The word recognition with the fairy tales began since the first classes when it was announced with what strategy we were going to work (fairy tales). The girls already had an idea about the name of some of the princesses. At the beginning the most recognized was Cinderella because it is part of the best known fairy tales and the girls showed knowledge about this story. According to this, Cunningham cited in Education Place Houghton Mifflin Harcourt (1997):

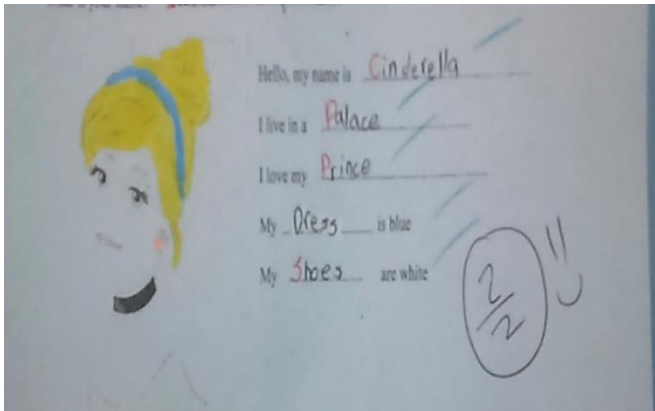
Children's ability to recognize words can be developed by teachers' pointing out the words, by a variety of game-like activities, and by writing those words. However, it appears that instant recognition of words, especially high-frequency words, develops best when students read large amounts of text, particularly text that is relatively easy for the reader.

With the passage of time girls not only recognized the characters but also characteristics of this and could do different activities using that vocabulary. Additionally, their liking for the fairy tales continued to increase. In this line of thought, the following data instruments from students' manifest this affirmation:

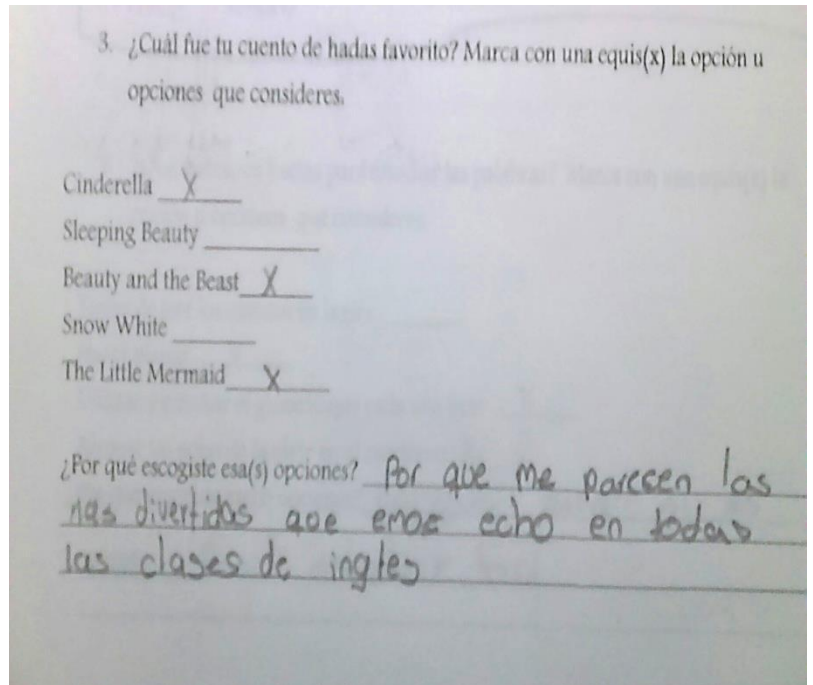
In this first class I showed them the doll of Cinderella, they were delighted to see this doll. I asked them do you know who she is. All of them said "Ella es Cenicienta", also one of them said "Sí, yo ví a Cinderella en Disney" and I answered: ohh that is right "She is Cinderella and she is a Disney princess". This showed me that they knew the character and now the idea was to continue teaching them more about Cinderella and the other princesses. (Field diary 01, lines 1-6).

The following data instrument shows more about this sub-category:

When I explained the activity in which they were required to make some "Little Mermaid" figures in play-dough, they were excited and they already knew exactly what figures they wanted to make because they studied and they already had these words in their glossary. Some of the girls began to work in groups to quicker finish the activity. The topic was sea animals. I did a review of the animals but I did not write them on the board. With this I was trying to see if they paid attention to the last class. Also, some of the pictures were pasted around the classroom so in this manner they did the activity feeling more confident. (Field diary 12, lines 1-7)



[St 11. Artifact:
worksheet February
12th, 2017].



[St 18. Survey October
3rd, 2017].



[St 11. Artifact about "The Little Mermaid": picture September 12th, 2017].

Using words in context

This sub-category is related to vocabulary but it involves the context; this means the way the teacher presented the words to the girls in this manner they will learn the words and we will be able to solve and participate in the activities. The different activities proposed and implemented generated great curiosity and joy in the girls so they were allowed to continue working with fairy tales to reinforce the new words. Johnson & Baumann cited in Education Place Houghton Mifflin Harcourt (1997) assert that “There is a good research base for concluding that students can use meaning or context clues to help identify words and that instruction can help improve their use of such clues”.

