IMPROVING THE SPEAKING SKILL THROUGH THE USE OF FABLES IN THIRD GRADE STUDENTS FROM LICEO FEMENINO MERCEDES NARIÑO

ANDRÉS FELIPE VARGAS

CAMILO ANDRÉS ZAMORA

ASESOR:

NELSON MELLIZO GUAQUETA

Trabajo presentado como requisito parcial para obtener el título de Licenciado en Educación Básica con Énfasis en Humanidades, Español y Lenguas Extranjeras

1

ACCEPTANCE NOTE

_____

_____

_____

_____

_____

_____

_____

Juror president´s sign

_____

Juror´s sign

_____

Juror´s sign

Bogotá D. C., Abril de 2016.

ACKNOWLEDGMENTS:

This monograph is the result of a research process full of work and dedication. Still without the help of various people the final result would not have been possible.

Foremost, we want to give thanks to God for giving us health, wisdom, strength and all we needed to carry out this research project.

Moreover, we want to express our gratitude to our families for trusting us and for their support and love during this process.

Also, our sincere gratitude to our advisor Nelson Mellizo, his support, time and guidance made this goal come true.

We would like to thank the Liceo Femenino School for allowing us to carry out the research project, especially to the English program coordinator Sandra Cárdenas, her help and advice was essential.

Finally, we want to thank all the teachers and classmates for enriching our understanding with their experiences, knowledge, orientation and dedication.

DEDICATORY:

We want to dedicate this research project mainly to God and Virgin Mary, who inspired our

spirit to be able to finish it. To our parents, who gave us life, education and support, to our

teachers throughout all this process, to our families in general because they were a huge

support in along this way and to our classmate Alejandra Beltrán Ochoa for giving us

advice and motivation to complete this project. We really want to thank all of them from

the bottom of our hearts. This dedicatory is made for them.

RESUMEN ANÁLITICO EN EDUCACIÓN - RAE

1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Titulo del documento	Improving the speaking skill through the use of fables in third grade students from Liceo Femenino Mercedes Nariño. (Mejora de la competencia oral a través del uso de fábulas en estudiantes de tercer grado del Liceo Femenino Mercedes Nariño).
Autor(es)	Vargas López, Andrés Felipe; Zamora Martínez, Camilo Andrés
Director	Mellizo, Nelson
Publicación	Bogotá. Universidad Pedagógica Nacional. 2016. 87p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	ORAL SKILL, FABLES, ORAL INTERACTION.
2. Descripción	

Este trabajo de grado tuvo lugar en el Liceo Femenino Mercedes Nariño de la ciudad de Bogotá en la jornada de la tarde. Este trabajo se hizo con estudiantes de dos grupos de tercer grado (305-306).

El objetivo principal del trabajo era determinar el impacto que tiene el uso de fábulas en la producción oral de las estudiantes de los cursos 305 y 306 del Liceo Femenino Mercedes Nariño.

El uso de fábulas fortalece por un lado los conocimientos previos de las estudiantes gracias a su familiaridad con su contexto, y por otro lado, fortalece los índices de atención y motivación ya que las estudiantes están expuestas a historias que son amenas y van conectadas con su realidad.

Presentar la lengua por medio de historias o fábulas inmediatamente hace que las estudiantes participen de forma activa en la clase y durante este proyecto ellas fueron la parte principal de la producción oral.

La interacción entre ellas y los docentes-investigadores también fue fundamental para alcanzar el objetivo propuestos al inicio de la práctica.

3. Fuentes

Burns, A. (2009). *Collaborative action research for English language teachers.* Cambridge: Cambridge University Press.

Council of Europe. (2004). *The common European framework of reference for languages: learning, teaching, assessment.* Retrieved october 5, 2013 from http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Ellis, R. (1990). *Instructed second language acquisition: learning in the classroom.* Oxford: Basil Blackwell Ltd

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding.* Detroit: Heinle & Heinle.

Gillies, R. (2006). 22. Gillies, R. (2006). *Teacher's and students' verbal behaviors during cooperative and small-group learning. British Journal of educational Psychology, 76*, 271-287.

Harmer, J. (2001). *The Practice of English Language Teaching.* Harlow: Pearson Education Ltd.

Littlewood, W. (1998). *La enseñanza comunicativa de idiomas: introducción al enfoque comunicativo.* Cambridge University Press.

Long, M., & Sato, C. (1983). *'Classroom foreigner talk discourse: forms and functions of teachers' questions'.* (M. a. 35. Long, Ed.) H. Seliger and M. Long.

MCER. (2001). *Marco común de referencia para las lenguas: aprendizaje, enseñanza y evaluación.* Retrieved mayo 28, 2015 from http://cvc.cervantes.es

Sullivan, P. (2000). *Playfulness as Mediation Communicative Language Teaching in a Vietnamese Classroom. Sociocultural Theory and Second Language Learning, edited by James P. Landtolf.* Oxford: Oxford University Press.

4. Contenidos

Este documento cuenta con 6 capítulos como sigue:

Capítulo 1 Contexto

Aquí se presentan las características de la población donde fue realizada la intervención, asimismo se describen las razones, la justificación y los objetivos de implementar esta propuesta.

Capítulo 2 Marco teórico

Este capítulo expone la teoría sobre la cual se fundamentó la investigación; de igual forma, referencia algunos estudios realizados previamente que proporcionaron información importante para la realización de este estudio

Capítulo 3 Diseño de la investigación

En este capítulo se describen aspectos tales como el tipo de investigación que se llevó a cabo, los instrumentos de recolección de datos y las categorías de análisis

Capítulo 4 Diseño pedagógico

En este capítulo se expone la propuesta de intervención pedagógica; de igual forma, se presentan los roles de los participantes y las etapas que se desarrollaron en el proceso

Capítulo 5 Análisis de datos

La información obtenida durante la intervención es analizada con base en la teoría y en las categorías previamente establecidas, los resultados se presentan en este capítulo

Capítulo 6 Conclusiones

Aquí se plantean algunas conclusiones que se generan a partir del análisis de los datos. También, Se presentan algunas recomendaciones basadas tanto en el proceso como en los resultados

5. Metodología

La elaboración de este proyecto se basa en los planteamientos de la investigación-acción, como proceso reflexivo, crítico y sistemático.

En una primera etapa se desarrolla un proceso de observación que da como resultado el planteamiento de una problemática relacionada con la pobre producción oral en inglés y la falta de motivación y participación por parte de las estudiantes en las actividades propuestas para el desarrollo de la clase.

Con el fin de intervenir la problemática se diseñó una propuesta pedagógica que le brindara al estudiante un ambiente óptimo de aprendizaje del idioma Inglés, y que de este modo motivara a las estudiantes a participar y fortalecer su proceso de aprendizaje de vocabulario el cual les permitiera mejorar sus habilidades comunicativas en clase.

La propuesta pedagógica involucró el uso de fabulas cortas para que las estudiantes tuvieran un tema generador y de allí se pudiera desprender el aprendizaje de vocabulario y que a su vez este vocabulario sirviera para que ellas produjeran algo en Inglés.

Los datos recopilados fueron analizados desde una perspectiva cualitativa y de esta manera se obtuvieron los resultados, asimismo a partir del proceso y los resultados se plantean algunas conclusiones de la investigación.

6. Conclusiones

La implementación de esta propuesta de intervención pedagógica posibilitó encontrar que:

Las fábulas contribuyeron a motivar a las estudiantes ya que ellas disfrutaron las actividades propuestas alrededor de la propuesta pedagógica al participar activamente en todas ellas. En este sentido, ellas encontraron ambientes apropiados para usar la lengua inglesa sin ser forzadas a hacerlo sino mostrando y expresando lo que sabían.

En términos de vocabulario, las estudiantes fueron capaces de usar nuevo vocabulario y expresiones para interactuar entre ellas mismas y con los docentes-investigadores también. Ellas igualmente entendieron que es posible producir algo en inglés sin necesidad de traducir.

La proximidad que las historias presentadas tenían con el contexto real de nuestra población, permitió que la lectura de dichas fábulas fuera más asertiva y la reacción de ellas fue positiva frente al vocabulario y las actividades que presentábamos. La intención oral en cada sesión fue alcanzada poco a poco hasta que las estudiantes lograron interactuar entre ellas con nuevas expresiones y palabras aprendidas a lo largo de la intervención.

Elaborado por:	Andrés Felipe Vargas López, Camilo Andrés Zamora Martínez		
Revisado por:	Nelson Mellizo Guaqueta.		
Fecha de elaboración del Resumen:	27	05	2016

CONTENT

APPENDIX AND GRAPHIC LIST

CHAPTER 1

INTRODUCTION

CONTEXT RESEARCH

Local Context and Institution Characteristics

The present work has been made in the Liceo Femenino Mercedes Nariño School (LFMN from now on) which is located in the Colombian capital city of Bogotá. This institution is situated in a sector where shares a boarder with commercial and residential places. Founded in 1916. Its initial guidance tried to look for the preparation of women for house work. In 1941 it was moved to the place it is now.

The school is a public female institution that is located in Restrepo neighborhood and belongs to the 18th sector of Rafael Uribe Uribe district. In the surroundings of the institution, it is possible to find main avenues such as: La Caracas Avenue and 1ra de Mayo Avenue. It is important to mention that the neighborhood is usually distinguished as an overpopulated and commercial zone. For that reason, it is surrounded by footwear and leather establishments. Besides, night clubs, pubs, casinos, motels and diverse sites of entertainment encircle the area. Such sites could affect the students in a negative sense because they would prefer to go there for finding entertainment as they get impressed by seeing a lot of places for them to have fun.

Thereby, the teaching model in which the school is based is the holistic teaching model. This model claims that the human being is a multidimensional subject who is defined

based on his/her social and personal diversity. In this model, the teacher works as a facilitator, it means that the teacher should guide and take the responsibility of the teaching and learning processes of the students who are the principal actors of it.

Nowadays in the area of humanities the LFMN wants their students to make use of the native and the foreign languages (English and French) as a means of expression and communication, written and oral. The school wants their students to recognize the importance of the English language as a facilitating tool of integration and interaction in a globalized world.

In terms of the learning methods and characteristics of the groups, we can say that the groups like their English classes. One of the reasons that they express is the place. The English class is taken at the English Lab which is a room equipped with the latest technology inner public schools. The LFMN has a smart board in which we can show videos, images, pictures, texts, drawings, etc. It is a very useful tool to encourage the girls to learn and to be motivated in their English class. Another reason is the use of diverse material such as board games, interactive programs and some other tools that Information and Communication Technologies offer. The students always expect something different in their English classes.

Population

The institution attends a total of 5640 students in the day and 750 at night, divided in three educational levels as preschool, elementary and secondary school. The population observed in this work is among of students of 305 and 306 grades situated in elementary school, afternoon shift. Both are courses with a total of 83 learners under the range of seven and nine years old.

The 305 class is a group which consists of 42 girls. They have classes from 12:15 pm to 5:45 pm which are distributed in 4 periods of classes of 75 minutes each. However, from Monday to Thursday the timetable varies a little bit due to the 40x40 schedule, consequently, their classes go from 2:15 pm to 5:45 pm and each period of class is given in 45 minutes. As a result, on Fridays they do have their normal schedule.

The 305 class is a very active group. They like their school very much (according to the survey applied) and the subjects they study. The director teacher says they like working in groups and they have their "work-teams". On the other hand, they sometimes fight between them (which is quite normal at their ages) but the teacher controls the class successfully.

On the other side, the 306 group has at the beginning of the current year an amount of 41 students who receive their English classes on Wednesdays at 5 o'clock until 5:45. All of them live with at least one of their parents and some of them with other family members who help them with their school assignments.

In terms of their cognitive characteristics, some students understand while the teacher explains certain topic. They keep their attention focused at the beginning of each class. However, in the middle of the class, they get distracted and do not pay attention because the dynamic of the class is always the same, it does not change. As a consequence, students get bored and prefer doing other activities such as talking and playing.

Finally, concerning their linguistic characteristics, the students commonly favor written activities due to the factor that English teachers do not communicate in the target language neither using basic commands in English, nor the students are almost all the time pronouncing the words as they write them down. They tend to write all the information that

is on the board, they are focused on writing constantly and when the teacher erases the board they get lost since they do not listen to him. When the students are asked to speak or to reproduce some previous knowledge orally, a few of them feel kind afraid because of their shyness, some others do the activity but almost whispering, But most of them say the information as reading the English words in Spanish.

According with their director teacher, the girls do not have a great level of English due to the fact that in primary they do not study English hard enough, they only have one hour per week, but along the observation in the first semester 2014-1, it was possible to notice that the students learn English through translation.

Diagnosis

This section includes the results of the first application of data collection instruments to the observed population previously characterized. It contains information from the field notes, short interviews and a survey, established to precise students' needs in regards to their English learning, observed by the researchers during the semester of observation (Proyecto de Investigación en el Aula) and the practice itself (práctica asistida y autónoma) of the year 2015.

The director teachers in charge of 305 and 306 courses who give almost all the subjects except foreign languages have expressed that they believe their students must improve their speaking skills because it is a difficulty shown when they want to produce English orally (See, Appendix 2). Besides, during the EFL class observed the students do not produce any phrases or words in the target language if it is not a demanding to repeat something from the teacher. This difficulty might be a sign of a lack of vocabulary to express

17

their ideas or a guide of how to think in English and not to translate into Spanish, even if they are trying to understand at this level of learning process the basic rules of this language.

