

Developing socioemotional learning using digital storytelling as a pedagogical tool in the english class.

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Abstract

This action research presents a pedagogical proposal focused on fostering socioemotional learning using digital storytelling and collaborative tasks in the EFL classroom. The participants of this research were students from 8-10 years old from the Colegio Técnico Domingo Faustino Sarmiento located in Suba, Bogotá, Colombia. Starting in 2022, data was gathered from field diaries, observations, questionnaires, and artifacts where various activities were applied to develop socioemotional learning. Data was analyzed through a grounded theory approach. The findings were analyzed using the triangulation method which led to results based on the student's experiences.

Key Words: Socioemotional learning, collaborative tasks, EFL classroom.

Resumen

Esta investigación acción aborda una propuesta pedagógica centrada en fomentar el aprendizaje socioemocional mediante la narración de cuentos digitales y tareas colaborativas en el aula de inglés como lengua extranjera. (EFL) Los participantes de esta investigación fueron estudiantes de 8 a 10 años del Colegio Técnico Domingo Faustino Sarmiento, ubicado en Suba, Bogotá, Colombia.

A partir del 2022, se recopilieron datos a través de diarios de campo, observaciones, cuestionarios y artefactos donde se aplicaron diversas actividades para desarrollar el aprendizaje emocional. Los hallazgos fueron analizados mediante el método de triangulación, lo que condujo a resultados basados en las experiencias de los estudiantes.

Palabras clave: Aprendizaje Socioemocional, tareas colaborativas, aula de inglés como lengua extranjera.

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Chapter 1: Contextualization

Problem statement

This project arises from different concepts related to learning and teaching English from a critical perspective in education such as the importance of the students' reality, their context, the intervention, and relationship with the world around them and the power that teachers have to make social changes with their practices. In this matter, Spolsky (1980 (Alastair, 1990), as cited in Pennycook,1990) states that:

a theory of language (linguistics) is insufficient, he adds theories of learning (psycholinguistics) and of language use (sociolinguistics), arriving at a model of SLE that nowhere includes educational theory. When one considers the predominance of structuralist paradigms in these areas (especially as adopted by applied linguists), with their claims to asocial, apolitical, and ahistorical investigative procedures, it starts to become clearer how SLE's isolation may have come about (p.3)

Hence, Pennycook refers to the importance of critical pedagogy considering the bases of Paulo Freire applied to the field of second language education. Furthermore, the interest in the behavior of the human being in the different social spheres has resulted in a series of investigations regarding the social reality within the school. In a similar vein, Clavijo (2006) stated that "education of young children in Colombian public and private schools in relation to English language learning evidence some critical issues regarding the preparation of future teachers, the professional development of in-service teachers, and the national standards for foreign language teaching" (p.3). It refers to some concerns that educators might overlook related to real-world students' experiences. In consequence, it does not allow us to provide the students a critical perspective to teach them within a social and cultural reality. That is why socio-emotional learning has taken great importance in recent years since it allows

students to improve their academic performance while they also improve their behaviors to manage their emotions and to develop social skills. Thus, the concept of (SEL) Socio-Emotional Learning appeared as the result of many investigations carried out in the educational field. In this matter, CASEL (Collaborative for academic social and emotional learning) is an international organization that seeks to help students to integrate their social and emotional learning into their education. Moreover, it is important to highlight that this institution created a framework with five competences: Self-awareness, self-management, responsible decision making, relationships skills and social awareness (CASEL,2020).

Through these competences young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal goals. CASEL'S framework guide (2020) defines social emotional learning as:

the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions. (p.1)

It means that SEL seeks to improve various aspects of individuals' lives through the recognition of one's own emotions, the emotions of others and the interactions that occur within the community. According to the Derechos básicos de aprendizaje en inglés proposed by Ministerio de Educación Nacional (MEN, 2016), students in the third grade should be capable of understanding and describing details in short and simple texts, exchanging ideas and opinions, and answering basic questions about short descriptive texts.

Furthermore, it was also observed that students face challenges in expressing their feelings or emotions. For example, many of them do not recognize appropriate ways to handle different scenarios such as: conflict resolutions, academic pressure, public speaking,

or participation. It was also identified that some students grapple with resolving personal conflicts in an impolite manner and struggle to communicate politely when they disagree with something. For instance, students engaged in arguments during collaborative tasks, with raised voices and rude language rather than calmly discussing their differing opinions.

Additionally, it was noted that some students are aware of the importance of achieving goals in the classroom, raising their hands to speak while respecting others' turn, arriving early to class, showing empathy for their peers, among the vital aspects that significantly contribute to the development of SEL.

However, these skills can be developed through different strategies. All in all, these elements are crucial to my project as they will help me devise ways to enhance SEL competences in students through digital storytelling supported by collaborative learning. It is imperative to emphasize that digital storytelling enables children to identify different aspects such as the situational context, emotions, the central issue, values, and feelings. As Smeda, N. et al.(2012) state, "storytelling has been used as a tool for the transmission and sharing of knowledge and values, because it is a natural and yet powerful technique to communicate and exchange knowledge and experiences"(p.1). Thus, these aspects serve as the foundation for generating reflections through collaborative work, as each student plays an important role in advancing discussions and activities aimed at achieving shared objectives.

In summary, based on the information given, it is clear that students faced challenges when it came to expressing their emotions and embracing their perspectives classroom. The main focus of this research revolves around finding ways to promote socio-emotional

learning among third grade students by utilizing digital storytelling and collaborative learning tasks within the context of their English language education.

The upcoming section will explore the rationale for choosing digital storytelling and collaborative learning tasks to address this research problem. It will offer insights into the reasons for conducting the study, theoretical underpinnings, and pedagogical considerations.

Rationale

This research study aims to contribute the understanding of how socio-emotional learning can be taught in English class using digital storytelling. The interest in emotional education stems from some observations carried out in an academic institution where I identified and reflect about the relevance of emotional learning in education since, based on my experience, it promotes the personal and social development of the students.

Socioemotional learning related to learning strategies enable the students to develop the skills necessary to achieve their goals in personal, academic, and social domains. Recognizing students' needs is essential for driving changes and social transformations that promote their well-being. Moreover, a literature review revealed a gap in education, indicating that there is still much work to be done in areas of social-emotional learning, including personalized learning, coping mechanism, empathy among students and behavior issues. Studies indicate that there is a lack of implementation of SEL (socio-emotional learning) strategies in classrooms. This deficiency results in students not being provided with guidance in understanding and managing their emotions. Moreover, these studies emphasized the importance of comprehending students as a way of promoting societal transformation that fosters their well-being.

According to Pennycook (1990), schools are cultural places where it is crucial to examine sociopolitical, historical, and cultural aspects to bring about societal transformation. This is why critical pedagogy seeks to establish connections between pedagogical theory and teaching practice, aiming to enhance learning processes and improve communication between teachers and students while recognizing aspects that are involved in the learning process.

Furthermore, in accordance with the Language Program Project of Universidad Pedagógica Nacional (2018), teachers have two primary objectives. Beyond promoting communicative efficiency in English language, they must possess a deep understanding of educational principles at a social, cultural, and cognitive level. This implies that teachers should continually engage in critical reflection on both society and education.

Bearing this in mind, socio-emotional learning should serve as a means to enhance comprehensive education, where students are cognizant of their learning processes, facilitating the development of their competences in daily life as well as in the acquisition of the English language. Consequently, this proposal places digital storytelling at the forefront, employing comprehensive and reflective practices to foster and cultivate social and personal skills through collaborative learning tasks in the English class.

General Research Question

What is the impact of integrating collaborative learning tasks and digital storytelling on socioemotional learning in the English class for a group of 3rd graders at a public school in Bogotá?

General Objective

To Identify how socioemotional learning may be potentiated through the implementation of digital storytelling in elementary learners of English at a public school in Bogotá.

Specific Objectives

To analyze the students' responses to a set of tasks related to digital storytelling in the development of socio-emotional competence.

To Examine the role of SEL competence in processes of English language learning at a public school in Bogotá.

Chapter II: Theoretical considerations

This chapter presents the theoretical foundations underpinning this research beginning with a comprehensive literature review that provides insights into the important perspectives of some studies guiding this research. It also establishes the conceptual framework, outlining the theoretical boundaries and relationships between these elements. The framework includes socio- emotional learning, collaborative learning, and digital storytelling.

Literature review

In the literature review I will analyze 10 different international and national studies related to Socio-emotional learning and storytelling. The purpose is to establish a foundation and gather insights about what has been explored in the realm of social- emotional learning and digital storytelling, Therefore, the literature review serves a frame of reference to justify the significance of my study, considering that there may be a gap on education within my chosen topic.

Table 1.

Related research studies.

TITTLE / RESEARCH	AUTHORS/ YEAR/ PLACE
Socio-Emotional Intelligence in Colombian Children of Primary Education. An Analysis in Rural and Urban Settings	Lucía Herrera, Rafael Buitrago, Oswaldo Lorenzo and Mihaela Lorenzo. / 2015/ Colombia Boyacá.
Impact of a social-emotional skills-building program (pisotón) on early development of children in Colombia: a pilot effectiveness study	Jimena Cosso, Ana Rita Russo de Vivo, Sascha Hein, Liceth Paola RealesSilvera ² , Lucero Ramírez-Varela and Liliana Angelica Ponguta/ 2015/ Barranquilla, Colombia
Teachers' Infusion of Social Emotional Learning	Je ssie Ee, Mingming Zhou and Isabella Wong 2014/ Singapore
Social-Emotional Learning of Refugee English Language Learners in Early Elementary Grades: Teachers' Perspectives.	Hyonsuk Cho, X. Christine Wang & Tanya Christ / 2017 / Us

Social and Emotional learning a survey of English primary schools' priorities, perceptions, and practices.	Michael Wigelsworth, Alice Eccles and Joao Santos / 2019/ England
Social and emotional learning in EFL classes	Ozlem Yagcioglu / 2017/ Turkey
Improvement emotional intelligence language ability through storytelling activities in elementary school students Wajo district	Satriani, Syamsul Bahri, Anwar sadat, Nurhidayanti and Ummul Khair /2022/Indonesia
Digital storytelling: a powerful tool to develop student's emotional intelligence.	Endang Sulistianingsih, Sanday Jamaludin and Sumartono Sumartono /2018/ Indonesia
Educational Uses of Digital Storytelling Around the World. Elements	Pelin Yuksel, Bernard R. Robin and Sara McNeil/2010/
Exploring Social Skills and Character Education of Students Through Storytelling in L2	Rosmery León Garzón and Harold Castañeda-Peña / 2018/ Portugal

To begin with, Herrera et al. (2015) aimed to analyze socio- emotional learning of students in the fourth and fifth grades of primary education according to their geographical setting: urban or rural. The researchers used the Emotional Quotient Inventory: Youth Version, a tool that assesses emotional learning through 60 items. According to their findings, disparities exist between urban and rural areas. As stated by Rodríguez et al. (2010, as cited in Herrera et al., 2015), “these differences are marked by the difficult access to rural schools, the contrast in infrastructure and quality of educational materials between the two sectors, in addition to the curriculum with "urban bias", which makes them unsuitable given its decontextualization” (p. 5). This underlines the absence of comprehensive education in rural areas within these aspects. Having this in mind, it is necessary to improve education in the urban areas and incorporate SEL into students' learning experiences. This study is highly relevant to this actions research since it underscores the notion of enhancing education, fostering socio-emotional development, and identifying student's needs to have a better

quality in education. Related to this, Saadi et al. (2012 as cited in Herrera et al., 2015) affirmed that “Social and Emotional Learning (SEL) has to be integrated as part of the curricula in the context of rural education” (p.5). It is essential to acknowledge the depth of this study as it is clearly demonstrating the connection between social-emotional learning and the aspects of the students’ reality and context, as these factors can significantly impact students’ SEL.

Similarly, Cosso et al. (2015) focused on the impact of a socio-emotional skills building program (Pisoton) which is a psycho-affective development program aimed at promoting healthy socio-emotional development in children who have been affected by different risks, such as poverty, natural disasters, violence, among others. According to the World Health Organization (2018, as cited in Cosso et al.,2015), “nutrition, learning opportunities, and caregiver-child interactions are among the wide array of protective factors that can ameliorate contextual risks” (p.2). The researchers conducted the study through activities in which armed conflict situations are narrated dramatized through role-play, and finally, games are played to encourage identification with the problem. In their findings, the researchers stated that “participation in the Pisoton program was associated with higher scores of children’s social-emotional development compared to children who were not exposed to the program” (p.7) Taking into account this information, it is possible to highlight the connection between both studies since there is evidence that SEL could be associated with social and personal factors. Related to this, Pennycook (1990) asserts that,

The social context of teaching and theorizing is not acknowledged, and a harmful distinction is maintained between theory and practice that decontextualizes and makes inapplicable academic work and renders the teacher not as an autonomous intellectual but as a classroom technician (p.2)

This is relevant because it emphasizes the importance of teacher's role in creating a meaningful learning process in education. In addition, Cho et al. (2017) aimed to understand teachers' perspectives regarding needs and learning of refugee ELLs in early elementary grades. According to their findings, it is possible to argue that the students' context plays an important role in the development of SEL competence, as there are different factors that can affect the students' process. It is interesting to analyze because, at times, education overlooks factors mentioned in this study, such as poverty, materials, infrastructure, among others.