The same authors make emphasis in three different types of context clues that can be used in the classroom:

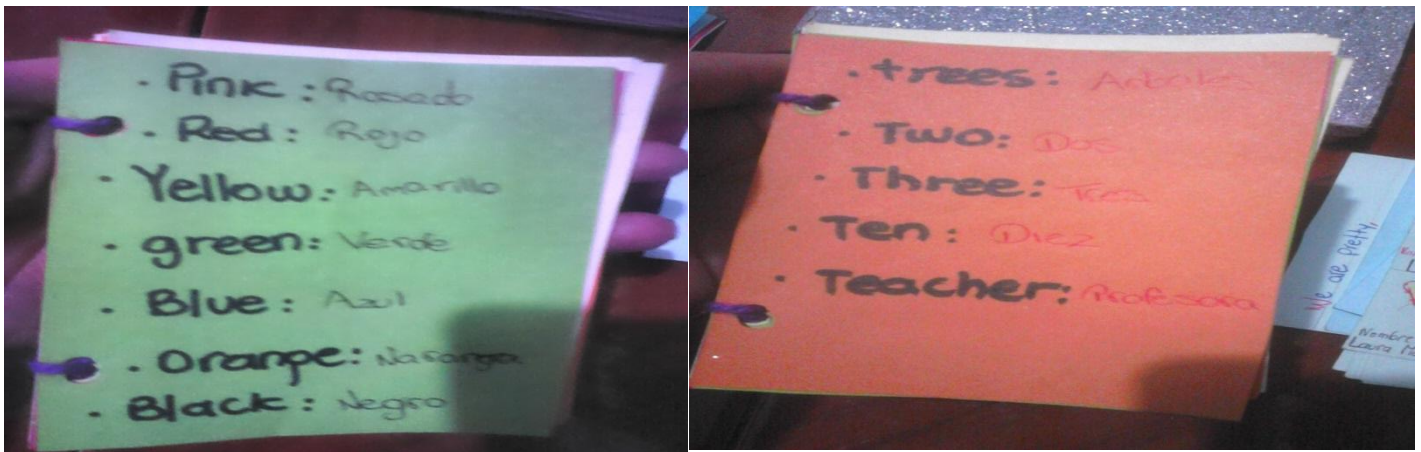
Semantic or Meaning Clues. There are general semantic clues. For example, when reading a story about cats, good readers develop the expectation that it will contain words associated with cats, such as *tail*, *purr*, and *whiskers*. Sentence context clues are more specific. In the sentence "My cat likes to _____," given the sentence context and what most of us know about cats, words like *play*, *jump*, and *scratch* seem reasonable.

Syntactic or Word Order Clues. In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (*nice*, *brown*) or nouns (*man*, *fence*), make no sense or don't result in what sounds like a real sentence.

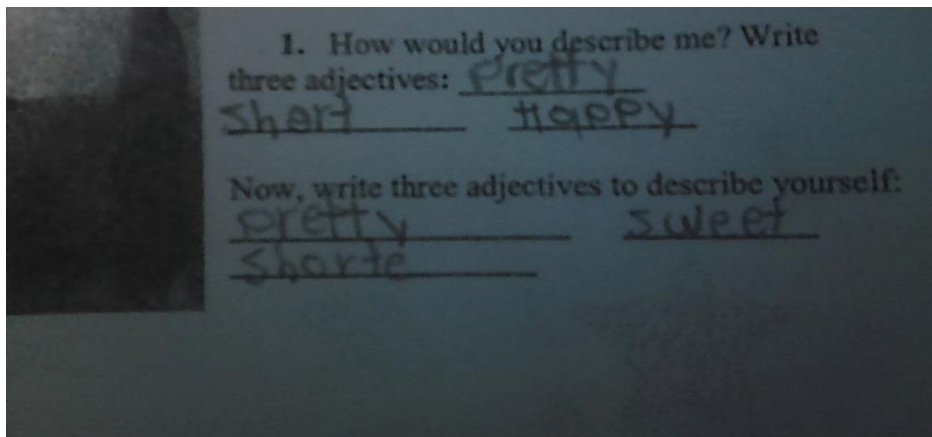
Picture Clues. Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, *jump* seems a very good possibility.

During the classes some of the previous clues were used to help the girls to learn, understand and to use the different words in all the activities proposed. These following examples from the data instrument shows the clues were used to have words in context.

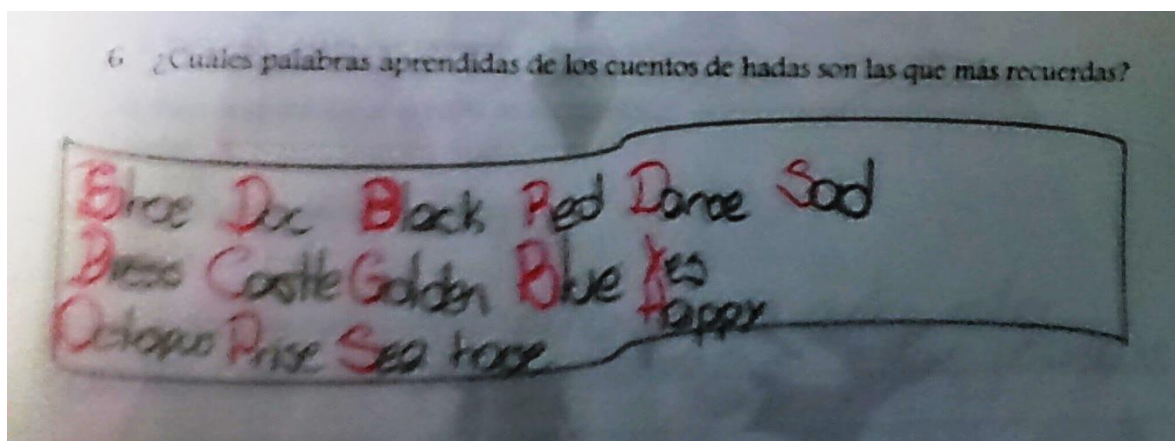
In this class we started by singing a song about “*The Sleeping Beauty*”. The song was written on a billboard and was pasted on the board. Each girl had a little paper with the song. Before they started singing, I showed a picture of Aurora and they recognized that she was the sleeping beauty. The song was about Aurora’s world. They were excited to sing and were attentive to learn the new song and the words that were there. (Field diary 04, lines 1-5)