Furthermore, during the second week of observation a survey applied to the students took place (See, Appendix 4) in which they expressed they like to come to their English class as it is a pleasant way to learn and express their own point of view through a new language. This point reflects who well-disposed are the students in regards of their English class but also it shows the importance of the development of oral skills in the language learning process.

Besides, on the question number 6, (See, appendix 4) says: "Which of those activities mentioned before (reading documents, watching movies or documentaries listening to music or playing video-games) is the one that you prefer more to learn English?" the half of students have answered that they prefer reading activities for learning and the other half have shown their preferences to watch videos and listening to music for improving their English. It shows a branded tendency to use technological tools and readings to reinforce their learning processes and how they would like to learn.

Another factor to keep in mind is the relevance from the students to the collaborative work, in the question number 10 where they were asked if they prefer the individual or group work a significant percentage have answered that they prefer the group work instead of individual, since they can help each other classmates to learn in appropriately way. In this case, the use of reading activities would be a good way to enhance communicative skills considering that they could make comments about the readings among their schoolmates.

On the other hand, the students do not have a tendency to learn with video games as they reveal in the surveys that it is not a quite good tool for it, likewise they use internet tools to enjoy their free time watching videos and listening to music as those activities are a relevant preference for them at the time of study so they become a proper vehicle to accentuate their learning processes.

Through the field notes (See, Appendix 3) it was able to notice that also the activities the English teacher sets to the students in the EFL class, which most of the times were associated to audio-visual learning, have shown a preferred leaning to get students' attention without regarding if they are related to films, songs or stories. When the students are attached to reproduce what they have seen on the videos in a spoken language, they show a greater confidence to do it thereby as they implicate their concepts or ideas to the vocabulary used on the videos.

Equally, the students have shown a preference to work with topics, in the target language, that they have used or seen before in their mother tongue, like songs for kids or tales like Alice in Wonderland learnt at first in Spanish since it gives them a previous base for achieving the new vocabulary or structures for the target language (See, Appendix 3).

However, when the students make different activities as rewrite the information placed on the board by the teacher like a title or an example, they do not understand their meanings only through their similarity to Spanish or the translation made by the teacher into the mother language.

Another interesting factor, one more related to the purpose of this research is their problem to comprehend the link between the new phonemes of the target language and its

graphical symbols as it is shown on the field notes from the 28th March (See, appendix 3), when students have pronounced /hʌˈləʊ/ (Hello) instead of /ˈjeləʊ/ (Yellow). It shows a pertinent work with written documents as storytelling could bring to the students for a major practice of phonemes and their pronunciation.

STATEMENT OF THE PROBLEM

This research project aims to strengthen third grade EFL students' oral production through fables, taking into account that they have received the vocabulary in an isolated way instead of as a part of a context. This fact does not enable students to internalize and remember vocabulary easier by building meaningful relations between what they learn and live in their real context.

Considering the observations developed in 305 and 306 courses, it has been established that the students present low oral production in English as the target language, most of them do not produce even a single sentence. Because of this, they hardly ever use English for communicating inside or out of the classroom as they speak just in Spanish. The language the students understand is very limited, phrases and basic words such as board, door, window, notebook, teacher, good morning, good afternoon and similar. However when they must describe the parts of their body, for example, they do not know the words, or the sites of the home or school, simple structures that are supposed to have been taught from the previous courses. Hence, students constantly ask the teacher: *¿Cómo se dice "pierna" en inglés?* They do not bring English dictionaries to class since they know the teacher answers any question they have.

The above statement could be evidenced in the analysis of the preliminary data collection instruments used during the observation period. The first one corresponded to the questionnaire (See, appendix 4), for students, where data related to demographic, general preferences and language issues were obtained. The field notes (See, appendix 2 and 3) were used as a second instrument that allowed us to see the dynamics and methodology of their English class.

The outcomes obtained from the questionnaire showed that third grade (305 and 306) students consider learning vocabulary as one of the easiest aspects of learning English; however, following the field notes taken and the intervention, it is evident that they forget rapidly what they have learnt and that is because they are not being exposed to a constant use of English language contextualization and due to the fact that most of them never or seldom use it within the school or home.

In addition, the field observations and the questionnaires applied demonstrated that students have a very limited lexicon and a lack of knowledge about pronouncing that make them feel afraid of speaking in public and not as comfortable as in Spanish they do (See, appendix 4). Besides, on observed classes the teacher promoted the use of the story Alice in Wonderland and the students were quite attached to enjoy this activity.

As well, it is necessary to mention that all the classes observed were given in Spanish thus relegating the role of second language and limiting, almost entirely, the children's exposure to it. These both are the reasons students prefer to move into their tongue language when they are immersed in whole second language classes such as the carried out in the intervention.

Additionally, students do not use English for communicating since they do not consider it important. If they see that the teacher is speaking all the time in Spanish they do the same as he is their model and guide. The students seem to be forced when they are asked to speak in English. They do not like it because they feel nervous for being exposed to the whole classroom and due to the lack of vocabulary. Although the teacher uses didactic tools for the student to speak in English such as games and activities involving movement, the students prefer not to participate. Another aspect that prevents student to speak in public is inside of them. Some students laugh at their classmates when they are speaking in English. As a consequence, these students feel ashamed and uncomfortable and they prefer not to speak loud or even not to talk.

JUSTIFICATION

This research project exists owing to the importance, as future teachers and researches, of encouraging an appropriate English oral communication on the students regarding the importance this language is having nowadays as a facilitating tool of integration and interaction in a globalized world. Furthermore, the students have to be able to communicate their feelings, thoughts and opinions by speaking, achieving an understanding of the communicative process carrying out instead of repeating information they have heard.

This research is useful as it gives an insight into the way teachers can improve and develop the speaking skills of students inside an English as a Foreign Language classroom, one of the most important abilities to work on when learning a language and its communicative process. That is why, this research claims to promote the acquisition of vocabulary through the Storytelling of fables which will allow the students to gain words or

structures from the target language, and to overcome some of their needs, believes or feelings concerning an interaction towards the fable too.

Therefore, it is possible to infer there is a lack of vocabulary even if they have practiced some of these words in the previous courses as the current LFMN English program shows. This aspect affects the other English skills (reading, writing, listening and speaking). In that way, they need to reinforce what they already know in order to be able to produce a communicative process in that basic level needed in 305 and 306 courses.

In the light of the above, it is remarkable that this project attempts to break with the traditional view of the language that apprehends all the competences in a separated way, ignoring that they need to be linked so that students can learn the language as a whole and not as a fragmentary process. Furthermore, this work contributes to the reaching of the Plan Nacional standards proposed by the Educational Ministry (2014), where the ideal is to have a systematic process for preparing bilingual students or, at least, people with the ability of using the language in the right communicative contexts, as our society requires. Moreover, the researchers hope that this research could be meaningful for teachers/researches who might be interested in implementing it or using some of its statements as a starting point for future projects or investigations aiming to reflect and improve the national education in general.

RESEARCH QUESTION

How does the use of fables enhance EFL speaking skill in 305 and 306 grades at the Liceo Femenino Mercedes Nariño?

GENERAL OBJECTIVE

To ascertain the impact of using fables on the EFL speaking skill of 305 and 306 courses from Liceo Femenino Mercedes Nariño.

SPECIFIC OBJECTIVES

1.   To compare the EFL oral production performance between 305 and 306 courses along the pedagogical proposal.

2.   To evaluate the influence of using fables on the EFL learning of the students.

3.   To advise methodological suggestions to EFL School program in order to improve the communicative competence of the students.

CHAPTER 2

THERORETICAL FRAMEWORK

LITERATURE REVIEW

This chapter presents the research background and the theoretical basis that function as central axis for getting a broad understanding of the fundamental constructs that guide this project research.

According to the problem we have identified, it was necessary to research what other projects have investigated this problem. We found that there are a few people in our university who have worked on this problem because most of their investigations have been based on individual aspects, either grammar or vocabulary or just the reading process itself. However we have found some investigations which reinforced the need of our population to work on these two aspects and taking into account the readings as the base of every lesson we will be working on. The first one, is an investigation of some students from the Universidad Pedagógica Nacional who mixed different reading materials (Storytelling, short stories) to improve the learning of vocabulary and make it more enjoyable.

Table 1 – Antecedents

No	Title	Institution	Year	Key words
1	Development of a diverse vocabulary, besides the basic communicative functions, through music and literature towards an effective learning of the English language in second grade girls at Liceo Femenino Mercedes Nariño	Universidad Pedagógica Nacional	2009	Oral comprehension, cognitive development, analysis of the image
2	The role of storytelling in fourth grade students' literacy process and its influence in students' engagement in the English classes.	Universidad Pedagógica Nacional	2007	Storytelling, literacy, legend, communicative approach.

No	Title	Institution	Year	Key words
3	Blended learning: An instrument for explicit training on learning strategies for vocabulary.	Universidad Pedagógica Nacional	2009	Blended learning, learning strategies, vocabulary
4	The video as an audiovisual tool that allows developing listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego School	Universidad Pedagógica Nacional	2012	EFL, Communicative skills, Listening, Interaction
5	Short Stories: A way to improve listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School	Universidad Pedagógica Nacional	2013	Short Stories, Audio Visual Techniques, Motivation
6	Teaching vocabulary to EFL third grade students from Liceo Femenino Mercedes Nariño through the use of digital storytelling and cooperative skills: A case study	Universidad Pedagógica Nacional	2012	Digital storytelling, cooperative work, EFL
7	Improving the speaking skill using the task based approach with fourth graders at San José de Castilla School	Universidad Pedagógica Nacional	2013	Task, interaction, Multimedia, Motivation
8	The role of storytelling in fourth grade students' literacy process and its influence in students' engagement in the English classes	Universidad Pedagógica Nacional	2007	Meaningful language, Experience, Storytelling.
9	Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms?	Gazi University in Turkey	2014	EFL, ESL, grammar, teacher beliefs, young learners.
10	To what extent does grammar knowledge account for competence in EFL reading comprehension in university students?	Universidad de Granada	2008	EFL, reading comprehension, grammar knowledge

As it was said before, we think these projects presented above help us and guide us towards the objective we have established. The First research project is *Development of a diverse vocabulary, besides the basic communicative functions, through music and literature towards an effective learning of the English language in second grade girls at Liceo Femenino Mercedes Nariño*. This research was carried out by Jorge Andrés Fonseca Rodriguez, a student form the Universidad Pedagógica Nacional, in the year 2009. This project consists on the idea of developing in the girls of second grade a diversified vocabulary, besides the basic communicative functions, through music and literature. This project comes out from the necessity of expanding the girls' horizons, and finding different ways of reinforcing and helping the learning of the English language.

As one of the topics of this research is to work on orality and literacy, this project makes use of a topic that is really helpful and related to our project which is the use of texts.

26

In this research some short stories were used during the classes; these were taught by images, and at the same time, by oral stimuli. Girls from Liceo Femenino had the opportunity to learn different vocabulary terms by images; those represented the main signifiers to the short stories. When they could recognize all images, the next step was the pronunciation of them. This project also works on memorizing, as a fundamental condition in the learning process of a foreign language; and taking into account the north of that project, not only for literature, but also for music, memorization process is based, mainly, on the oral-stage development.

The second one seems to be inappropriate in our research project but this project focuses on how to engage students in the English class which is also part of what we have named as "input": this process is essential at the moment of encouraging students to learn the diverse forms of the language.

As we think that learning vocabulary is one of the biggest issues in the English learning process, it is necessary to use as reference the third research project presented in the chart whose aim is to create strategies for learning vocabulary. The word strategies emphasizes that the creators of this project developed a few ones (Input and output) and we can contribute on the continuation of these strategies due to the endless forms of learning vocabulary in a classroom.

Deisy Pinto Vega (2012) from The Universidad Pedagógica Nacional developed a research called *The video as an audiovisual tool that allows developing listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego school.* This work searched improving vocabulary by using videos, in which students must enhance their communicative skills and they can express their ideas in the target language. In this

project the author used videos as a tool to encourage students' interest for learning EFL. The observer has divided her project in two parts with eight sessions, in which each session presents a different video to learn the principal concepts and finally on this project the students had to create a video in which they applied their acquired knowledge. By watching these videos their listening comprehension improved and helped them for preparing their own video. The author's objective was to involve students in a learning environment of interaction in English, where the video is an audio-visual tool, is the main resource.

The previous research is related to the current one as it shows the relevance of a strategy that prioritizes the oral production into a real communication context that students could gain from videos, in order to strengthen their language skills and to give them a more motivational and meaningful learning.

Another connected research was made by Chavarriaga Osorio Angie in 2013 at Universidad Pedagógica Nacional called S*hort Stories: A way to improve listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School*. This project promoted the uses of short stories to encourage speaking and listening skills inside an English class. This project was an action research divided in four stages (identifying the problem, gathering of data, analyzing the data and finally, creating a plan to follow to solve the problem) The author's objective was to describe how the use of short story promotes English listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School. Finally the researcher concluded that the short story was a quite good pedagogical tool to develop listening and speaking skills implementing the audio-visual techniques to enhance student's motivation.