In addition, a different study by Jessie et al. (2014) attempts to elucidate how well teachers may be able to infuse SEL into their curriculum subject areas in classrooms. To achieve their goal, the researchers used semi-structured interviews for teachers to understand their perceptions about their experiences and lessons involving SEL. As a result, it was evident that SEL infusion in classes does not depend only on the ability of teachers to ask provoking questions in different situations but also on their ability to make their students reflect upon their self-awareness and social awareness skills. Moreover, there are some factors that contribute to the SEL infusion, including the teachers-student relationship, classroom climate, classroom management skills and general competencies. (Jessie et al., 2014). This research contributes to this project by adding an important view of teachers' SEL infusion in their daily classes, considering factors that enable to support children's feelings, beliefs, participation, among other aspects.

Furthermore, a study conducted by Wigelsworth et al. (2019) in England aimed to validate the infusion of SEL in accordance with the different priorities in schools. The research adopted an online exploratory survey in 621 schools. Their findings primarily focus on aspects affecting the provision of SEL, such of lack of time to prepare teaching lessons and the often-inadequate alignment of the curriculum with teachers' and students' needs,

among other factors. Analyzing the aforementioned studies, it is appropriated to include SEL in classes given its personal and social benefits. Furthermore, teachers must be cognizant of their role in addressing students' needs and to promote SEL competences. Additionally, a similar study, 'Social and emotional learning in EFL classes' connected by Yagcioglu (2017), aimed to explore how students can enhance their learning experiences and overall well-being through the implementation of socio- emotional learning approaches. This study provides new perspectives on education, emphasizing the importance of the relationship between teachers and students, the creation of an appropriate classroom environment, students' reality, and social relationships. Additionally, Damjanovic and Kravcik (2008, as cited in Yagcioglu, 2017) assert that "each person learns differently and needs to develop own learning skills in his or her own way" (p.4). This means that learning is an individualized process since each student discovers different ways to assimilate content and connect with the world. This study provides new perspectives on education, highlighting the significance of student- teacher relationship, the establishment of an adequate classroom environment, students' realities, and social interactions.

Now, there are different ways to develop socio-emotional learning in students, and one of them is digital storytelling. 'Educational Uses of Digital Storytelling Around the World: Elements' is a study done by Yuksel et al. (2010). Their primary goal was to determine how educators, students and others around the world are using digital storytelling to support the educational process. As Meadows (2003, as cited in Yuksel et al., 2010) pointed out, "digital storytelling is a personal story which makes use of digital cameras, computers, and non-linear authoring tools to form short, multimedia narratives" (p.2). This study highlights the importance of using digital storytelling for learners, as it aids in improving their language skills, artistic skills, reflections skills and social skills. Additionally, it enhances collaborative activities, problem-solving and critical thinking since students can

work together in a small group and promote in-class discussions. Digital storytelling can help students develop competences related to SEL as they work from their own perspectives and recognize the importance of others.

Recent research (Satriani et al.,2022) provides a wide variety of information about how to increase children's emotional intelligence as well as their English skills. According to this study, the technology era has brought with it several concerns in terms of education and family environment. Through digital storytelling it is possible for students to acquire a better relationship with their parents, creating empathy and improve communicative competence, in turn, increasing English levels. It is evident that working on emotional learning is essential to become aware of their attitudes towards their social relationships.

Also, the study 'Digital storytelling: a powerful tool to develop student's emotional intelligence' conducted by Sulistianingsih et al. (2018), intended to look for the effectiveness of digital storytelling to promote students' emotional learning. This study underscores that teachers' role is not merely to transmit their academic knowledge but also to guide students towards achieving an optimal learning process for their lives. In this way, higher educational quality is ensured, as various studies have demonstrated that social-emotional learning competence and the development of academic skills complement each other. In addition to this, digital storytelling greatly contributes to achieve this purpose.

Finally, León & Castañeda (2018) aimed to enhance students' interpersonal relationships through the implementation of digital storytelling. They found that when the social skills such as the ability to reflect on one's reality and having effective social relationships are combined with digital stories, students are provided with valuable opportunities to engage in self- reflection (León & Castañeda,2018).

According to the different findings of the analyzed studies, it is evident that SEL helps increase academic skills and assists students in solving daily life problems. It has been demonstrated that in schools where SEL is promoted, students acquire a better relationship with the others working on empathy, understand their context, and can make the right decisions when they need to solve daily problems. Although the studies indicate that the education gap is decreasing over time, it remains essential to continue working on SEL improvement in schools since it helps students gain a better understanding of their feelings and behaviors to construct better relationship with themselves and with the world around them. On the other hand, digital storytelling is a useful tool for the development of socio-emotional competence since it allows students to relate to stories, be more empathic, generate discussions and finding group solutions.

Having the above in mind, this action research seeks to provide significant contributions to the field of education. Firstly, it endeavors to bridge the existing gap in knowledge by exploring the integration of SEL, digital storytelling a collaborative learning in the context of English classroom through specific strategies and tools providing a practical guidance to enhance socio-emotional development and overall learning experiences.

Conceptual framework

This section presents the concepts, views, and ideas that support the project. Concepts like socioemotional intelligence, digital storytelling, collaborative learning, and critical pedagogy will be developed to contribute to the development to my research project since all the concepts are related to one another.

Socioemotional learning

The role of emotional intelligence is becoming increasingly important. In recent years, different studies have shown that socioemotional intelligence plays an important role in the academic environment and in people's daily lives. Indeed, some authors (Macul, 2017) state that the management of our emotions has a great impact on social relationships and our behavior since it is impossible to separate emotions from our daily lives because they influence our interactions. Socio-emotional intelligence allows us to know ourselves better, control our emotions and how to act in different situations that we may face in daily life. Moreover, Humphrey et al. (2007) also suggest that emotional intelligence includes the adaptation we have to different contexts, it could be school, work or home through certain skills such as motivation, adaptability, empathy, among others. This means that emotional Intelligence can improve people's quality of life in a certain way since it promotes a better relationship with others, makes us more competent people in daily life and even improves our self-perception.

Now, to properly define what emotional and social intelligence is, it is relevant to refer to the different authors and their theories and models. Initially, Mayer and Salovey (1997) established the ability approach of SEI. These authors are considered the pioneers of the term since they defined emotional intelligence for the first-time as “the subset of social intelligence that involves the ability to monitor ones’ own and others’ feelings and emotions” (p.5). It means that emotional intelligence is a guide to human thought and behavior. Some years later, Mayer and Salovey worked in their meaning of emotional intelligence with David Caruso, and they added different contributions to their theory.

Caruso et al. (2002) suggested that emotional intelligence could be divided into four aspects or areas.

- Identifying Emotions: This branch consists of the ability to identify feelings, express emotions, and differentiate emotions.
- Using the emotions. It refers to the ability to use our emotions in order to make important decisions, solve problems and generate new ideas.
- Understand emotions. It is aimed at recognizing the causes of emotions and understanding them.
- Manage emotions: the ability to be aware of the use of our emotions in different situations.

Moreover, according to Güllüce (2010), “individuals with heightened levels of emotional intelligence are expected to develop these abilities more quickly than those individuals with lower levels of emotional intelligence. These emotional abilities tend to be positively correlated with each other” (p.4). Keeping the information above in mind, these authors and their definition could be a starting point or an adequate reference to understand the concept of emotional intelligence focused on skills. This was a meaningful contribution to emotional intelligence that achieved its purpose in the face of the structure and organization of emotions. However, from my perspective, important aspects related to the emotional and social factors are not considered in this model since the pioneers just referred emotional intelligence in the capacity to understand and manage our own emotions to solve problems, they are not considering the appraisal of others, the emotions, feelings, or behaviors of the other people is also important. I consider that in Mayer and Salovey’s theory, the relationship between our emotions and the world around us is missing since their theory places less emphasis on interpersonal elements like the way individuals engage with their emotions and their relationship and behavior of others. It means that this model is focused on self’s emotional management, it is somewhat limited in its scope understanding the role that social dynamics have.

For this reason, it is of utmost importance to mention a different model which is the Mixed Emotional Intelligence Model. Two significant authors, Reuven Bar-On and Daniel Goleman, proposed to analyze EI from another perspective. Firstly, Bar-On established a relation between emotional and social competencies and skills. Bar-On (2006) argued “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (p.2). Considering this, it is possible to state that emotional intelligence is a set of competencies resulting from interaction between skills and personality traits.

Now, it is pertinent to refer to a program focused on socio-emotional learning (CASEL) - Collaborative for Academic, Social and Emotional Learning. It was founded by Daniel Goleman in 1994. CASEL is an international organization that seeks to improve four competencies of learning: Self-awareness, self-management, social awareness, relationships skills and responsible decision making (CASEL,2021). This project provides a broad profile within socio-emotional learning, since useful tools are provided to develop skills in daily life to achieve better qualities on a personal level and establish better social relationships. According to CASEL (2021),

schools play a central role in supporting young people’s social and emotional development. All parts of the school, from the cafeteria to the hallway to the playground, offer students opportunities to practice and reinforce social and emotional learning (SEL). Their learning experiences and instruction shape how they develop and use social, emotional, and academic competencies.

Thus, the program seeks to develop social and emotional skills, demonstrating that these are not only beneficial for the academic field, but also in the social and personal field.

From my viewpoint, CASEL framework of SEL has different elements which involved perspectives or elements of the different models aforementioned providing a meaningful view of how to promote positive behaviors, in different aspects of life in young students.

Taking the above into consideration, Social Emotional Learning is the process of developing different personal and social skills in some contexts in our daily life. That is why my research project seeks to foster those skills in the school since it is important that students understand that their feeling, emotions, behaviors, and relationships are relevant to the academic success but also for society behaviors. Now, having the above in mind, it is pertinent to highlight the use of digital storytelling and the impact that this tool can have in the social emotional learning aspect of students. I aim to show them short stories related to their remote context with the objective to reflect on it and can improve the SEL's competences.

Digital storytelling

“Digital storytelling has suddenly become a global phenomenon, with teachers and practitioners across the world aiming to utilize digital stories as a means of integrating technology into the classroom to support a variety of learning processes” (Nair & Yunus, 2021, p.2). Storytelling has proven to be valuable tool for students learning, as it enhances imagination, digital skills, creativity, and other benefits.

Nair & Yunus (2021) define digital storytelling as “the skill of conveying stories using digital media, such as texts, images, recorded audio narrations, music and video” (p.1) Through the different tools, digital storytelling has become a meaningful way to support educational processes. Now it is pertinent to highlight different benefits that storytelling has in education. Storytelling significantly promotes factors such as imagination, empathy, personal values, interpersonal relationships and thought processes (Sulistianingsih et

al.,2018). This means that digital storytelling enables students to work on positive aspects related to personal and social competences in their everyday experiences. Leon & Castañeda (2018) also suggest that “storytelling engages students in learning a foreign language because this technique provides students with an opportunity to feel more comfortable sharing ideas with their peers about stories presented in the English class” (p. 9). The benefits of digital stories extend not only to the educational environment but in personal aspects as it allows students to improve their social relationships.

Considering all this, I believe that socio-emotional learning can be fostered through digital storytelling since it is a way to enhance abilities in narration, empathy with other people, identifying different emotions experienced by characters in stories, finding solutions to issues that stories could present, among other benefits. Moreover, it has been demonstrated that digital storytelling helps students improve their personal abilities by recognizing their emotions, feelings, beliefs, or ideas while they are reading or creating a story but also, they are able to improve social skills by recognizing others, their emotions, their viewpoints and understanding their perspectives. For example, in the study by Sumartono (2018), it was demonstrated that digital storytelling can build intimate connections, contribute to emotional education, aid in the process of self-identification, enrich inner experiences, provide entertainment, and enhance attention, it also enriches character, and it offers children the opportunity to improve their English language skills.

In the light of this, digital storytelling is very related to the acquisition of some social and emotional skills, since this tool allows teamwork, share ideas, express feelings and to reflect in a topic in a collaborative way. To further analyze the role of digital storytelling in fostering socio-emotional learning, it is relevant to delve into the concept of collaborative learning emphasizing shared experiences and teamwork.

Collaborative learning

Considering the previous categories, it is important to discuss collaborative learning. Through the use of digital storytelling, students can improve their socio- emotional competences and increase, ultimately working toward the primary goals of education and daily life.

Collaborative learning refers to students working together to achieve a common goal. As mentioned by Leigh & Macgregor (1992), “Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.” (p. 1). Similarly, Warsah (2021) defines CL as “a learning strategy wherein two or more individuals are cooperatively engaged in a learning process” (p. 2). Teamwork has been considered a crucial strategy in education, since through its students not only expose their ideas, thoughts, constructs, but they also have the opportunity to improve communication skills.

Regarding collaborative learning in the education context, Rodriguez et al., (2017) state that “Collaborative Learning (henceforward CL) will be thus conceived in this work as the educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (p.2) Working together allows students to have a better result in the different goals that they have to achieve. It also stimulates the development of social and academic skills in students. Warsah et al., (2017) carried out a study that aimed to examine the impact of CL on learners’ critical thinking skills. In their study, they state that different social problems can be worked on in the classroom so that students can solve problems of everyday life assuming social responsibility and assuming their responsibility within teamwork. Related to this, laal & Ghosdi (2011) declare “collaborative learning is based upon consensus building through cooperation by

group members, in contrast to competition in which individuals best other group members” (p2). The central idea is to share experiences, analyze problems in group, to listen to each other’s try to find a solution and to contribute knowledge or skills to the team.