[St 11. Artifact: glossary march 7th, 2017].



[St 3. Artifact: worksheet about "The Beauty and The Beast" May 7th, 2017].



[St 34. Survey October 3rd, 2017].

Category 2: Vocabulary for communicative purposes

This category indicates to one of the findings related to the fairy tale vocabulary acquisition and how they use that vocabulary from these tales to be able to communicate by writing or speaking. The fairy tales were a way that allowed the girls to get out of the everydayness of the subjects that are commonly worked in class and this allowed them to extract, learn and use this vocabulary to communicate. A clear example can be seen in the following data instruments:

During the activity of the making of the figures, the girls called me to show me their work and I listened to them say things like: *This octopus is small or this starsfish is pink*. This showed me that they were learning the vocabulary but also that they were using it for speaking. They worked very hard to make the figures and at the end they were really happy to show me and their classmates the final result. (Field diary 12, lines 1-10).

Writing sentences:

This sub-category is related to vocabulary but it involves the writing skill; this skill is important because it shows one of the ways the students not only learnt the words but also the way they used those words to write something for themselves or for another person. One of the things mentioned above was the types of context clues. During the classes one of the clues that the researcher used the most was the Syntactic or Word Order Clues because once the structure of a sentence was explained the girls could follow this same structure to guide them and thus could write sentences about the fairy tales. In these data instruments this can be evidenced:

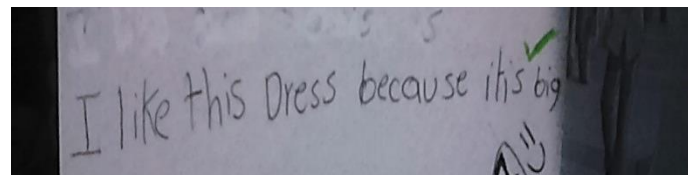
During the class about *Cinderella* they had to do an activity in which I first explained to them the following structure: *I like this classroom*; then they had to organize the photos of the story of Cinderella so that she would continue remembering the words and then wrote sentences following the previous structure. This exercise evidenced throughout the class that they could write the sentence and later they used it to express something. (Field diary 3, lines 1-5).

9. ¿De qué manera pudiste poner en práctica el vocabulario de los cuentos de hadas?
 Marca con una equis(x) la opción u opciones que consideres.

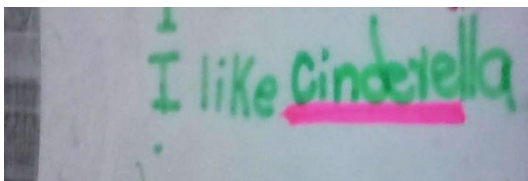
1. Para comprender otros cuentos de hadas X
2. Para hacer juegos de palabras con tus compañeros X
3. Para hacer oraciones en inglés X
4. Para describir los personajes de los cuentos hadas X
5. Para hablar con tus compañeras en inglés X

¿Por qué escogiste esa(s) opciones? porque yo quiero
hablar con mis amigas en inglés
con mis familiares

[St 13. Survey October 3rd, 2017].



[St 32. Artifact: worksheet March 28th, 2017].



[St 15. Artifact: worksheet March 28th, 2017].