Though that research was focused on promoting oral production, a convergent interest with the current study lies in telling short stories that expose students to a communicative environment where they can relate what they learn with the outside world, making them understand that English language is not an isolated element but it should be integrated to the practical life as it is seen in literature and videos.

To continue with, Ingrid Lorena Blanco and Yeny Carolina Roa in 2012 proposed a research called *Teaching vocabulary to EFL third grade students from Liceo Femenino Mercedes Nariño through the use of digital storytelling and cooperative skills: A case study"*. This project applied the digital storytelling and cooperative work to enrich EFL learning processes and vocabulary retention. The study revealed that students' motivation had increased with the use of English stories and the implementation of cooperative work inside the EFL class. The objective that they wanted to attain was to foster vocabulary learning and recycling processes through the use of digital storytelling" and cooperative skills in EFL third grade students from Liceo Femenino Mercedes Nariño.

Accordingly, this research project is useful for the current one as it contributes with a relevant experience in the use of storytelling as a tool for strengthening the process of learning vocabulary, what also corresponds to the objective of the present study. Besides that, it provides a wide list of visual learning aids that function as helpful resources for developing different dynamics for example the motivation.

Another research seen was the one made by Jefferson Pineda Puentes in 2013 and he called this project *Improving the speaking skill using the task based approach with fourth graders at San José de Castilla School*. This project applied the task based approach giving

to the students small tasks on which they could get previous information to subsequent quite harder work to achieve the objective which was to promote the communicative competence in the 402 students of San José de Castilla School and to generate an ideal learning environment in which students develop interaction through the task based approach. Some conclusions obtained were the students developed their oral skills with the tasks; the use of multimedia resources promotes student's motivation and participation; students have more confidence to interact using the target language.

This research, as the current one, looked for enhancing the communicative competence and participation in order to strengthen and make meaningful the acquisition of vocabulary. In this sense, this study has served as a basis for knowing what issues could limit or affect the procedure.

To conclude this section, we want to mention as well another graduation project made by Dayer Angélica Gil at the Universidad Pedagógica Nacional titled *The role of storytelling in fourth grade students' literacy process and its influence in students' engagement in the English classes*. According to the author "This proposal aims to inspire and motivate children in their learning process by creating meaningful connections between the foreign language and the students' own knowledge and experiences" (2007, p. 5). The author states to have found in the storytelling a way to cover the content syllabus proposed in the school while being able to provide a context to teach the language. When presenting the results after implementing the projects the researcher found that with this project was possible to find out that storytelling fulfill all the expectative that the children want to come across the English

classes. Like this, storytelling was a meaningful resource to involve children with their real context in order to relate them to their origins and the idea of identity.

As the precedent research shows that stories allow students to identify values and reflect upon their own behaviors and perceptions of the world as well, our proposal changes from the preceding ones since we use storytelling such an adaptation and production of fables that give students an opportunity to access to visual, aural and behaviorist stimuli to set within the EFL classes. It is why we frame this proposal by implementing readings of fables to enhance oral production and motivation in learning English.

Then, we found other investigations made at the Universidad Pedagógica Nacional which used storytelling as well to motivate and activate the English learning process in the classroom so the students could see English language more fun. And, we also found an investigation which uses music and literature (which is our objective) as a tool to improve the lexical competence of students from second grade at the same school but they are no mentioned in this chapter as we took the most related ones to our research. Now, in a wider perspective, a few articles were found from other universities in other countries which are also related to our topic.

And finally, we used the last two projects to show that this is a reachable project due to the multiples investigations that have been done around the world. The grammar and the lexical competence have been a big problem for many students not only in Colombia but also in many different countries. In Turkey, this investigation done by Hacer Hande Uysal, named *Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms?* was focused on the teachers' beliefs about the best way of teaching grammar which gives us

a wide perspective of what teachers believe and what it really is and the investigation made in Spain named *To what extent does grammar knowledge account for competence in EFL reading comprehension in university students?* Supports our project in terms of how grammar competence influences what students read and if they really understand what they are reading, this research was carried out by Ángeles Linde López on 2008.

THEORETICAL FRAMEWORK

Speaking Skills

It is well known that nowadays speaking skills are being more studied than before as a way to enhance students' proficiency within English learning as a foreign language; keeping on mind the importance of achieving a proper fluency of English as the world's language, one of the most used as a base of inner globalization needs. Thus, many researches have worked about oral skills such as Bygate (1987 – 1991), Brown and Yule (1991), Buck (2001), Skehan (1998), among others.

Inside this work it is settled the study made by Jeremy Harmer (2001) who has noted down that speaking, in a communicative point of view is involved with many different aspects dealing between two major categories as Accuracy and Fluency; the first one involves the correct use of vocabulary, grammar and pronunciation, and the other one referred to the ability to keep going when speaking in a spontaneously way. Moreover, the first language has a huge influence in the acquisition on the research of a foreign language learning (Littlewood, 1984)

Thus, researchers involved in the study on the first language acquisition have revealed that concepts as imitation and habit formation were changing to establish notions which

emphasize children's creativity to form their own knowledge of the language. Then, Halliday (1975) affirms that children acquire the language when he or she realizes that is able to do certain things with it, learning different functions that can be predicted in order: first, using language to get what he or she needs, called instrumental function; next using language to control other people behavior, regulatory function, and others.

Continuing with Harmer's theory, he distinguishes between two aspects, for elements of speaking that are necessary for fluent oral production, those are: at first, the knowledge of 'language features' and secondly, the ability to process information on-the-spot (mental/social processing) (2001, p269-271).

The language features aspect, according to Harmer, involves the following features: connected speech, expressive devices, lexis and grammar, and negotiation language, in which a brief overview is shown below:

−   Connected Speech − conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning − weakened sounds);

−   Expressive Devices − pitch, stress, speed, volume, physical − non-verbal means for conveying meanings (super-segmental features);

−   Lexis and Grammar − supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);

−   Negotiation Language − in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, 269-270)

For achieving a successful language interaction, it is important to link the use of language features and the mental/social processing, within which Harmer sets three sub-features that are: language processing, interacting with others, and on-the-spot information processing, here is another brief overview:

- Language Processing: processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences);

- Interacting with Others: including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so;

- On-The-Spot Information Processing: i.e. processing the information the listener is told the moment he/she gets it.(Harmer 2001, 271)

This Harmer's point of view, the way to succeed a wage oral communication needs learners who have knowledge of language features, and the ability to process information and language on the spot; if the speaker possesses these language features will be capable to achieve a successful communication goal.

Interaction

The Common European Framework of Reference for Languages (Council of Europe, 2004) defines interaction as follows:

In interaction, at least two individuals participate in an oral and/ or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only two interlocutors may be speaking and yet listening to each other simultaneously. Even where turn taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances. (p.14)

Communicative competence theories highlight the importance of interaction as human beings use language in several contexts to negotiate meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa (Brown, 1994). According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular essence and a range of functions, including formal instruction, whole-class and task management and development of group cohesion. Hence, it involves everything communicative happening in the classroom. Ellis defines classroom interaction as: not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling…" (Ellis, 1990, pág. 12)

Classroom interaction is fundamental to developing language skills; students advance when they actively participate in their learning process through questions, comments, requirements, etc.

According to Robinson (1994), there are two types of classroom interaction: non-verbal interaction and verbal interaction. The first is associated with behavioral responses in the classroom. This means that students interact through their behaviors such as head nods, hand raises, body gestures, and eye contact. In contrast, the second kind of interaction consists of written and oral interaction. Written interaction is the style of interaction in which

students write out their ideas or thoughts. In other words, they interact with others through written words, documents and so forth.

On the other hand, oral interaction involves students interacting with others by speaking in class, answering and asking questions, making comments, and taking part in discussions. It is precisely this one the kind of interaction which is the focus of this research project. Angelo (1993) points out that classroom interaction includes teacher-student and student-student interaction. These two kinds of interaction offer different opportunities for negotiation of meaning and advancement of learning processes.

Teacher–Student Interaction

This kind of interaction takes place between the teacher and the class, small groups, or individuals in the class. In the classroom, the teacher often asks questions to students, which they answer, and vice versa. Questioning is the strategy that the teacher uses in direct interaction with the students. According to Corey (1940 as cited by Hargie et al., (1981)), the teacher asking questions is a fundamental and important means of classroom interaction. It is considered one of the teacher's initiating activities and facilitates students' language acquisition by asking questions and initiating responses from students. Questioning is one of the elementary strategies through which the teacher encourages student thinking and learning.

Long et al. (1984) states that questioning stimulates the teacher-learner interaction and ensures that all students participate in their learning. Long and Sato (1983) propose two questioning techniques for the teacher in EFL classrooms: referential and display questions. Display questions are those for which the teacher previously knows the answers and requires

students to display knowledge. This kind of question is asked for comprehension checks, confirmation checks or clarification requests. With display questions, not only does the teacher know the correct answers, but students have also more possibilities to know them. Display questions are used in EFL classrooms to foster practice in the target language and to increase students' participation in the form of natural conversation.

According to Brock (1986) and Long and Sato (1983), classroom interaction is characterized by the use of display questions. They encourage language learners, especially beginners, to get interested because these questions require short answers and contain small pieces of information such as parts of speech, word stress, intonation, antonyms and synonyms, word pronunciation and meaning. Display questions require short or even one-word answers and are less likely to get learners to produce large amounts of speech. These kinds of questions abounded in the interaction carried out in this research project. As it can be seen in the transcriptions of the online sessions, the majority of questions posed during spoken interaction attempted to accomplish comprehension checks, confirmation checks or clarification requests. The aim was always to foster interaction and encourage the practice of the target language.

Student-Student Interaction

Student-student interaction takes place among groups of students. In this type of interaction, the teacher plays a role as a monitor and learners are the main participants. Researchers (Gillies, (2006); Storch, (2001) state that practice is the most effective strategy to develop collaboration and social skills when applied to small groups or peers rather than with the teacher or in a whole class setting.

Harmer (2001) suggests that pair work increases the amount of talking time available to every student in the classroom. According to *Sullivan* (2000)*,* the teacher should frequently use group work to maximize each student's opportunity to speak and reduce the psychological difficulty of public performance. Rulon and McCreary (1986) state that students express broader range of language functions in group work than in class-wide work with a teacher.

Furthermore, Doughty and Pica (1986) point out that in-group work activities it is more possible to lead to negotiation of meaning and collaboration than in interaction with the teacher. Wegerif et al (1999) define the conditions required for collaborative interaction as follows: (1) all information is shared; (2) the group seeks to reach agreement; (3) the group takes responsibility for decisions; (4) reasons are expected; (5) challenges are expected; (6) alternatives are discussed before a decision is taken; and (7) all in the group are encouraged to speak by the other group members. (p.5)

All these conditions were offered during the online interaction carried out in this research project. The students had the opportunity to share information, construct knowledge, interact and work together to achieve the same goal, working collaboratively and developing social skills.

Motivation

There are different factors that can affect the language learning process, motivation plays a key role on this process, hence to support this idea Pimsleur, P (1962), points out that motivation factors almost certainly affect achievement, and personality may also be important. In that sense, in the process of learning it is very important to highlight the

importance of motivation, since it is probably the prevailing aspect which governs the student's progress and ability to learn. The absence of motivation may engender fear, and be perceived by the student as a threat.

To continue with, Littlewood (1998) points out that second language learning is seen as a form of social learning: "Learning implies four basic conditions: motivation to learn, an internal representation of the crucial features of the behavior to be learned, practice in converting this internal representation into actual performance, and feedback about success of the resulting behavior" (Littlewood, 1998, p. 78). In relation to the current project, those basic conditions the author suggests are significant for the current project development, as far as children are motivated to learn and participate on the activities designed, their vocabulary learning process will become more enjoyable and meaningful, thus their interaction and participation in class will also improve.

Storytelling with fables

Storytelling has been assumed as the practice of telling stories for all kinds of societies. Besides, there exists an association in charge of preservation and perpetuation of storytelling art called the National Storytelling Network, who has its headquarters in United States, from which this research take a brief definition of storytelling:

"Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination." (National Storytelling Network, 2015)

On the other hand, storytelling is described as "a technique of teaching that has stood the test of time" (Chambers, 1970, p. 43). According to Cooper, (1989), this technique has been promoted as an "ideal method of influencing a child to associate listening with pleasure, of increasing a child´s attention span and retention capacity, or broadening vocabulary, and of introducing a child to the symbolic use of language" (Cooper, 1989, p. 3). This technique has some educational advantages: it interests students and allows learning to take place more readily and more naturally within a meaningful, interactive communication context. It is also promoted as fostering natural communication, allowing students to experience authentic language input.

Storytelling and fables are relevant tools in the current research as they involve students in the stories exercising their imagination and creating positive attitudes towards English as this technique is related to their interests. They enjoy listening stories that allow them to remember details and to anticipate what is going to happen. Literature provides delight and enjoyment. Moreover, literature can educate at the same time it entertains. Children love stories since they develop their imagination, help them consider people experiences, ideas and allow them to show how others have lived by "traveling" to other worlds no matter what the time or place.