From my perspective Collaborative learning is a powerful tool to implement in classes since, through collaborative learning, students acquire greater personal and group responsibility, they can establish better and more meaningful interactions with others, share important elements to solving problems, to improve leadership and communication. Moreover, according to my project, this type of learning is one of the most important aspects to consider at the moment of working in Socio- emotional learning with young students, as it involves students working together, taking on a shared responsibility, engaging meaningful interactions and collectively addressing problems. It means that this process requires students to communicate, understand their peer’s perspectives involving them in social interactions that are key component of SEL. Moreover, collaborative learning offers real world scenarios where students have the opportunity to express their emotions and viewpoints. In essence, collaborative learning not only enriches students’ academic experiences but also helps them develop socio-emotional skills essential for their personal success.

To conclude, this action research aims to make important contributions to the field of education. Its primary goal is to address the current educational gap by exploring the integration of digital storytelling, collaborative learning, and socio-emotional learning within the English classroom. Socio-emotional learning underscores the importance of developing students’ skills which encompass self- awareness, self-management, social awareness, responsible decision-making, and relationship skills. Collaborative learning proves to be an effective means of promoting socio-emotional learning by encouraging significant exchanges and practical resolution of real-life scenarios. Finally, digital storytelling complements these

concepts by providing an interactive way for students to express their emotions, share ideas and engaging with their classmates.

Chapter III: Methodological Design

Considering that the main objective of this project is analyze the impact of the implementation of digital storytelling on the development of social and emotional learning (SEL) in elementary students at a public school in Bogotá. It is necessary to establish different steps considering the school as a place for collective construction and critical reflection where social, political, and cultural aspects are considered to provide meaningful learning to address the challenges presented in society and achieve social transformation.

Thus, this section refers to the development of the methodological design used for this research project. First, I will present the research paradigm, type of research and its importance. Secondly, I will make a description of the context of Colegio Técnico Domingo Faustino Sarmiento and a description of the students from 3rd grade. Then I will describe the data collection instruments and a description of the activities that will be included to achieve my research objective.

Research Paradigm

This research follows qualitative research. As Merriam (2002) posits, qualitative research is rooted in the notion that individuals construct meaning through the interactions with the social world (p.2) In essence, qualitative research seeks a deep understanding of diverse ideas, beliefs, opinions, and experiences within the context of the social world.

Moreover, qualitative researchers delve into social and political dimensions, illustrating how these aspects hold importance in people's daily life and realities (Merriam,2002). The present research aligns with the qualitative research paradigm as it aims

to grasp the essence of phenomena in a natural setting, specially within a classroom environment.

As a qualitative researcher in the Colegio Técnico Domingo Faustino, the approach involves collecting data without interfering in the natural social dynamics and relationships within the classroom. By doing this, it is possible to gain insights of how socio-emotional learning unfolds in the classroom environment, while also considering the

social and political factors that influence students' experiences and everyday lives.

Type of study

Considering the above, action research (AR) provided a good framework to guide the study. In accordance with Burns (2010) "AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'" (p.13). This approach underscores the importance of researchers critically engaging in investigations while considering real world aspects to develop ideas, gain experiences, and find solutions to problematic situations.

As noted by Herr and Anderson (2015), following the principles stated in Merriam and Tisdell (2016), the goal of action research is to address a specific problem in a practice-based setting, such as a classroom, a workplace, a program, or an organization" (p.28). Similarly, Reason and Bradbury (2001), as cited in Miller et al. (2003), highlight that actions research looks to connect action and reflection, theory and practice, involving collaboration with others to gain practical solution to pressing issues concerning people's well-being (p.4,5) Both ideas emphasize that the primary goal of action research is to recognize and to understand what is happening in a specific setting, determining strategies that might ameliorate issues within the setting.

Moreover, another significant aspect considering the features of action research is that it seeks to understand and interpret social practices to work on these social realities to comprehend the world that surround us in a critical way. Therefore, it is necessary to contemplate that education must be thought collectively for a transformation that allows generating significant changes in the school and in the society in general. In this way, students and teachers have the capacity to acquire an awareness of history, economy, culture, politics, and other aspects that influence their world.

Moreover, Kemmis and McTaggart (1988) as cited in Burns (2010) argue that action research has a cyclical structure. The first step is planning which is focused in finding and identifying a specific problematic situation in context with the objective to solve it. The second process is Action, the researcher implements certain interventions for a particular time. The third one is observation; in this phase it is necessary to consider the data collection for a deep analysis of it. The last one is reflection in which the researcher evaluate all the gathered information to comprehend the issue.

In this particular context, AR is a way to address the social emotional learning in a specific public school in Bogotá with the goal to analyze if SEL can be fostered through the use digital storytelling in classes.

Given these considerations, AR is particularly well- suited to this study because it allows the researcher to identify and explore different issues within the practice in a real environment within an educational setting. For example, it provides the means to understand and interpret how students experience their reality through social situations that offer the possibility of improving educational practice and making a critical reflection on these processes. In other words, AR enables an exploration of the everyday dynamics often

overlooked, thus providing a pathway to a deeper comprehension of human behavior and the students' perspectives on the world.

Context

This research project was conducted at the Colegio Técnico Domingo Sarmiento School at site D. This school is a mixed public institution founded in 1969 and is located at Cl. 91a #38-02, Barrios Unidos, Suba- Bogotá, in the northwest region of the city. Aligned with the school's mission and vision the institution is committed to providing quality education that fosters both personal and social development in students, enabling them to engage critically and reflectively in their daily lives.

The school is organized into four sites: A, B, C and D, encompassing both primary and secondary education. Site (A) is dedicated to secondary education and offers a Technical Secondary Education focused on "Contabilización de operaciones comerciales y financieras" allowing the students to continue this education in this field beyond their school years. On the other hand, Site B caters to fourth and fifth-grade students. Site C focuses on kindergarten education, while site D is designed for second and third- grade students. It is important to note that this research project specifically took place at Site D, which is a relatively compact location comprising six classrooms. Additionally, the site features a computer lab, occasionally used for English classroom, and some of the other classrooms are equipped with technological tools as televisions and video projectors.

Participants

The research was carried out with students of third grade. Their age is between 8 and 10 years old. The population is formed by 11 female and 21 male students. It is a population with different social conditions. Some students are in a situation of vulnerability due to their

social and economic condition. The sample selection process followed a purposeful sampling strategy. As described by Patton (2015) and cited in Merriam and Tisdell (2016)

“purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p.96) In that case, the decision to choose this specific sample was influenced by the evidence presented in the antecedents and theoretical framework, which indicated the appropriateness of stating work on social- emotional learning from an early age to help students enhance their skills in daily life.

Additionally, following the principles of Glaser and Strauss (1967), certain practical considerations played a role in the sample selection. Factors such as the proximity of the research site, the availability of participants, time constraints, and the logistical aspects of the research setting were considered, ensuring the convenience of the research.

Data collection Instruments

For this research it was necessary to gather and analyze information in order to identify how socio-emotional learning was developed through the use of digital storytelling- The triangulation process was carried out with the help of the instruments used in this research Hence, Field notes, questionnaires, and journals to achieve the goal of the project were triangulated to analyze the results.

Table: 2

Triangulation plan

Research objectives	Data sources	Categories
1. Analyze students' responses to a set of tasks related to digital storytelling	1. Field notes 2. Characterization Questionnaire 3. Journals	1. Collaborative learning as a facilitator.

<p>in the development of socio-emotional learning.</p> <p>2. Examine the role of collaborative learning tasks on the integration of social-emotional learning (SEL) principles into language learning processes among young English language learners</p>	<p>4. Final Characterization</p>	<p>2. exploring digital storytelling impact on student's SEL</p> <p>3. Student's responses to tasks related to digital storytelling in SEL</p>
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Field notes

Merriam and Tisdell (2016) emphasize that a field note is written record of observations, reflections and experiences made by the researcher conducting qualitative research. They refer to the idea that “field notes constitute the basis for data upon which the study is based: no field notes, no data.” (Schensul & Lecompte, 2013, as cited in Merriam and Tisdell, 2016). In essence, field notes are the researcher's lens into the research context serving as a powerful source of data.

In this case, I used the field to document observations and reflections related to the five competences outlined by The Collaborative for Academic, Social, and Emotional Learning (CASEL) was used focused on the five competences proposed (CASEL) framework: These competencies encompass self-awareness, self-management, responsible decision-making, relationship skills and social awareness.

In the investigation it is necessary not to forget any detail because it can be a fundamental aspect for the development of the project. Thus, it is necessary to consider some strategies in order to keep the important information. In accordance with O'Brien et al (2007) as cited in Phillippi and Lauderdale (2018) “the collection of field notes is so widely regarded as essential that standardized criteria for qualitative research reporting encourage

researchers to include a statement of collection of field notes in manuscripts” (p.1)

Considering this, I decided to use it since it is a tool to gather information through a detailed observation. It also helps to document and organize and understand the student context.

Moreover, it is fundamental to have an organized format that includes different aspects such as the place, the time, or the goal during the observation (Merriam and Tisdell, 2016) Hence, given the importance of well- organized field notes, I decided to create a specific format to document students’ behaviors and highlighted situations during the application. The format was designed to ensure that details, context, and goal of each observation was systematically captured for later analysis and reflection. (see appendix 5)

Questionnaire:

The Questionnaire as a data collection instrument plays an important role in this research project. According to Gangrade (1982), “the questionnaire is likely to be a less expensive procedure than the interview as it is simply mailed to the respondents with a minimum of explanation.” (p.2) It means that questionnaires offer an effective means of collecting data from respondents, allowing a systematic and organized information.

Questionnaire is a self- reporting tool for obtaining information (Grangrade,1982). Thus, by employing this method, this investigation sought to capture valuable information that contributed to the comprehensive analysis of how digital storytelling could foster socio-emotional skills.

Procedures for Data Analysis

Initially, the chosen method for constructing the analysis of the gathered data is Grounded theory (GT) that is an inductive process that seeks to cover and construct theories directly from the empirical data (Merriam & Tisdell. 2016, p. 24) Moreover, as Merriam and Tisdell expressed, this approach to data analysis also aims to explore and understand

phenomena originated from documentary sources. Hence, GT extracts different concepts from the data and advancing them using gathering, encoding, and analyzing data.

Considering the above, the findings of this research were analyzed several times to get a deep framework for comprehending the phenomena. The use of coding served as an initial step to break down data into smaller elements and assign labels to capture the data's core characteristics into a word document. The codes were compared to one and other to discard some codified data that does not fit in the analysis, then data were grouped into specific categories that allows to highlight the most relevant aspects of data and in the next step, coloring was the technique used to highlight the pertinent information of data, identifying fragments that were related to each category, looking for similarities.

The main categories were called: Collaborative learning as a facilitator, exploring digital storytelling impact in student's SEL and Student's responses to tasks related to digital storytelling in SEL Improvement.

Ethical Considerations

In the research process it is essential to have a set of principles that guide the different steps. For example, it is crucial to consider the confidentiality of the population, the voluntary participation, or the informed consent. Merriam and Tisdell (2016) state that in any qualitative study, ethical issues relating to protection of the participants are of concern. In that case, considering that the chosen population is related to children, (minor population) it was necessary to consider the privacy of the confidential information of them. Thus, since the first day of the application, the parents received a consent form that was fully informed (See appendix #7). It indicates that any information used to this project was only used for research purposes.

Chapter IV: Pedagogical design

This section of the project introduces the vision of language, vision of learning, vision of learner and the teaching approach. It will also contain the description of the three cycles of this action research with its activities and purposes.

Vision of language

Throughout this Project the vision of language is perceived within a social perspective. As explained by Pennycook (1990), language is considered a system that influences the way that people understand themselves and the world around them. It refers to the idea that language is the means that allows interaction and transformation in society through the knowledge of socio-political aspects, ideological contexts, and social concerns.

In accordance with Freire (1985 as cited in McLaren & Silva, 1991, “language is something that does not give us transparent access to reality but rather serves as a medium for constructing rather than discovering meaning” (p.1). Hence, language plays a critical role in this project as it becomes the instrument **through** which experiences and emotions are expressed.

In addition, in the post method pedagogy, through language it is possible to define social and political aspects and language allows to construct the vision of ourselves (Weeden,1987, as cited in Kumaravadivelu,2006, p.175). In general terms, language is the means to contextualize sociocultural reality.

Therefore, digital stories serve a means of foster socio-emotional competencies by employing various strategies that create an environment where students can learn and reflect

on these competencies. It enables them to better understand and manage their emotions, even in challenging situations, thus reducing negative social behaviors.

Vision of learner

With regards to the vision of learner, it is necessary to refer to the critical pedagogy views underpinning this study, where the learner is seen as a person that has an active role in their own learning process. Freire (1996) argued that “[t]he students—no longer docile listeners—are now critical co-investigators in dialogue with the teacher. The teacher presents the material to the students for their consideration and re-considers her earlier considerations as the students express their own” (p.79). Hence, the traditional thinking about the student had to be broken so that the students play a role where they are the main actors in social transformations.

Thus, when students are exposed to problems directly related to their context, they face a great challenge to solve, therefore, a critical process is generated (Freire, 1996). In general terms, students are in charge of their learning process in an autonomous way, they can create strategies to solve a situation and they have the ability to develop critical consciousness.

Moreover, it is also relevant to take into consideration the post method indicators. According to Kumaravadivelu (2006), “post method pedagogy allows learners a role in pedagogic decision making by treating them as active and autonomous players” (p.176). In other words, students can oversee their own learning process using different strategies to achieve the goal with the help of their teachers while they acquire knowledge about their strengths and weaknesses, gain responsibility, and develop communicative competencies,

Then, the students of this project are the main actors of the learning process regarding their SEL skills. Through the use of digital storytelling they are not just receiving

information; they are expressing their beliefs and fostering their own perception and understanding of their own feelings and those of others by different stories that show them specific scenarios that allows them to reflect and interact with their classmates to exchange ideas, express their opinion about the story while together they can learn the best way to solve a specific conflict that will help to improve the school environment, their social relationships and their personal perception.