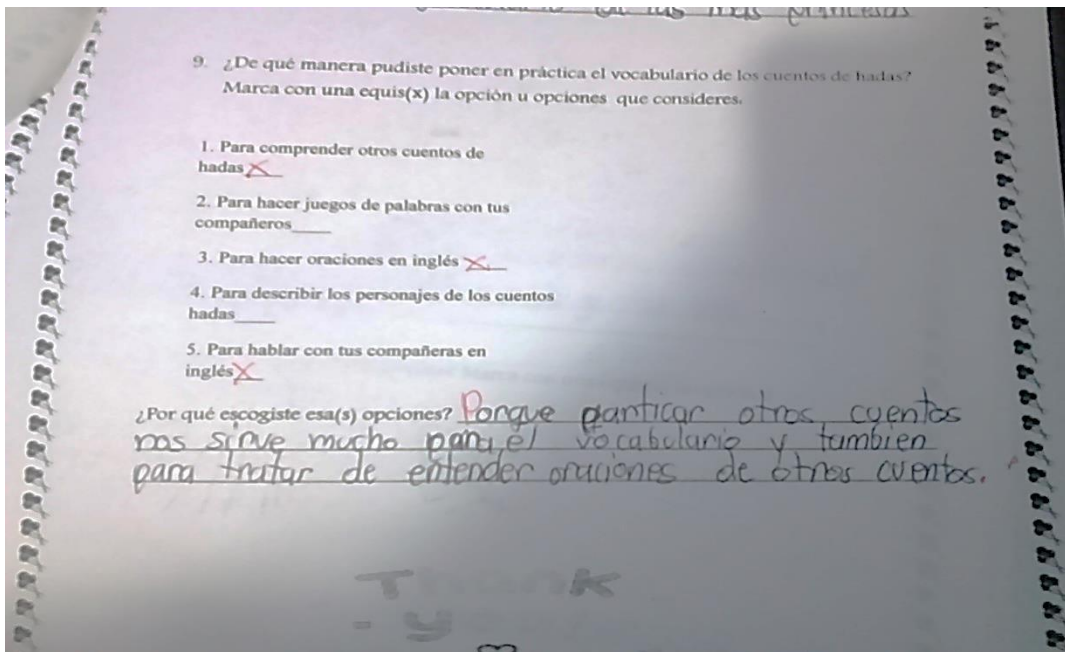
Having simple exchanges

This sub-category is related to the acquisition of vocabulary but it involves the speaking skill; this skill is important because communication is part of humanity and with these, ideas or opinions can be expressed verbally. Speaking allows people to communicate and get deeper into a language. With this project after getting used to this activity in the classroom the girls will do it more often. Although the exchanges that were achieved can be considered “basic” the girls managed to do it by using fairy tales, new vocabulary and structures that also helped them for the writing part and this is a tremendous step for their education. The available data instruments indicating if previous proposition is true:

The final class for the project was called “*We are princesses*”, one of the activities was that they cut a crown from a worksheet and in a speaking exercise they communicated among themselves. Once they cut the crown and painted it, they put it on their heads and one by one step in front of the classroom to say: my name is _____ my favorite fairy tale was _____ and my best friend is _____ that girl who was mentioned as best friend had to go and do the same exercise. So they all participated. The girls were very enthusiastic about the idea of the crown and although they were shy at the beginning all they participated with good pleasure to say this that had been explained in the beginning of the class. (Field diary 15, lines 1-9).



[All the students: Artifact: Crowns for the speaking activity October 10th, 2017].



[St 21. Survey October 3rd, 2017].

This chapter presented the procedures for data analysis, the categories and sub-categories of analysis and the finding through the different collection instruments. The next chapter will present the conclusions of the whole project, the implications that the researcher had to afront during the project. As well, as the limitations the research had to faced to continue with the development of the study and finally the further research with topics that the reseacher considers significant for forthcoming inquiries.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter will display the main conclusions of the proposal based on the findings of the previous chapter. It also reflects upon the implications for the students, the researcher and the school. As well, some limitations that were faced during the study and some recommendations for future research.

Conclusions

This research study aimed at using fairy tales as a strategy to develop acquisition of vocabulary in a group of 4th graders. The research question that headed the study was: What could be the impact of using fairy tales as a pedagogical strategy to facilitate vocabulary acquisition in English in a group of 4th graders at Liceo Femenino Mercedes Nariño?

This question was answered having in mind these aspects: The uses of fairy tales, the acquisition vocabulary, how they use that vocabulary in various situations and the strategies they followed in order to remember the words. The use of fairy tales as it has been mentioned before was a strategy that it is something that girls like because it has been in their memories of childhood also this tool was an entertainment factor for girls since the princesses had different stories, places and words that were easy for them to learn and to use in the classroom and in other environments. Then, it is possible to affirm that the use of fairy tales fostered the acquisition of vocabulary due to the fact that the girls were able not only to learn and recognize the words extracted from the fairy tales but also they were capable of using the new vocabulary to write and speak.

Likewise, it is remarkable to mention that for the girls it was a challenge to use the new vocabulary for communicative purposes and this was because they were thinking that they

are not able to do certain things in English. So, this project demonstrates that it was also a motivation factor for the students to use the fairy tales and the vocabulary to have the courage to do the activities and to try to communicate among them. As for the strategies they used, they were very smart in using some of the artifacts that were made in the class. The artifact that they used most to study was the glossary since this one could take it to the house to continue using it and not to forget the words. This also helped them to become more responsive and creative with the work they did for the class.

Pedagogical Implications

The pedagogical pointed out that it is important from the younger ages to have good teaching of the four skills in English since this is the basis for the language to be learned and internalized in the best way. In this project one of the biggest issues was related to this; the girls did not have a good level and it was because they were not prepared fully with all the skills. Then, as teachers since the beginning we have to teach this with different ideas and in the most dynamic way, in this manner the students will be more interested in the learning of a foreign language.

Moreover, the making of the different materials for each class: worksheets, pictures, and billboards because it is always relevant and motivating to give good materials to our students. In this way we show respect to our students and also to ourselves. With the making of the different materials it was possible to have organized the activities for each class. Also, I realized that no course is perfect. Every day children are changing a lot and the behavior in the classroom can vary in a second. Therefore, it is important to be patient and to resolve this with a positive attitude and with great activities.