Fables

Storytelling is an ancient and universal form of entertainment. One of its purposes has been to impart and clarify values and moral principles in an enjoyable, gentle, effective, and nonthreatening way. In the classroom, sharing and examining fables can provide fun and exciting way to introduce children to the world of literature. Children enjoy hearing, reading,

and acting out fables, and they have fun participating in activities that complement these stories. When children's interest is inspired by stories, they develop a necessity for more stories, characters and worlds (Balla, 2000).

Fables also allow students to develop interest in literature as they explore and learn the English language. Thus, promises the true aim of teaching and learning of any foreign language, which is the linguistic and socio-cultural as well as personal development of foreign language learners as "linguistically competent, open-minded, responsible citizens of this culturally diverse world".

CHAPTER 3

RESARCH DESIGN

The following section introduces the reader to some contents the project contains as the type of research, the research method and the explanation of the units of analysis with their indicators. Moreover, it contains a brief description of the population, the data collection procedures as well as the description of the data collection instruments the researchers implemented.

Type of research

The current project is based on qualitative research as it aims to describe a phenomenon as a whole. It means that people, procedures and events are not taken by implemented isolated variables that lead to a single result; but there is a holistic perception and description about the events and population involved in the research. Moreover, the researchers are included in the investigation using subjective information and being an active participant of it.

Thus, the researchers collect, interpret and analyze data by observing what people do in certain settings. In regards to the process of gathering information, several instruments can be implemented such as interviews, surveys, questionnaires, field notes among others. As a result, such data collection instruments contribute to the understanding of the setting and the phenomenon the researchers deal with.

According to Denzinand Lincoln (2005), qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world. At this level, qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret phenomena in terms of meanings people bring to them. (Denzin & Lincoln, 2005, p.3)

In order to carry out the analysis, the researchers applied a triangulation process in which is necessary the combination of two or more theoretical perspectives, data sources or approaches (Hussein 2009). In the current research, they need three sources of data that help

them identify connections between the theoretical research and the outcomes seen in the data collection instruments.

Keeping in mind that the current is an action research project, the researchers implemented the steps below (Burns 1999).

- **Assembling data:** During this step, the researchers collect all the data and ongoing reflections from the information they have. Moreover, the research question is checked by the researchers to start a process of more detailed analysis. In the current research, the investigators classified and organized the information in different files on the computer and notes in order to have access to all the information.

- **Coding the data:** In this step, the researchers categorize and encode all the data in order to identify more specific patterns. Also, they identify which tools used for data collection are going to be coded qualitatively and which can be coded quantitatively. In the current research, the investigators organized relevant information according to colors, giving each category a different one. Besides, the data collections instruments were classified. Thus, field notes and recordings were coded qualitatively while the semi-structured interviews, quantitatively.

- **Comparing the data:** During this step, the researchers compare the categories in the data collection with the aim of seeing whether there are repeated patterns or ideas in the data collection instruments. In the current investigation, the researchers organized on the field notes.

Building interpretations: In this step, the researchers have to connect and articulate relations, concepts, patterns, behaviors and refine personal theories of hypothesis that were

made according to the problem stated. In the current research, the investigators classified

relevant information for each category from the theory presented, field notes, recordings and

semi-structured interviews, in which the main problem and objectives were related. Thus, the

researchers started sitting on separate notes this information.

Reporting the outcome: In the final step, the researchers organize and present all the

information, findings and outcomes, which were supported by the data and the theory.

Data analysis

For the data analysis, the researchers established some analysis categories related to

the use of fables as a meaningful tool to improve oral skills and Oral skill: teacher –student

and student-student as well. According to them the information gathered was analyzed:

Table 2 - Analysis Categories

UNIT OF ANALYSIS	CATEGORY	INDICATOR
The use of fables as a meaningful tool to improve oral skills.	Vocabulary improvement	• The students are able to use the vocabulary worked in the fables in order to express their own ideas. • The students use vocabulary learnt in class to create well-structured sentences.
	Attention and motivation	• The students get attracted by the fables proposed in class. • The students show their motivation by producing their own fable.
Oral skill: teacher – student and student-student.	Oral interaction	• The students are able to exchange orally their understanding of the fables to their partners. • The students understand the instructions given by the teacher and respond to them properly.
	Confidence and participation	• The students speak confidently in class to the teacher and to their partners. • The student participates actively in the activities proposed.

Population and sample

As it was mentioned in the first chapter, the population of the current project corresponds to the groups 305 and 306 at Liceo Femenino Mercedes Nariño School. The group holds a total of 83 students; all of them are female between seven and eight years old.

Data collection procedure

As in other qualitative approaches, the data for a grounded theory can come from several sources. The data collection instruments include interviews and observation. In addition to other sources such as documents, video and audio recordings, newspapers, letters, books and anything that might enlighten the question under study (2008). In this case the data collection instruments used were field notes, recordings and semi-structured interviews which are described in the following sections.

Field Notes

Freeman (1998) points out that field notes are description of accounts of observed events, including non-verbal information, physical setting, group structures and interactions between participants. This instrument was used during the groups' activities. While students interacted, we registered actions that called my attention, write comments and reflections. Field notes allowed us to write our thoughts about the interaction through fables, which enriched our data. The field notes were taken in a word document and were labeled with the number and the data of the session.

Semi-structured Interviews

In order to know students' views in regards to their participation in the fable mediated interaction, we implemented semi-structured interviews, which gave us the opportunity to talk to the students about the impact that the activity had caused on them. Burns (2009) points out that:

> "This type of interview has the advantage of enabling the interviewee's as well as the interviewer's perspective to inform the research agenda, and therefore gives rise to a more equal balance in the research relationship." In addition, it allows for the emergence of themes and topics which may not have been anticipated when the investigation began," (p. 120).

Recordings

In agreement with Burns (1999), this term is related to audio or video recordings that provide objective records of what occurred inside the classroom, which can be re-examined. These recordings are written using conventions for identifying speakers and indicating pauses, hesitation, overlaps or any necessary non-verbal information.

CHAPTER 4

INSTRUCTIONAL DESIGN

In this chapter are presented the pedagogical proposal in which the project is supported, the pedagogical approach, and the implementation phases this project will go through.

Pedagogical Approach

Social Constructivism

According to social constructivism theory, learning is an active, social and collaborative process through which learners construct knowledge with others. From this perspective, communication and interaction play a fundamental role in any learning experience (Vygotsky, 1978, cited in Ellis, 1999). In other words, social constructivism states that knowledge cannot be developed in isolation, but through social interaction. In this regards, this pedagogical approach properly fits with the aim of this research project since, as it was mentioned before it intends to improve oral skills through collaborative processes which in this research project are divided into interactions between student-student, student-environment, and student-teacher.

Rather than viewing learning as an internal process of knowledge transfer, whereby knowledge is transferred from the individual's external environment into their memory, constructivism theory conceives that the learning process is constructed by creation of knowledge through interpretation of their experiences and the interaction with other individuals (McMahon, (1997); Flavell & Piaget, (1963). Along this research project, the

creation of knowledge and the improvement of the oral skills are conceived and focused on the use of fables since through the use of them the learners are able to work on given specific contexts as well as to make interpretations of the experiences found in the stories and their previous real experiences. The idea is to give students stories in which they find a relation to their real lives in order to make construction of knowledge and not a process of transference, in other words to make the learning process and the improvement of the oral skills a significant process in which they have an active role.

In terms of social constructivism applications, they are found in schools through the use of cooperative and collaborative teaching strategies such as team-games, tournament, student-teams achievement divisions, jigsaw, numbered heads together, and peer- peer tutoring. According to Slaving (1980), by implementing such strategies, students work together while sharing ideas and challenging each other's perspectives.

In the constructivist classroom, both teacher and students think of knowledge as a dynamic ever-changing view of the world we live in, and the ability to successfully stretch and explore that view, not as inert factoids to be memorized.

Key assumptions of this perspective include:

1. What the student currently believes, whether correct or incorrect, is important.

2. Despite having the same learning experience, each individual will base their learning on the understanding and meaning personal to them.

3. Understanding or constructing a meaning is an active and continuous process.

4. Learning may involve some conceptual changes.

5. When students construct a new meaning, they may not believe it but may give it provisional acceptance or even rejection.

6. Learning is an active, not a passive, process and depends on the students taking responsibility to learn. *Open educational resources of UCD teaching and learning, University College Dublin.* Accessed on 23 February 2016 from http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism_in_the_Classroom.

According to Vygotsky, 1978 in relation to the teacher's role, they do not take the role of the "sage on the stage" instead of that, teachers act as a "guide on the side" providing students with opportunities to test the adequacy of their current understandings, thus they create situations where students feel safe questioning and reflecting on their own processes and provide students opportunities for more expert and less expert students to have them learn from each other. In terms of knowledge, teachers should collaborate with students in constructing it rather than promoting competition.

Teachers present knowledge as a process of active discovery by providing the necessary resources and present authentic tasks to contextualize learning through real world. All these assumptions are in relation to the aim and development of this research project in which the fables become the necessary resources to make the English learning and the development of the oral skills an enjoyable, authentic, interactive and meaningful process framed on activities related to their real world which are found in the different stories worked during every session.

In regards to student's role the expectation within a constructivist learning environment is that the students plays a more active role, and accepts more responsibility for their own learning. Then, the role of the student is to actively participate in their own education, they have to accommodate and assimilate new information with their current understanding. One important aspect of controlling their own learning process is reflecting on their experiences, so students begin their study with pre-conceived notions.

Pedagogical design

The CLT approach has been chosen as the methodological method to develop the interventions and also to accomplish the aim of this research project. The CLT method starts from a theory of language as communication. According to Michael Halliday's (1970), language is considered as functional, it has an instrumental function (using language to get things), and a representational function (using language to communicate information).

Some of the principles of Communicative language teaching are pointed out by Richards, R & Rogers, T. (1992) Approaches and methods in language.

- Learners learn language through using it to communicate.

- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.

- Communication involves the integration of different language skills.

- Learning is a process of creative construction and involves trial and error.

- Contextualization is a basic premise.

- Drilling is used, but no to ensure memorization without context.

- Translation may be used if appropriate.

- Intrinsic motivation is maintained by what is being communicated.

All the activities and methodologies that will take place along the interventions will be framed on these principles which are the basis of the development and scope of the main goals this research project has established. This CLT method will encourage students to take part on their English learning process as well as to make them aware of it, and therefore to improve their oral skills and at the same time to increase their participation in the classroom activities.

Methodology

Lesson planning

This current research project made use of various lesson plans for the development and reach of the objectives established for each class. They go straight forward in their application towards oral skills development.

Lesson Plan 1

Topic: To identify the verb "to work" and "to wear"

Total time: 50 minutes.

Goal: The students will be able to use the verbs: To work – To wear.

51

Resources/materials: Interactive fabless, flashcards, intelligent board.

Specific learning Objectives:

- – To identify the use of the verb "to work"
- – To identify the use of the verb "to wear"
- – The students write sentences with the verb to work and to wear.
- – To identify some jobs and clothes.

Table 3. Procedures and strategies

	Grouping(s)	Time
Opening(s): The teacher shows to the students the interactive fable calls The Ant and the Grasshopper.	Whole class	5 minutes
Pre communication activities: presentation & practice activities		
Activity 1: The teacher uses flashcards to show the main characters of the fable to the students.	Whole class	7 minutes
Activity 2: the teacher asks students to think about what the book is	Whole class	5 minutes.
While-activities / communication activities		
Activity 1: The teacher asks students that pay attention to reading the fable.	Whole class	15 minutes
Post-activities / application activities		
Activity 1: the Ss' write sentences with the verb To Work to say I work as student.	Individual	5 minutes
Activity 2: This activity will reflect students comprehension of the fable as they will be asked to create a similar story in which they use similar vocabulary from the fable and its moral.	Individual	5 minutes
Closure		
Discuss about the new things students learned to use the verbs To Work and To Wear.	Whole class	8 minutes
Assessment of Ss' performance		
The focus of this activity: is the product that they do in the post-activity phase.		
The recipient of this activity (individual/pair/group): each student of the class.		
Formal/Informal activity: This is a formal activity.		
The consequences if Ss' don't learn the topic: is another activity with different topic covering the same teaching point		
Follow-up activities		
The students have to cut and to paste jobs seen, by writing "s/he works as (Paste the job/profession).	Individual	

Implementation Phases:

This research project is based on the development of three cycles

Cycle 1: Getting in contact with fables

During the cycle 1, at the very beginning of the class students recognize and get in contact with fables to be worked during the session, as tools to improve their oral skills and therefore being able to communicate ideas, personal opinions and thoughts, as well as to describe and talk about their surrounding context, etc. The presentation of the readings along this cycle are done by using many different resources in which are found the poppets, visual aids and videos. After reading the fables, the teacher asks students some questions about them to check comprehension. The main point is to guide students to listen to the fables in order to comprehend what they hear.

Moreover, students carry out activities mainly in groups in order to give them confidence when participating in class. In here, the teacher explains the dynamic of the activities, which are related to vocabulary comprehension, and implicit grammar exercises.

Cycle 2: Oral production

In this cycle, the main object is related to the use of the new vocabulary worked in the fables in order to include it in the students' oral productions and interactions between student-student and teacher-student; as a result, teacher and students interact orally with the purpose of having communicative interactions. Along this process, the teacher asks questions for which the answers are found explicitly in the fable, and some of the questions have been previously worked during the cycle 1 along the reading comprehension.