Vision of learning

In this project, learning is assumed under the basis of collaborative learning approach. Laal, M., & Ghodsi, S (2012) state that “individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers” (p.1). It alludes to the opportunity that students have to develop and clarify their understanding of the topics assuming their own role but interacting with peers acquiring communication skills and problem solving. Moreover, according to the survey made by Johnsons (2009 as cited in Brown & Lara 2011) collaborative learning has some advantages such as “[h]igher achievement and greater productivity; more caring, supportive, and committed relationships, and Greater psychological health, social competence and self-esteem” (p #?). Collaborative learning allows students to achieve shared learning goals increasing academic achievement and their higher-level thinking.

Moreover, Freire (1996) claims that “knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other” (p.70). Assuming that the constructions of learning and knowledge is not an individual process because it is also related to the relation with the world around all of us. In general terms, collaborative learning is a

useful way to engage students in their learning while they can improve personal and social skills working with their classmates.

Teaching approach

The central teaching approach to performing this project is the post method that was chosen due to the reflections about the experiences that teacher and students have had in the classroom environment over the time. According to Kumaravadivelu (2006) the post method is defined as / the state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives (p.189). In this sense, it is necessary an authentic pedagogy that allows teachers to look for different ways to teach without following a specific model that many times is not related to students' reality.

The post method has three principles: practicality, particularity, and possibility. Particularity emphasizes the comprehensions of real factors of a specific context According to Kumaravadivelu (2006), practicality implies the relationship between theory and practice emphasizing the importance of the research methods and approaches being realistic and applicable within real educational setting. Moreover, in this principle, it is necessary to consider the constraints and limitations of the educational context. In means that teachers are able to reflect about theories and develop their pedagogical practices. Second, particularity underscores the significance of gaining a deep understanding of the specific real-world factors present in the real context. It requires the analysis of the conditions and characteristics that define the context. Finally, possibility is the way in which students and teachers have some knowledge about their context. It encourages the exploration of innovative ways to address issues within the educational context.

Kumaravadivelu (2006) affirmed that "the experiences participants bring to the pedagogical setting are shaped, not just by what they experience in the classroom, but also by a broader social, economic, and political environment in which they grow up (p.193).

Teachers have professional experiences, and they use that in their classroom environment. All in all, those pedagogical parameters are related with each other within the practice.

Hence, the post method is appropriate to this project since it allows me to be an autonomous teacher reflecting on my own practice and experiences to look for different alternatives to teach English considering the students' needs reality and giving them, some guides to work on the social emotional learning and to reflect on themselves and the world around them.

Instructional design

In order to achieve the goal of this project that is to foster Social emotional learning using digital storytelling, three cycles were developed following the collaborative approach and the post method basis. Digital stories were designed considering specific situations in daily life and student context. Then the stories were shared in a blog where the students had the opportunity to get access to the activities anytime. It is important to highlight that those stories were the tool that students had to support their reflection and to improve the five core SEL competencies working in groups. The first cycle, titled *Knowing myself*, includes 2 lessons that sought to give the students an introduction to social emotional learning and the basis for self-awareness. In the first lesson of the study, the primary objective was to help students recognize and understand their own emotions, highlighting various emotions that students could experience. The second lesson of this cycle was centered on self-awareness competencies, with the main objective being to identify student's strengths by developing

confidence and self-efficacy. This was achieved through a series of activities designed to help students to become aware of their individual strengths.

The second cycle, titled *This is how I Feel and behave*, aimed at the improvement of self-management and relationship competencies. The first lesson sought to identify calm down strategies in response to upsetting strategies. During the lesson, students engaged in activities such as guided discussions and imaginative scenarios were introduced to stimulate students' creativity thinking and problem solving. In The second lesson, which focused on social awareness competencies, students were guided to activities to help them to recognize the importance of gratitude and positive aspects of their social interactions. The lesson included a gratitude letter that promoted positive social interactions.

The last cycle titled *Me, and the others* comprises 2 sessions related to social awareness and responsible decision making. The first lesson sought to give students a guide to have a comfortable environment with the people around them working on relationship skills. The second one focused on working on responsible decision-making competences where students had the opportunity to develop the ability to make thoughtful choices in different scenarios.

Table 3

CYCLES OF PEDAGOGICAL INTERVENTION

FIRST CYCLE: KNOWING MYSELF		
Lessons	Activities	Research instrument:
Lesson 1: Introduction- my emotions	1. Emotions face- templates:	First Questionnaire.
	2. Digital story: Emma's feeling	Fieldnotes
Objectives:	3. Charades acting up.	guide

<p>1. Recognize and express different feelings and emotions.</p> <p>2. Identify different ways to express emotions and feelings.</p> <p>3. Understand how short digital stories can help them to identify emotions.</p>	<p>4. Answering and reflecting questions.</p> <p>5. Feeling journal</p>	
<p>Lesson 2: All about me</p> <p>Objectives</p> <p>1. Identify one's own strengths.</p> <p>2. Improve the knowledge about their own emotions, thoughts, and abilities.</p> <p>3. Develop confidence and self-efficacy</p>	<p>Activities</p> <p>1. Imaginative scenario- zombie apocalypse</p> <p>2. Digital storytelling: me in front of the mirror</p> <p>3. Answering and reflecting questions</p> <p>4. Feeling journal</p>	<p>Research instrument:</p> <p>Fieldnotes</p> <p>Guide</p> <p>Second questionnaire</p>

SECOND CYCLE: THIS IS HOW I FEEL AND BEHAVE		
Lessons	Activities	Research instrument:
<p>Lesson 1: I calm myself.</p> <p>Objectives:</p> <p>1. Students will develop self-management skills.</p> <p>2. Students will be able to identify calm down strategies in response to upsetting situations</p>	<p>1. warm up green light- red light game</p> <p>2. Digital story: I calm myself.</p> <p>3. Answering and reflecting questions</p> <p>4. Imaginative scenario- What would you do?</p> <p>5. Feeling journal</p> <p>6. Collaborative story</p>	<p>Fieldnotes</p> <p>guide</p>
<p>Lesson 2: My gratitude</p> <p>Objectives</p> <p>1. Students will recognize the importance of the ability to understand</p>	<p>Activities</p> <p>1. Warm up: Question of the day</p> <p>2. Storytelling: Gratitude is my superpower</p> <p>3. Answering and reflecting questions</p>	<p>Research instrument:</p> <p>Fieldnotes</p> <p>Guide</p> <p>Third questionnaire</p>

and empathize with others' points of view	4. My gratitude letters. 5. Feeling journal 6. Collaborative story.	
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THIRD CYCLE: ME, AND THE OTHERS		
Lessons	Activities	Research instrument:
<p>Lesson 1: Relationship skills</p>	<p>1. Warm up activity: Respect circle: 2. Digital storytelling: respecting others 3. Answering and reflecting questions 4. Role-play 5. Feeling journal 6. Collaborative story.</p>	<p>Fieldnotes guide</p>
<p>Objectives:</p>		
<p>1. Recognize different ways to create deeper connections with others. 2. Identify different ways to communicate and connect with a range of people in healthy ways.</p>		
<p>Lesson 2: responsible- decision making</p>	<p>Activities</p> <p>1. Musical chairs: 2. digital storytelling: This is my decision. 3. Answering and reflecting questions 4. Role-play 5. Feeling journal 6. Collaborative story.</p>	<p>Research instrument: Fieldnotes Guide Last questionnaire</p>
<p>Objectives</p>		
<p>1 Students are going to recognize both favorable and unfavorable factors along with the outcomes resulting from their decisions.</p>		

Reflective Assessment of the first cycle

In the process of learning SEL during the first cycle, it was possible to evidence some main aspects. First, it became evident that some students had a lower level of English proficiency than initially expected. This language barrier was primarily due to limited time dedicated to learning English within the curriculum. Moreover, the classroom conditions were not adequate especially at the beginning since the access to technological resources were not available all the time. Despite the limitations, I consider that the teacher plays an important role since I had to create interesting activities for them related to their interests and necessities to have a meaningful process. Additionally, I realized that the lesson plan should be flexible because most of the time I needed to make changes to maintain control of the class. I also realized that creating work groups randomly was crucial to fostering more comfortable classroom environment. This way facilitated students' connections and resulted in significantly interactive classes.

Reflective Assessment of the second cycle

The implementation of the lesson plans in the second cycle had a clear focus on promoting self-management and social awareness. It yielded valuable insights into the strengths areas for improvement when it comes to enhancing students' socio-emotional competencies.

To begin with, using digital storytelling to teach strategies for calming down and expressing gratitude captured students' interest and developed their creativity. Students actively engaged activities such as answering reflective questions, participating in roleplays, and exploring scenarios to find solutions. Moreover, the use of digital stories also sharpened their communications skills, emphasizing the importance of storytelling as a classroom tool.

Secondly, the lesson plans encouraged students to reflect on their personal experiences and emotions, thereby fostering (self- awareness and self- management) crafting characters and narratives led them to consider perspectives helping them understand their own feeling and behaviors.

Additionally, it is important to highlight the collaborative nature of the lessons since students had to work collectively to transform individual perspectives into group ideas, fostering collaboration and understanding others' viewpoints as well as promoting collaboration and understanding of other's ideas and viewpoints. However, there were some areas to improve, for example, some students found it challenging to work in groups and share their ideas, suggesting the need of strategies to improve teamwork or participation. All in all, reflecting on strengths areas for improvement in these lessons gave me the opportunity to refinement the lesson plan for the third cycle looking for better learning experiences.

Reflective Assessment of the third cycle

The third cycle provided students with meaningful opportunities to engage in the effectiveness of the activities applied to enhance socio-emotional competencies. The activities aimed to help students recognize their progress in acquiring competencies and identifying areas for further development. Students were encouraged to reflect on their feeling diary in terms of the five core competencies.

Collaborative teams and reflections played a crucial role in this cycle, Students engaged in open discussion where they shared their experiences and perspectives of how socio-emotional learning competencies had influenced their interactions with others and their overall well-being.

Moreover, the implementation of digital storytelling as a tool to enhance socio-emotional learning has proven to be a valuable and effective approach. Through the use of digital stories, students were able to have a meaningful process.

To sum up, the reflections included after every cycle in this study, play a crucial role in ongoing exploration of socio-emotional learning and digital storytelling. They serve as a link to connects each phase, allowing me to learn from the strengths and areas for improvement identified in each lesson. The reflections provided insights into the dynamics of the classroom environment, students enjoyment with socio-emotional learning and the impact of digital stories on their academic and personal development. The main goal was continuously enhancing the learning experiences of the students making the study dynamic and meaningful, proving a comprehensive perspective in the connection between socio-emotional learning, digital storytelling, and collaborative learning within the English classroom in third grade students.

Chapter V: Findings

The following chapter outlines the steps to analyze data collected in this research. It also explores the categories obtained from the findings, providing a detailed explanation of them. Through careful examination the findings were categorized into three key categories: Collaborative learning as a facilitator, exploring digital storytelling impact in student's SEL, and Student's responses to tasks related to digital storytelling in SEL improvement.

Table Number 2: Visual representation of the categories.

RESEARCH QUESTION		
How can social emotional learning be fostered through digital storytelling and collaborative learning tasks in the English class with a group of 3rd graders at a public school in Bogotá?		
GENERAL OBJECTIVE		
Identify how social emotional learning may be potentiated through the implementation of digital storytelling in elementary learners of English in a public school in Bogotá.		
RESEARCH OBJECTIVE 1	RESEARCH OBJECTIVE 2	
Analyze students' responses to a set of tasks related to digital storytelling in the development of socio-emotional learning.	Examine the role of collaborative learning tasks on the integration of social-emotional learning (SEL) principles into language learning processes among young English language learners.	
CATEGORY 1	CATEGORY 2	CATEGORY 3
Collaborative learning as a facilitator	exploring digital storytelling impact in student's SEL	Student's responses to tasks related to digital storytelling in SEL improvement.
Themes	Themes	Themes

Raising awareness about the relevance of interpersonal skills	Reflection level on students' responses	Understanding background and behaviors to communicate their emotions.
SUPPORR IDEA 2		
Raising awareness about the language acquisition		

Throughout the implementation of this study, students did multiple activities and engagements linked to the lessons and activities that were planned within the framework of socio-emotional learning. These activities provided students with opportunities to engage real-life scenarios, including the effective communication of emotions, the development of interpersonal relationships, social integration, the development of self-confidence, among others- To support their learning process, students received guidance on how to answer questions, create reflections and apply their skills and knowledge.

To foster socio-emotional learning the activities were thoughtfully integrated into the previous lesson plans, the activities included: discussions, role-playing scenarios, reflective journaling, collaborative story creations. The objectives of the activities were established to create a participatory environment where students could freely express their emotions, thoughts, and experiences, as well as effectively engage with their classmates to understand differing perspectives. For example, discussions allowed students to share their viewpoints or reflections about a specific socio-emotional area practicing active listening and communication skills. Moreover, to facilitate collaborative learning students worked together to craft short stories about real life scenarios, personal experiences or fictional narratives. The objectives of the collaborative stories were tailored to specific socio-emotional competencies targeted in each lesson. The main goal of short crafting stories was to encourage students to reflect in their emotions, behaviors, and thoughts and each student contributed ideas for the creation of

the story. By articulating their feelings and experiences through stories, students gained a deeper understanding of their emotional landscape. Additionally, when they collaborate to create these stories, they required some skills such as: put themselves in the shoes of different characters, analyze consequences of different choices, communicate effectively, negotiate ideas. Additionally, with the creation of the feeling journal that were a type of diary, students had the opportunity of illustrating and reflect on their emotions, feelings, thoughts, and perspectives of social-emotional areas related to presented digital stories by drawing, writing and answer different questions to see their process.