Limitations

The main limitation was the time. The researcher only had 45 minutes per week to implement the project because in the school they do not take the full hour (60 minutes) but only 45 minutes. This created a concern because the time was not enough and sometimes many things were let out in order to continue with the class. The consent form was another limitation because the parents were not willing to agree with the format given in the university so in order to obtain this the format given by the school was used. For the parents the university's format was too long and they would not comply with some of the points explained. Also, some materials in the school, like the speakers, were not in the best conditions and this propitiated that the sound was not good and this brought some disorganization into the classroom. Finally, the girls' behavior eventhough it was improved, the girls were a little bit restless and this was a dare to the researcher to continue with the class in the most positive manner.

Further Research

After carrying out this research, it is recommended in the future to do research following the next elements. First, it would be captivating to do a research on how the steryotypes of princesses influece girls' ideology or behavior in society. This idea came out thinking that sometimes this is the ideal personality or way of living for girls. Secondly, it would be appropriate as well to do research with fairy tales but taking into account in a deeper way the four communicative skills in English (listening, speaking, reading and

writing) because it will be interesting to see the development of each one and the different objectives that the research and students can achieve with all the skills.

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Appendix A
FIELD DIARY A

Paula Huertas

PLACE: Liceo Femenino Mercedes Nariño

DATE: August, 16th 2016

DESCRIPTION	INTERPRETATION
<p>The class begins and one of the teachers starts the class greeting the girls in English. The girls respond in English. One of the teachers explains that it will be two teachers in the classroom and that both deserve respect and attention. The girls do not understand so the teacher translates to them in Spanish.</p>	<p>As the teachers are new, the girls may not want to pay attention and they will not take seriously what teachers say to them.</p>
<p>The teachers give the girls a sheet and each girl must draw her face and write their name. For this activity they give the girls 15 minutes. The teachers are translating all the time. The girls cannot be in silent and sit in their chairs. The teachers call their attention to be quiet and do the activity.</p>	<p>The girls are in somehow “clueless” about language due to since March they have not had English class so this creates a gap between the teachers and the students.</p>
<p>Some girls call the teachers to ask something about the activity but they do not feel comfortable asking the teachers. The teacher tries to help them to speak in English but is not possible so they let them to speak in Spanish.</p>	<p>It seems that the girls would like to express many things in English but they cannot do it. They feel out of their comfort zone</p>
<p>The girls are confused with the activity. The teacher began to count from 1 to 100 in English to collect the activity. When they finish counting they realize that the girls have not finished the activity so they give them 5 more minutes to complete the activity.</p>	<p>It seems that the girls in each activity feel the pressure to finish the activities but they do not know how to express certain things.</p>
<p>show the one of the sheets and say the name of one of the girls, this girl should get up and say: My name is ...</p>	<p>Girls do not like the teachers call attention to them that makes them feel observed and this could generate a feeling of anxiety in them.</p>
<p>The girls make noise and the teachers say that for this class it will be three parts: 1. to speak you should raise your hand, 2. you should listen when someone else is talking 3. You must be always sitting in your chair.</p>	<p>Girls feel very uncomfortable when they have to speak or participate in class.</p>
<p>The teachers choose one by one and each girl gets up and says my name is ... The girls are embarrassed to speak and one of the teachers called attention and reminds them again the instructions of the activity.</p>	<p>Girls would feel intimidated and this makes them feel shamed and pressured in class.</p>
<p>Most girls cannot pronounce well my name is. One of the teachers approach very close to the face of the girls until they say it clearly</p>	<p>The idea of make the class in other place makes them happy because they can change their environment in which they have always been and this can generate profits for them.</p>

The teachers say to the girls that if they silence during this activity, next week they will get out to the schoolyard to practice a song of numbers in English. The teacher reminds them to make silence as the girls ignore her she starts to singing the song that the will learn: Little Indian

At the end of the class the teachers say good bye and ask to the girls about what they learnt today and the girls respond: That they learnt to say my name is... The teachers tell the girls to never forget that : My name is ...

To say good bye and say to them the advice of not forget what they learnt perhaps it will help girls in the future.

Appendix B: Diagnosis sample


Diagnóstico
Proyecto de Investigación en el aula
Universidad Pedagógica Nacional

Nombre: [REDACTED] (7)


Cursos: 304

Colegio: Liceo Benito Mercedes Nariño


1. Speaking:
 ↓ Completa las dos conversaciones usando tu información personal:




What is your name?



mevi

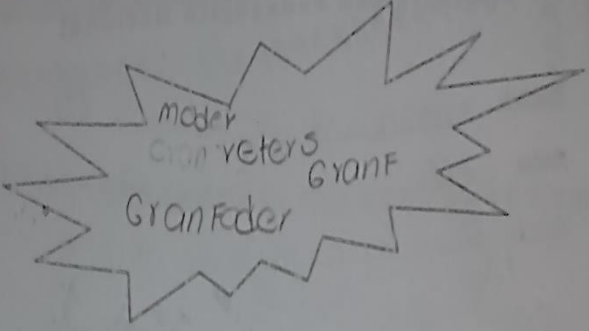


How are you?



joy


2. Writing:
 ↓ Dentro la estrella escribe en inglés los miembros de la familia con los que vives:



mader
 gran veteros
 GRANF
 Gran Feder

3. Reading:
 ↓ Lee el fragmento de los Padrinos mágicos y responde las preguntas:

Timmy: It's Saturday! You know what that means?
 Cosmo: Cartoons!
 Wanda: Outdoor activities like gardening and bird watching.
 Or cartoons...
 Cosmo: Or Vicky! Wait, that's a bad thing! Or Vicky!!