On the other hand, in terms of the oral production students create their own fables by using as a guide the ones previously worked; in here, they have to use all the new vocabulary learnt, as well as the expressions found in the stories. These fables are created by working in groups, and the presentation of them is explicitly oral. Finally, after sharing their fables, a pair-work is conducted in which they have to discuss what the moral of the fables they have created is.

Cycle 3: Bringing fables to life

Along this cycle, after having worked on the reading activities, students will work in groups in order to act out the fables worked during the class. The main aim of these activities is to create a natural environment in which students are able to express themselves, improve and practice their oral production, pronunciation and fluency. Moreover, through these presentations it is expected to give students a higher level of confidence in order to encourage and engage them to use English to communicate in the classroom, which is one of the objects this research project has established.

Academic Program

Since the objective of this work was to ascertain the impact of using fables on the EFL speaking skill of 305 and 306 courses from Liceo Femenino Mercedes Nariño, using the concepts exposed before, the schedule of the activities for this pedagogical proposal based in fables are described in table 4.

Table 4. Activities of the academic program

Date	Topic	Fable / task	Objectives
18/20-02-15	General presentation	Teacher communicates students the general perspective of the project.	To let students to know the general purposes of the intervention and the course
25/27-02-15	Engaging in storytelling	Teacher approaches students to the procedure of telling fables.	To engage students in the English lab and to establish the rules to work within it.
04/06-03-15	Numbers from 0 to 20	Students spell numbers for different Purposes – Math fables	To count the numbers from 0 to 20
11/13-03-15	Numbers from 20 to 60	Students spell numbers for different Purposes – Math fables	To count the numbers from 20 to 60
18/20-03-15	Numbers from 60 to 100	Students spell numbers for different Purposes – Math fables	To count the numbers from 60 to 100
25/27-03-15	Animals	Students understand, listen and work with a fable that uses animals.	To identify the names of some domestic animals. To recognize the difference and use of the demonstrative adjectives *this* and *these*
08/10-04-15	Animals	Students understand, listen and work with a fable that uses animals.	To recognize and use present progressive tense.
15/17-04-15	Animals	Students understand, listen and work with a fable that uses animals.	To recognize and use the expression that indicates the existence of an object.
22/24-04-15	Animals	Students understand, listen and work with a fable that uses animals.	To identify the names of the wild animals.
29/04/15	Family Members	Students will learn a fable related to the family.	To identify the names of the family members
06/08-05-15	Family Members	Students make oral sentences using the family members and the structures seen.	To identify how to describe family members.
13/15-05-15	Family Members	Students draw their family setting their names.	To set family members topic in their real context.
20/22-05-15	Five senses	Students learn which are the five senses with *Two Men and a Bear*	To identify how are called the 5 human senses. Tell the fable to their director teacher
27/29-05-15	*Wh* Questions and answers	Students learn to use *Wh* questions with *Two Men and a Bear*	To teach how to make questions using *Wh* question
03/05-06-15	Uses of the verb to work	Students produce short sentences using the verb "*to work*" and "*to wear*"	To identify the verb "*to work*" and "*to wear*".

Date	Topic	Fable / task	Objectives
		Fable: *The Ant and the Grasshopper*	This activity will reflect students comprehension of the fable as they will be asked to create a similar story in which they use similar vocabulary from the fable and its moral.
10/12-06-15	Clothes	Students will comprehend a set of vocabulary related to the clothes. Students infer how to make a description with the fable The Crow *and the Pitcher*	To identify the vocabulary of clothes. *What are you wearing?*
17/19-05-15	Describe	Students infer how to make a description with the fable *The Crow and the Pitcher*	Students infer how to make a description using adjective + noun. Make a performance of the fable
22-05-15	Parts of the body	Students will learn the parts of the body by using the fable: The Fox and the Grapes	To identify some parts of the body. Create lyrics of a song taking as example *the twinkle twinkle little star* song, using the vocabulary achieved.
29-05-15	Parts of the body	Students will learn the parts of the body by using the fable: The Fox and the Grapes	To identify questions with where: "*Where is your arm?*"
5-06-15	General Review	Students do a presentation of what they have learnt in English until this day.	To use a range of vocabulary for different purposes. Make a presentation of a monster the student designed in order to reflect understandings achieved in the whole semester.

CHAPTER 5

DATA ANALYSIS

The following chapter presents the results and the interpretations of the data gathered along the pedagogical intervention. These were analyzed according to the categories and indicators established in the previous chapter. The data collection instruments such as field notes, recordings and semi-structured interviews provided all the data to do the analysis process.

Due to the strikes and some of extracurricular activities in the school, the researchers had some trouble at the moment of implementing some of the instruments such as the interviews and the fables themselves. Despite those problems, the researchers managed to obtain results and analysis from the instruments implemented. Another problem found in the intervention was the moment of recording the dialogues between the students. They all wanted to be recorded at the same time and it was quite difficult to do so as there was just one researcher in the room and they needed to record the relevant information in the students' interventions.

In order to ascertain the impact of using fables on the EFL speaking skill of 305 and 306 courses from Liceo Femenino Mercedes Nariño in this project two units of analysis with their corresponding categories and indicators arouse from the theoretical framework which are *The use of fables as a meaningful tool to improve oral skills* and *Oral skill: teacher – student and student-student*. The next section explains in detail the results associated to those categories.

The use of fables as a meaningful tool to improve oral skills

All along the intervention the fables were the source of motivation and participation in the English classes. They were the engine to enclose the students into the English language and opened a new view in this respect in their classes. The fables took a very important part in this project due to the familiar vocabulary and the stories presented in each section.

Vocabulary improvement

The students are able to use the vocabulary worked in the fables in order to express their own ideas. It can be said that the fables really had an impact on the way they started associating concepts. At the beginning of the intervention it was difficult to teach them in English some of the words in the stories. After showing them the fables, the moral, the presentation of the vocabulary and the constant repetition on the pronunciation, the researchers gave them the chance to create their own production; short, concise and clear with the same words worked in class. (See, appendix 2, field note 305)

> *The girls listen to the story. Some of them get a few words and some others are not really paying attention. After that, the teacher shows the story and re-reads it so that students start familiarizing with the pronunciation of the words and the idea of the story. Then the teacher repeats the words connected to the body and starts practicing along with the girls. Afterwards the girls are given a task. They have to draw themselves on a piece of paper and describe their bodies by using the expression: "This is my……I use it for……" So they are supposed to tell at least three classmates the descriptions.*

As it is shown in this field note, students work and produce orally the vocabulary seen in class. They started using a very simple structure in order to mention the vocabulary seen in class. Now, as Harmer (2001) states in one of his sub-features to succeed at the moment of processing the information the listener is told, he suggests that once the listener has got what the speaker has said, he/she will be able to process and repeat the information successfully and this is basically what happened with the exercise previously mentioned. The teachers taught some words based on the fables and asked students to repeat until students could do it correctly and using the correct words. Thus, having said this, the students are now capable of constructing full sentences using the correct words and that is what happens in the following indicator.

The students use vocabulary learnt in class to create well-structured sentences. In this respect, and from the previous indicator, the base of the research is that students get vocabulary so as to start using full sentences correctly. It seems to be that traditionally students are used to repeating words and sentences without having a concrete context or basis. In this research it can be seen how students did the repetition and production of new sentences by listening to the stories and to the teachers.

As Harmer (2001,271) says: *"processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences).* Students in this stage of the process could say and remember the vocabulary taught and turned it into their own production. The researchers

helped with basic explanations of words or expressions and then the girls started showing their own production. (See, appendix 2 field note 305).

> *After checking the pronunciation of some words previously worked in class about family "father", "mother", "sister", etc, the teacher shows the story and reads it. Reading aloud makes them more interested in the story and they also practice listening. Then, the teacher tells the girls to sit down on the floor and listen to the story by its original teller (recorded). We listen to it and the girls start asking questions about the vocabulary. The teacher tells the girls to sit at their tables again, draw their family and describe it to their partners. The teacher monitors the activity and checks they are using English as much as possible.*

The students at this point were able to build sentences and tell their partners about their families which was the objective in this activity. Building sentences with coherence (see appendix 5) and appropriate pronunciation is the main core here and the girls were engaged to this purpose. Also, the way of working (groups) was really interesting and makes them work more energetically. Working in a group is also easier for the researchers to monitor and control.

Table 5. Vocabulary/structured sentences

The chart below shows the production from the students and how they built sentences using the vocabulary taught. This is a recording from 2 students in class 305. The idea of the conversation is to talk to each other about their families and what they do.

recording - pair 3	
student a says	student b answers
my mother is secretary.	my mother is "ama de casa".
my father is driver "de taxi".	my father is police.

At   this my sister is student.   my sister is teacher.   instant   the researchers say that students were able to get, repeat and produce the words and sentences worked in the fables. But, it is difficult to produce a word without motivation or attention. These two aspects are extremely important to elaborate constructs in a foreign language.

Attention and motivation

The students get attracted by the fables proposed in class. Attention is considered a key element when learning a foreign language and the speaking skill development as well. In order to have appropriate attention levels, students must be motivated in most cases. This was an aspect students did not have before the implementation. Hence, the researchers identified that aspect and started to work on a pedagogical strategy to make them increase their motivation and attention.

The students' attention did not depend on whether they knew the fable or not. It was focused on the way they were going to learn. Hence, it was clear that the use of the fables created a meaningful learning process as students got excited and interested for listening to some fables. Thus, the pedagogical tool made them increase their motivation and attention towards the English class. In this sense, when students realized they have the opportunity to listen to a new story, they focused their attention on it. (See, appendix 3 field note 306)

> *The teacher engaged the students in the story as he acted it in an active way. Finally, the teacher asked the students to create the moral of the story as they already knew or had related the fable to its Spanish translation. Students had to draw the final of the story and write the moral then, with the aid from the teacher, they had to translate into English their own moral.*

61

Here, it is seen how students get attracted and motivated towards the fables. Every fable implied a new story and a new set of words and expressions. The attention was linked to the story and the way the teachers presented them. It was very important to encourage students by the presentation of the fable. Moreover, the students found it more interesting to work with fables than with the traditional way of teaching. *Fables or traditional classes* 100% of the students preferred the classes with fables which shows and confirms that their attention was directly linked to the stories presented and therefore their motivation to work in class. (See, appendix 6)

When learning a foreign language, motivation has an important role as it makes the learning process easier since students have the disposition to learn. Once students are motivated, they find enjoyment when learning instead of being forced to do it. Besides, it is possible to affirm what Ellis and Brewster (1991) stated: stories exercise the imagination as children get involved in a story and identify with the characters. The current indicator was established with the aim of showing how the use of fables motivated students up to the point they produced their own fable and shared it with their classmates.

The students show their motivation by producing their own fable. Stories are motivating and fun in order to develop positive attitudes towards foreign language and language learning and they create the desire to continue learning. When students' motivation started to increase, they all began to pay attention. Besides, they were focused when listening to the fables and it made them participate in the activities set by the teachers. Hence, they realized they were exposed to a new methodology that goes beyond the traditional methods they were familiar with. These methods are based on learning grammar structures and words

translation. Additionally, learning English through the use of fables is related to what they like when they were asked about the way they wanted to learn. (See, appendix 3, field notes 306).

> *After discussing the moral of the fable they had to discuss their favorite animal and the characteristics of it. First, one of them did it for everyone. Then, each of them was given the time to think, write and then talk to their partners about it.*

As it is suggested before, through the use of fables students have the desire of continuing learning. Thus, they took an active role when doing the activities proposed by the teachers. Hence, students who did not participate and interact with the teachers or classmates started to change their attitude since they were motivated enough to do the activities. Therefore, students were part of the activities implemented by participating, interacting with the teachers and their classmates. Moreover, they affirmed they like the activities they were doing.

Now, to support this idea and give an important reference, we considered what Pimsleur, P (1962) highlights about motivation. He points out that:

> *"Motivation factors almost certainly affect achievement, and personality may also be important. In that sense, in the process of learning it is very important to highlight the importance of motivation, since it is probably the prevailing aspect which governs the student's progress and ability to learn".* Pimsleur, P (1962).

So, as it said above, motivation does play a huge role in the learning process and students at this stage of the research were engaged and motivated to acquire vocabulary and produce a fable.

To conclude, according to what was seen before, the researchers can affirm that there was an improvement in students' motivation through the implementation of fables. Thus, their attitude changed and they started to participate in the activities showing they were motivated. It also helped them to interact orally without taking into account the mistakes they may make. Additionally, they also had fun and it was not challenging for them to pass to the board or speak aloud. Based on this, it is important to say that motivation is a key aspect in the foreign language learning process. Once a student is motivated enough, he/she is close to have successful interactions and accomplish several learning goals.

Oral Skill: Teacher – Student and Student -Student

Another unit of analysis to keep in mind when the researchers were analyzing the data was the one which is related to the *Oral Skills,* important factor implemented to achieve the communicative aim took into account inside the EFL classes in the LFMN. Thus, as we already mentioned and cited the theory made by Halliday (1975), the oral skills enhance students to establish habits when they are creating their own knowledge of the target language. Moreover, the activities proposed by the teachers-researchers were focused on developing these oral communicative skills.