Finally, digital stories were presented with specific objectives to promote the five core competences outlined by CASEL. The stories and activities were carefully chosen and designed to address the particular socio-emotional experience that considered both the students' personal and academic growth.

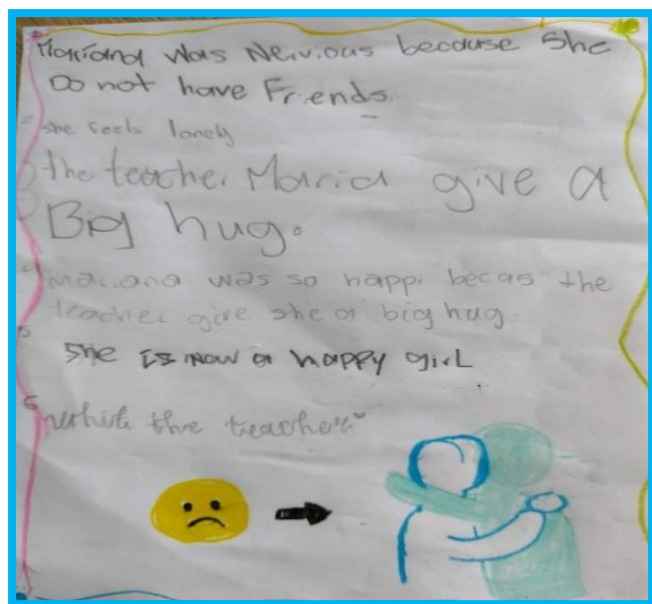
Collaborative Learning as a facilitator

This category centers on exploring and recognizing the potential benefits of collaborative learning within a classroom environment as a powerful method for students to enhance their commitment to SEL while they apply their skills in daily lives. In this first category, the information was gathered using students' collaborative activities and personal experiences where they put into practice their communication skills and teamwork.

Rodriguez et al. (2017) defined CL as “an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (p.2). Considering the definition, the elements supporting Collaborative learning as a facilitator, as found in this study, were: Raising awareness about the relevance of interpersonal skill and Raising awareness about the language acquisition.

These elements highlight how interpersonal skills can play a crucial role in effective communication, personal relationships and overall well-being in their remote context.

Group story. (group 1) Lesson 1: Students: 1,2,3,4,5,6

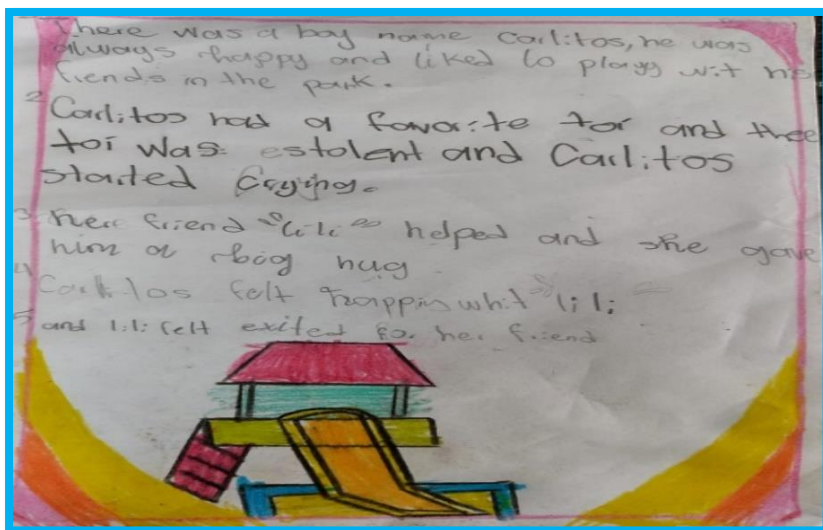


**“Mariana was nervous because she do not have friends
She feels lonely
The teacher Maria give a big hug
Mariana was so happy because the teacher give she a hug
She is now a happy girl
With the teacher”**

The first example was the initial collaborative tasks, in which students worked together to create a story. In this exercise, each student contributed a section of the story to showcase their understanding of their emotion's recognition. Through this task, students were able to create various scenarios that can occur in real life by developing the stories. In the process they used their personal experiences, knowledge, and perspectives as resources to create the final product. This story, crafted by students, offers a valuable insight for both language learning and cultivation of essential SEL competencies. Through Mariana's emotional journey, students presented their idea about understanding emotions, empathy, and vocabulary. Furthermore, the story serves a powerful tool to explore some basic elements of storytelling and encourages students to enhance their communication skills.

Lesson #1 Field notes # 4: “As I observed, it was genuinely interesting because most of the students actively participated in the activity, and each of them shared their opinion about the importance of the emotions”.

Group story. Lesson 1 (Group 2) Students: 7,8,9,10



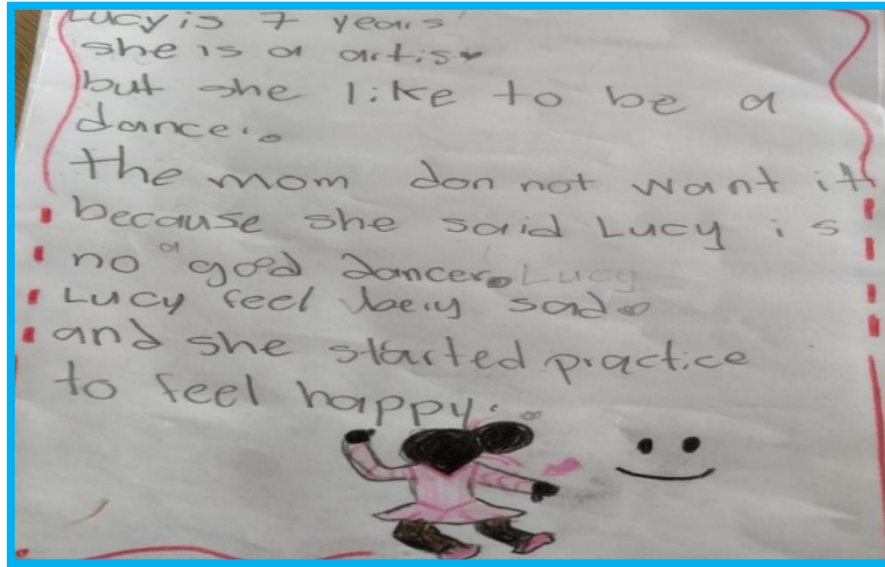
“There was a boy named Carlitos, he was always happy and liked to play with his friends in the park.

Carlitos had a favorite toy and the toy was stolen and Carlitos started crying.

Her friend Lili helped and she gave him a big hug. Carlitos felt happy with Lili and Lili felt excited for her friend”

Now, the previous excerpt contains the story created by the second group. It was also possible to emphasize the importance of empathy, kindness, and supportive relationships in life. First, this story introduces students to new words and phrases related to emotions, friendship, and actions.

The terms used, such as “excited” “stolen” and “hug”, offers opportunities for students to expand their vocabulary, which is essential for language acquisition. Moreover, by engaging in this collaborative task they articulated ideas, communicate with their peers, and express thoughts, contributing to language proficiency.



Group 1 Students: (1,2,3,4,5,6)

“Lucy is 7 years, she is an artist.

But she like to be a dancer

The mom do not want it because she said Lucy is not good dancer

Lucy feel very sad

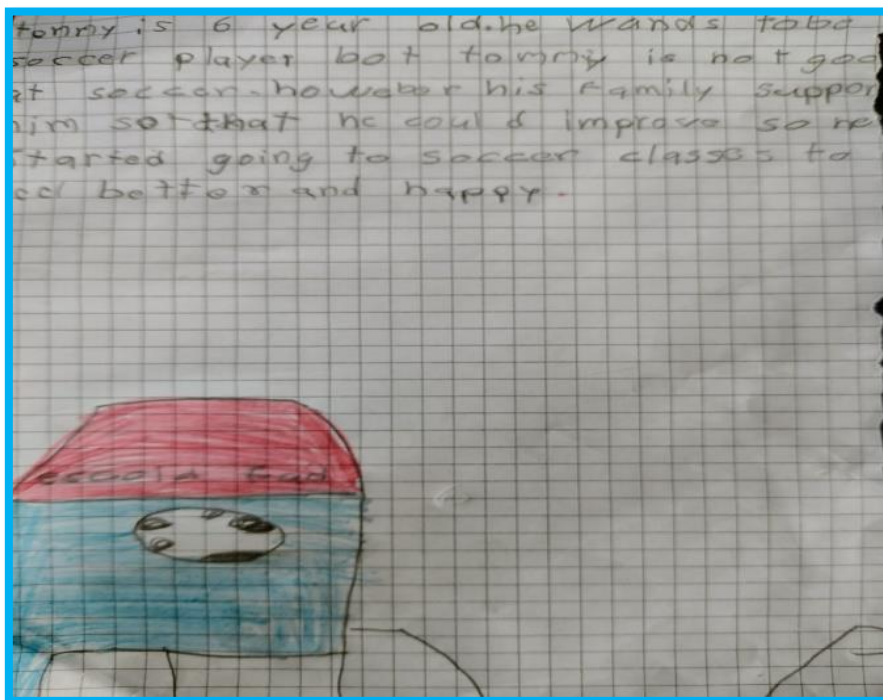
And she started practice to feel happy”

This is another example of the stories created by students. It was focused on self-managements skills, particularly on recognizing their own strengths. This collaborative story serves as a medium of fostering personal skills since it revolves around Lucy and her emotional journey, highlighting the importance of self-awareness and self-management.

They introduced the concept of self-awareness and self-management as it centers on Lucy’s aspirations to become a dancer despite some challenges. This encouraged students to reflect on their own strengths and passions. Additionally, they were able to create a conflict in the story to provide a solution.

The previous fragments showed a fundamental impact in reference to the students' point of view, their common behaviors, personal and social experiences. They demonstrated

their social skills to solve a specific case. In addition, the students were able to show the ways in which they usually communicate to others, how they managed their emotions and how they usually behave in social settings. Additionally, it is crucial to connect the observer students' behaviors and interactions with the theoretical framework underpinning this Research. The observations of students' social skills, communication patterns, emotional management and behavior are significant elements of the broader socio- emotional learning theory. When analyzing these elements, it becomes evident that students are exhibiting competencies in line with anticipated outcomes of socio- emotional learning. For instance, this activity has enabled students to work together effectively, showcasing their ability to understand perspectives and empathize with others. Social awareness includes the capacity to comprehend alternative viewpoints (CASEL, 2020). It demonstrates how engaging in collaborative learning promoted their social awareness competencies.



“Tommy is 6 years old. He wants to be soccer player, but Tommy is not good at soccer. However his family support him so that he could improve so he started going to soccer classes to be better and happy”.

Lesson #2 Field notes # 5: ... “for example, in the group #2, the student # 7 expressed that he wanted to be a soccer player because he always played in the school and with his neighbors.”

The purpose of this collaborative story based on personal strengths was to encourage students to reflect on and share their strengths with their classmates.

Throughout the creation of collective stories and the solution of the different questions proposed in the guides, students demonstrated that it was necessary to develop competencies in interpersonal relationships such as: communication skills, expressing their own opinions, considering other ideas or active listening. During the activities. Students had to collaborate, share their thoughts and work as a team, in doing so, they encountered various challenges and opportunities of growth interpersonal skills. For instance, students needed to communicate effectively to ensure that their opinions and ideas were understood and integrated. They had to express their ideas while also considering the ideas and viewpoint of their classmates. Furthermore, active listening was essential to comprehend the contributions of others and incorporate them into a single collective narrative.

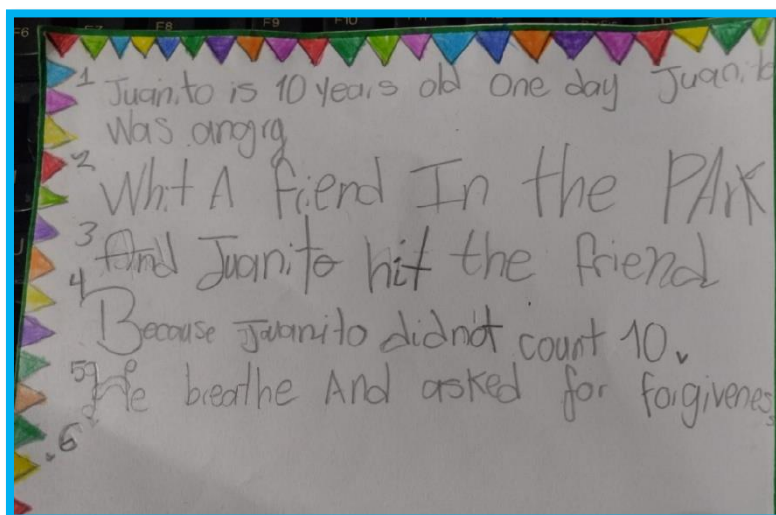
Lesson #1 Field notes # 4.

“At the beginning in the second team, no one wanted to start the story, however, a classmate took the initiative, and the others quickly began to give their ideas for the story.”