- What Saturday means for Cosmo? _____
- Who likes to do outdoor activities? _____

4. Listening:
 ↓ Escucha a la profesora y marca con una equis (x) las palabras que escuchaste:

Tree <input checked="" type="checkbox"/>	Sun <input type="checkbox"/>
Classroom <input type="checkbox"/>	Family <input type="checkbox"/>
Pencil <input type="checkbox"/>	Computer <input type="checkbox"/>
Love <input type="checkbox"/>	Friendship <input type="checkbox"/>

Appendix C: Field note C

DESCRIPTION FIELD NOTE C	INTERPRETATION
<p>PLACE: Liceo Femenino Mercedes Nariño DATE: August, 30th 2016</p> <p>The teacher starts the class apologizing for her absence last class and tells them that she will be alone today because the other teacher is sick.</p> <p>The teacher tells them that if they want go out to practice the song, they must be quiet and respect the teacher. When the girls are in silence, the teacher tells them that today they will learn the song about the numbers</p> <p>The girls make silence and the teacher gives them the workshop on joining the numbers from 1 to 20 digit numbers with letters. The teacher tells them they have 15 minutes to make the workshop. The teacher again remind the rules of the class.</p> <p>The teacher starts to feel dizzy because of the constant call of attention. The teacher sits and girls make silence. Time is running out and the teacher tells girls by their disorder and lack of respect failed to make the activity of the song.</p>	<p>The girls do not like to be only with one teacher. They want to learn from both teachers.</p> <p>As they are kids, they like to enjoy other enviorements.</p> <p>They would like to do other activities different from workshop, perhaps they are tired of doing the same every class</p> <p>The girls are always aware of the other girls but they do not seem to like to pay attention to the teacher. The students feel bad because of the words from the teacher.</p> <p>The girls are disappointed due to that they are noy doing yet the activity about the song.</p>

DESCRIPTION	INTERPRETATION
<p>PLACE: Liceo Femenino Mercedes Nariño</p> <p>DATE: September 6th, 2016</p>	
<p>Today the two teachers are in the classroom. One of the teachers writes the purpose of the class: To learn the numbers from 1 to 50.</p> <p>One of the girls is still talking and do not listen to the teachers. Then, one of the teachers tells the girls that they should not forget the respect for others. Moreover, the teachers tell the girls that if they ignore them, they would put a zero to everyone.</p> <p>The teachers explain to them that the speakers do not work very well, so the girls need to be quite to listen to it. The speakers do not sound good and the girls cannot hear the song the teacher then turns off the speaker and she starts to sing the song “little indian”. Girls do not understand what the teacher is singing.</p> <p>The teacher who is writing on the board asks the girls to write fast. The girls start screaming the teacher call their attention. The teachers tell the girls to copy the numbers on the board.</p> <p>The girls are delayed by copying the numbers and the teacher tells them to copy fast so they can go out to practice the song.</p> <p>Time is running out and the teacher must take notebooks to check if the girls have copied the list of numbers. The girls are disordered. The two teachers say goodbye and remind the girls for their bad behavior in class it was not possible to get out to practice the song.</p>	<p>The girls like to see both teachers because they know a lot about English.</p> <p>The girls know that to get a bad score it will be a problem due to their teachers and parents will be mad with them.</p> <p>Doing other activities as practice a song could be fun for the girls. The girls did not understand what the teacher was singing, they were not paying attention to her.</p> <p>The girls write very slowly because they are distracted by their classmates and because sometimes they forgot to bring their own materials.</p> <p>The girls are scared because they may think that the teachers are going to nag them.</p>

	<p>The students may consider that they never do things in a correct way according to the teachers</p>
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PROFILE		
Name of the Lesson: Let's start again!	Subject: vocabulary-writing and speaking	Grade Level: 404
Number of students: 38	Duration: 45 minutes	Instructional Settings: Big group, individual, couples and individual.
General description of lesson: The last class we finished to review the vocabulary learnt about Cinderella's story. In this class the girls will know a new fairy tale " <i>The sleeping Beauty</i> " and they will learn a new vocabulary from this story.		
OBJECTIVES		
<p>To introduce a new fairy tale. To present a new vocabulary. In this class each student will practice oral and in written way the new vocabulary.</p>		
MATERIALS AUDIO-VISUAL RESOURCES		
Billboard with the lyrics of the song, tape, balloons and worksheets (word search)		
PROCEDURE		
<p>- Warm up: The girls will play the game "Simon says". For example, Simon says touch your hair or Simon says touch your skirt.</p> <p>- Presentation: I will write a song about "<i>The sleeping Beauty</i>" on the billboard. The billboard will be stucked on the board. Besides the billboard on the board, I will give each girl a piece of paper with the lyrics of the song. This song will contain the new vocabulary of the new fairy tale. All the girls and me will be singing that song. Afterwards, I will explain to them a new structure following the curriculum. For example, Aurora, she has got three good fairies or she has got Maleficent's spell.</p> <p>- Practice:</p> <ul style="list-style-type: none"> ☺ I will bring a balloon for each girl. It will contain a word from the song. Each girl should draw that word on their notebook and write a sentence using that word and following the structure. ☺ Each girl will practice the sentence with the girl next to her. ☺ Then in couples they are going to complete a word search to find more words about <i>the sleeping Beauty's story</i>. <p>Production: -In the same couples, they are going to make a new a word search with the words that they learnt during this class. And they are going to give that wordsearch to another couple. The other couple needs to complete the new word search.</p> <p>- Wrap-up Each girl will draw her favorite part of <i>The sleeping Beauty's story</i>. Afterwards, each girl</p>		

will write one sentence about the drawing using some words from the new vocabulary.