   Oral Interaction

The students are able to exchange orally their understanding of the fables to their partners. Taking into account that improving speaking skill in one of the expected results in this investigation, the researchers established all the activities to allow the students to achieve them. Moreover, they provided students with the vocabulary and the expressions needed to

accomplish the activities. As it is an important aspect within this category, the information related to this matter was gathered by implementing the field notes and recordings which were transcribed and analyzed.

Most of the students affirmed they liked participating and they felt comfortable when doing it since they could interact with their classmates and the teacher as well. When doing these activities they were able to interact and improve their speaking skills, this aspect is revealed in (See, appendix 3 field note 306)

> *When the students are interacting among them (student-student) showing the character's body parts (legs, arms, eyes, ears, noses, etc.) they show some difficulties when formulating questions but they correct the mistakes they make when they notice that something is wrong. Even more, students help their friends to answer or correct a sentence because almost all of them listen attentively when someone is participating.*

Table 6. Oral. Exchange of fables

The chart showed below expresses some of the oral interactions the students were carrying out when they were asked to present a monster they created as a homework after the teachers had taught the topic related to body parts. If one student sometimes made a mistake she was corrected by one or more of her classmates in the target language.

Recording - Pair 7	
Student A	**Student B**
The lion has three eyes.	Nooo, two.
The mouse has two ears.	Yes.
The lion has 1 nose.	Yes, one.

As the interaction above has shown, it is possible to affirm that students were able to have a factual interaction with their classmates when doing affirmative sentences with the

vocabulary and grammatical expressions they had already learnt from previous lessons. Furthermore, this aspect confirms what Sullivan (2000) stated when using group work to maximize students opportunities to speak and reducing the psychological difficulty of public performance.

Thus, it is possible to say that students are familiar with some vocabulary of the target language. Before the fables implementation they used to have a few problems when understanding and asking questions due to the lack of vocabulary and expressions they had. Now, this lack was overcome thanks to the motivation, attention and participation when showing an effort to say some basic expressions in English. Even more, these results are quite close to the objectives this research is trying to deal with since by improving their speaking skill, the students are achieving the communicative purpose.

Alternatively, *the students understand the instructions given by the teacher and respond to them properly.* To accomplish this goal, the teachers implemented activities in which students could process the language in their heads and put the ideas in a coherent order, an aspect that requires a need of comprehensibility and convey of meaning, retrieving word and expressions from memory to produce appropriate sentences. Also, these activities required an oral interaction between the teachers and the students, an aspect stated in the development of oral skills, objective of the current research (Harmer, 2001).

The researchers set appropriate environments to have students produce their knowledge, in order to avoid the difficulties students found when speaking. The teachers encouraged them to participate by using the vocabulary and phrases he had taught them.

Moreover, they implemented images and transparent words to make students speak as it is shown in the (See, Appendix 5).

Table 7. Oral. Teacher-student

This chart is a summary of the simple interactions that we as teacher-researchers could have while doing the vocabulary review already worked in class and while reading the fables aloud to all the students.

Recording - Pair 6	
Teacher	**Students**
Are these the arms?	Yes, teacher.
Is this a hand?	No teacher, this is a nose
Are these the eyes?	Yes teacher. Eyes.
Is this the Lion?	No teacher, this is the mouse.
Is the mouse big?	Nooo. The lion is big

This exercise suggest that students began to avoid nervousness when they started getting involved in the activity and the comprehension of the fables and the language itself when answering the questions. Besides, as they had confidence due to the vocabulary and the grammar structures they possessed, they participated without having too much problems. Another factor to keep in mind was that they knew that they were not going to be punished for the mistakes they could make.

As it is established by Corey (1940 as cited by Hargie et al., (1981)) the process in which the teacher makes questions to the students is fundamental to settle a classroom interaction; these activities facilitate language acquisition by initiating responses from students and encouraging student thinking and learning. Moreover, Brock (1986) commented that the use of display questions (explain away in the theoretical framework chapter) encourage learners to get interested because these questions require short answers and small pieces of information as it is showed in the chart above.

Confidence and Participation

The students speak confidently in class to the teacher and to their partners. Confidence is an important aspect to deal with when someone tries to interact in the target language and the use of the previous knowledge sometimes is overwhelmed by the fear of making any mistake. If the teacher does not propose and ideal environment that could make students become inhibited at the time of producing sentences in the target language, the learning process could be hard to achieve by the students and they could not participate actively in the class activities. When learners are confident, they feel free to participate without mattering if they make mistakes or not. They feel motivated to show the knowledge they possess. That is why this indicator seeks for identifying whether students increase their confidence through the use of fables.

When listening to stories students can make mental images in their heads. Thus, they can interpret in different ways what they are hearing. This is related to what Ellis (1990) affirmed. Stories are a useful tool to link fantasy and the imagination with the child's real world. It makes students increase their confidence because they feel free to imagine what

they want and they also use their creativity to make short stories have sense. As a result, students begin to build up interpretations they can share with the whole class.

When doing so, the students try to share their opinions and emotions finding that storytelling, in this case with fables, is meaningful and their motivations and confidence increased at a high level. As a result, the students show they were learning and having fun at the same time. That is why they put attention when the teachers tell the fables. (See, appendix 3 field note 306)

> *Then, the teacher asks some volunteers to name the parts of the body their monsters have. Most of them wanted to participate as they wanted to show their creations to the teacher and their friends and how much they had worked when doing it. The students began their presentations by saying: "It is (they mentioned the name they had set to their monsters)" and then "My monster has three arms, four ears, eight legs" or "my monster has four noses, two mouths, three eyes" and so on.*

As it was mention at the beginning of the current indicator, once students increased their confidence, they started to participate by giving opinions and expressing what they feel as they have had the opportunity to build their own interpretations when imagining and exercising their creativity. Such aspects make students increase even more their confidence at a point they do not want to stop participating.

CHAPTER 6

CONCLUSIONS

This chapter presents the conclusions, reflections and general suggestions arising from the development of the current project. On it, the research question posed was*: How does the use of fables enhance EFL speaking skill in 305 and 306 grades at the Liceo Femenino Mercedes Nariño?*

Based on the interpretations of the findings, two units of analysis and four categories with their respective indicators emerged with the purpose of answering the research question. All along the intervention the fables were the source of motivation and participation in the English classes. They were the engine to enclose the students into the English language and opened a new view in this respect in their classes. In general the students from third grade in both courses were fully engaged with the stories and activities proposed by the teachers.

To start with and taking into account our first objective related to oral production performance in both classes, we can say that the improvement of oral skills, among the students of 305 and 306 courses in the LFMN, was quite achieved. Regarding the category that deals with the oral interaction itself increased by means of using the storytelling methodology. During this study it was possible to find that the use of fables proved that students understanding increased since the stories carried out were familiar to the students.

Nevertheless, the fables opened an opportunity to learn English by using them in a funny way thanks to the activities implemented when each reading or presentation of fables

took place. These positive aspects allowed students to show confidence and improve their attitude towards the English class as they arrived to the classes with expectations that enjoyable things and processes would occur.

Thus, the students were able to control their nervousness and pauses when facing the foreign language because they could find appropriate environments to use the English language without being forced to do something they might know but could not express. In other words, they tended to feel nerveless at the moment of speaking or saying what they wanted, they had understood or the ideas needed to comprehend something related to the fables.

Now, focusing on our second objective which deals with the influence of fables in the students' learning process we found that fables contributed to encourage students' motivation as they felt enjoyment towards the pedagogical strategy by participating and showing they were involved in the class. In this sense, they found appropriate environments to use the English language without being forced to do the activities but showing and expressing what they knew. As they noticed they had the principal role of the class, they felt comfortable and perceived an English learning growth.

Moreover, this fables' understanding was showed by using the English language to express or say something orally, without mattering that these few words or expressions were simple or short, since the educational stage where the students are, demands they know just some specific commands like animals, family and colors' vocabulary, besides that, some specific adjectives or nous. Thus, when a student was capable of using one simple expression orally we were enhancing their oral skills and even giving them some vocabulary from the

71

target language. But it is necessary to clarify that not all the activities were successful and sometimes they got distracted as it is a huge group to deal with by one teacher; also, the time given to teach or have one class in the LFMN was quite short.

Likewise, in terms of vocabulary there was a notable improvement. Students were able to use new vocabulary and expression to interact among other students and with the teachers as well. They showed understanding by answering questions, giving information, creating stories. Children also understood that they could learn English without translating and using their mother language. It was mainly accomplished via fables which provided them with expression and vocabulary to make them learn and interact with their environment. Also, elements such as vocabulary, attention and motivation increased significantly due to the engagement the stories had on the students from both courses. The proximity to the real lives of the students is a component the teachers took into account at the moment of choosing the stories to be worked with them.

Additionally, there was a remarkable positive improvement in regards of the interaction the students had between the teachers and among the group itself. As it is possible to affirm that the comprehension of the fables' content was achieved, presented in the previous analysis chapter, the students were able to speak and interact with their schoolmates without being afraid of doing it. They could express, answer, confirm, or even clarify if some basic information related to the fables was set about discussion thanks to the activities that allowed them to have a significant understanding of the fables.

However, we as researchers and teachers felt that our objective of improving student's oral skills was achieved little by little and we can say that the use of fables and storytelling

inner an English class had a positive impact in the students. Students' attitude towards their English classes showed a change from the beginning of the project and the observations made in *Proyecto de Investigación* to the end of the whole process. Fables and storytelling gave the opportunity to the students to imaging and fell part of the fables themselves as the students were active and paid attention when using this method to teach. Learning turned into fun.

To conclude our last objective in this project, we as teacher-researchers can affirm that students at this level of their learning process are able to produce many things but we as teachers need to be very careful when choosing the tools and strategies. We need to be aware that students today are more visual than ever and they would much prefer to work with methodologies which are more attractive to their eyes and senses rather than being just a person who sits down and "sees" the teacher writing on the blackboard. We think stories help a lot to have interaction among students and teachers.

General Suggestions

Based on the results obtained in the current project, it is possible to affirm that by implementing fables which is a pedagogical strategy that is familiar with students and they like it, they increased their attention, motivation and participations. It was evident keeping in mind their participation and the success they got when there is interaction teacher – students and students – students. According to this, it is suggested that teachers take into account students' opinions and interests about EFL process. Students like learning a new language through strategies they are interested in. Thus, when they realize they have the opportunity to learn, have fun and that the teacher takes their opinions valuable, they are near to have meaningful language learning. Also, when working on the skills, the teachers should consider

73

the way in which students learn. It is more difficult for some students to work on speaking rather than reading.

Teachers also have to take advantages of the context and the tools they have. In the case of the current research, the teachers were provided with a smart board, speakers, a laboratory, tablets and a series of technological devices that made the presentation of the fables more interactive and more attractive. Besides, when choosing storytelling and fables, teachers should be familiarized with them and have previous preparation. It means, using appropriate intonation, accurate rhythm and so on. Additionally, when dealing with short stories, it is a requirement to use lots of visual aids to make the storytelling more memorable. Teachers should be active people who have to move almost all the time, use mimics and participate with the students in the activities.

To continue with, it is necessary to use English (if it is an English class) as possible. Students are used to taking English classes in which most of the time Spanish is used. This fact makes the EFL process difficult. Instead, by taking appropriate English classes, teachers make sure students use English to interact with the language as it was evident through the implementation of this research. Here, most of the time students do not understand what is being said. Hence, the teacher could use transparent words and visual aids to help students to understand.

Another suggestion is related to the different English levels. There are some students who have better level than others and the teacher should create collaborative work in which advanced students help the ones who need extra accompanying. Additionally there is a pattern in terms of participation. As there is a big amount of students in some classrooms, the

74

students who are close to the board are the ones who participate more. It suggests that teachers should make all students participate in class and take advantage of the classroom spaces to do this.

To add, Liceo Femenino School has created a positive environment between teachers and students who are implementing the project. In that sense, they have facilitated material needed for the classes. However, it is suggested that teachers from the school support more the students who are carrying out the practicum in the aspects that practitioners could need inside the classroom since they are more experienced teachers.

In regards to the university it would be useful to have defined guidelines in terms of the monograph structure since practitioners in some cases have to change the structure according to the type of practicum. Besides, it would be important that the advisors attend regularly to the schools in order to monitor and give feedback to the practitioner's classes.

To conclude, the students and the school must work together to accomplish goals they all have and keep on working to promote and stimulate an appropriate English teaching – learning process to make students get involved in society from different perspectives and become active members of it. It is also an invitation to go beyond traditional methods to implement methodologies in which students have a real learning and they use it to face challenges they may find in their lives.

REFERENCES

Angelo, T. A. (1993). A Teacher's Dozen: Fourteen General, Research-based Principles for Improving Higher Learning in Our Classrooms. *AAHE Bulletin, 45*(8).

Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, and Experience & School.* Washington, DC: National Academy Press.

Brock. (1986). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly, 20*(1), 41-8.

Brown, H. (1994). *Teaching by Principles: Interactive Language Teaching Methodology.* New York: Prentice Hall Regents.

Burns, A. (2009). *Collaborative action research for English language teachers.* Cambridge: Cambridge University Press.