Lesson #2 Field notes # 5: ... “some students seemed motivated and began to name their future professions considering their strengths, while some others did not know what strengths they could use to create the story. (...) “Even one of the girls in the group got angry because her classmates only laughed, and she asked them to help her create the story.”

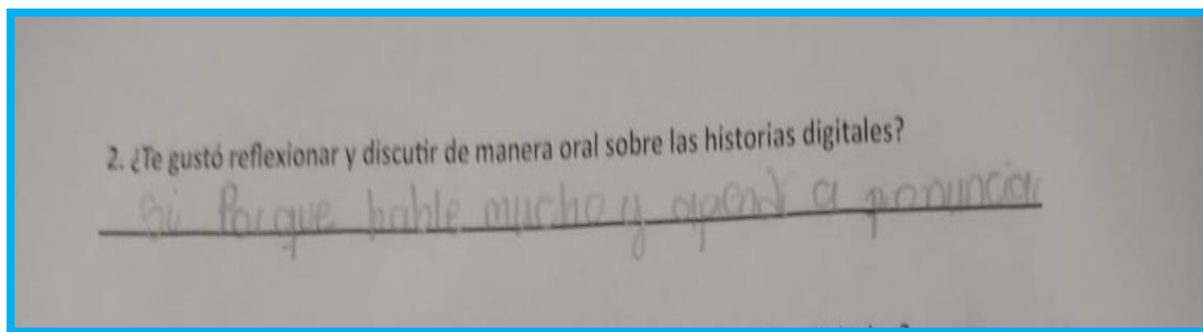
They expressed the importance of the participation of each member of the group. Just as Laal & Laal (2012) stated: “CL occurs when small groups of students help each other to learn. CL is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments” (p.2). It was necessary to put in practice their social skills and collaborative competencies to have collaborative work done. It means that by examining students' responses to a set of tasks related to digital storytelling, it was possible to delve into the dynamics of interpersonal skills and their direct impact on socio-emotional learning since students needed to demonstrate their responsibility for both the team and each of the members, therefore, the collaborative learning involved the development of interpersonal behavior of relationships with the purpose of fulfilling the final activity.

Lesson #3: Session N°: 1-students: (1,2,3,4,5)



The previous activity was related to self-management skills. In this case, students had to create a collaborative story in which a problem and one of the strategies they would use to calm their anger were revealed. While the intervention was carried out on the groups were in a discussion about how to continue the story or which strategy was better to use. Thus, through the previous images and extracts, it was demonstrated that some of the SEL areas

such as social awareness, relationship skills and responsible decision making were developed and supported through the collaborative activities. It means that students showed empathy, communication skills, teamwork, analyzing situations and respect for others.

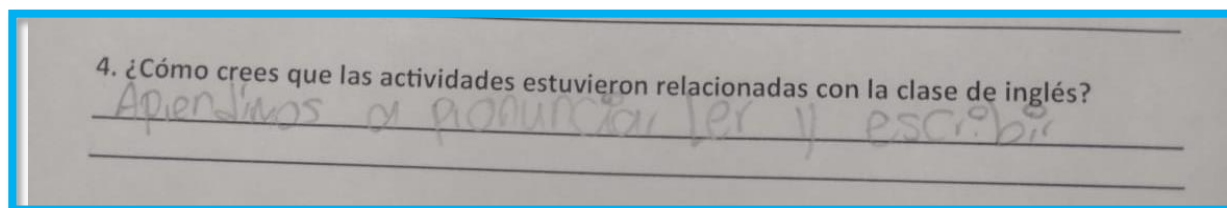


Final Questionnaire, Student 4 “yes because I spoke a lot and learned to pronounce.”

Additionally, a final questionnaire was applied with the aim of capturing the students’ perspectives on their learning experiences throughout the three cycles. This excerpt showed the second question of the questionnaire focused on recognizing students’ interest in the discussion of digital storytelling. The student’s response reflected a positive experience with discussing digital storytelling in an oral manner. The fact that he mentioned talking a lot suggests active engagement and participation in the discussions, indicating a good level of involvement and interest in the topic. Overall, this response highlights the effectiveness of oral discussions as an educational tool, emphasizing both active participation and language improvement, which are valuable outcomes in an English classroom.

Furthermore, CL played an important role in fostering the integration of SEL principles into the language learning processes of English language learners. The previous answer highlights the benefits of CL in terms of pronunciation and communication. CL created an environment where students not only learned about crucial SEL skills but also develop pronunciation skills. In other words, it underscores the multifaceted benefits of

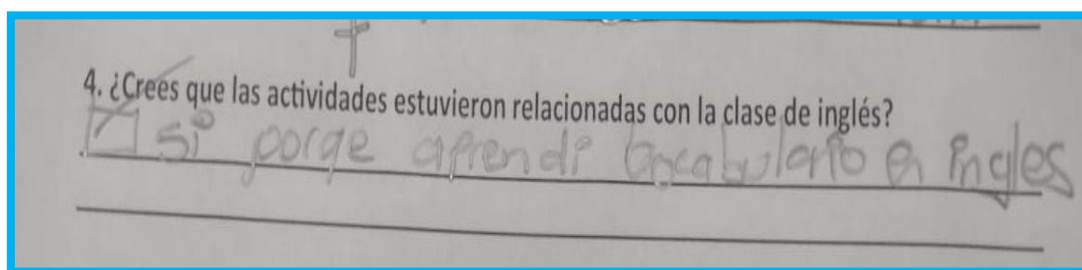
collaborative learning within the classroom environment. Collaborative learning serves as a way for achieving more than one educational goal. While the main goal of the study was foster socio-emotional learning competencies, the response reveals that collaborative learning, as a methodology, provided additional advantages, specifically, it facilitated pronunciation and communication skills among the students.



Field notes # 10: “This student expressed a strong preference for oral discussions, stating that they talked a lot during the discussions, even when sometimes he did not fully understand.”

Additionally, the final questionnaire also evidenced and improvement in English vocabulary confirming the important role of collaborative learning regarding language acquisition. When students engaged in collaborative language learning, they participated in group discussions, a key activity that required them to actively use their vocabulary. This interactive process allowed them to reinforce new vocabulary, ultimately leading to improved comprehension and better retention of language skills.

Final Questionnaire, Student 11 .” We learned to pronounce, read and write.”



By learning new words and expressions they also learned about writing and reading skills. This language learning process involved using the newly acquired vocabulary in discussions, written narratives, and reading material, which naturally enhanced their overall language proficiency. Moreover, the collaborative environment, made students more confident in their language abilities.

Field notes # 10: “At the end of the class, it was indeed rewarding to witness a significant transformation in one of the students who had been rather reserved in their participation throughout the lessons. I was curious about this positive change, and I decided to inquire about her feelings regarding the learning process. The student expressed she had felt remarkably good about her increased involvement in class discussions, and she mentioned that at the beginning of the lesson stemmed a fear of making mistakes and being subject to laughter from her classmates.”

To sum up In CL environment students share ideas, practice empathy, and engage in discussions and reflections which not only enhances their academic or English knowledge but also develops social and emotional skills making it an effective facilitator for their SEL development skill and language acquisition. The integration of SEL principles into language learning processes offers benefits that goes beyond vocabulary, pronunciation, writing and active listening, it also highlights its broader contributions to SEL contributions such as: self-confidence, self-awareness, and decision-making.

Exploring digital storytelling impact on student’s SEL

According to Robin (2006) “Teacher-created digital stories may also be used to enhance current lessons within a larger unit, as a way to facilitate discussion about the topics presented a story and as a way of making abstract or conceptual content more understandable” (p..3) In the ever-evolving landscape of education, the role digital media has become increasingly prominent. This paradigm shift is particularly interested when it comes to its potential influence on students' Social and Emotional Learning (SEL).

This second category of analysis refers to how students showed a deep impact of digital storytelling as a pedagogical tool in nurturing SEL competencies since this category emerged after recognizing the development of SEL areas within the intervention.

After watching the first digital story called Emma's Feelings. The students reflected on what they observed in the story and then had to answer the following questions.

Lesson 1, student1, second Questionnaire:

The image shows a handwritten questionnaire with three questions and their answers:

- Why is it important to feel all of your feelings?
To express how we feeling
- Why is expressing feelings important?
I have a better relationship with my friends
amigos
- When was the last time you felt very happy?
Name: Miguel when: Today
Name: [unclear] when: Today
Name: Maria when: Monday
Name: Abigail when: Sunday

A circled number '7' is written in the bottom right corner of the page.

To start, the reflection level was demonstrated since the beginning of the application of digital stories because students were able to answer and make connections between the story and its importance regarding self-awareness, self-management, and social skills.

Student 1 mentioned the importance of feelings and having health and strong relationships with others. Through the storytelling he analyzed his communications skills since this is the way he found to have a better relationship with his friends.

Lesson 1, student 2, (second questionnaire)

Answer the following question and discuss with the rest of the class.

- Why is it important to feel all of your feelings?
to EXPRESS how we are feeling
Because we can feel different emotions
to feel us better
- Why is expressing feelings important?
to be fine of our emotions, feeling
- When was the last time you felt very happy?
Name: Abanda when: today
Name: Felipe when: today
Name: Valer when: today
Name: Kevin when: today

The second student was able to identify the relevance of accepting different emotions to feel better. Casel guide (2020) noted that a fundamental aspect of self is the ability to understand and manage emotions as well as to effectively communicate with others. (p.2) It means that the answers of both students encapsulated the essence of SEL regarding the influence of feeling and emotions and its relationship with well-being.

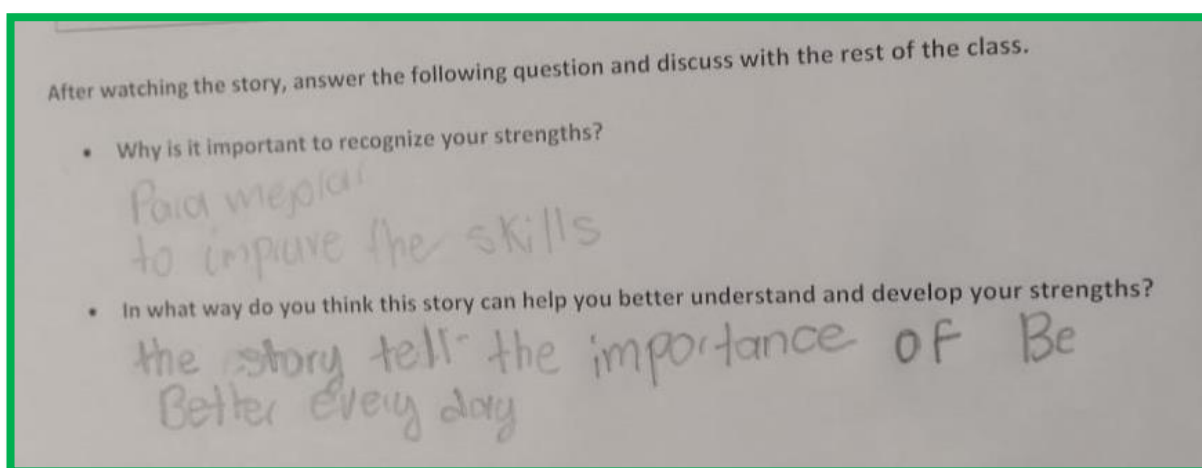
Moreover, digital storytelling encourages students to express their feelings, experiences, and thoughts. As a result, their communication skills may improve. The answer “have a better relationship with my friends” evidenced that the student made a connection with SEL competences since he can articulate his emotions more effectively, which leads to have better interactions in daily life.

Now, Self-awareness is defined as the capacity to comprehend emotions, thoughts, and values and how they influence behaviors across contexts. (CASEL, 2020) In essence, this definition underscores the importance of self-awareness as an element for fostering socio-

emotional competencies, highlighting its role in shaping behavior and decision-making across diverse situations.

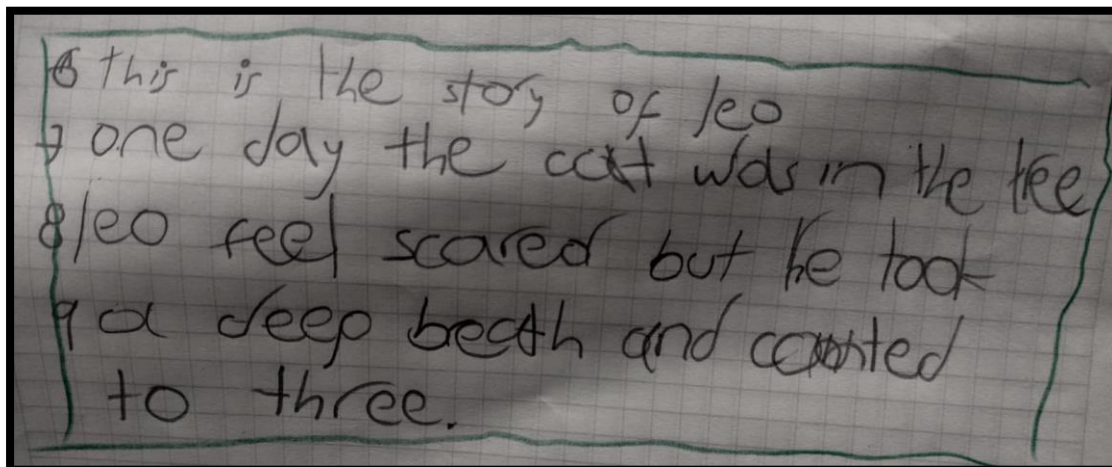
The answers displayed that students gained insights into their emotional learning process since students recognized they can feel different emotions.