- Homework:

The girls should study the song learnt during the class.

ASSESSMENT

It is developed with the activities proposed by the teacher.



UNIVERSIDAD PEDAGÓGICA NACIONAL
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Yo, Liliana Marcela Cue Trujillo acudiente de la estudiante Brenda Sofía Salazar Cue, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

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

Liliana Cue
 FIRMA DEL ACUDIENTE

c.c. N° 1.032412-385



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Isabel Cristina Caldero Umbarila acudiente de la estudiante Michell del Carmen Patricia Caldero, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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En constancia de lo expuesto se firma el presente a los 14 días del mes de 08 de 2017, en la ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 521905341 Btel,

Appendix H



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Mauricio Galeano acudiente de la estudiante Laura Mariana Galeano, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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En constancia de lo expuesto se firma el presente a los 28 días del mes de Agosto de 2017, en la ciudad de Bogotá, D.C.

Mauricio Galeano
 FIRMA DEL ACUDIENTE

C.C. N° 80.001.269

Appendix I



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Alexandra Uribe Ayala acudiente de la estudiante Elin Yuliana Parra Uribe, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 29 días del mes de Ago de 2017, en la ciudad de Bogotá, D.C.

FIRMA DEL ACUDIENTE

C.C. N° 52828672-57A

Appendix J



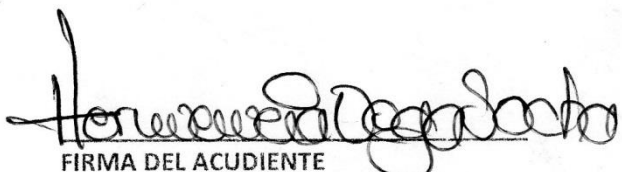
UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Hermencia Vega Socha acudiente de la estudiante Paula Alejandra Olivares Vega, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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En constancia de lo expuesto se firma el presente a los 10 días del mes de 05 de 2017, en la ciudad de Bogotá, D.C.



FIRMA DEL ACUDIENTE

C.C. N° 46663168.

Appendix K



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Plegda Yamile Diaz Gómez acudiente de la estudiante Angie Dayana Pachon Diaz, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 4 días del mes de 8 de 2017, en la ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 52.447806

Appendix L



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Cecilia Suárez Castiblanco acudiente de la estudiante Karol Tatiana Santa Suárez, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 15 días del mes de Mayo de 2017, en la ciudad de Bogotá, D.C.

Cecilia Suárez C.
 FIRMA DEL ACUDIENTE

c.c. N° 41670644 Bgtd
 Tel 700 8658

Appendix M



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Alba Rocio Parra Bolívar acudiente de la estudiante ALISSON VANESSA PINO DE PARRA, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 14 días del mes de 09 de 2017, en la ciudad de Bogotá, D.C.

Alba Rocio Parra Bolívar

FIRMA DEL ACUDIENTE

C.C. N° 51945163

Appendix N



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Jami Andrea Calderón acudiente de la
 estudiante Ana Sofía Ortiz Calderón, del curso 404
 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a
 Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional
 para que – como parte de su proceso formativo- acopie información académica y pedagógica de
 las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado
*Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia
 para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo
 de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés,
 exclusivamente.

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 estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con
 fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi
 hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 4 días del mes de 8 de 2017, en la
 ciudad de Bogotá, D.C.

Jami Andrea Calderón
 FIRMA DEL ACUDIENTE

C.C. N° 1078777049

Appendix P



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Ana Rosa Ramirez Pinzon acudiente de la estudiante Sara Valentina Reyes Ramirez, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 4 días del mes de 8 de 2017, en la ciudad de Bogotá, D.C.

Ana Rosa Ramirez Pinzon
 FIRMA DEL ACUDIENTE

c.c. N° 51979626

Appendix Q



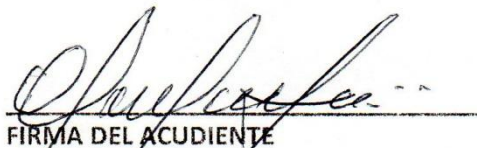
UNIVERSIDAD PEDAGÓGICA NACIONAL
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 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Gianna Paola Osredo Luque acudiente de la estudiante Mariana Lucia Correa Osredo, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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En constancia de lo expuesto se firma el presente a los 15 días del mes de Agosto de 2017, en la ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 53'093.911



Appendix R

NIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, John Germán Acero Moreno, acudiente de la estudiante Saray Sofía Acero Rodríguez, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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

John Acero

FIRMA DEL ACUDIENTE

C.C. N°

8076132

Appendix S



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Alba Lucia Lopez Martinez acudiente de la estudiante Jaura Anholine Ramos Lopez, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

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En constancia de lo expuesto se firma el presente a los 11 días del mes de Junio de 2017, en la ciudad de Bogotá, D.C.