Chang, K., Chen, I., & Sung, Y. (2002). The effect of concept mapping to enhance text comprehension and summarization. *The Journal of Experimental Education, 71*(1), 5-23.

Coulmas, F. (1981). *Conversational routine. Explorations in standardized comunication situations and prepatterned speech.* Mouton: The Hague:.

Council of Europe. (2004). *The common European framework of reference for languages: learning, teaching, assessment.* Retrieved october 5, 2013 from http://www.coe.int/T/DG4/Linguistic/Source/ Framework_EN.pdf

Doughty, C., & Pica, T. (1986). "Information gap" tasks: do they facilitate second language acquisition? *TESOL Quarterly, 20*, 305-325.

Dujmovic, M. (2006). Storytelling as a Method of EFL Teaching. *Methodological Horizons*, 75-88.

Ellis, R. (1990). *Instructed second language acquisition: learning in the classroom.* Oxford: Basil Blackwell Ltd.

Flavell, J. (1963). *The developmental Psychology of Jean Piaget.* New York: Van Nostrand.

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding.* Detroit: Heinle & Heinle.

Gillies, R. (2006). 22. Gillies, R. (2006). Teacher's and students' verbal behaviors during cooperative and small-group learning. *British Journal of educational Psychology, 76*, 271-287.

Glasser, B., & Strauss, A. (2008). *The discovery of grounded theory: Strategies for qualitative research.* Chicago: Aldine.

Glasser, B., & Strauss, A. (2009). *The discovery of grounded theory: Strategies for qualitative research.* Chicago: Aldine.

Goffman, E. (1971). *Relaciones en público. Microestudios de orden público.* Madrid: Alianza.

Hargie, O., Saunders, C., & Dickson, D. (1981). *Social skills in Interpersonal Communication.* London & Camberry: Croom Helm.

Harmer, J. (2001). *The Practice of English Language Teaching.* Harlow: Pearson Education Ltd.

Hartman, H. (2002). *Scaffolding & Cooperative Learning. Human Learning and Instruction.* New York: City College of City University of New York.

Hernández, C. (2007). *La interacción en la destreza oral.* Logroño, España: Actas XVII Congreso Internacional de ASELE.

Kellal, N. (2006). *La interacción oral alumno/alumno en clase de ELE: los retos comunicacionales del trabajo en grupo.* Mostaganem, Argelia: Centro Virtual Cervantes.

Kissock, C., & Lyortsuun, P. (1982). *A guide to questioning: classroom procedures for teachers.* New York: MacMillan.

Littlewood, W. (1998). *La enseñanza comunicativa de idiomas: introducción al enfoque comunicativo.* Cambridge University Press.

Long, M., & Sato, C. (1983). *'Classroom foreigner talk discourse: forms and functions of teachers' questions'.* (M. a. 35. Long, Ed.) H. Seliger and M. Long.

Long, M., Brock, C., Crookes, G., Deike, C., Potter, L., & Zhang, S. (1984). *Effects of teachers questioning patterns and wit-time on pupil participation in public high school classes in Hawaii for students of limited English proficiency.* Honolulu: Technical report No 1. University of Hawaii at Manoa.

Martínez, M. (2007). *La interacción oral en la clase de ELE: algunas pistas para practicar el español oral de forma sistemática, progresiva y evaluable. Inventario de ideas.* Madrid.

MCER. (2001). *Marco común de referencia para las lenguas: aprendizaje, enseñanza y evaluación.* Retrieved mayo 28, 2015 from http://cvc.cervantes.es

McMahon, M. (1997). *Social constructivism and the world wide web - A Paradigm for learning. Paper presented at the ASCILITE conference. Perth, Australia.* Retrieved 2014 from http://www.curtin.edu.au/conference/ ASCILITE97/papers/ Mcmahon/Mcmahon

Ministerio de Educación Nacional. (2014). *Reflexiones para la política de internacionalización de educación superior en Colombia.* Bogotá: Banco de la República.

Olson, J., & Platt, J. (2000). The Instructional Cycle. *Teaching Children and Adolescents with Special Need, Upper Saddle River, NJ: Prentice-Hall, Inc.*, 170-197.

Raymond, E. (2000). *Cognitive Characteristics.* Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.

Robinson, H. (1994). *The Ethnography of Empowerment – the transformative power of classroom interaction.* London: Falmer Press.

Rulon, K., & McCreary, J. (1986). Negotiation of content: teacher-fronted and small group interaction. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 182-199). Rowley, MA: Newbury House.

Strauss, A., & Corbin, J. (2010). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, CA: Sage.

Sullivan, P. (2000). *Playfulness as Mediation Communicative Language Teaching in a Vietnamese Classroom. Sociocultural Theory and Second Language Learning, edited by James P. Landtolf.* Oxford: Oxford University Press.

Ur, P. (2000). *A Course in Language Teaching: Practice and Theory.* Foreign Language Teaching and Research Press.

Wegerif, R., Mercer, N., & Dawes, L. (1999). From social interaction to individual reasoning: An empirical investigation of a possible socio- cultural model of cognitive development. *Learning and Instruction, 9*, 493-516.

APPENDICES

APPENDIX 1. Consent Letter

LICEO FEMENINO MERCEDES NARIÑO
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN UN
PROYECTO INVESTIGATIVO DEL ÁREA DE INGLÉS

Título del proyecto: Mejorar la habilidad del habla a través del uso de fábulas in las estudiantes de grado tercero del Colegio Femenino Mercedes Nariño.

Andrés Felipe Vargas López (Correo electrónico afvargas89@gmail.com) y Camilo Andrés Zamora Martínez (correo electrónico:cz2490@hotmail.com) estudiantes de Licenciatura en Educación Básica con énfasis en: Español y Lenguas Extranjeras de la Universidad Pedagógica Nacional son los responsable del proyecto mencionado anteriormente.

El objetivo de esta investigación consiste en determinar el efecto de usar fábulas para mejorar la comunicación oral en las estudiantes de los cursos 305 y 306 del Liceo Femenino Mercedes Nariño. De igual manera, advertir sugerencias metodológicas con el fin de mejorar la percepción de una segunda lengua en dichas estudiantes.

Si usted está de acuerdo en que su hija participe en este estudio, le solicitamos amablemente llenar el consentimiento presentado al final de este documento. Tenga en cuenta que su participación es voluntaria y usted puede retirar a su hija del proyecto en el momento que lo considere pertinente sin que esto genere ninguna consecuencia negativa en el estudiante. Igualmente, podrá estar seguro que se mantendrá la confidencialidad debida a que la información será manejada exclusivamente por nosotros y de ninguna manera se referenciarán nombres personales.

Muchas gracias.

Consentimiento de participación
SE LE HA ADJUNTADO UNA COPIA DE ESTE DOCUMENTO EL CUAL QUEDARÁ CON USTED.
ACEPTO QUE MI HIJA PARTICIPE EN ESTE PROYECTO INVESTIGATIVO.

FIRMA: _____ FECHA: _____

EN CASO DE TENER UNA QUEJA O RECLAMO POR FAVOR COMUNÍQUESE CON LA INSTITUCIÓN O AL CORREO DE LAS PERSONA ENCARGADAS.

NOMBRE DE LOS INVESTIGADORES:_____

Fecha: _____

APPENDIX 2. FIELD NOTES. COURSE 305

Date: 13/03/15	Session: 4	Time: 13:30 – 14:45	Participants: 43 students between 8 to 9 years old	
Activities developed	**Description**		**Analysis category**	**Analysis and interpretation**
Topic presentation animals	The idea of this session was to see how the girls worked together and how they saw the English language. They were shown a picture of an animal and then we started to talk about its parts, what the animal ate, where he lived, etc. afterwards, I presented the fable "the crow and the pitcher" and I involved them into the story, the story had a moral and they had to discover it. (Obviously as the moral was quite difficult to explain in English I had to help them to give me some expressions in English). After discussing the moral they had to discuss their favorite animal and the characteristics of it. First, one of them did it for everyone. Then, each of them was given the time to think, write and then talk to their partners about it. As we didn't have enough time I couldn't hear all of them but in general they tried and I tried to help all them.		Student-student interaction	At the beginning it was quite difficult to organize them and give them the instructions as it was the first time i presented the activity. However, I managed to organize the group and they did the task. The interaction among them worked because I was supervising what they did and how they did were doing. Definitely working among them gives them more confidence.
			Teacher-student interaction	As I explained the activity 100% in English they were quite surprised and didn't understand part of the activity. So, I had to use a little Spanish so that they could develop the activity. They were very kind to me but some groups were afraid of explaining their animals in front of me (because they thought I might get angry due to their pronunciation).
			Oral interaction	As this was the first activity the interaction was partly in English and Spanish. We have to take into account that they had never been given a class through this type of stories. They

Date: 13/03/15		Session: 4	Time: 13:30 – 14:45	Participants: 43 students between 8 to 9 years old	
Activities developed	Description			Analysis category	Analysis and interpretation
					were quite afraid of talking but they did it in the end. Was partly in English and Spanish. We have to take into account that they had never been given a class through this type of stories. They were quite afraid of talking but they did it in the end.

Date: 12/06/15	Session: 7	Time: 13: 30 to 14:45	Participants: 43 students between 8 to 9 years old
Activities developed	Description	Analysis category	Analysis and interpretation
Warming up: Game "What's the animal"	On this day the teacher decides to do a review about animals seen in previous classes. The girls, unfortunately, hadn't had class for almost a month due to the teachers' strike. The idea of the activity is that the teacher shows an animal on the smart board and the girls (previously organized in groups of 4) have to write the name of the animal and say it. They enjoy the activity very much and ask the teacher to show more animals but because of the time the class had to go on.	Student-student interaction	As in the previous field note, the students find themselves interested in the activity because they have to work with partners. They feel more relaxed. The activity for them is great because it includes their families and we know that kids at this age love talking about their families.
	In this session the idea is to show the girls a fable called *"My family and I"*. This time the girls start remembering some words connected to family. They brainstorm some ideas and then start telling the teacher the words they remember "father", "mother", "sister", "brother". After checking the pronunciation, the teacher shows the story and reads it. Reading aloud makes them more interested in the story and they also practice listening. Then, the	Teacher- student interaction	In this activity the girls and the teacher didn't have a lot of interaction because the activity started with them and finished with them. The only interaction they had with the teacher was probably the questions about unknown vocabulary.

Date: 12/06/15	Session: 7	Time: 13: 30 to 14:45	Participants: 43 students between 8 to 9 years old	
Activities developed	Description		Analysis category	Analysis and interpretation
Topic presentation: "My family"	teacher tells the girls to sit down on the floor and listen to the story but it original teller. We listen to it and the girls start asking questions about the vocabulary. The teacher tells the girls to sit at their tables again, draw their family and describe it to their partners. The teacher monitors the activity and checks they are using English as much as possible.		Teacher- student interaction Speaking skill	As the girls don't have too much contact with English the vocabulary they use is limited and the ideas they express go according to what is shown in the fables. This time, the family was a great topic for them but still they do need more time to practice and learn the vocabulary.

Date: 11/09/15	Session: 12	Time: 16:30 to 17:45	Participants: 43 students between 8 to 9 years old	
Activities developed	Description		Analysis category	Analysis and interpretation
Warming up: Song "This is my body" Topic presentation: "My body"	In this session the teacher starts the class with a short song about the body. The girls repeat the song and start identifying the parts of the body. They listen to the song again and sing along.		Student- student interaction	Once again the girls are amazed by the activity because apart from just talking, they had to go and look for a partner and repeat the expression taught. So it made the activity a little bit more physical and active. All the girls participated in the activity except one who didn't want to do it because she had been taken to orientation and wasn't in the mood for the activity.
	The teacher explains the students that they are going to hear a story of a boy and that they have to identify words connected to the body. The girls listen to the story. Some of them get a few words and some others are not really paying attention. After that, the teacher shows		Teacher- student interaction	At the beginning the interaction with the students was with the song. Then, they had to listen and repeat after the teacher the words about the body. And they were not afraid of asking the correct pronunciation of the words. But most of the activity was among them.

Date: 11/09/15		Session: 12	Time: 16:30 to 17:45	Participants: 43 students between 8 to 9 years old
Activities developed	Description		Analysis category	Analysis and interpretation
	the story and re-reads it so that students start familiarizing with the pronunciation of the words and the idea of the story. Then the teacher repeats the words connected to the body and starts practicing along with the girls. Afterwards the girls are given a task. They have to draw themselves on a piece of paper and describe their bodies by using the expression: *"This is my……I use it for……"* So they are supposed to tell at least three classmates the descriptions. The teachers stands behind them and checks any pronunciation problems. The activity finished with the repetition of the expression previously taught and the girls are given as a homework the song so that they can practice it at home.		Oral interaction	The oral interaction this time was in English and they didn't have to work out a lot of words because the structure and vocabulary had been presented. They liked the activity because it was simple, easy and clear. They liked the story and at the end talked and used the vocabulary and structured taught.