Lesson #3: Session N°:1, guide 3, (Student 1)

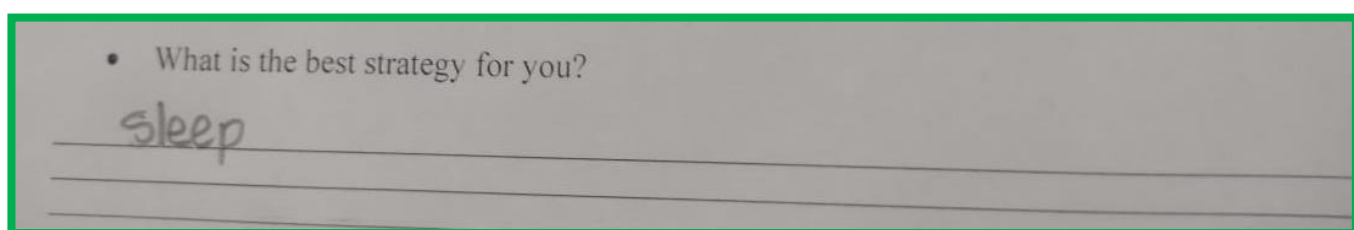


This is an example of guide 3 applied in the lesson centered on self-awareness. The digital story 3 *I calm myself* emphasized the significance of identifying our individual strengths to facilitate the skills developments, ultimately leading to improved self- perception and well- being. (see appendix 6) The implementation of this digital storytelling had notable effects on the students. They not only learned about different strategies to manage their emotions effectively, but also demonstrated a heightens ability to apply these strategies in real-life scenarios.

Lesson #3: Session N°: 1-students: (6,7,8,9)



This collaborative story provides an engaging platform for students to collectively address socioemotional learning competencies, primarily focused on self-awareness and self-management. The story's theme centered on the importance of recognizing personal strengths and using them to overcome challenges. Students bring their experiences and emotions to the storytelling process. It influences the stories they choose to tell and the emotions they wish to convey.



Lesson #3: Session N°: 1, student 9:

After watching the digital story 3, student was able to recognize and mention the best strategy he had to calm down when he got angry. In agreement with CASEL guide (2020) Self-management “includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals” (p.2). Thence, data illustrated

that digital stories gave the opportunity for students to use their personal experiences to reflect about their self-management.

Lesson #2 Field notes # 6: “I could also notice a difference in the student’s positive attitude since they demonstrated more motivation than the previous activities.”

Lesson #1 Field notes # 5: “Some of the students said that the activity was boring because they did not understand English.”

The previous field notes illustrate important insights: students’ attitude and motivations, and the impact of language understanding. Notably, the observed increase in positive attitudes, as indicated in field note 6, can be attributed to the influence of socio-emotional learning. For example, it was a good opportunity to facilitated discussion activities that prompted students to reflet on their emotions and finding activities such as mindful listening and breathing exercises to help students stay present, reduce stress and boring and maintain positive attitude.

Overall, the analysis of this category suggests that digital storytelling offers a dynamic way to express their thoughts, feelings, and experiences in a creative way. It enabled them to develop and strengthen essential skills. Digital stories also allowed students to explore different scenarios to encourage SEL’s core areas articulating both aspects academic and life experiences endeavors. The findings of this analysis align well with digital storytelling theory, which emphasizes the use of multimedia and narrative element to convey thoughts, feelings, and experiences a in creative manner. The topics commonly featured in digital storytelling span a wide spectrum, encompassing diverse personal narratives historical events, examinations of community life, among others (Nair & Yunus, 2021).The flexibility of digital storytelling makes it a powerful tool for engaging learners in a wide range of experiences and allows for creative and personalized expressions of ideas.

Student's responses to tasks related to digital storytelling in SEL Improvement

The last category emerged as a result of the reactions, behaviors and work produced by students in response to different tasks related to digital stories within the context of SEL. It primarily centers on how students engage and digital stories as a part of their SEL improvement and how students understand SEL areas and principles.

The findings concerning self-management gave an important insight of student's perspectives of themselves due to some of their answers. Based on the artifacts collected, some of the students demonstrated a little bit of comprehension of the five core CASEL competencies. For example, the student number 8 (as illustrated in the fragment below), affirmed that she did not have any strength, this was an unexpected response, however, it was very useful since it allowed to mention the importance of individuality and acknowledgment and validate feelings.

Lesson #2 Field notes # 5: "A girl told me that she didn't have any strengths and she felt like she wasn't good at anything, I must admit that I expected only positive responses in this activity, but I told her that it was okay to feel that way sometimes and that it was important to check that because we're all good at different things."

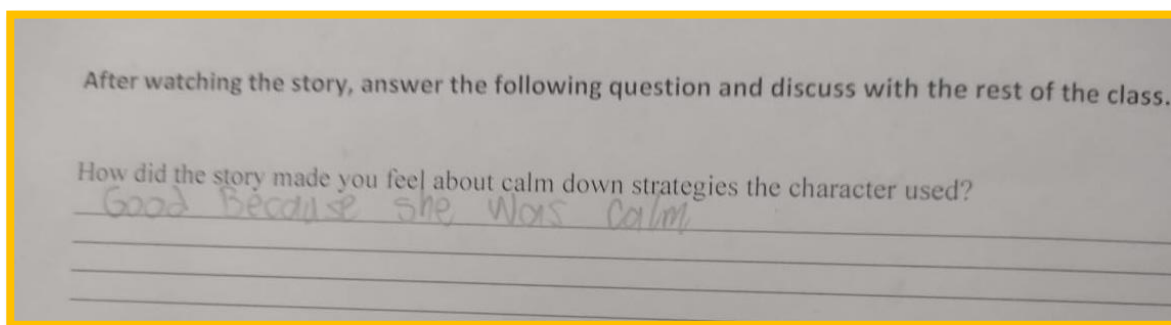
It was interesting because after the reflection made by everyone in the class, the student illustrated herself in her personal diary, working as a biology teacher. This choice was influenced by her newfound interest and knowledge about butterflies.

Feeling Diary student 8 Lesson #2



In the realm of SEL it is crucial to understand asouratuibs and purposes. In this case, “I want to be a teacher is a declaration that becomes particularly significant because it not only signifies a personal aspiration but also an acknowledgment of the importance of educators in fostering SEL growth. It underscores the potential for teachers to serve as a role models, creating a supoprtive learning environment, and guide students through the process of developing SEL competencies.

Artifact 2, Lesson #3: Session N°: 1- Student 6



That is another fragment extracted from students’ response on digital story number 3. He expressed that he felt good since the character was calm. The students’ response to the calm strategies within digital storytelling activities was positive. This response indicated that the students not only understood the concept of using strategies to calm down but also internalized it in a way that made him feel positive. Consequently, it reflects a successful

incorporation of socio-emotional learning principles through digital storytelling, where student made the concepts relatable and practical in his live.

Final Questionnaire Student 10

5. ¿Te gustó revisar tu proceso de aprendizaje a través del diario emocional?
 Si no ¿Por qué?
 Sí Me quedo lindo i ademas aprendi mis emociones

Final Questionnaire Student 3

5. ¿Te gustó revisar tu proceso de aprendizaje a través del diario emocional?
 Si no ¿Por qué?
 Por que fue creativo y aprendi mucho

The objective of this final questionnaire was to identify the overall impact of the digital storytelling activities on students' socio-emotional learning development. It aimed to gather insights into how students perceive the effectiveness of the lessons and the extent to which they feel their socio-emotional competencies have improved as a result of participating and analysing in these activities. Additionally, the questionnaire collected feedback on the student's overall experiences and attitudes towards digital storytelling as a tool for fostering socio-emotional competencies

Students responses to tasks related to digital storytelling in SEL improvement are valuable insights into their emotional growth and social development. The tasks offered students opportunities to engage deeply with digital stories, allowing them to explore characters emotions, motivations, and reflections about their personal experiences.

Moreover, self-awareness and emotional recognition is also displayed. When students engaged in tasks like character analysis, emotion identifications, group discussions,

roleplays, and reflections about digital stories, they had the opportunity to identify themselves by closely remaining the scenarios. At the end, they linked the tasks with their experiences and recognized the importance of managing their own's emotions.

Responsible decision making: Digital stories tasks were related to ethical scenarios that required a resolution. It provided students with opportunities to practice responsible decision making. By the creations of the collaborative stories, they developed the ability to make decisions with their values and beliefs.

Social Awareness: Tasks were created to work in group discussions and peer feedback simulating social awareness focused on empathy. As students engaged with their classmates it share ideas and thoughts on digital stories they learned to understand and respect the opinions of others.

Additionally, engaging activities within digital stories required collaborative tasks and projects that cultivated essential relationship skills such as: Communicating effectively developing positive relationships, practicing teamwork and collaborative problem-solving and seeking or offering support and help when needed. These skills are crucial to building positive relationships, making friends and create healthy relations.

As supported by research, Shafieyan et al. (2017, as cited in Zarifsanaiey, N. et al., 2022) highlight the effectiveness of storytelling in reducing behavioral problems, enhancing social skills, reducing anxiety, and improving cognitive function in children. This research aligns with and reinforces these findings, demonstrating the positive impact of digital storytelling as an educational tool for promoting socio-emotional learning.

All in all, students responses to tasks related to digital storytelling in socio-emotional learning have illuminated valuable insights into life skills development and personal growth. represent valuable insights of life skills and fostering personal growth.

Through engagement with digital storytelling, students can explore and express their emotions, fostering empathy, practicing effective communication, and sharpening their problem-solving skills.

Chapter VI Conclusions, implications and limitations

This action research project had the purpose of identifying how Social Emotional Learning may be potentiated through the implementation of digital storytelling.

Consequently, two specific objectives were established:

1. To analyze the students' responses to a set of tasks related to digital storytelling in the development of socio-emotional competence.
2. To examine the role of SEL competence in processes of language learning in a public school in Bogotá.

To begin with, reviewing the first specific objective, an analysis of the outcomes of different tasks connected to digital storytelling revealed that students exhibited particular responses indicating their active involvement enhancing SEL competences. The activities encouraged students to express their thoughts, ideas, beliefs, and emotions fostering the SEL core competencies.

The students' responses to the tasks provided evidenced of notable progress in the key- social self-awareness and self- management skills. For example, students demonstrated heightened self- awareness by expressing their emotions and thoughts within the answers proposed at the end of each digital story as well as their own collective stories. The ability to recognize and manage their emotions allowed them to gain a better understanding of their emotional states. For example, when they encountered a character in a digital story struggling with feelings of fear, students could connect this to their own experiences of fear, whether related to public speaking or new challenges This recognition facilitated improved self- awareness as they learned to identify and navigate their emotions more effectively.

Furthermore, students faced challenges within the stories that required critical decision- making, such as character deciding whether to help a friend in need or stand up to a bully. These

experiences translated into real-life skills, as they began making more thoughtful decisions in their personal lives.

Collaborating on the creation of stories strengthened their teamwork and communication skills. Students had the opportunity to listen to others better and resolve conflicts more effectively. Additionally, the positive feedback they shared in their group stories helped them develop skills in giving and receiving comments in ways that improve that relationships. As was evident in some field notes, some students did not pay attention, and engaged in other activities when they were supposed to to create stories with their classmates and did not listen to others when they answered or reflected about the stories. All in all, the students' transformation in the realm of relationship skills unveils positive responses since they develop their communication skills, empathy and listening skills.

In addition to this, when students worked as a group to create stories, they learned to understand their classmates' perspectives and emotions. This growth in social awareness not only deepened their empathy but also enhanced their interpersonal relationships with friends and classmates. For instance, as they worked together to resolve conflicts within the stories, they became more adept at recognizing instances of injustice.

Finally, related to second objective, examining the student's processes, it is possible to affirm that their language development was closely related to their social-emotional skills. The scope of language acquisition goes beyond the acquisition of vocabulary or grammar, it also includes the capacity of effective communication, comprehension of specific social cues, and expression of their emotions.. For example, during collaborative discussion about their stories, students not only shared their narratives but also engaged in meaningful conversations, actively listening to their classmates, and expressing their thoughts. In addition to this, data also revealed that socio-emotional learning

contributed to the language acquisition by fostering better classroom dynamics such as better teachers- students relationship and peer collaboration. Additionally, the act of crafting characters and narratives in storytelling encouraged students to express their viewpoints, making them more proficient in both verbal and written communication.

Implications

The findings of this research project could have significant implications on education and society, giving a richer, more emotionally intelligent and socially generation of students. Firstly, by harnessing the power of digital storytelling as a tool to foster SEL competences, educators can unlock new ways for enhancing students' learning experiences. For example, a curriculum based on digital storytelling to foster socio-emotional competencies could be created to work on SEL competencies and language learning. Moreover, students can benefit from improved SEL skills, which are essential for their personal and academic growth. In addition to this, students can improve their language skills working on vocabulary, comprehension, grammar or communicative skills.

Moreover, the societal implications of this research are profound. The research underscores the importance of nurturing self-awareness, self-management, social-awareness, relationship skills and responsible decision-making. As students work on these competencies, they emerge as more empathetic and socially conscious individuals since they recognized scenarios that should be addressed in daily life. It means that the applications of SEL are not only for academic and personal matters but also for society as a whole.

Limitations

During the development of this pedagogical proposal, different limitations became apparent. The first one was the small sample size because the classroom was initially composed of 33 students but the study could only be conducted with eleven students due to the fact that the majority of students being affiliated with ICBF and it was not possible to get the sign since they were not authorized. This limitation may impact the analysis and results. The second limitation was limited access to technological tools, such as computers or TVs in the school at the beginning of the implementation. This was due to external factors such as flooding in the institution and the large number of students class with limited technological resources. Finally, the last limitation was time constraints. The meetings with the students varied from week to week since students sometimes had to present activities related to other subjects.