Alba Lucia Lopez
 FIRMA DEL ACUDIENTE

c.c. N° 52097981 N6

Appendix T



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, ERICA ESTEFANIA FIGUEROA RODRIGUEZ. acudiente de la estudiante DANNA ALEJANDRA CAMPUZANO FIGUEROA, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

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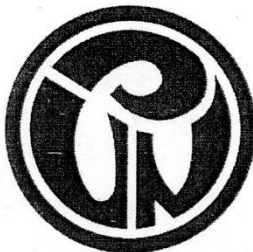
En constancia de lo expuesto se firma el presente a los 4 días del mes de 8 de 2017, en la ciudad de Bogotá, D.C.

ESTEFANIA F

FIRMA DEL ACUDIENTE

c.c. N° 102391565 B6TA

Appendix U



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Wiwiana carolina camargo.c. acudiente de la estudiante Jalanix Gabriela Jimenez camargo, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 15 días del mes de 08 de 2017, en la ciudad de Bogotá, D.C.

Wiwiana camargo.c.
 FIRMA DEL ACUDIENTE

C.C. N° 52937955.

Appendix V



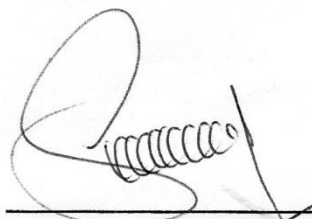
UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Sandy Milena Bonilla Ortiz acudiente de la estudiante Jenifer María Galindo Bonilla, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 10 días del mes de Oct de 2017, en la ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 53083127

Appendix W



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Jovita Saimiento Moreno, acudiente de la estudiante Laura Alejandra Silva Saimiento, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 10 días del mes de 10 de 2017, en la ciudad de Bogotá, D.C.

FIRMA DEL ACUDIENTE

C.C. N° 02474107-Bla

Appendix X



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Bibiana Cendales R. acudiente de la estudiante Ariana Cozman Cendales, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 11 días del mes de 09 de 2017, en la ciudad de Bogotá, D.C.

Bibiana Cendales R.

FIRMA DEL ACUDIENTE

C.C. N° 53068250 Bogotá

Appendix Y



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Ridy Soraiz Aulia acudiente de la estudiante Karen Juleth Bello Soraiz, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 26 días del mes de 9 de 2017, en la ciudad de Bogotá, D.C.

Ridy Soraiz Aulia
 FIRMA DEL ACUDIENTE

C.C. N° 1023883262

Appendix Z



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Alexander Rodriguez Soche acudiente de la estudiante Karen Alejandra Rodriguez Reda, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 9 días del mes de 10 de 2017, en la ciudad de Bogotá, D.C.

FIRMA DEL ACUDIENTE

C.C. N° 79892435.

Appendix Z-1



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Alejandro Orozco acudiente de la estudiante Laura Alejandra Orozco Varquez del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 9 días del mes de 10 de 2017, en la ciudad de Bogotá, D.C.

Alejandro Orozco

FIRMA DEL ACUDIENTE

C.C. N° 75.086462

Appendix Z-2




UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Homara Camacho González acudiente de la estudiante Nicol V. Sanchez Camacho, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 4 días del mes de 08 de 2017, en la ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 52488091 Bti

Appendix Z-3



NIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Nidia Torres Ayala acudiente de la estudiante Henry Alejandra Beltrán Torres, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 04 días del mes de 08 de 2017, en la ciudad de Bogotá, D.C.

Nidia Torres Ayala
 FIRMA DEL ACUDIENTE

C.C. N° 52 779 771 Bt.

Appendix Z-4



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, William Bermúdez González acudiente de la estudiante Daphne Bermúdez Rodríguez, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 14 días del mes de agosto de 2017, en la ciudad de Bogotá, D.C.

FIRMA DEL ACUDIENTE

C.C. N° 39'406.339

Appendix Z-5




UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
 DEPARTAMENTO DE LENGUAS
 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Diana Patricia Guzmán Cepedales acudiente de la
 estudiante Nicole Marcela Margarita Guzmán, del curso 404
 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a
 Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional
 para que – como parte de su proceso formativo- copie información académica y pedagógica de
 las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado
*Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia
 para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo
 de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés,
 exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida,
 omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada
 estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con
 fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi
 hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 29 días del mes de Ago de 2017, en la
 ciudad de Bogotá, D.C.


 FIRMA DEL ACUDIENTE

C.C. N° 527314015

Appendix Z-6



UNIVERSIDAD PEDAGÓGICA NACIONAL
 FACULTAD DE HUMANIDADES
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 Práctica Pedagógica
 CONSENTIMIENTO INFORMADO

Yo, Mabel Bonilla Uribe acudiente de la estudiante Leyla Samanta Barrera Bonilla, del curso 404 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a Paula Andrea Huertas Castellanos, docente en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado *Fairy tales: a strategy to develop vocabulary acquisition (Cuentos de hadas: una estrategia para desarrollar la adquisición de vocabulario)*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 28 días del mes de Oct de 2017, en la ciudad de Bogotá, D.C.

Mabel Bonilla
 FIRMA DEL ACUDIENTE

c.c. N° 52'952.606 ste