APPENDIX 3. FIELD NOTES. COURSE 306

Date:10/06/15	Session:7	Course: 306	Time: 16:45 – 17:45	Participants: 41 studentsbetween8 to 9 years old
Activities developed	Description		Analysis category	Analysis and interpretation
Warming up: Game *"What's the animal"*	On this day the teacher decides to do a review about animals seen in previous classes. The girls, unfortunately, hadn't had class for almost a month due to the teachers' strike. The idea of the activity is that the teacher shows an animal on the smart board and the girls have to write the name of the animal and say it. In this session the idea is to show the girls a fable		Student-student interaction	As it is well known students love to speak about their relatives to their classmates that is the reason why this activity was well developed as they had to work with their partners taking about family. They fell more relaxed. In this activity the girls and the teacher were

| Topic presentation: *"My family"* | called *"My family and I"*. This time the girls start remembering some words connected to family. They brainstorm some ideas and then start telling the teacher the words they remember "father", "mother", "sister", "brother". After checking the pronunciation, the teacher shows the story and reads it. Reading aloud makes them more interested in the story and they also practice listening. Then, the teacher tells the girls to sit down on the floor and listen to the story. We listen to it and the girls start asking questions about the vocabulary. The teacher tells the girls to sit at their tables again, draw their family and describe it to their partners. The teacher monitors the activity and checks they are using English as much as possible. | Teacher-student interaction

Oral Interaction | trying to find previous ideas about family vocabulary. The teacher had to elicit some words as they had forgotten some due to their vacations but each incentive the teacher gave to them after a good word they fell more interested in being participative.

As the girls don't have too much contact with English the vocabulary they use is limited and the ideas they express go according to what is shown in the fables. This time, the family was a great topic for them but still they do need more time to practice and learn the vocabulary. |

Date:26/08/15	Session:9	Course: 306	Time:16:45 – 17:45	Participants: 41 studentsbetween8 to 9 years old
Activities developed	Description		Analysis category	Analysis and interpretation
Warm up activity song: "Head, Shoulders, Knees and Toes"	In this session the teacher starts the class with a dynamic song about the body. The girls repeat the song and start identifying the parts of the body. They listen to the song again and sing along. The song was easy to understand as they already knew its Spanish translation. The teacher starts the topic by showing on the smart board an image in which they were presented the body parts, he elicit the word they had already known. Some of them get a few words and some others are not really paying attention. After that, the teacher repeats the words connected to the body and starts practicing along with the girls. Then the teacher asked the students to design themselves on the notebook bodies by using the		Student-student interaction Teacher-student interaction	The girls were attracted to the activity as they had to show their classmates their improvement in regards of pronunciation. They had to repeat the sentences they had created and say the words they already knew from the previous activity. At the beginning the interaction with the students was with the song. Then, they had to listen and repeat after the teacher the words about the body. And they quite enjoyed it as this activity demands to

Date:26/08/15	Session:9	Course: 306	Time:16:45 – 17:45	Participants: 41 studentsbetween8 to 9 years old
Activities developed	Description		Analysis category	Analysis and interpretation
Topic presentation: *"My body"*	expression: *"This is my……I use it for……"* So they are supposed to tell at least three classmates the descriptions. The teachers stands behind them and checks any pronunciation problems. The activity finished with the repetition of the expression previously taught.		Oral Interaction	move their bodies like a choreography. The oral interaction this time was in English and they didn't have to work out a lot of words because the structure and vocabulary had been presented. They liked the activity because it was simple, easy and clear.

DATE: 26/08/15	SESSION: 9	COURSE: 306	TIME: 16:45 – 17:45	PARTICIPANTS: 41 STUDENTS BETWEEN 8 TO 9 YEARS OLD
ACTIVITIES DEVELOPED	DESCRIPTION		ANALYSIS CATEGORY	ANALYSIS AND INTERPRETATION
TOPIC PRESENTATION: *ANIMALS*	IN THIS SESSION THE GIRLS WERE SHOWN A PICTURE FROM THE FABLE *"THE CROW AND THE PITCHER"* AND AT THE SAME TIME THAT THE TEACHER WERE READING THE FABLE, HE DESCRIBED AND ELICIT THE BODY PARTS OF CHARACTERS, THEIR PARTS, WHAT THEY EAT, WHERE THEY LIVE, ETC. THE TEACHER ENGAGE THE STUDENTS IN THE STORY AS HE ACT IT IN AN ACTIVE WAY. FINALLY, THE TEACHER ASKED THE STUDENTS TO CREATE THE MORAL OF THE STORY AS THEY ALREADY KNEW OR HAD RELATED THE FABLE TO ITS SPANISH TRANSLATION. STUDENTS HAD TO DRAW THE FINAL OF THE STORY AND WRITE THE MORAL THEN, WITH THE AID FROM THE TEACHER, THEY HAD TO TRANSLATE INTO ENGLISH THEIR OWN MORAL. AFTERWARDS, THE STUDENTS HAD TO DISCUSS THE MORAL TO THE WHOLE GROUP BUT THEY WERE KIND SHY DUE TO THEIR PRONUNCIATION. AFTER THE MORALS' DISCUSSION THE TEACHER SETTLED THE HOMEWORK ACTIVITY WHERE THEY HAD TO CREATE AN ANIMAL WITH ALL THOSE DIFFERENT PARTS SEEN IN	STUDENT-STUDENT INTERACTION	AT THE BEGINNING TO SET THE STUDENTS INSIDE THE CLASSROOM WAS A LITTLE DIFFICULT AS THEY WERE NOT USED TO RECEIVE THE CLASS IN ENGLISH. THE INTERACTION AMONG THEM WORKED BECAUSE THE TEACHER WAS SUPERVISING WHAT THEY DID AND HOW THEY RESPECTED THEIR CLASSMATES. DEFINITELY WORKING AMONG THEM GIVES THEM MORE CONFIDENCE.
		TEACHER-STUDENT INTERACTION	AS IT WAS MENTIONED, IT WAS KIND DIFFICULT TO GIVE THE CLASS IN ENGLISH AND THEY UNDERSTAND THE ACTIVITIES OR INSTRUCTIONS. THE TEACHER HAD TO USE A LITTLE SPANISH SO THAT THEY COULD DEVELOP THE ACTIVITY. THEY TRIED TO DO THE ACTIVITIES AT THE SAME TIME THEY WERE TRYING TO IMPROVE THEIR PRONUNCIATION.
		ORAL INTERACTION	AS THIS WAS THE FIRST ACTIVITY THE INTERACTION WAS PARTLY IN ENGLISH AND SPANISH. THEY ASKED EVERY SINGLE WORD TO THE TEACHER TO SAY PROPERLY IN

APPENDIX 4. SURVEY

LICEO FEMENINO'S SURVEY IN 305-306 GRADES

Encuesta: Liceo Femenino. Grado: 305-306 J.T.

Nombre: _____

Edad: _____

Barrio: _____

Por favor dedica unos minutos a contestar este cuestionario, el cual está realizado para conocer tus preferencias para aprender inglés, las personas con quienes interactúas a la hora de utilizar el idioma y conocer cómo te sientes con tu clase de inglés en el colegio

1. ¿Con quién vives?

   _____

2. ¿Quién te ayuda a realizar tus tareas de inglés en casa?

   _____

3. ¿Te parece importante hacer tu tarea de inglés en casa?

   Yes (Sí): ___   No: ___

   ¿Por qué? _____

4. ¿Te gusta tu clase de inglés?

   Yes: ___   No: ___

   ¿Por qué? _____

5. ¿con cuál de esta(s) actividades trabajas más en casa o usas más para hacer actividades en idioma inglés?
   - Leer documentos.
   - Verdocumentales o películas.
   - Escuchar música.

- Jugar vídeo-juegos.

6. ¿Cuál de las actividades mencionadas antes es la que más te gusta para aprender inglés?

   _____

7. ¿Cuál de estas actividades mencionadas anteriormente es la que menos practicas para aprender inglés?

   _____

   ¿Porqué? _____

   _____

8. ¿Cuál de las siguientes actividades te gustaría trabajar más en tu clase para aprender inglés? Videos musicales, películas, libros-álbum para leer historias, historietas o comics.

   _____

   ¿Porqué?

9. ¿Realizas alguna de estas actividades realizas en Internet para estudiar inglés? ver vídeos, escuchar música, leer, otras (especifica cuáles)

   _____

10. ¿Prefieres hacer trabajos en grupo con tus compañeras o prefieres hacerlos sola?

    En grupo: ____   Sola: ____

    ¿Por qué? _____

GRACIAS POR TU COLABORACIÓN.

APPENDIX 5. RECORDINGS

Pair 1	
Student A	**Student B**
This is my arm and I use it for writing	This is my head and I use it for thinking
This is my nose and I use it for smelling	This is my "boca" and I use for eating
This is my eyes and I use it for seeing	This is my ears and I use it for "escuchar"

Pair 2	
Student A	**Student B**
Is lion eating?	Si, perdón yes, lion eating
Is giraffe sleeping?	Yes.
Snake is singing?	No.
Is crocodile dancing?	No se.

Pair 3	
Student A	**Student B**
My mother is secretary.	My mother is "ama de casa".
My father is "conductor" de taxi.	My father is police.
My sister is student.	My sister is teacher

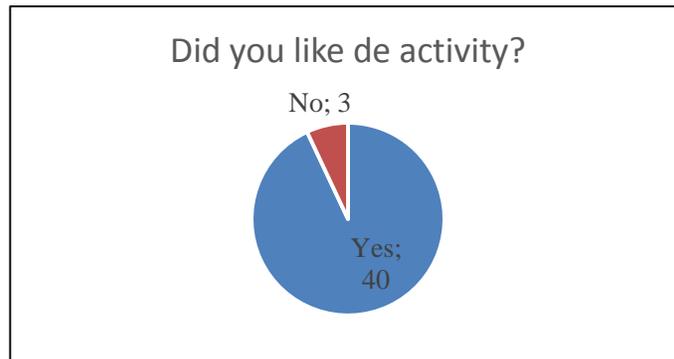| Pair 4	
Student A	**Student B**
Today, I wearing a skirt…	Today, I am wearing shoes…
I am wearing uniform…	I am wearing uniform
I wearing stockings…	I wearing socks…finish teacher!

Wh questions	
Teacher	**Student A**
What's your name?	My name is Helen
Where do you live?	I live Restrepo
When do you brush your teeth?	Yes? Yes…
How many brothers do you have?	2

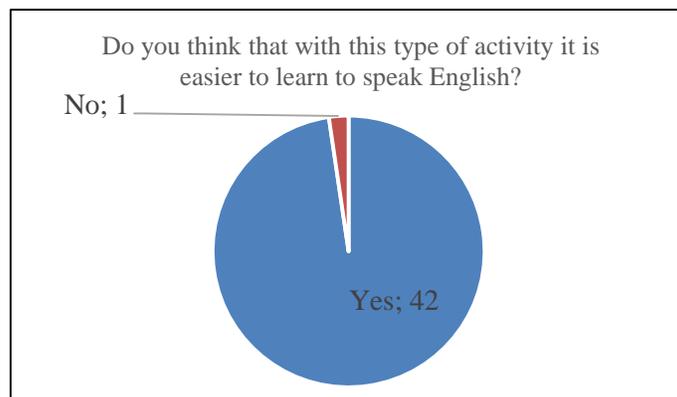| Recording - Pair 5	
Teacher	**Students**
Are these the arms?	Yes, teacher.
Is this a hand?	No teacher, this is a nose
Are these the eyes?	Yes teacher. Big eyes.
Is this the Lion?	No teacher, this is the mouse.
Is the mouse big?	Nooo. The lion is big

Recording - Pair 6	
Student A	**Student B**
The lion has three eyes.	Nooo, two.
The mouse has two ears.	Yes.
The lion has 1 nose.	Yes, one.

APPENDIX 6. SEMI STRUCTURED INTERVIEWS – "CREATING YOUR

MOSNTER (05.06.2015)" (See table 4)
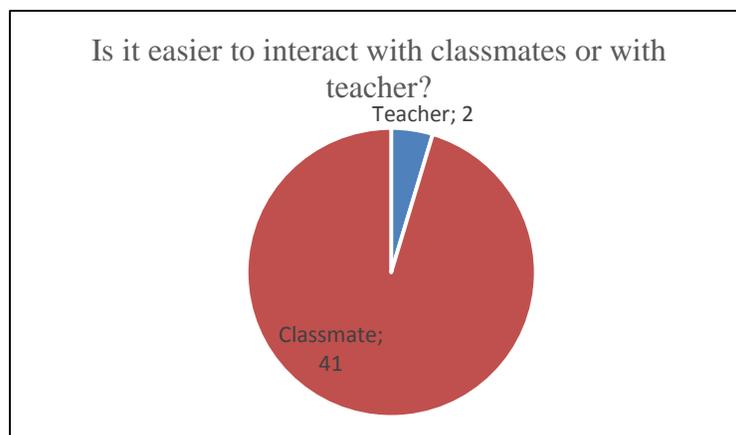
1. About the activity

Did you like de activity?

No; 3

Yes; 40

2. Activity help to learn to speak English?

Do you think that with this type of activity it is easier to learn to speak English?

No; 1

Yes; 42

3. Preferences to interact

Is it easier to interact with classmates or with teacher?

Teacher; 2

Classmate; 41

4. Fables or traditional classes

Do you prefer that English classes are like the before in which the teacher teaches on the board or through fables interacting with your classmates?

Traditional
0%

Fables
100%