Further research

Due to the assertiveness presented by students in this research, different opportunities for additional explorations and inquiry related to SEL and language educations are suggested. Future research could delve into the specific elements of digital storytelling that are most effective in promoting SEL competencies. For example, it could involve the analysis of narrative structures or the types of stories. Furthermore, the implementation of digital storytelling in the curriculum deserves more attention. Exploring how digital storytelling can be potentiated into language learning programs would provide a significant insight of effectiveness.

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Appendices

Appendix 1: Characterization questionnaire


SOCIAL EMOTIONAL INTELLIGENCE

 UNIVERSIDAD PEDAGÓGICA NACIONAL
ESTRATEGIA DE INVESTIGACIÓN

NAME: [REDACTED] DATE: Marzo 17/2023

¡HOLA!

El día de hoy quiero invitarte a responder esta breve encuesta con el fin de conocer un poco sobre ti y tu experiencia con la clase de inglés. El cuestionario está diseñado para recolectar información necesaria para un proyecto académico dirigido por la docente en formación Yina Roa de la Universidad Pedagógica Nacional.

INFORMACION PRINCIPAL:

¿Cuál es tu edad? Tengo 9 años 5

¿En qué localidad vives? Buenos Aires Colombia

¿Cuánto tiempo llevas en el colegio? 2 años

Género F F M

¿Cuál es tu pasatiempo favorito?

Las manualidades

¿Te gusta la clase de inglés? Si No ¿Por qué?

Por que es libre a Prendemos mas idiomas

¿Qué actividades hacen en la clase de inglés? Ejemplo: guías, exposiciones, dictados, otro.

guías escribir en Ingles juegos

¿Qué actividades te gustaría realizar mientras aprendes inglés?

me gusta aprender Da a Da el Ingles

¿Cómo te sientes durante la clase de inglés?

me siento feliz alegre y aburrido

¿Cómo te sientes el día de hoy?

empesado - estoy feliz alegre

Describe en tres palabras:

alegre me porto bien y estudio sa

¿Cuáles son tus fortalezas y debilidades?

mis fortalezas: la alegría las manualidades

mis debilidades: cuando me ponga enojado y triste

¿Cómo sueles actuar cuando te sientes enojado/a o estresado/a?

me siento respetar después me paro hablar con el adulto y después ya resuelto sin problemas

¿Cuál es la reacción de tu cuerpo cuando estas enojado/a?

Calmando y tranquilo

¿Como te sentirías si un desconocido toma tu juguete favorito y no lo devuelve?

triste enojado y a un policía

Si tu mejor amigo o amiga se siente triste ¿Qué haces o como lo/la ayudarías?

le pregunto que tiene y le doy consejos y le digo lo que yo hago

¿Qué cualidades te gustan de tu mejor amigo o amiga?

que es divertido tiene ganas siempre se meca, se las gatas

Si estas en clase y un compañero está hablando y tú también quieres participar, ¿qué haces?

nada

¿Cómo sueles solucionar cuando tiene un conflicto?

hablando primero pero y ya


Si vieras que dos compañeros de clase están teniendo una pelea, ¿Qué harías?


les doy mis consejos

¡Muchas gracias por tomarte el tiempo de responder la encuesta!




Appendix 2: Questionnaire 2


UNIVERSIDAD PEDAGOGICA NACIONAL
 Educadora de educadores


 Nombre: [REDACTED]



¡Hola! Quiero invitarte a responder esta breve encuesta con el fin de reconocer tu proceso hasta el día de hoy y continuar trabajando en ello.

- What have you learned about emotions?
 ¿Qué has aprendido sobre las emociones?
Reconocer nuestras emociones,
y reconocer las emociones de los demás
- Draw yourself. How would you describe yourself?
 Dibújate. ¿Cómo te describirías?


Tengo ojos de color
café mi color de mi
pelo es moro mi
sentimiento es feliz

soy una Niña Feliz
soy una Niña juiciosa
soy una Niña Bona
- What is your biggest strength? Example: creative, loyal, patience.
 ¿Cuál es tu mayor fortaleza?
organized -- Funny -- helpful
- How did you discover your strengths?
 ¿Cómo descubriste tus fortalezas?
por que no me gusta el
de orden me gusta ser con las personas
me gusta ayudar a todos mis compañeros

Appendix 3: Questionnaire 3

PROCESO DE SEGUIMIENTO- CICLO 2

¡Hola! Te invito a responder esta breve encuesta para poder ver tu proceso frente a este cierre de ciclo. Por favor, lee cada pregunta responde o selecciona la opción que mejor describe tu opinión o experiencia. Responde con sinceridad. 😊

1. ¿Cómo te sientes cuando alguien te presta atención y demuestra interés en lo que dices o haces?

a) Me hace sentir bien y valorado.
 b) No me importa mucho.
 c) Me hace sentir incómodo
 d) Otra: _____

2. Cuando te sientes enojado o frustrado, ¿qué haces para calmarte?
respiro y tomo un poco de agua

3. ¿Qué significa autorregular las emociones para tí?
calmarte un poco

4. ¿Qué harías si vieras a un compañero siendo rechazado por otros?

a) Trataría de ayudar
 b) Lo miro, pero no hago nada
 c) Lo integro a mi grupo
 d) otra: _____

5. ¿Cómo te sientes cuando alguien te expresa gratitud?
bien por que me da gracias

6. ¿Crees que es importante demostrar gratitud hacia los demás? Explica.
es respeto

¡GRACIAS POR TU TIEMPO!

Appendix 4: Final Questionnaire



PROCESO FINAL DE SEGUIMIENTO- CICLO 1,2 Y 3



NAME

DATE

¡HOLA! TE invito a responder esta breve encuesta para poder ver tu proceso a lo largo de estos ciclos. Por favor, lee cada pregunta y responde con total sinceridad describiendo tu opinión o experiencia.

1. ¿Qué aprendiste a lo largo de este ciclo?

2. ¿Te gustó reflexionar y discutir de manera oral sobre las historias digitales?

3. ¿Te gustó plasmar de manera escrita tus pensamientos sobre las historias digitales?


4. ¿Crees que las actividades estuvieron relacionadas con la clase de inglés?

4. ¿Cómo crees que las actividades estuvieron relacionadas con la clase de inglés?

5. ¿Te gustó revisar tu proceso a través del diario emocional?

Sí ___ no ___ ¿Por qué?

Appendix 5: Students' journal

	English class
	How does Emma feel today?
	Teacher: Yina Roa
Name: _____	

1. Read the following sentences. Underline expressions about feelings.

2. On Monday I was very curious about to know how I will be when I grow up and have to work.

3. On Tuesday I felt frustrated, I didn't learn to swim so easily.

4. On Wednesday I was stressed, I had to do all my homework.

5. On Thursday I was sad, I didn't have a good day at school, and I just wanted to eat my favorite candies.

6. On Friday I was tired I had done a lot of things during the week.

7. Saturday was the best day, I played with my brother in the park.

8. And today I am very good. I have many emotions and feelings. I know it is important to recognize them. <3

Answer the following question and discuss with the rest of the class.

- Why is it important to feel all of your feelings?
To be aware of our emotion to cry, happy
- Why is expressing feelings important?
It helps to understand things
- When was the last time you felt very happy?
Name: Sara when: today
Name: Daniel when:
Name: Sofia when:
Name: when:

(In your Feelings Journal try to show the situation you were that made you happy)



Appendix 6: Field notes sample

FIELD NOTE 4

Class – practices

Date: 03-30-23 School: Colegio técnico Domingo Faustino

302



Class objective


Recognize and express different feelings and emotions.

Identify different ways to express emotions and feelings.

To understand how short digital stories can help them to identify emotions.

What to observe?	Observation	Reflection
Students' attitude	During the implementation of the activity, I could identify different students' attitudes. Some of them appeared highly motivated and engaged in the digital storytelling task while others seemed less excited. This caught my attention, so I decided to ask the students who were not participating. They said that they weren't participating because they did not understand English, and they felt embarrassed to speak.	Teacher needs to build an atmosphere of trust in your classroom in such a way that everyone feels comfortable. Teachers must promote communication and open dialogue for the construction of learning.
Task development	Today we began the learning process with the first digital story, it was genuinely interesting because most of the students actively participated in the activity, and many of them shared their opinion about the importance of their emotions. They also mentioned that they rarely used technological tools in the school, so they were happy to use them. In general terms, the students' reactions were positive since they appeared motivated by the proposed activities.	The overall positive reactions and motivation displayed by students showed signs that digital storytelling could be an effective tool for enhancing social-emotional learning. It will be interesting to continue observing their progress and how their emotional learning evolves throughout the project.
Class objective	Students actively discussed the characters' feelings in the digital story, which is a positive step in building their emotional awareness. The activity fostered their creativity, allowed them to work easily in their feelings and emotions.	The class objective is aligned with the core goals of my project, which is centered around social-emotional learning. The inclusion of short digital stories was well-received, as students seemed to relate to the character and scenarios.
Social emotional competencies	During the class, they prioritized active listening among all. The activities allowed the students to get to know themselves a little more and understand the reason for their emotions.	Socio-emotional skills allow students to connect with other people, build empathic relationships, communicate effectively, resolve conflicts, and express their feelings. Since the first step is to recognize their own emotions to have a good base to work on it.

Appendix 7: Informed consent- format:

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>
FOR009GSI	Fecha de Aprobación: 18-06-2018 Versión: 01 Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. NUIP No. _____ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013).

Documento Oficial. Universidad Pedagógica Nacional.

Appendix 8: Lesson plan:

<https://drive.google.com/file/d/1Emu7JAYF34gdKiXAobp-NmLz2700m9V9/view?usp=sharing>

Samy⁺

1. Objectives				
<ol style="list-style-type: none"> 1. Recognize and express different feelings and emotions. 2. Identify different ways to express emotions and feelings. 3. Understand how short digital stories can help them to identify emotions. 				
2. Basic standards for competences in foreign languages				
<ul style="list-style-type: none"> • I identify interrelated words about topics that are familiar to me. • I match illustrations with simple sentences. • I follow the sequence of a simple story. • I demonstrate understanding of simple questions about myself, my family and my environment. • Understanding the general idea of a told story by my teacher when supported by movements, gestures, and voice changes. • I use everyday expressions to express my immediate needs in the classroom. 				
1 express my feelings				
3.Steps of the class				
Activities and sources.				
<p>1.video: emotions and feelings vocabulary: https://www.youtube.com/watch?v=zEk48QSPo4: This video will give students an introduction about the emotions and feelings</p> <p>2.Digital story: My emotions</p>				

4.Emotions face templates. <https://busyteacher.org/20096-how-are-you-emotions-blank-face-templates.html>

I am.....

sad happy tired

angry afraid surprised

4.closure activity
Charades acting up:
With this final activity students will interact to accomplish the task. The class will be divided in groups. The teacher will give different flashcards to one member of the group with one emotion and its illustration, the student will act the emotion and the other groups should identify which emotion it is.

angry	excited	scared	disgusted
confused	shy	happy	nervous

English class
How does Emma feel today?

Name: _____

1. Read the following sentences. Under the expressions about feelings.

2. On Monday Emma was cutting class to meet her friend and go to the park.

3. On Tuesday Emma was sad because she didn't go to school.

4. On Wednesday Emma was excited because she had to go to school.

5. On Thursday Emma was tired because she had to go to school.

6. On Friday Emma was surprised because she had to go to school.

7. On Saturday Emma was happy because she had to go to school.

8. On Sunday Emma was nervous because she had to go to school.

9. And today Emma was good because she had to go to school.

Answer the following questions and discuss with the rest of the class.

• Why is it important to be happy?

• Why is expressing feelings important?

• When was the last time you felt very happy?

Name: _____

Name: _____

Name: _____

Name: _____

Session Nº: 2: Self-awareness All about me	Date: _____	Thursday: 7-9 am 10 -12 pm
Objectives		
<ol style="list-style-type: none"> 1. Identify one's own strengths. 2. Improve the knowledge about their own emotions, thoughts, and abilities. 3 Develop confidence and self-efficacy. 		

Appendix 9: Digital stories

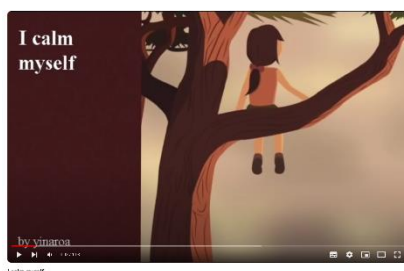
1: <https://www.youtube.com/watch?v=pHjRgame340>



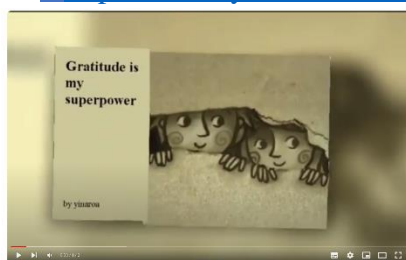
2. <https://www.youtube.com/watch?v=mGraNEbCYss>



3. <https://www.youtube.com/watch?v=Sh-Z7mCBjm0>



4. <https://www.youtube.com/watch?v=B9AxNM2iO5k>



5. <https://www.youtube.com/watch?v=Oyyjq1OsJDk>



6. <https://www.youtube.com/watch?v=NZc6qLpO-qk>

